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***FACULTY OF PUBLIC SAFETY  
B.A. PROGRAM IN PUBLIC SAFETY***

***RE/ACCREDITATION of the STUDY PROGRAM***

**FINAL REPORT OF THE EXPERT TEAM**

*18 June 2021, Hamburg/ Lüneburg*



## TABLE OF CONTENTS

### Contents

TABLE OF CONTENTS.....	2
1. INTRODUCTION.....	3
1.1. Context.....	3
1.2. Site visit schedule .....	5
1.3. A brief overview of the institution and program under evaluation.....	6
2. PROGRAM EVALUATION .....	7
2.1. Mission, objectives and administration.....	7
2.2. Quality management .....	12
2.3. Academic staff .....	14
2.4. Educational process content.....	18
2.5. Students.....	23
2.6. Research.....	26
2.7. Infrastructure and resources.....	29
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET.....	31
4. APPENDICES .....	33



## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 21 May 2021**

**Expert Team (ET) members:**

- *Professor Dr Hans-Joachim Giessmann*
- *Christoph Back (student expert)*

**Coordinators from Kosovo Accreditation Agency (KAA):**

- *Naim Gashi, Executive Director of KAA*
- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*
- *Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring*

**Sources of information for the Report:**

- *Self-evaluation report “Bachelor in Public Safety”*
- *KAA Accreditation Manual*
- *Syllabi*
- *Staff CVs*
- *Annexes: KAPS internal regulations, decisions and strategies, Development Strategy and Action Plan 2019-2021, Inter-institutional mobility agreement, National Qualifications Framework, Cooperation agreements, Personnel Development Plan.*



### **Requested documents**

- Most recent meeting minutes of the Faculty Council and the Ethics Commission
- Internship Manual
- Internship reports per academic year and service (cohort 2018-2021)
- Performance Indicator 1.1.: the results of previous year
- List of research projects and academic publication of the 8 regular academic staff 2019-2020
- Anti-Plagiarism regulations and report for the academic years 2019-2020
- Academic Appeals Policy and report 2019-2020
- KPI for Academic Staff
- Enrolment strategy for 2019-2021 and state of planning for increasing the enrolment of new students in 2022.
- State of planning for increasing the enrolment of new students in 2022.
- Questionnaire templates:
  - Form for evaluating teacher quality of work by students
  - Form for evaluation of the educational and study environment by students
  - Internship quality evaluation form.
- Aggregated survey data
- Policy regarding to “Flexible treatment for students in special situations”
- Publication of the students’ rights and obligations
- Photos and/or videos of the facilities, including library

### **Criteria used for program evaluation:**

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018*
- *Criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability*
- *Mission/ Vision Statements of the Kosovo Academy for Public Safety*



## 1.2. Site visit schedule

### 21<sup>st</sup> of May

<b>09.30 – 10.10</b>	Meeting with the management of the faculty where the programme is integrated
<b>10.15 – 10.50</b>	Meeting with quality assurance representatives and administrative staff
<b>10.50 – 11.40</b>	Lunch break
<b>11.40 – 12.40</b>	Meeting with the heads of the study programme
<b>12.45 – 13.25</b>	Meeting with teaching staff
<b>13.30 – 14.10</b>	Meeting with students
<b>14.15 – 14.55</b>	Meeting with graduates
<b>15.00 – 15.30</b>	Meeting with employers of graduates
<b>15.30 – 15.40</b>	Internal meeting of KAA staff and experts



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### 1.3. A brief overview of the institution and program under evaluation

The Faculty of Public Safety (hereinafter: Faculty or FPS) is a specialized entity within the Kosovo Academy for Public Safety (KAPS), responsible for higher education, research and development in the area of public safety. Regulation GRK 5/2019 on higher education at the Kosovo Academy for Public Safety regulate the duties of the Faculty. KAPS was indirectly beneficiary of the EU funded Twinning Project “Improving education in the safety and public order sector”, implemented by Finland and Estonia during the period 2012-2014. Through the help of the twinning project and according to the standards as set by the Bologna process, the Faculty of Public Safety became established.

Today, the Faculty offers study programs for six public safety institutions in Kosovo: Kosovo Police, Police Inspectorate of Kosovo, Correctional Service, Probation Service, Kosovo Customs, and Emergency Management Agency.

The FPS was institutionally accredited for 5 Years (01 Oct 2017 - 30 Sep 2022), whereas the accreditation of the study program expired after 3 years on September 30, 2020, but became prolonged on decision by the Quality Council for another year – until 30 September 2021.

The Council extended the institutional accreditation of FPS already in 2018 by another year, now until 30 September 2022. Therefore, for this evaluation, the sole subject is the current B.A. in Public Safety.

The overall mission of the study program is to help build capacity and public safety in the country. It aims to comply with the mission/ vision of KAPS “to *provide high quality services of training, education, research and development in the field of public safety*” (Mission Statement) and to turn KAPS into “*the Center of Excellence for Public Safety in Kosovo*” until 2022 (Vision Statement).

During the visit of the experts, the Faculty management emphasized the close collaboration with the institutions of public safety from the enrolment of the students until the return of the students to their respective institutions.



## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

The Faculty's B.A. study program (henceforth: program) under scrutiny is an 8 Semester (four academic years) program with 240 ECTS in total. The program's structure envisages 160 ECTS for studies and 80 ECTS for "the "practical part". According to the Self-Evaluation Report (hereinafter: SER), the design of the programme is tailor-made to the needs of the public safety agencies in Kosovo. On average, the distribution between "practice" and studies is 1/3.

The program's mission is – in line with the KAPS mission – to provide high quality services of education, research and development in the field of public safety", and more specifically "to prepare students with knowledge, skills and professional competence in performing tasks and exercising legal responsibilities within the scope of public safety agencies" (SER, 16). To that purpose, the theory and practice parts are to go hand in hand, especially through professional practice, as described in the Internship Manual (ibid).

The mission statement is brief, clear, measurable, and reflects the uniqueness of the institution within the national higher education system of Kosovo and within the European Higher Education Area. It is clear enough to ensure evaluation of progress towards the institutions' goals and objectives. The mission has not changed since the inception of the program and it provides general guidance to the program.

The program is "multidisciplinary" and aims at helping to bring about "multifaceted expertise and skills" based on "generally accepted" values and codes of conduct in the work of public safety agencies. The strategic goal of FPS is to provide "higher education for the needs of public safety agencies, based on scientific research and cultural knowledge for students aiming to achieve advanced job positions at the levels of experts, leaders of managers in employment services (and) to support the professional growth of each student and to promote lifelong learning" (SER, 17).

More specifically, FPS wants the graduates to advance comprehensive skills and competencies for performing specialized tasks and function in public safety agencies, to perform leadership and managerial tasks, to follow trends in practical developments that challenge public safety and acquire skills arising from international obligations, and to obtain relevant communication and language skills.

At the general level of information provided, the mission of the study program complies with the overall mission statement of the institution. The curriculum offers a wide spectrum of topics in line with the tasks of public safety. However, the presentation of the *coherence* of (a) the academic nature for the chosen topics, (b) the distribution between mandatory and optional

7



classes, (c) the research base of teachings, and – most importantly – (d) the contribution of the program to support the professional growth of each student remained vague – both in the SER and also during the visit.

Moreover, the visit revealed a gap between the high ambition of becoming part of a Centre of Excellence by 2022 - and the state of implemented reality in 2021.

Regarding the consistency of the program with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area, the SER did not provide sufficient evidence-based information. In particular, the experts did not identify explicit statements in the report, which would link intended learning outcomes to specific level descriptors relevant to the program. However, the intended outcomes are subject to curricular planning and the decision-making procedures of the Faculty.

The administration of the program builds on governmental legal instruments and KAPS regulations and guidelines. The documents as publicly accessible define the conditions, criteria and procedures related to the implementation of the program, including rights and responsibilities, in a sufficient and transparent way. The administrative services are sufficiently available in digital formats.

According to the Management, the Faculty has academic, administrative and financial capacities to enable the full implementation of the program.

However, the number of permanent academic and administrative staff seems to fulfil only the minimum requirements. It has worked sufficiently well because a currently small number of enrolled students. But, as was revealed in the context of supervision in the realm of internships, it was difficult for the Staff to ensure full oversight. More staff (two academic staff/ 1 administration staff) would help to cope with the stipulated high standard of the program for 65 students (the current upper limit for enrolment).

A crucial challenge for management and administration is the “harmony” between studies, research and practice. Although, in principle, studying on the job is an asset of programs designed for practitioners, studies’ objectives and practice outcomes seem to be only loosely connected.

Moreover, the terms for the “practical parts” of the program are time-consuming (49 [!] full weeks in total) and lack a convincing coherence of the education and mentoring profile, i.e. practice parts are hardly more than usual internships during which the students fulfil regular tasks according to their knowledge, skills and previous positions. The internships in their “home” institutions are not part of a systematic career planning after graduation, i.e. including the aim of more relevant assignments in comparison to previous tasks, let alone a promotion.

8





Moreover, as written and oral reports have revealed, the students frequently complain about overload because of assignments just due to the needs of the services they come from, which provide them with regular tasks according to their positions (Internship Report 2020). Quality control has been an issue as well. In 2020, no monitoring of internships at all took place, mainly due to organisational problems. FPS Council requested additional staff capacity, to manage oversight in a proper way. However, the better solution would be a shorter and streamlined internship profile with clear assignments for the students in line with precise qualification objectives, a tailor-made close mentoring and substantive reports on individual achievements.

Overall, the number and overall duration of internships is too high and imbalanced in comparison to the studies part, and the content of most internships does not fully match the necessary requirement of complementing an academic program. Currently 80 credits amount to almost three semesters of the program.

A more streamlined and efficient internship program, with clear learning objectives, mentoring and supervision could span over one full semester and would allow for a shortening of the B.A. program to a total of six semester – the usual duration of an academic B.A. program according to European standards. A shortening of the program to six semesters could also be an attractor for students to enrol, because a period of four years of studies, without a prospect of promotion, instead of studying also on Saturdays in a six days week, can hardly provide incentives, especially to young parents and skilled practitioners in their 30ies.

Resulting from the experiences of the first cohorts, the attractiveness of the program has suffered for the subsequent generations and the total number of enrolled students has steadily decreased since 2018. Since all students so far have come from the Kosovo institutions of public safety a further decline of applicants is most likely, if those institutions consider the absence and learning effects of their staff less relevant than keeping the staff in their current assignments because needs are saturated.

The management informed the experts about considerations to open the program for enrolment of students other than staff from public safety institutions in order to match higher numbers of enrolment. However, the current structure of the program and the legal framework of it are not prepared for such a shift. For example, according to the representatives from the state-run institutions, civilians are not eligible by law to have internships in those institutions. Since the combination of theory and practice is of crucial relevance for the program, its entire structure would be at stake, with impact on the attractiveness of the program for the institutions of public safety as a kind of “training on the job” for their own staff. Moreover, to enrol more students from the public and possibly from other countries in the region, the content of the curriculum



would need reconsideration in order to meet a wider spectrum of interests and potential assignments.

Another issue in this regard: The experts are concerned about the responsibility of the “security agencies where the public security officials are employed” for the “admission” of students, “dependent on their needs”. This approach provides the framework for a mandatory return of graduates to the same institution and (if available) to the same position due to the frequent returns during long internships. The procedure brings about two significant risks: a potential loss of independence on the side of the academic institution vis-à-vis the sending institutions, and a gap between the articulated needs by those institutions and the interest of FPS to attract more students to match the number of 65 enrolled students per cohort.

As for the didactics, the SER stipulates that the academic staff, due to study visits and academic degrees obtained at American Universities, can offer the most modern methods of teaching. However, as the syllabi reveal, applying didactics and methods is left to the discretion of individual teachers, so the mix of teaching comprises elements both of interactive teaching as well as the old-fashioned front-class teaching, dependent on the skills and experience of individual staff.

The research part of the programme is still underdeveloped. On average, the academic staff has published two articles per year, many of which written versions of contributions to conferences or seminars. A consistent research profile does not exist.

An institute for research and development, affiliated to the Faculty, is currently in the making, but was at the time of the visit not yet established. Therefore, details about a future base of research are not available. On a positive note, some articles by Staff members, both permanent and part-time have been published in – or have become accepted by – peer-reviewed international journals.

During the virtual meetings with the program directors, the academic staff and students, the experts perceived a good level of compliance with the governmental and internal regulations for the program. All related actors are well aware of the program objectives, the structures and the procedures for the relevant academic, managerial and administrative elements.

The impression on challenges related to plagiarism remained mixed, however.

On the one hand, the professors and, interestingly, likewise the students, admitted serious problems related to plagiarism.

On the other hand, when asked about how the Faculty had addressed or sanctioned plagiarism cases so far, the Faculty representatives told the experts that they had not detected any serious



case of plagiarism. A standard procedure of dealing with plagiarism is not in place, let alone enforced across the entire program. A requested report on the policy and cases of plagiarism revealed a half-page information about the policy only, not about any cases. Hence, based on the information that was available, a sound assessment of compliance in this regard is hardly possible.

### Results according to the accreditation manual

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	x	
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.	x	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		x
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.	x	
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.	x	
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.	x	

**Compliance level:** Substantially compliant



### **ET recommendations:**

- 1. The Faculty should consider to adjust the duration and structure of the program according to the European standard of 6 Semesters (180 ECTS). If so decided, the practice part should not exceed 1/6 of the entire program.*
- 2. Internships must have precise objectives in line with the study program, including tailor-made close mentoring and outcome reporting on learning outcomes.*
- 3. Practical part and studies should be strongly connected and mutually complementary towards the end of higher qualifications and qualified new job opportunities.*
- 4. A sustainability strategy should be developed to ensure an enrolment match close to 65 students per cohort.*
- 5. If the upper limit number of enrolled students is sustainably matched, the number of academic (2) and administrative (1) staff with regular employment should be increased to fulfil the operational tasks of the program.*

### **2.2. Quality management**

The program is integrated in the overall quality management mechanisms of KAPS, which are based on the KAPS Statute, the KAPS quality assurance manual, performance indicators at the level of institution and the quality measuring instruments.

The central instruments for quality measuring are survey-based evaluations (at the end of each semester) and collecting/monitoring of data regarding to Students, Academic Staff, Administrative Staff and Management. At the end of each semester, the results of the surveys and the monitoring are put together in an internal report, which provides an overview of the performance of the institution. In larger intervals, the institution generates more extensive reports which contains an analysis of the strengths and weaknesses of the program. (see the SWOT-analysis in the SER).

The KAPS quality assurance manual (5.1.4) describes a closed QM-Circle with the four phases of PDCA. During the interviews, KAPS was able to demonstrate how the first three phases (PDC) are implemented and handled. For the last phase “Act”, KAPS was not able to present enough evidence for an adequate implementation. For example, the monitoring system detected the decrease of enrolments in the last years, but no sufficient changes were introduced to solve this issue.



KAPS has shown evidence that the evaluation and monitoring system is working and able to generate reliable results. Now KAPS should seize the chance and use these results to implement adequate changes. In this way, the PDCA-Cycle would be closed, as described in the QA manual. A continuing improvement of performance is not possible, until the PDCA-Cycle is closed in the “real world”, not only in the manual.

The large number of internships is a very special case in this program (see chapter 2.1). After each internship, the student has the chance to fill in an evaluation survey. So, the internships are implemented in the QA system of KAPS, but the expert panel was not able to find enough evidence that these internships have an academic focus (see chapter 2.1). The evaluation and monitoring system should be able to detect such issues. The process, how the internships are implemented in the QA-System should be revised. The learning outcomes should become much more important in the internships (and the internship evaluations).

### Results according to the accreditation manual

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	x	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	x	
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.		x
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.		x
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		x
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	x	



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.	x	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.	x	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.		x

**Compliance level:** Partially compliant

**ET recommendations:**

- 1. The PDCA-Cycle should be closed, as described in the QA manual. The written down process is sufficient, KAPS should implement this process into the “real world”.*
- 2. The evaluation procedure for internships should be revised. (more attention to clear objectives and the learning outcomes).*
- 3. A reliable QA-System should detect the issues describes above by itself. The System itself should be evaluated and adjusted. With an improvement of quality for the program, a continuing evaluated and improved QA-System is needed.*

**2.3. Academic staff**

The regular academic staff consists of eight lecturers/ teachers (2 female) based on full-time contracts and 32(!) part-time teachers (SER, 28). In addition, FPS has had highly qualified guest teachers during the academic years 2018 and 2019. However, the reported figures vary. On page 29 of SER the ratio of regular and part-time staff is 9:29). Almost 50% of all contracts (18) for part-time staff expire by the end of September 2021. The tabular presentation according to Accreditation Standard 1 is incomplete.

The program staff consists of four assistant professors, one associate professor and three teachers. Five members of the Faculty have obtained a doctoral/PhD degree, three members an M.A. The academic staff is assigned to carry out specialized instructions, according to acts





issued by the Government or KAPS authorities for the profiles of police, correctional and probation services, customs and emergency management.

Part-time teachers offer mainly specialized courses, whereas the regular academic staff has assignments across all areas of the curriculum.

Governmental and Faculty Council decrees define and regulate the responsibilities of the academic staff.

A Dean from the ranks of academic staff with regular contract leads the Faculty, elected by the Faculty Council for a period of four years. A Vice Dean assists the Dean. Other functional roles are those of a Coordinator of the study program and the Secretariat. A Head will be in charge for the Institute for Research and Development, the institution yet to be established. Based on qualifications and experiences, the academic staff is in a good shape to offer a curriculum according to the purpose and objectives of the program. Worth to note though, that, at the time of the visit, no *Regular* (Full) Professor was responsible for the program. Most teaching staff is relatively young and in the need of further didactical training. Only teachers with full employment have participated in trainings and study visits for research and teaching, mainly at institutions within the collaboration under the completed twinning project, or during studies in the US. A positive impression gives the on-boarding procedure for the new staff.

The Council is the highest academic authority for the faculty and the program. It is responsible for all general issues related to studies and research. A student representative is member of the Council. His voting rights are confined to the issues related to the students and studies. All procedural aspects of governance are regulated in compliance with existing regulations and are communicated on the Website. The Council forms commissions and working groups (permanent or ad hoc) to address issues within the responsibilities of the Council.

The Faculty, including the academic staff, operates on the base of internal regulations to ensure ethical and academic integrity and institutional autonomy. However, the strong dependence on implementing institutions for public safety for enrolment, knowledge transfer, internships and post-graduation employment is a critical framework condition for a fully independent academic profile. The experts concede that the close relationship between demand and supply of expertise is an asset of the program. Yet, it is important to avoid incentives to narrow the scope of the curriculum to the particular needs of the collaborating institutions only.

The code of ethics is transparent and binding for all staff. It comprises measurable principles of academic responsibility and integrity. The purpose of the code is “to promote faculty values and build a contemporary ethic, based on commonly accepted values to help guide work and enhance the image of the institution.” Stated principles are, guaranteed universal rights, respect for the integrity and dignity of the faculty staff, autonomy in the faculty, efficiency, fair



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competition, academic freedom and responsibility, compliance with laws and regulations and the prohibition of harassment and discrimination (SER, 12).

The recruitment of academic staff is regulated by governmental and KAPS decrees. Recruitments start with an announcement of vacancy. Each staff member has an individual contract, part-time teachers are hired and paid for their teaching assignments. Criteria and qualifications are defined in a transparent manner. Applications are reviewed by an evaluation committee consisting of academic staff and expertise in a field similar or close to the field of subjects of the applicant. The Faculty Council is in charge to make a final judgement and to propose to the Director General of KAPS to appoint the teacher. The selection of all academic staff is made for four years. Discharged applicants have the right to appeal to a complaint committee. Overall, the recruitment process is organized in a professional and fully satisfying manner.

According to the written report, the Faculty staff is “constantly involved in scientific activities (...) that enable them to stay up to date with the latest developments in their field.” The expert team did not obtain sufficient evidence for this statement. Neither there is a systematic and consistent research profile at the Faculty, nor do the reading lists for most classes reflect the most relevant, let alone most recent titles on the subject (more in the academic program part). The number of publications is said to be on the rise. The number of two publications on average per professor within the period of last three years is at the lower end of expectation.

FPS has a plan for the professional development of staff. The stated three objectives (SER, 26) are actually only one: development and advancement of regular academic staff – the other two are rather means (support) to an end. The focus of the plan is fourfold: 2 training in didactics within three years, training in reviewing syllabi, participation in (at least) one conference, and study visits according to very limited financial opportunities.





### Results according to the accreditation manual

Standard	Compliance	
	Yes	No
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.	x	
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.	x	
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	x	
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.		x
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.	x	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	x	
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.	x	
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.	x	



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

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Improving the standards of quality of teaching and learning by addressing KPI*
2. *Improving training for young and part-time staff in didactics*
3. *Increasing the number of highly qualified regular academic staff (research, PhD)*
4. *Raising funds to be earmarked or nurtured for systematic staff development through skills training, coaching, and peer exchange programs*

**2.4. Educational process content**

The Curriculum comprises four elements: General studies, specialized studies, internships and the B.A. diploma thesis. The spectrum of studies covers topics relevant to the field of public safety with focus on national security, law, psychology, management, language and methodological skills, disaster prevention and crisis management, risk analysis and communication. The program is multi-disciplinary and aims at the acquisition of disciplinary, methodological and generic skills as demanded in adequate employment. The Curriculum consists of mandatory and optional courses. Since all four areas of public safety (police, customs, correctional and probation, and emergency management) are represented in the mandatory as well as in the specialized parts of the curriculum, all students are offered valuable insight into the entire range of safety practice and institutions. The program has listed 10 learning outcomes.

Overall, the structure of General Studies with its four elements of law and ethics, management, human relations and behaviour plus communication is satisfactory and lays ground for the specialized courses in the subsequent higher semesters. Learning objectives are clearly stated and in line with a demand for developing competences in unity with personal integrity and social responsibility across all branches of public safety. For many students (so far) are



practitioners with a high level of practical experience and a comparably lower level of academic skills, the experts not on the positive side the offer of integrated classes with focus on academic methodology and language skills. However, the English classes are mandatory only during the first and second semester, in the 3<sup>rd</sup> semester the class is optional. The extension of the offer to the 4<sup>th</sup> and 5<sup>th</sup> semester should be considered. The course on research methodology does not cover the spectrum of methods (especially social sciences) but is mainly limited to methods in statistics. This coverage is insufficient to prepare the students for the diploma thesis, not least and in particular to help the students to avoid unwilling risks of plagiarism.

The Curriculum offers sufficient coverage for a number of topics, for example in the General Studies part, regarding national security, law, psychology and in most parts of the specialized parts of the program. In general, the definition of learning outcomes corresponds to level 6 of the European Qualifications Framework. A number of classes offer a good mix of learning and skills trainings. The students expressed their preference for more of the latter, which does not correspond with the currently high number of internships, unless these internships do not offer sufficient opportunities for learning and practicing new skills. The students also expressed appreciation of the professors' and teachers' availability for individual consultations.

Overall, a logical flow of topics exists within the range of disciplines, although one might argue that according to the topic a reverse of order between criminal and constitutional law would make sense. The gradual shift from knowledge transfer to skills over the course of the program is convincing. The description of learning objectives is concise and predominantly transparent in the sense of explaining the topics, teaching methodology and assessment methods, however with differences in the substance of information provided.

If the program seeks to attract students other than from Kosovo public institutions in order to fulfil the minimum figures for enrolment, a more substantial revision of the Curriculum, including its practical parts, will be needed. In particular, more topics of international studies, both theoretical and applied with regard to policing, international police missions and the role of related multinational agencies such as FRONTEX, OLAF, EPPO, Europol, Interpol etc. can attract students from all over the region to apply.

This said, the Curriculum contains also some weaknesses:

- From a theoretical perspective, the selection of mandatory literature (according to syllabi) is only in a few cases essential for the topic. The lists seem to be random (problem of accessibility?), some sources are not up to date, and most sources are only in Albanian, thus reflecting the state of the art only of national debates or are outdated due to secondary reflections.



- Introduction to law in the first semester is elective, not mandatory. Since knowledge in law is not widely spread amongst practitioners (except for the range of their individual assignments), the introduction to law should be a mandatory element of the first semester. Moreover, a number of classes in law span over the entire duration of the program for which this introduction is essential. For the sake of more basic introductions to topics of public safety the mandatory internship during the first year (if there is a need at all) could be substantially shortened or skipped.
- A few courses show a difference between expectations stirred by the title and the content. For example, the class on Information Technology and Communication is hardly more than a training on using elementary standard tools such as Word, Power Point, E-mail and Web browsers. In general, the introduction and practice of modern information and communication skills, which will determine practice in an increasingly digital environment, is not sufficiently part of the program as a whole. On average, it is more expressive and of higher standard in the specialized part in comparison to the general part of the Curriculum.
- Most basic management classes are elective, which seem to contradict the intention to improve management expertise and skills (inter-personal and managing) for high performance. That applies, for example to financial, leadership and project management skills, especially since some of those courses are mandatory in the specialized part of the program.
- Course P7 is of basic relevance. It should not come elective as late as in the last teaching semester but be combined with the mandatory introduction to the tasks of Kosovo's public safety organizations at an earlier stage of the program.
- The objectives and measurable outcomes of the internships are not sufficiently transparent. The methodology of teaching and mentoring is not spelled out and, most importantly, the intention of "applying skills gained" does not resonate with the experience of the students/ graduates of being promoted to more qualified positions (see our assessment in section 2.1.).
- Although the design of student assessment mechanisms is sufficient, according to the qualification requirements, the number of written and oral exams is very high. Each class requires, and some classes require even more than one, written or oral exam/ test/ presentation. Other European programs have opted for a modular clustering of exams/ assessments according to the wider spectrum of the respective teaching subject (e.g. terrorism/counter-terrorism) in order to reduce the workload of exams for the students and to reserve more time for integrated learning on relevant topics. However, the current structure of the curriculum makes clustering difficult. For example, aspects of criminal law are part of the Curriculum in different semesters.



- Finally, the number of ECTS is currently 245, not 240. As said before, the experts consider a restructuring of the Curriculum necessary. That may include shifts between mandatory and elective classes, a significant reduction of more effective/ efficient internships, a strengthening of syllabi especially for the general part of the curriculum, and the integration of more elements with regard to modern technology, communication and E-learning.

The following chart presents a better picture than the results in detail would reveal. It is important to understand for the assessment that, despite our stated full fulfilment of all standards, some flaws do still exist.

### Results according to the accreditation manual

Standard	Compliance	
	Yes	No
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.	x	
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.	x	
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.	x	
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.	x	



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.	x	
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.	X	
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.	x	
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.	x	
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.	x	
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.	x	
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.		x
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.	x	

**Compliance level:** Substantially compliant

**ET recommendations:**





- 1. General introductions in the main fields of learning provide a framework for disciplinary depth and multi-disciplinary coherence. They should be mandatory.*
- 2. The lists for mandatory readings should be reviewed, updated and be focussed on relevant titles according to the state of knowledge.*
- 3. The substance of teaching managerial skills based on the use of modern and digital technologies must improve.*
- 4. The role and intensity of internships for the program needs further clarification. Learning objectives for internship(s) must directly build on – and reflect – the gains from preceding studies, and qualification from studies should lead to qualifying assignments in practice.*
- 5. Since this program is academic, it should clearly reflect its academic nature, and give time and space to the students to fulfil their learning obligations in a proper manner. The internship total duration is too long and can improve if each internship assignments take into account concrete gains in knowledge and skills from preceding studies.*
- 6. The review of legal and technical opportunities of a modular clustering of summative assessments for courses with similar or inter-related subjects is advisable, in order to reduce the students' exam workload and stress.*

## **2.5. Students**

The Students Admission is described in the Regulation No.1 on basic Bachelor Studies at the Faculty of Public Safety. For the application process it is mandatory that a high school degree-Diploma is available (for international applicants additionally a document for degree equivalencing from Ministry of Education of Kosovo is required). If this requirement is not met, the application is not valid, and an enrolment is not possible. The second restriction for a valid application is the employment of the applicant at a Public Safety Agency in Kosovo. (KAPS maybe will cancel this second restriction and open the institution for applicants who are not employed by a Public Safety Agency. (See chapter 2.1))

In the case that there are more applicants than the maximum number of enrolment (65), a public competition decides about successful enrolments. The whole process is described and handled.

During the interviews KAPS was able to credibly assure that the teaching and learning process is interactive and student centred. With a maximum enrolment of 65 Students per year, KAPS



is able to provide sufficient circumstances – in the last years, the study groups were well dimensioned. If the number of students per semester will rise in the future (up to 65), KAPS will have to take a close look on the size of the study groups and maybe have to implement some adjustments also.

An academic record is available for the students during their whole student life at KAPS. KAPS provided some examples of a flexible treatment of students in special situations (ongoing illness, pregnancy, ...). Because of the relatively small size of the study groups, it is often possible to solve this kind of problems appropriate and quick. Overall, the Expert Panel is satisfied with the handling of KAPS on the mentioned topics.

Student completion rates for all courses and for the program as a whole will be taken into account within the monitoring system of the QM (see chapter 2.2). Appropriate quality indicators are defined.

Regarding the topic of academic integrity and the check-up procedure if the work submitted by students is original, the Expert Panel did not find satisfying information. Policies for academic misconduct are defined but the handling of these kind of issues is insufficient. During the interviews, KAPS was not uniformly able to explain the usage of an antiplagiarism software.

The rights and obligations of students are summarized in the student handbook, which every student will get on the beginning of his studies.

During the interviews the Expert Panel was able to get a good impression of the availability of the academic staff for consultation and assistance. The availability seems to be good, no complaints or any other signs of discontent was found.

### Results according to the accreditation manual

Standard	Compliance	
	Yes	No
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	x	





Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	x	
S Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	x	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	x	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	x	
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.	X	
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.	x	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		x
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.	x	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	--	--
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.	x	

**Compliance level:** Substantially compliant



### **ET recommendations:**

- 1. The view and handling of the topic of academic integrity should be revised. KAPS has to tackle these issues with more importance. The usage of an antiplagiarism software should become normal. Also, a training for the academic staff on how to use this software could be helpful.*

### **2.6. Research**

The Self-Evaluation Report stipulates that the establishment of a functioning Institute for Research and Development at FPS is envisaged and, according to the information provided during the visit, is currently still in the state of planning and recruitment. No detailed information about thematic foci, research strategy and research objectives was provided to the experts. Moreover, a budget line for research activities does also not exist so far. KAPS has provided some funds to support study visits and the participation in international scientific conferences. No detailed evidence was given in the report and during the visit as to the “support of several scientific research projects” of the faculty. The reported international cooperation in research (and teaching) refers only to training activities. The provided lists of publications in the regular and part-time staff’s C.V. (both English and Albanian) are either incomplete or imprecise in revealing data on research projects and publications. (An updated list was provided for the regular staff [only upon request by the expert group], which makes the picture look better, but a systematic research profile does not exist).

The engagement in publishing activities seems to derive from the initiative and interest of individual staff members or it is connected with participation in scientific conferences. No evidence was provided to the experts that research has been an institutional priority so far, which might however change with the planned Institute in place – but currently relevant standards and performance indicators are not sufficiently matched. Two assistant professors have become selected recently as candidates for becoming the head of the research institute, but the recruitment process has not been completed by the date of the experts’ visit.

On the positive side: KAPS has signed a cooperation agreement with the National Library of Kosovo and the Association of Electronic Libraries of Kosovo, which will allow staff and students to access eight electronic databases and some 700 thousand titles for teaching, studying, searching and research activities.

So far, neither publications exist by students in national or international journals, nor has student’s research become at all a systematic part of an institutional research profile, let alone

26



of a research strategy. Part-time and adjunct staff as well as students' research could easily add to a consistent and competitive research profile on issues related to public safety. However, all of this has still to become established. A close consultation with the partners from practice about research needs in order to develop a research strategy & profile for FPS is advisable.

### Results according to the accreditation manual

Standard	Compliance	
	Yes	No
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.		x
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.	x	
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.		x
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	x	
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.	x	
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.	x	



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.	x	
Standard 6.8 Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.		x
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.		x
Standard 6.10. Students are engaged in research projects and other activities		x

**Compliance level:** Partially compliant

**ET recommendations:**

- 1. A research profile complementary to the study program needs to be developed. The focus of the program should be on applied research as the primary purpose of the studies is to improve public safety through expertise and skills. Close coordination on research needs with the institutions of public safety is advisable.*
- 2. A research and publication strategy, based on this profile, needs to be developed.*
- 3. Collaboration with partner institutions should be used for research cooperation, in particular for joint project proposals to European or other international donors.*
- 4. Students should be encouraged to contribute own research pieces (B.A. thesis) to beef up the research profile to be. Themes and topics, as well as mentoring and supervision, should support this objective.*
- 5. Promote the use of the new opportunities to access electronic databases and the library stock of the NLK in order to cultivate creativity and quality in research endeavours.*
- 6. Provide clear policies for defining research, consistent with international standards and established norms in the field of study of the program.*
- 7. Establish a policy for ensuring intellectual property rights and clear procedures set out for commercialization of research findings by staff and students.*



## 2.7. Infrastructure and resources

Because of the Covid19 pandemic, the Expert Panel was not able to visit KAPS in person. So, the basis for the Experts to decide about this standard were videos and photos provided by KAPS and the impression from the interviews.

The KAPS Campus in Vushtrri provides everything what is needed for the delivery of the program. The quantitative resources (space, human resources and equipment) are sufficient for the long-term implementation of the program for the maximum 65 students per year. The number of seats in lecture rooms, seminar rooms and laboratories are also well dimensioned for the program. This is also the case for the capacity of the library.

Adequate documents for evidence regarding the facilities were provided by KAPS (for the premises in general, equipment, software and library).

KAPS provided a completely and comprehensible financial plan to the Expert Panel. The Experts assess the numbers within the plan as realistic and sufficient to sustainably deliver the program for the next years. The financial backing of the Kosovo Ministry of Internal Affairs for KAPS assures the liquidity, even if the enrolments will decrease. (The Students do not have to pay a tuition fee)

The KAPS Campus in Vushtrri is well suited for the delivery of the program. Only the preparations for students with special needs is insufficient. For example, the lack of elevators or high stair steps are a problematic.

### Results according to the accreditation manual

Standard	Compliance	
	Yes	No
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.	x	



<p>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.</p>	<p>x</p>	
<p>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:</p> <p>a) owned or rented spaces adequate for the educational process;</p> <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>	<p>x</p>	
<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>	<p>x</p>	
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;</p>	<p>x</p>	



d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;		
e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs		x

**Compliance level:** Substantially compliant

**ET recommendations:**

- KAPS should design the facilities in a manner, that students with special needs can participate at the academic life without any restrictions.*

**3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET**

The expert panel would like to commend FPS for the constructive engagement during the evaluation. The staff demonstrated a high level of commitment, and has eagerly responded to all requests by the experts on time. Considering the documentation, the information gathered from the visit and the responses to additional requests the Reaccreditation Panel has arrived at the following assessment:

Standard	Compliance level
Mission, objectives and administration	Substantially compliant
Quality management	Partially compliant
Academic Staff	Substantially compliant
Educational Process content	Substantially compliant
Students	Substantially compliant
Research	Partially compliant
Infrastructure and resources	Substantially compliant
<b>Overall compliance</b>	<b>Substantially compliant</b>





In addition to the formal assessment, we as experts wish to provide a number of recommendations with regard to the program's reaccreditation:

1. Most students if not all have a record of experience in the practice of public safety for years. Currently, most students, if not all, will return to the institutions, which they have come from. Some students are even already in their 30ies. Responding to the needs that have resulted in the enrolment of students according to the current admission practice, we consider the duration of 4 years for a B.A. program as too long. Moreover, since a top-up M.A. program is considered, 180 ECTS would suffice to match the enrolment requirements.
2. Currently, internships amount to 49 weeks, i.e. almost a full year, respectively, 80 credits (almost 3 semesters) in total. The current internship profile has only loose connections to the teaching objectives. Most of the time reserved for internships the students spend in the institutions that have been so far their employers to just “performing tasks in practice” without clear reference to the progress made in their studies. FPS may be interested to increase the value of internships by reconsidering their educational role as part of the curriculum. Precise objectives, clear assignments complementary to these objectives, tailor-made mentoring and more substantive reporting on the content of internships are options as well as downsizing the number and length of internships.
3. The steady decline in numbers of enrolled students is a reason for concern about the sustainability of the program. It originates partly in the current mode of enrolment. The institutions for public safety decide on and control the admission of the students, which, by the way, may possibly also endanger the academic independence of the program. If the program becomes accessible to students others than safety institutions' employees – something that is currently discussed – other problems may emerge. For example, according to the information the experts received during the visit, students who are not affiliated to one of the national institutions would not be eligible there for internships. Admission procedure, curriculum and internship profile would be in the need to become completely overhauled. Another potentially demotivating factor is the current practice of not promoting graduates to more responsible and higher-paid positions upon their return to the institution of their affiliation. All of these challenges need responses to ensure the sustainability of an accredited program.





4. A strong and focused research profile does not yet exist. We take note of current efforts to establish an Institute for Research and Development at FPS, which is an important step into the right direction. However, the challenge is not only an institutional and funding-related one. Equally important is a coherent, recognizable research profile and strategy, including students' works, in order to overcome risks of singularizing of research activities and to improve opportunities to raise research funds from public donors.
5. In conclusion, the Expert Team considers that the Bachelor of Science in Public Safety offered by the Kosovo Academy of Public Safety is **Substantially Compliant** with the Standards included in the KAA Accreditation Manual.

**However, due to the recommendations by the expert panel to reconsider and adjust the length, structure and curriculum of the program, we recommend to accredit the above study program at this stage for a duration of 3 years with a maximum of 65 enrolled students. Furthermore, we recommend KAPS to review the structure and duration of the program immediately and to undertake necessary steps to ensure the sustainability of a high quality program. Finally, we do also propose to take stock after the first year of the accredited period with regard to the expert panel's recommendations.**

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**The expert team takes positive note of the responses by KAPS to the recommendations as aforementioned, especially of KAPS' decision to shorten the duration of the program to 3 years (180 ECTS) and to adjust the curriculum accordingly in a coherent manner.**

**We still propose to take stock on the implementation of these decisions and of the other recommendations after one year.**

#### **4. APPENDICES *(if available)***

1. A
2. B



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim  
Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency

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3. C



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim  
Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency

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### Expert Team

#### Chair

**Hans-Joachim Gießmann**

**18.06.2021**

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(Signature)

(Print Name)

(Date)

#### Member

**Christoph Back**

**18.06.2021**

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(Signature)

(Print Name)

(Date)