Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

KAPS
Kosovo Academy for Public Safety

INSTITUTIONAL RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

March 2023

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1. INTRODUCTION

1.1. Context

Date of site visit: February 24, 2023

Expert Team (ET) members:

> *Prof. Melita Kovacevic, PhD*
> *Prof. Peter Parycek, PhD*

Coordinators from Kosovo Accreditation Agency (KAA):

- Shkelzen Gërxhaliu, Senior Expert for Evaluation and Monitoring
- Leona Kovaci, Senior Expert for Evaluation and Monitoring, *KAA Officer*

Sources of information for the Report:

- *Self-Evaluation Report (SER)*
- *Information obtained during the online site visit on with the management of the institution, teaching and administrative staff, students, graduates, external stakeholders and employers of graduates*
- *Annexes*
- *Visits of on-site facilities*
- *Additional documents requested by the expert team*
- *Comments from the KAPS to the draft report*

Criteria used for institutional and program evaluations

- *Standards for institutional evaluation as outlined in the Accreditation Manual 2022 of the KAA*

1.2. Site visit schedule

Time	Meeting

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09:30 – 10:45	Meeting with the management of the institution *(no slide presentation is allowed, the meeting is intended as a free discussion)*
10:50 – 11.40	Meeting with: 1. Quality assurance representatives 2. Administrative services
11:45 – 12:45	Meeting with Deans of Faculties (Head of programmes in case of smaller institutions)
12:45 – 13.30	Lunch break (to be provided at the evaluation site)
13:30 – 14:20	Visiting tour of the facilities and infrastructure
14:20 – 15:10	Meeting with teaching staff
15:15 – 16:05	Meeting with students
16:10 – 17:00	Meeting with graduates
17:05 – 17:55	Meeting with employers of graduates and external stakeholders
18:00 – 18:10	Internal meeting – Expert Team and KAA
18:10 – 18:20	Closing meeting with the management of the institution

1.3. A brief overview of the institution under evaluation

The Kosovo Academy for Public Safety (KAPS) is a government institution responsible for providing training, higher education, and capacity development in the field of public safety. The institution has a faculty of public safety that offers study programs for all public safety institutions, including the Kosovo Police, Police Inspectorate of Kosovo, Correctional Service, Probation Service, Kosovo Customs, and Emergency Management Agency. KAPS underwent a transformation with the entry into force of Law no. 04 / L-054, which strengthened its competencies in the field of providing training and higher education. KAPS established its faculty of public safety through a Twinning Project entitled "Improving education in the safety and public order sectors" implemented during the period 2012-2014 by Finland and Estonia. The faculty has undergone institutional and program accreditation, and the four-year study program (240 ECTS) for the Academy in the field of

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public safety has been accredited for the three-year period, respectively 01 October 2014-31 September 2017.

2. INSTITUTIONAL EVALUATION

General Reflection

Leadership of Kosovo Academy for Public Safety explained during the SV, that the drafting phase of the developing plan is in the final stage, where objectives are reformulated and activities for implementation are identified. Open issues are the finance plan and key indicators. In the next month, the plan will move into the consulting phase where actors, stakeholders, and internal ministries will be consulted for their input. A draft version was not offered.

The idea of bundling safety activities into one institution is a good approach to ensuring consistent safety standards. However, it can be challenging to govern because of the different interests and quality standards of the institutions involved, particularly in higher education. Governance frameworks must also be carefully considered to ensure that all parties are accountable and that the safety measures implemented are effective.

An expert team has made the observation that critical decisions, such as those related to strategy or the organigram, are not always made timely by the Ministry of Interior. This creates a vulnerability within the institution, particularly with the different interests and frameworks involved. It is crucial that the Ministry of Interior and other relevant stakeholders work together to ensure that the decision-making process is transparent and that all decisions align with the overall safety objectives.

The number of students in the Faculty of Public Safety has been in decline over the past few years, with 36 students in 2019/2020, 23 students in 2020/2021, 19 students in 2021/2022, and 24 students in 2022/2023. This trend raises concerns about the development of the faculty and its sustainability in the field of public safety. This decline may have been caused by a number of factors, some of which include a lack of commitment and support from relevant stakeholders, a lack of clear career paths for graduates, and the absence of a prerequisite that graduates must have completed the program in order to be considered for relevant policy or customs positions.

2.1. Public mission and institutional objectives

KAPS provides in its SER a very short section related to institutional mission, with hardly any information on the process of defining it, on stakeholders that participated in developing it. In addition there is no information on institutional objectives (1.5). As stated in the SER, the mission of the KAPS is 'to provide high quality services of training, education, research and development in the field of public safety' (Standard 1.1, 1.2). However there is no further

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elaboration of any aspects how the mission is recognized by its members and used for developing strategic plan (1.4).

The positive side is that the institution defined its core values and according to the SER they have been shared with stakeholders. On the other side, although it is mentioned that drafting of new strategy will be finished by 2022, it is not clear at all how the mission, as presented, could provide guideline for drafting it. Also, the mission provided in the SER is not identical to one in a draft of strategy, a document that has been provided by the institution as an additional document requested by the ET. Throughout of the text in SER, the basis is the Strategy 2019-2022.

Compliance level: Partially compliant

ET recommendations:

1. *Develop mission that will provide guideline for drafting a new strategic plan*

2. *Develop more differentiated medium and long-term institutional objectives and include them in the mission.*

3. *Develop clear mission statement that will reflect adequately different roles that institution has and that will help institution to be appropriately positioned in national HE space*

Comment to the Comments from KAPS: *The ET respects the feed back provided by the KAPS pointing to the institutional process of developing a new strategy with all the other relevant elements, such as mission, action plan etc. The ET team was glad to learn that there is a serious commitment to finalise the process of developing and approving a Strategy for a period 2023-2026 which will be the basis for all other necessary institutional changes. However, all the analysis and evaluation arguments are based on available documents and information collected during the site visit. It is also important to keep in mind that in all documents was argued that a new document will be developed by the end of 2022, that it did not happen.*

2.2. Strategic planning, governance and administration

ET did not receive institutional Strategic plan as one of the documents although in the SER it has been stated that the Strategy will be done by the end od 2022. (one another place in the SER stated February 2023 as the due time). During the site visit, the management staff was hardly providing any information related to strategic planning, objectives etc. The institutional management did not provide any explanations what stopped the process and how come that institution did not approve the strategic plan on time, knowing that is facing the accreditation

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process for which this documents is extremely relevant. As the ET staff asked for additional documents, and one of them was, at least, a draft of a new Strategy, it has been sent.

The last draft version of the document has been produced on February 20, 2022. ET neither cannot understand nor it has been given any reasons why nothing has been done or almost the whole year. On the other side, if this is an error in typing, it is absolutely not transparent how it could be expected to have finalized Strategic plan by the end of 2022, as it is written in the SER, when the working group for the drafting strategic documents was nominated November 1, 2022, by the Decision No 234. This attitude is also reflected in the document that ET received. (Standard 2.1, 2.2)

In the documents there is no evidence that external stakeholders participated in drafting, and as it is stated in the SER 'The process of drafting the Strategy was led under the supervision of the management of KAPS and that throughout the process of drafting the Strategy all members of the organizational units were involved'. (Standard 2.2)

However, it is stated under the section 'Methodology' that the external stakeholders will be consulted once draft is ready. Bearing in mind information ET collected during the site visit, it is not clear if this happened or not yet.

The draft defined strategic objectives, with specific objectives as well. What is probably confusing, and this has been also observed with the institutional management and the way they distribute managements roles, and decision-making bodies, is complexity of the institution itself. Namely, the KAPS embraces vocational training, trainings that are more in the category of LLL, and HE system while it does not have fully transparent division of roles and responsibilities. The way objectives are represented is to general, with no clear short-term and long-term targets, so it would be also hard to follow its implementation and possible need for revisions (Standard 2.4., 2.5, 2.7)

Action plan is part of the document, although it could be questioned how is possible to have an action plan before the main body of the Strategy did not pass the whole process and it has been approved. Nevertheless, if we accept that these are two part of the same document, the action plan will be definitely very hard to monitor and to make any changes in three year period.

Action plan has all main elements needed in such kind of document, however, budget is not transparent, it does not enable in a transparent way adjustments (Standard 2.3), while number of deadlines are so general that do not provide any guideline for effective implementation.

The rhetoric question that remains for the institution to answer is why to develop a new strategy if the new one is almost completely mirroring the old one, including the Action plan? Two

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documents that ET received, one in Annex section, and one after the site visit are almost the same.

Management structures and arrangements given in the SER and presented schematically is not transparent, and certainly do not follow common academic, HE institutional structures. The fact is that institution follows number of national and professional regulations that might be sometimes also limitations. However, if the part of the institutional functioning aims to provide higher education, it also needs to adopt norms in this area. In addition, it would be crucial to be regularly and timely supported with the superior institutions that are in charge of their overall functioning. For example, ET was reported that certain changes in institutional structures and arrangement have not been approved for a long period by the responsible Ministry. (Standard 2.8)

Compliance level: Partially compliant

ET recommendations:

1. *Develop and approve Strategic plan with realistic strategic objectives, along with well elaborated Action plan*

2. *Use quantitative and qualitative indicators which will enable institution to better monitor its implementation and to do revision if needed*

3. *Establish appropriate institutional management that will allow optimal organization and management of higher education units and programmes*

Comment to the Comments from KAPS: *As said the above, the ET appreciates and respects institutional feed back related to existing documents related to this set of standards as well as future activities that will soon take place. However, the evaluation is based on the provided documents and information collected during the site visit. Aiming for the evaluation, namely accreditation in higher education area, there are some common aspects, criteria, procedures shared by all the higher education institutions. On the other side, external evaluators could only rely on the facts and documents they have received during the evaluation process and they need to be comprehensive and transparent. It is institutional responsibility to assure those documents on time and/or to articulate any relevant additional aspects during the site visit. Unfortunately, provided feed back on the received draft report did not shed any new light.*

2.3. Financial planning and management

In general, the section of the SER devoted to financial matters is brief and, unfortunately, not all that informative. KAPS is supported by the government of Kosovo. KAPS provides an overview of the organization budget about $3.5 million Euro per year for the next three

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years in the SER. It is unclear, however, how the portion of higher education (Faculty of Public Safety) is funded. (p.20) Based on the provided SER *Standard 3.1. and Standard 3.2.* are not fulfilled.

In relation to Standard 3.3, an overview of the budget process has been presented at a meta-level for the whole institution up to the reference to the PIP system (public investment programmes). The level of abstraction is not appropriate for an analysis by the expert team and does not meet the quality standards of a SER, so no further details are provided in the SER, instead reference is made to other documents. The external experts conduct the analysis and evaluation of compliance with the standards primarily based on the SER and not based on detailed research of other documents.

The same applies to Standards 3.4 and 3.5, for which the SER contains no more information. This does not imply that the experts question the financial management of the organisation, but it was not presented in accordance with the KAA standards used to evaluate the institution by the expert team.

Compliance level: Non-compliant

ET recommendations:

1. *The ET highly recommends significantly improving the overall quality of the "Financial planning and management" section of the SER.*
2. *The ET highly recommends:*
   o *a differentiated and own representation of the faculty's budget within the overall budget,*
   o *description of the financial management processes that are offered centrally for all units,*
   o *and in addition is established, separate standards, processes or roles are applied for the faculty.*
3. *ET recommends developing a clear strategy for student growth, as operating a higher education organisation with a high number of processes and roles for up to 80 students and 144 staff members makes financial no sense.*
4. *The ET suggests considering and analysing whether a strong collaboration with existing higher education systems could result in a win-win situation.*

Comment to the Comments from KAPS: *The ET appreciates the additional information in the Financial Planning and Management section. Unfortunately, the core issues have not been resolved, and this is due to the fundamental problem of organizing higher education within a public academy. The KAA standards, equivalent to international standards, are already*

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challenging for higher education institutions to meet institutional or program accreditation. For accreditation, the standards must be addressed individually, and proof must be provided that this is practiced in reality. In the case of KAPS, this is compounded by the need to detail in the SER how the organization functions within the organization. In the specific section, the KAPS budget is not decisive, but a joint presentation is needed that builds on itself. Therefore, even with the additional information, this needs to be more comprehensible for external ET; and this is still not the case.

2.4. Academic integrity, responsibility and public accountability

The Kosovo Academy for Public Safety has established ethical standards and values for its academic staff, support staff, and students through Regulation no. 39/2012 on the Code of Ethics. Additionally, academic freedom is addressed in Regulation no. 05/2019 for Higher Education in KAPS, which protects the right of academic personnel to present new ideas and opinions without fear of losing their job or privileges. The regulation of ethical aspects and academic freedom in the Kosovo Academy for Public Safety is fulfilled. (Standard 4.1)

The Code of Ethics in the Kosovo Academy for Public Safety applies to all personnel, including students. The establishment of an ad-hoc commission for possible violations of the Code of Ethics is given. There have been no reports of violations by teaching staff. Regulations alone are not sufficient. The institution must provide ongoing training and ensure measures for creating a culture of academic integrity. For the SER concrete activities need to be provided. (Standard 4.2)

The establishment of an ad-hoc commission to deal with possible violations of the Code of Ethics and general willingness to publish the content and make it accessible are positive measures (Standard 4.4)

In the discussion it became clear that all decisions must be formally approved by the director of KAPS. In the various discussions, the KAPS representatives credibly stated that there had been no interference and that the approval was only a formal act that had to be observed due to the organisational structure. The problem is known and should be cured by adjusting the regulations and the organisational chart, but the government's decision is still pending. Despite this, or precisely because of it, there is a high urgency to solve this academically sensitive issue. The Standard 4.3 is not fulfilled.

The SER does not provide evidence of how the code of ethics and its associated processes and mechanisms are applied and implemented. (Standard 4.5.) Furthermore, because the

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website was unavailable, the expert team was unable to determine whether everything had been published and was accessible. (Standards 4.6 and 4.7)

Compliance level: Non-compliant

ET recommendations:

5. *The ET highly recommends that the government adjust the regulations and organizational chart of the Kosovo Academy for Public Safety to delegate decision-making authority appropriately for guaranteeing academic freedom.*
6. *The ET highly recommends providing ongoing training and ensure measures for creating a culture of* academic integrity.

Comment to the Comments from KAPS: *The ET appreciates the additional information in the Academic integrity, responsibility and public accountability section. Unfortunately, the core issues have not been resolved, and this is due to the fundamental problem of organizing higher education within a public academy. The KAA standards, equivalent to international standards, are already challenging for higher education institutions to meet institutional or program accreditation. For accreditation, the standards must be addressed individually, and proof must be provided that this is practiced in reality. In the case of KAPS, this is compounded by the need to detail in the SER how the organization functions within the organization.* ***Particularly the section on academic integrity must be presented with special attention and precision on how to ensure that the complex organizational form of a higher education institution within an Agency does not restrict academic integrity or, even further, how it is actively safeguarded.*** *This demand creates an exceptionally high obligation to present this in an SER in a way that is comprehensible to external ET. Unfortunately, this transparent and comprehensible presentation was not achieved by the SER or the additional comments and documents.*

2.5. Quality management

Overall, the quality management system of KAPS appears to be well-structured and comprehensive. The institution has a clear policy and manual for quality assurance and evaluation, which is regularly reviewed and updated. The Division for Quality Assurance plays a key role in local and international accreditation processes, and there is a strong focus on internal quality assurance, with regular evaluations and reports on performance. (Standard 5.1)

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According to the site visit and discussions with the quality management office, KAPS has a highly qualified and motivated quality management team. During the visit, however, it was discovered that the office is dealing with a major issue of managing three different quality management frameworks for the entire organization, which results in high overhead and an increased workload. Additional frameworks must be obtained because they are required to receive funding from various international donors or are legally binding. Based on that additional information, the expert team understands why a highly motivated and qualified quality management team produced a rather poor self-evaluation report as a result of this challenge. Maintaining three different quality frameworks generally requires significantly more human resources, which are currently not given, so Standard 5.2 is not given.

Institutional regulations on quality assurance procedures are in place and there is a clear commitment to improving quality assurance policies and reviewing professional, training and educational programs, like regular evaluations at the end of each semester (Standard 5.3, 5.4, 5.5)

Evaluation beyond the teaching area is hardly mentioned and there were no further examples of this in the discussions during the visit, apart from the evaluation of their own quality management framework. Focus on inputs, processes and outputs in regard to higher education performance are not covered either in the SER nor during the site visit. (Standard 5.6)

Academic units are participating in the quality management processes, described in the SER and discussed during the SV, in regard to administrative units the evidence is not clear ae well.

Except from the evaluation of their own quality management framework, evaluation outside of the teaching area is barely ever described, and there were no more examples of this during the site visit meetings. Emphasis on inputs, processes, and outputs with regard to performance in higher education is not explored in the SER and also not discussed during the SV. (Standard 5.6)

While it is evident that academic units participate in the quality management procedures stated in the SER and discussed during SV, the same cannot be said for administrative units. (Standard 5.7)

The quality management office is established, but based on the additional quality management framework, the resources are not sufficient. (Standard 5.8). Quality committee is established, and Participation of all groups is ensured. (Standard 5.9)

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The roles and responsibilities of the quality management office and committee, and the relationship of these to other administrative and planning units are specified in the SER and known by the faculty. (Standard 5.10)

Quantitative based quality management is established and used. (Standard 5.11, 5.12, 5.13) Quality management asses regularly the assurance arrangements, mentioned in the SER and SV, nevertheless based on the limited resources, no further measures for activities have been identified in the SER or presented during the SV. (Standard 5.14)

In general, I became quite evident that the know-how and qualification for quality management are available, but the limited resources hinder a comprehensive quality management activities and establishing a quality management culture for the field of higher education.

Compliance level: Partially compliant

ET recommendations:

1.ET highly recommends streamlining its quality management frameworks to reduce the workload on the quality management office (if possible) or (if not) substantially increasing the resources to enable the quality management office to carry out its mandate effectively.

2.ET highly recommends analysing revisiting the higher education strategy and exploring to what extent a continuation under the current conditions is considered reasonable, as a very small number of students can hardly justify the legally required extensive governance structure. As an alternative, a cooperation with one of the public or private institutions could be more efficient.

3.ET highly recommends developing a strategy which is shared by their stakeholders and impactful measures, such as the requirement of academic degrees from KAPS for leadership positions.

Comment to the Comments from KAPS: *The ET appreciates the additional information in Quality Management section. Compared to the sections "Financial planning and management" and "Academic integrity, responsibility and public accountability", quality management would not require any increased diligence. The ET was convinced of the professional competence of the Quality Management Office and therefore agrees with the comment that professional staff*

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is given, and the basic structure also meets the standards. The problem is different in the area of quality management. Due to two other areas within the Agency for educating and training persons in the public safety field, additional quality management frameworks must be adhered to and implemented. In the site visit meeting, the scope and extent of further quality management tasks became apparent, which also require a high level of ongoing commitment and, in some cases, are mandatory for international supporters' funding. In the case of quality management, the resources could be insufficient, which would explain, among other things, the low quality of the SER.

3. Learning and teaching

The Faculty of Public Safety at KAPS develops academic programs for bachelor's and master's degrees, and these programs are managed by the faculty and evaluated by academic Faculty Council. Based on the provided information of the SER and discussion during SV, the expert team got the impression, that there are some issues with the two different regulations in terms of technical and formal aspects. While the Higher Education regulation specifies the dean as council leader, the Academy for Public Safety regulation provides contractive information on governance, roles, responsibilities, and decision-making processes. The experts have great understanding for the complex design of the organisation, but finally, KAA-standards and so international standards must be followed in the case of institutional accreditation. Standard 6.1 is not fulfilled.

The Office of Quality Assurance administers the evaluation process and prepares the report, which is shared with the dean and teachers involved. The information is described in the SER and was also discussed during the site visit and these processes seem to be established and practiced. Furthermore, no other instruments, like program assessment cycle or action plan are mentioned; The only activity mentioned during the site visit was training on a teaching platform (Moodle). In the SER is a basic training mentioned. Standard 6.2 is critical and just partly fulfilled.

Key performance indicators or similar monitoring indicators are not described in the SER nor mentioned during the meeting, like students' academic performance; workload evaluation; compatibility of study and work; abandonment of studies; transfer of students; theory-practice ratio, etc. Standard 6.3 are not sufficient fulfilled.

The curriculum is flexible, allowing students to choose their own learning direction, and the learning outcomes are consistent with the National Qualifications Framework and the European Qualifications Framework for Higher Education. The teaching methodology includes lectures,

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exercises, practical work, seminars, scientific research, case studies, individual and group work, and student mentoring.
(Standard 6.4, 6.5)

Student assessment methods are mentioned once in the SER, but no further details how the effectiveness is measured in regard to learning outcomes. (Standard 6.6)

The faculty's teachers are experienced and qualified, and they use various teaching methods to develop students' high thinking skills, knowledge, and competencies. The faculty received a training by the Center for Excellence in Teaching of the University of Pristina. For new faculty members basic trainings are provided, which was mentioned during the site visit. How the complex issues of designing a syllabus, describing learning outcomes, calculating credits and workload, teaching methods are covered is not described. Standard 6.7 is between partially and and substantially.

Student-centered has been mentioned quite often during the meeting, but never described in concrete activities and no information at all in the SER (Standard 6.8)

Teaching quality and the effectiveness of programs is evaluated through student assessments and graduate and employer surveys, which was mentioned during several meetings and mentioned in the SER.

Compliance level: Partially compliant

ET recommendations:

1. *ET highly recommends establishing a comprehensive quality management system and key performance indicators for standardized monitoring and implementing activities for improvement.*
2. *ET highly recommends standardized trainings for faulty and especially the part time faculty for ensuring similar teaching quality and coherence of the overall teaching program and faculty culture.*

Comment to the Comments from KAPS: *The ET appreciates the additional information in the "Learning and teaching" section. Similar to the sections "Financial planning and management" and "Academic integrity, responsibility and public accountability", Standard 6.1 needs to be presented with special attention and precision on how to ensure that the complex organizational form of a higher education institution within an Agency does not restrict Standard 6.1 or, even further, how it is actively safeguarded. Organizational processes may also impact academic work; therefore, for illustration, financial autonomy within the Agency*

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would have to be ensured; therefore, it will also be necessary to apply more far-reaching organizational measures. Standard 6.2: As stated in the report, quality assurance elements are implemented, but the overall quality framework for teaching is not sufficiently represented in the overall appraisal. The expert report is based on the SER and the discussions during the site visit. Standard 6.3 focuses on establishing a quality monitoring system, which cannot be deduced from the additional answer. Furthermore, structured processes and derivation and substantial change are to be presented. Comment to Standard 6.6 focuses on the good direction and is a suitable example of how an SER can be developed in a comprehensible manner in the future. Regarding Standard 6.7 there are training elements implemented; ET mentioned the training in the report, but during the site visit, the only course which was mentioned was a moodle course, which is, particularly during COVID-19, quite disappointing because all of us needed to adapt to online teaching, which needs a high upskilling in digital learning didacts.

4. Research

The way institution is functioning, considering its research capacity it is very hard to meet necessary criteria to be research active. The SER reports on some possible future developments, such as Institute for research and Development, however this is not the present context. While the report is focusing on organizing, for example, research conferences, there are no research infrastructure, there is no budget, and probably insufficient human resources. There is not yet developed plan that would also have defined indicators to monitor how and with what results research is performed (Standards 7.1, 7.2, 7.3, 7.4).

Though there are national regulations for publishing and promotions, what the ET received as a proof of publishing is far from enough. There are scarce publishing, not enough in internationally recognized journals or other type of publications, and, unfortunately academic staff is still reporting about their publications not following any international standards (Standard 7.6).

It seems also that there is not research-based teaching and that students relatively rarely participate in some smaller research projects. Probably a reason for that is also the fact that there is very limited number of research projects. The ET asked for additional document with the list of projects, however what it has been provided it is not transparent enough (with no information what is the role of the KAPS or academic staff, in which period the project is taking place, what is the budget etc.). (Standard 7.7)

Compliance level: Non-compliant compliant

ET recommendations:

1.To develop research plan, with budget allocation, indicators, and fitted to institutional needs and strategic planning

2. To develop mechanisms to support research production

3. To involve students to small research projects

4. To pay more attention to ethics in research and research integrity and to develop supporting procedures and documents

Comment to the Comments from KAPS: *Research is one of very demanding sets of standards for many if not all higher education institutions in Kosovo. It is very much dependent on sufficient funding but it also requires many other aspects of research capacity that needs to be present. The ET is aware of that, and always tries to recognize components that might lead to faster institutional development in this area. Establishment of the Institute for Research and Development is certainly a step in a good direction, however, it does not still have enough results to change the overall evaluation of this area of the institutional functioning. The ET hopes that the new strategy will also put emphasis on this segment of institutional functioning and by proper monitoring and supporting achieve visible results in a near future. While number of published papers in internationally recognized journals is still insufficient, participation in international projects, as a given example of HORIZON project is well taken and it should motivate the institution to be more proactive in future. The ET believes that the KAPS share view that this is still just a beginning of institutional presence in international projects and that this requires more support in future.*

4.1. Staff, employment processes and professional development

According to the information given, it appears that the Faculty of Public Safety (FPS) at KAPS is committed to delivering a decent education. The current academic staff uses effective teaching techniques to accommodate various learning styles and outcomes. They are well-qualified and experienced in their specific teaching roles. It is also reassuring to see that the academic staff is largely female, youthful, and has participated in the institution's regular academic activities for several years.

The academic staff has also taken part in training sessions and study tours for scientific research and instructional techniques at foreign institutions. This not only demonstrates FPS' dedication to ongoing development but also gives the employees the opportunity to contribute fresh perspectives and insights to enhance KAPS's educational programme. The FPS's participation in EU-funded higher education twinning programmes with Estonia and Finland is another example of the institution's work to improve higher education.

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Overall, based on the data presented, it appears that FPS has a solid academic staff dedicated to providing high-quality education, and the institution is actively engaged in raising its educational standards by taking part in international collaborations and projects.

According to the information given, it appears like the institution takes an organised approach to hiring, developing, and retaining staff members. KAPS/FSB has established clear policies and procedures for ensuring a transparent and accountable recruiting and promotion processes. The recruiting process is fair and transparent, with open positions publicly advertised and candidates evaluated by a committee of qualified experts. A complaints committee reviews complaint about the recruitment process, and the faculty council makes decisions. (Standard 8.1,8.2)

KAPS provides job descriptions, which are based on the catalogue of jobs approved by the Government of the Republic of Kosovo, specifies the conditions and qualification criteria. (Standard 8.3)

Based on the SER information, guidance is provided to new teaching staff to ensure familiarity with the institution and its services, student development programmes and strategies, and institutional development priorities. (Standard 8.4)

The institution's approach to creating new groups based on enrollment is also reasonable, as it ensures that class sizes remain manageable and that students receive adequate attention and support from their teachers. The minimum enrollment of 9 students for groups and the creation of new groups for lectures with over 65 students and numerical exercises with over 25 students are reasonable thresholds.

Overall, the institution's approach to managing the level of teaching staff provision and workload appears reasonable, but more information would be necessary to fully assess the equity and effectiveness of this approach. Due to the current low enrollment, the ratio of lecturers to students is essentially low and currently offers plenty of potential for growth. The circumstances at hand results in an "over" fulfilment of standard 8.5.

In the SER it is claimed that: "All staff employed in the institution (academic, scientific, administrative) have the relevant qualifications so that they are able to …" It is important to note that this is a broad statement and without further details about the specific qualifications and expertise required for each position, it is difficult to make a more specific assessment. As a result, a brief overview of at least the core staff members is required. Standard 8.6 is not given.

In the chapter on Staff, there are no criteria and processes for performance evaluation or further information on how Staff is evaluated or about requirements for improvements like additional training. In the previous chapters and the site visit provide sufficient content to lead to a positive result, Standard 8.7, 8.8, 8.9 are given through an comprehensive approach.

Based on the SER provided, it can be assessed that KAPS is committed to the development of its academic staff by supporting their participation in various training programs, seminars, scientific conferences, and study visits abroad. The faculty has a Plan for the development of academic staff, and staff development is also part of the objective of the strategic plan of the FPS, which continuously ensures that staff is trained in new teaching methodologies in higher education. The formation of the working group for drafting the Plan of Personnel Development and its subsequent approval by FPC demonstrates a commitment towards the development and advancement of academic staff. Nevertheless, the information is very generic and not specific. During the site visit primarily Moodle were mentioned. (Standard 8.10)

Information on personal and professional development and support is not found in the SER. (Standard 8.11)

Compliance level: Substantially compliant

ET recommendations: No recommendation

4.2. Student administration and support services

KAPS has established units responsible for various student services. There are admission procedures that are documented and are applied and in accordance with the decisions of the Accreditation Agency regarding accreditation of the programmes. KAPS has also developed job systematization that defies roles and responsibilities of administrative staff.

The admission procedure for new students is transparent. These procedures are published on the university's website, including the right to appeal.

All the relevant information for the application process, admission and registration of students are available also electronically, on the institutional website, but information could be also obtained in direct contact with Student administration. (Standard 9.1, 9.2, 9.3)

At the state level it is regulated by the law on higher education and the internal regulations of the university. The recruitment procedure is transparent and public, starting with the public announcement of the competition for admission of students for the respective academic year. Public competition is announced on the website of the Public Safety Agencies, usually in July. If there are vacancies, the second call will be in September.

The KAPS established also career guidance service and organizes practical work (internship). Up to 80 ECTS is given for a practical work, and they are distributed across four years of the programme.

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There is also a student handbook, called 'student manual', covering all the information relevant for all the phases of the student life cycle, from admission to degree award. It also includes students' rights and obligations. It also provides all the relevant information regarding the study programmes. The handbook is published in 2020, and probably, it would be good to revise it at some point soon. It has its hard copy version as well as it is on the institutional website. There are also information meetings when students are introduced to the handbook and additional questions could be raised as well as more information could be obtained.

An issue that is becoming more prominent is a significant decrease in number of students. During the site visit, the ET was told that there are issues with organization of classes, lectures and the full employment of most, if not all, the students. Students have to be very much intrinsically motivated to attend classes and to graduate devoting much of their free time and annual leave days, and, than, at the end of their study, once they graduate, their degree is not adequately recognized. Complementary information has been obtained both from the students and from the employers. Although the SER states that students have three working days at their regular working posts, and two days for being students, this is not information we obtained during the site visit. These aspects of the programme need to get attention of authorities and responsible institutions that are in principle supporting the KAPS to be also a part of HE system. According to the additional information institution provided, the KAPS offers scholarships   and some other forms of financial support (ERASMUS), however it is not transparent how the system really operates. (Standard 9.4)

There is a Student Council and there are elaborated regulations about the whole process of election of students' representatives. However, according to the SER, the chairman of the Student Council is an ex-officio member of the Faculty Council only. Based on the Article 60 and 61, of the institutional regulations, 'students' interests will be represented through the Students Council'.

The institution is keeping track of the graduates and provides information to relevant national agencies, trying to support his way their further career development. Although alumni could be a good source of information and promoting the study programmes, during the site visit they also warned about problems to have their diplomas to be recognized for further promotions.

The presented data in the SER are not sufficient, and mainly they cover no more than 2021. Also there are no qualitative analysis of the collected data, neither is clear how the data are used to implement improvements in study programmes. The draft of Strategy did not provide any analysis of the past and present situation considering data collected in order to plan changes. (Standard 9.5)

Compliance level: Substantially compliant

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ET recommendations:

1.To rethink how the diploma from academic programmes could be differently recognized and appreciated in practice; involve other responsible national institutions to participate in this process
2.Try to develop some scholarship programmes and tis way attract more students
3. It is relevant to develop effective processes to collect and analyse reliable data that could help in shaping further decisions and improving overall quality of the institution

Comment to the Comments from KAPS: *The ET recognizes the strengths present in this section and respects all the additional explanations. Although there are no sufficient evidence and elaborated information how scholarships work, the ET added in the text the availability of scholarship as well as ERASMUS.*

4.3.   Learning resources and facilities

The KAPS is placed in big campus, offering teaching, learning and living facilities. Since it is also institution having different purposes and serving different kinds of interest, it is actually much bigger space than actually needed for higher education purpose itself. It is also in process of further development, building new buildings, such as for example canteen, and evidently, financially it is supported. However, it is not so obvious that there is a sufficient budget for some other facilities, as for example library, which is very modest, both in terms of space and number of books and journals. Many titles are the same one, outdated and definitely not sufficient for modern education. It is still the case that many teachers assure literature to students making copies or using some other, individual, personal, resources. (Standard 10.1, 10.2, 10.3).

The KAPS has signed a cooperation agreement with the AELK which enabled the institution to use electronic resources of EIFL, via which can approach different international databasis and international journals. In addition, the EU Agency for Law Enforcement Training offers for the KASP students and teachers to have access to EBSCO system.

The institution has sufficient number of classrooms, individual offices, a new amphitheater and two dormitories, and in addition different spaces for different purposes that go beyond higher educational needs. It is well maintained. Classrooms are equipped with projectors, computers, there is well functioning internet. Administration also has adequate equipment and it is trained to use it efficiently.

Although the KAPS stated a need to develop and improve research, it is not transparent where and how it will be done. There are no allocation of funds to improve research facilities.

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Compliance level: Substantially compliant

ET recommendations:

1.Library needs to be enriched and modernized

2.Enable also students with special needs to approach appropriately different facilities and learning resources

3. Make transparent what is the budget allocated to improve learning facilities for the academic programme

Comment to the Comments from KAPS: *The ET, as the evaluation reflects, recognizes clearly capacities and efforts of the KAPS. The ET respects the received comments and, accordingly, in the evaluation text added the information related to the agreement with Association of Electronic libraries Kosovo (AELK) as well as the existence of possibility to access EBSCO.*

4.4. Institutional cooperation

The KAPS is in a way very specific national institution, as much as it has its role and actively participate in higher education, it is also an important institution for national public safety. As such, it also put efforts into becoming more visible in international space. It employed different modes to achieve this. On the one side, it tries to organize as well as to participate in different international conferences, symposium, workshops. On the other, it also participates in different trainings, projects and organize visits in order to exchange experience but also to learn from good practices.

International cooperation was one of main objectives of the old Strategy, but it is also repeated in the draft of a new one. At the moment, since the new strategy has not been approved, and at the same time, two strategies are too much alike, it cannot be confirmed how it will be implemented, monitored and financed. (Standard 11.1, 11.2)

Institution has signed eight agreements of cooperation, all of them national. Institutions for cooperation are either higher education institutions or relevant national agencies.

Also, the KAPS has signed seven MoU with different European institutions, some of them regional. It is also active in cooperation with international training and education associations in public safety and law enforcement.

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All those agreements and cooperation reflect positive efforts, however it is not completely clear how much of this agreements are fully active and how much of them are directly related to higher education role the KAPS has (Standard 11.8)

Compliance level: Substantially compliant

ET recommendations:

1. *Increase the number of MoUs, and activate the existing ones.*

2. *Make sure that the budget is allocated for institutional, in particular international, cooperation*

Comment to the Comments from KAPS: *As it is clear from the evaluation and overall compliance level for this set of standards, the ET can just repeat that institutional cooperation is evidently one of the strengths of the institution.*

3. OVERALL EVALUATION AND JUDGEMENTS OF THE EXPERT TEAM

As shown above the compliance levels per general areas are:

Standard	Compliance level

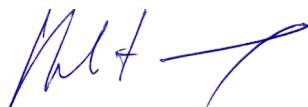|	
1. Public mission and institutional objectives	Partially compliant
2. Strategic planning, governance and administration	Partially compliant
3. Financial planning and management	Non-compliant
4. Academic integrity, responsibility and public accountability	Non-compliant
5. Quality management	Partially compliant
6. Learning and teaching	Partially compliant
7. Research	Non-compliant
8. Staff, employment processes and professional development	Substantially compliant
9. Student administration and support services	Substantially compliant
10. Learning resources and facilities	Substantially compliant
11. Institutional cooperation	Substantially compliant
Overall compliance	**Non-compliant compliant**

According to the KAA Accreditation manual, in order to be granted a positive decision for institutional accreditation, every education provider has to demonstrate at least a ***substantial compliance*** *level in the overall judgment. In order to be granted a positive decision for the program and institutional re/accreditation, every education provider has to demonstrate at least a substantial compliance level in the overall judgement. Therefore, failure in meeting at least an overall substantial compliance level entails delaying, withdrawing, suspending or denying accreditation.*

According to the expert team's evaluation, KAPS is ***"non-compliant"*** *with the standards included in the KAA Accreditation manual and, therefore, the expert team* ***does not*** *recommend* ***to re-accredit*** *the institution.*

Expert Team

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Chair

Prof. Melita Kovacevic, PhD   18-3-2023

(Signature)   (Print Name)   (Date)

Member

Prof. Peter Parycek, PhD   18-3- 2023

(Signature)   (Print Name)   (Date)

Member

(Signature)   (Print Name)

(Date)