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09	229/2		



To
 Evaluation Board
 Agency for Quality in the Higher Education

EXTERNAL ASSESSMENT REPORT

BASIC DATA	
Name of the institution	Business Academy Smilevski
Location	Bldv. Jane Sandanski 111/2, Skopje, Republic of North Macedonia
Members of the expert committee (name and surname, official contact information)	1. Assoc. Prof. Dr. Ebrar İbraimi 2. Assoc. Prof. Natalie Aleksandra Gurvits-Suits 3. Prof. Dr. Ivana Bilić
Period of the visit to the higher education institution	November, 26-27th 2025
Grounds for the External Assessment	<input type="checkbox"/> x Annual plan <input type="checkbox"/> Request of the higher education institution <input type="checkbox"/> Request of the National Council for Higher Education and Scientific Research <input type="checkbox"/> Request of the Minister responsible for higher education
Decision on the establishment of the expert committee (decision number and date)	09-229/4 of 29.10.2025

Evaluation on standards and indicators completion

STANDARD 1: INSTITUTIONAL POLICIES FOR QUALITY ASSURANCE				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
The institution has a quality assurance policy that is published and publicly available.	√			<p>The institution has adopted a comprehensive Quality Assurance Policy, regulated through appropriate institutional acts, including the Rulebook for Quality Assurance, the <i>Quality Strategy</i>, and the <i>Decision on Establishing the Quality Council</i>. All relevant documents are formally adopted and publicly available on the institution's official website, ensuring transparency and accessibility.</p> <p>Additional efforts are recommended to further raise awareness of these documents among all stakeholders, in order to strengthen their engagement and understanding of quality assurance processes.</p> <p>Evidence: Annex_1.1.B_Rulebook for Quality Assurance, Annex_1.1.V_Quality Strategy, Annex_1.1.G_Decision on Establishing the Quality Council</p>
The institution has an efficient and logical system for ensuring the quality of education. It uses various tools for assessing and improving the quality of education and regularly conducts an evaluation that covers the subjects, teaching staff, the work of support/student services and the general level of satisfaction during the studies. The activities are carried out on the basis of a determined calendar of activities.		√		<p>An efficient and well-structured quality assurance system has been established and is implemented through regular evaluations of courses, teaching staff, and student and administrative services, using tools such as student surveys, electronic monitoring, and monitoring reports. Activities are conducted according to an annual calendar, and the results support continuous improvement.</p> <p>However, inconsistencies remain between the reported number of respondents and the results of teacher evaluation surveys. In addition, greater awareness of evaluation outcomes among stakeholders and a more holistic approach to teaching staff evaluation, including student feedback, are recommended.</p> <p>Evidence: Annex_1.2.D_Semester Teacher Evaluations by Students Annex_1.2.E_Report from the Meeting of the Quality Council Annex_1.2.Zh_Report on Teaching Class Visits 2022-23</p>
The management of the institution is committed to the development and improvement of the quality of education. There is a culture of coordination and cooperation between the parties concerned in the process. The institution encourages and ensures the involvement of students, employers and other relevant institutions/organizations in the process.	√			<p>The management of BAS is committed to the continuous development and improvement of the quality of education. A culture of coordination and cooperation has been established among academic staff, students, management, and administrative services. The institution encourages the involvement of students, employers, and other relevant stakeholders through surveys, committees, public consultations, practical training, cooperation memoranda, and the participation of industry experts.</p> <p>Quality assurance processes are implemented, and stakeholder participation is evident. However, much of this participation is informal, and the results of quality assurance activities are not always followed by systematic analysis, corrective measures, or continuous monitoring.</p> <p>Evidence: Annex_1.3.A_Plans for Career Center Activities 2020-2024 Annex_1.3.B_Career Center Reports Annex_1.3.V_Memorandums of Cooperation with Employers Annex_1.3.G_Report from the Latest Self-Evaluation</p>

		Annex_1.3.G_Implementation Plan for Student Internship 2021-2025 Annex_1.3.D_Decisions on Appointment and Replacement of Members of the Self-Evaluation Commission
A separate body responsible for the development and implementation of the quality assurance policy operates within the institution.	√	<p>At BAS, a Quality Council has been formally established as the body responsible for the development and implementation of the institution's quality assurance policy. The Council was established by a decision of the Teaching Council and has a clearly defined composition that includes academic staff, administrative personnel, and student representatives.</p> <p>While a quality assurance and control system is in place, stakeholder participation remains largely informal, and the activities related to quality assurance require further strengthening. In particular, there is a lack of systematic corrective actions accompanied by clearly defined KPIs, deadlines, and follow-up mechanisms. In addition, more intensive engagement by the responsible bodies is needed, especially with regard to the quality control of self-evaluation instruments, their implementation, and the actions taken based on recommendations aimed at improving the quality of teaching and other academic and student-related activities.</p> <p>Evidence: Annex_1.4.A_Decision on Establishing the Quality Council Annex_1.4.B_Decision on Responsible Persons for Quality Annex_1.4.V_Statute of BAS Annex_1.4.G_Strategy for Development and Quality Management Annex_1.4.D_Report with Conclusions and Recommendations for Quality Assurance</p>
The institution regularly analyzes the information arising from the quality assurance system, including statistical information, and takes measures to improve the study programs based on that information. The self-evaluation report is published on the institution's website.	√	<p>Stakeholder feedback is collected on a regular basis; however, the communication and use of the results are often informal. BAS conducts institutional self-evaluations every two to three years in line with the Law on Higher Education, and academic staff are evaluated annually. The self-evaluation report is publicly available on the institution's website; however, only the report from February 2022 is currently accessible, while more recent reports are missing. In addition, some self-evaluation content refers to periods outside the observed timeframe, and the available data do not provide a sufficiently comprehensive basis for systematic monitoring, follow-up of corrective actions, or continuous improvement. An action plan was not presented.</p> <p>Evidence: Annex_1.5.A_Report from the Latest Self-Evaluation Annex_1.5.B_Semester Teacher Evaluations by Students Annex_1.5.V_Report from the DEAN</p>
Quality assurance in the institution is a continuous process that does not end with the External Assessment Report or with the further monitoring of the institution. The recommendations from the previous external assessment have been implemented. The progress achieved since the last external assessment has been clearly demonstrated ¹	√	N/A – no previous external evaluation in this institution
FINDING: The higher education institution MEET the above Standard.		

¹ This indicator will be subject to assessment after the completion of the first External Assessment, i.e. during the next External Assessment of the institution.

STANDARD 2: DESIGN AND APPROVAL OF RPROGRAMMES

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
<p>The institution has adopted an act/s or rules regulating the procedure for the development and approval of study programs for the first, second and third cycle of studies (if applicable).</p>	√			<p>The institution has adopted formal acts regulating the development and approval of study programmes, as prescribed in the BAS Statute, the Rules of Procedure of the Teaching Council, and a dedicated Rulebook for the Development and Approval of Study Programs. These procedures are formally recognized and, to a certain extent, implemented in practice.</p> <p>Under the current legislation in North Macedonia, BAS is limited to making partial changes to study programmes within a five-year period, after which a new study programme must be developed and accredited. While the regulatory framework for programme development is in place, further improvement is needed to ensure greater consistency and accountability in its implementation. In this context, the Advisory Board plays an important role in overseeing programme development and is expected to contribute more actively to the guidance, coordination, and monitoring of these processes.</p> <p>Evidence: Annex_2.1.V_Rulebook for the Development and Approval of Study Programs Teachers Council</p>
<p>The content of the study programs offered at the institution is well designed and described. It is relevant to the purpose of the program and the achievement of learning outcomes. The objectives of the subjects are defined and aligned with the outcome of the educational process (learning outcome). The study programs are designed with the aim of uninterrupted student development and enable students to acquire academic knowledge and skills, including those that can be transferred, which means that they can influence their personal development and can be applied in the development of their future professions.</p>	√			<p>The study programs are well structured, clearly described, and aligned with their intended objectives and learning outcomes. They combine theoretical foundations with practical activities, and each course includes clearly defined objectives, measurable learning outcomes, and relevant reference literature. The programs are aligned both horizontally and vertically, enabling students to acquire the necessary academic knowledge and practical skills.</p> <p>These study programs support students' academic and personal development and prepare graduates to enter the labor market and address the challenges of modern management. However, in some areas, the learning outcomes do not fully correspond to Bloom's taxonomy or the appropriate level of study and ECTS workload. Closer cooperation with employers and industry experts, along with greater involvement and training of teaching staff in developing and updating learning outcomes, would further strengthen alignment with labor market needs.</p> <p>Evidence: BAS Website</p>
<p>The study programs respond to the development needs of society and the economy.</p>	√			<p>The study programs are aligned with the developmental needs of society and the economy and are designed to prepare graduates for current labor market requirements. Through practical training, real case studies, internships, and collaboration with companies, students acquire relevant knowledge and skills that enhance their employability. Discussions with employers confirm cooperation in program development, while stakeholder feedback has highlighted areas for further strengthening, such as sales-related competencies.</p>

<p>The study programs are developed/ revised in cooperation with students and other relevant stakeholders (business community, state authorities and other organizations). The information collected is analyzed, and the program is adjusted to avoid its obsolescence. The process creates an efficient learning environment and supports students.</p>	√	<p>BAS maintains strong connections with its students, and open communication is an ongoing process. The institution demonstrates engagement with students and external stakeholders in the development and review of its study programs. The programs are periodically reviewed and updated based on input from students, the business community, government agencies, and other relevant organizations, with collected feedback analyzed and used to prevent program obsolescence and support relevance. Employers show commitment and active participation in the improvement of study programs, as confirmed during meetings. However, cooperation with the business community would benefit from deeper, more structured, and formally documented collaboration, as official records of recommendations from stakeholders are not consistently available. External stakeholders have expressed particular interest in areas such as EU projects, project management, and sales skills.</p> <p>Evidence: Annex 2.4.B List of Partner Organizations (attached documents) Annex 2.4.C List of Clinical Experts (attached document) Annex 2.4.D Report from the Meeting of the Board for Cooperation (attached document)</p>
<p>The study programs use external expertise and references. The program is aligned with the best foreign practices and experiences.</p>	√	<p>Study programmes are developed and revised in cooperation with students and external stakeholders, including employers and relevant institutions. Feedback is collected and analysed to prevent programme obsolescence and to maintain an effective learning environment. While stakeholder engagement is evident, a more formal and systematic approach to cooperation, particularly through the Advisory Board, would further strengthen this process.</p> <p>Evidence: BAS Website</p>
<p>The study programs clearly define the overall expected work engagement of the student and include well-structured external activities (trainings, practical work and other activities that do not take place in the institution, but allow the student to gain experience in the field of his studies). The workload allows the student to participate in external activities during the studies. Practical teaching is appropriately valued in the workload and its implementation is regularly monitored.</p>	√	<p>The study programs clearly define the student workload and the structure of external activities, with practical training being an integrated and accredited part of the curriculum. Students participate in laboratory exercises, fieldwork, internships, company visits, and real-world projects, following established procedures that include confirmations, logs, and reports. The total student workload is defined in accordance with ECTS standards (180 ECTS for the first cycle and 60 ECTS for the second cycle).</p> <p>The programs specify the expected level of professional engagement and enable students to gain hands-on experience through practical placements, during which students actively participate in company projects and activities. The workload structure allows students to balance academic responsibilities with external engagements, which are formally recognized and regularly monitored to ensure quality and effectiveness. Students express high satisfaction with their study plans and report having sufficient time for personal development and social activities.</p> <p>Student workload is presented in terms of weekly lectures and exercises, which differs from common European practice of workload per course. Although ECTS credits are assigned, it is not fully clear how working hours per ECTS are calculated; however, according to internal regulations, 1 ECTS corresponds to 27 hours of student workload, in line with national legislation. Practical internships are well regulated, although learning outcomes for curricular practice could be more clearly defined, particularly considering the allocation of only 1 ECTS credit.</p>

<p>The information about the study program published on the institution's website corresponds to the official records. The information is also published in the language in which the program is conducted.</p>	√	<p>The information about the study programs published on the institution's website is consistent with the official records, and links to both first and second cycle programs are publicly accessible. The study program information is available in Macedonian and corresponds to the approved documentation. However, information regarding the structure and student workload of the study programs is not provided in English, which could limit accessibility for Erasmus students and other international stakeholders.</p>
<p>Higher education institutions monitor and periodically revise their study programs in order to achieve the set goals and meet the needs of students and the social community. The revision is aimed at continuous improvement of the study programs. All affected participants should be informed about the activities planned or undertaken based on the audit.</p>	√	<p>The institution regularly monitors, reviews, and updates its study programs to ensure their relevance and alignment with evolving industry requirements, student needs, and broader societal demands. In recent years, several new and revised programs—Marketing Management (2022), Strategic Human Resource Management (2023), and Business Management (2024)—have been introduced following thorough analyses and consultations with relevant stakeholders, including employers. Teaching delivery is continuously monitored through the Moodle platform, while all program changes and accreditation decisions are transparently published on the institution's website. Feedback and recommendations from stakeholders are systematically incorporated into the review process, and all involved parties—students, academic staff, employers, and partners—are well informed about planned and implemented changes, ensuring transparency, accountability, and continuous improvement of the curricula.</p>
<p>Statistical data (number of courses taught, number of students, grades, number and reasons for dropping out, etc.) are regularly monitored and systematically analyzed.</p>	√	<p>The institution regularly collects and analyzes statistical data related to its study programs, including student enrollment numbers, grades, and dropout rates. Dropout levels are reported to be minimal and are mainly attributed to students relocating for family reasons, while enrollment figures in both first and second cycle programs are considered reasonable and sustainable. Continued monitoring of these indicators is recommended to maintain stability, alongside enhanced marketing activities to further promote the programs and attract prospective students.</p> <p>However, the institution has not provided a separate and detailed record of average grades per individual course, which limits comprehensive analysis of student performance across subjects and over time. The overall grade averages presented in the self-evaluation report are notably high for both cycles (First Cycle: 2020–2024 ranging from 8.68 to 9.31; Second Cycle: 2020–2024 ranging from 9.14 to 9.73). This situation indicates the need for additional and systematic monitoring to ensure the objectivity of assessment practices and the consistent application of evaluation criteria among instructors. Strengthening oversight in grading and assessment processes would support transparency, academic integrity, and the credibility of the study programs.</p>
<p>FINDING: The higher education institution MEETS meet the above Standard. The study program MEETS the above Standard (all study programs are assessed).</p>		

STANDARD 3: STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULFILL	EXPLANATION
<p>The institution has developed a mechanism that ensures that programs are delivered in a way that motivates students to take an active part in creating the learning process and that student assessment reflects this process.</p>	√			<p>A comprehensive and well-developed system is in place to ensure active student participation in the learning process through interactive lectures, practical training, project-based assignments, and small-group teaching. Students engage in case studies, project management tasks, presentations for companies, field visits, and collaborative work in the business laboratory, supporting the development of practical and applied skills. Assessment is continuous and considers all forms of student engagement throughout the learning process.</p> <p>The institution maintains effective communication among governing bodies, academic staff, students, and partner companies involved in internships, which encourages regular attendance, active participation, and timely preparation for assessments. Students are provided with official institutional email accounts and access credentials, facilitating communication and academic engagement. Cooperation with the business community further enhances learning opportunities by exposing students to real-world professional environments.</p> <p>During the site visit, students highlighted these interactive and practice-oriented elements as particularly positive aspects of the program. Students also provide feedback through surveys, discussions, and other mechanisms. It is recommended to further increase student involvement in business laboratory activities and raise awareness of the opportunities offered through this form of experiential learning.</p>
<p>The institution respects the diversity of students and their needs, and provides flexible learning approaches use different models of teaching implementation where possible as well as a variety of pedagogical methods.</p>	√			<p>The institution meets the requirements of the standard. The teaching approach incorporates a variety of instructional methods, including hands-on exercises, collaborative projects, and case study analyses, supported by dedicated Moodle courses for each subject. When necessary, online sessions are conducted via Microsoft Teams to provide additional flexibility. Support services are available for students with special needs, and scholarships are offered to assist disadvantaged groups.</p> <p>BAS's educational model places strong emphasis on practical application and real-world examples, delivered in small groups of up to 20 students per course to ensure personalized attention. An innovative organizational feature is the "one subject – one day" schedule, whereby classes for full-time students are organized weekly according to this principle, as outlined in Annex 3.2.D.</p> <p>During lessons, diverse pedagogical techniques are applied, including illustrative case studies, problem-solving scenarios, simulations of business meetings, financial planning exercises, and resource management activities. Students also develop marketing strategies, simulate operational processes, and explore team dynamics within the Business Laboratory environment. Overall, BAS respects student</p>

<p>The institution consistently updates its teaching methods to ensure they remain effective. Teaching is centered around interactive and student-oriented learning, focusing on the development of students' skills and competencies. The approach is interdisciplinary, utilizing case studies tailored to specific contexts. Additionally, the study program incorporates project-based learning to further engage students in real-world applications.</p>	<p>√</p>	<p>diversity and individual learning needs by adopting flexible and innovative teaching models aligned with modern educational trends.</p> <p>The institution meets the requirements of the standard. The HEI employs a structured and continuous process for refining teaching methods, with the aim of ensuring ongoing improvement of educational quality. The instructional approach is flexible and allows for adjustments based on learning outcomes, student feedback, and emerging pedagogical innovations. This indicator reflects a proactive commitment to improving teaching through interactive, student-centered learning strategies that integrate contemporary educational research and trends.</p> <p>BAS systematically reviews and updates its teaching practices using student evaluations, performance assessments, and feedback from employers. Cooperation with industry partners contributes to the development of innovative teaching approaches, while students actively participate in projects, case studies, internships, and event organization, thereby strengthening their practical skills. In addition, modern and engaging teaching methods are applied, including project-based learning and gamification activities implemented through the Erasmus+ project.</p> <p>Evidence: Case study</p>
<p>All individuals involved in the assessment of students (teachers, associates, etc.) are well-versed in the established testing and examination methods and are provided with support to enhance their skills in this area. The assessment process incorporates a variety of formal evaluation tools, including laboratory exercises, assignments, projects, and other methods.</p>	<p>√</p>	<p>BAS applies clear and unified assessment methods, including mid-term exams, projects, assignments, and the use of modern digital tools. The student evaluation system is designed in line with contemporary educational standards and aims to ensure transparency, objectivity, and accurate measurement of students' competencies. A combination of formative and summative assessment approaches is used to evaluate not only knowledge acquisition, but also analytical skills, practical application, and critical thinking.</p> <p>All academic staff involved in assessment—lecturers, associates, and other faculty—participate in continuous professional development and receive regular training on modern testing and assessment methodologies. This includes specialized workshops such as the DEAN Workshop (Annex 3.4.B), which focus on fair assessment practices, effective measurement of learning outcomes, and the provision of constructive feedback.</p> <p>However, despite the Self-Evaluation Report clearly defining assessment criteria and passing thresholds, discussions with students revealed some uncertainty regarding assessment requirements. In particular, students expressed differing interpretations of what is required to successfully pass a course. In addition, classroom attendance has a significant impact on grading, while the evaluation of in-class activity is not always sufficiently transparent—especially considering that average course grades at BAS are relatively high. To address these issues, it is recommended to further clarify and harmonize assessment criteria and to strengthen communication with students regarding evaluation standards and expectations.</p>

<p>The criteria and methods of evaluating and assessing students are published and known in advance. ✓</p>	<p>The Higher Education Institution applies clear internal policies governing assessment procedures, ensuring that evaluation standards and methods are explicitly defined and communicated to students in advance. Assessment criteria and methods are published at the beginning of the semester, and students are clearly informed about grading percentages, assessment formats, and applicable rules. A defined mechanism for appeals and review is also in place, supporting transparency and fairness in the assessment process.</p> <p>To further ensure transparency, course syllabi are publicly accessible and provide students with comprehensive information on course obligations, assessment criteria, and grading at both the individual course and program levels. Additional details and ongoing communication with students are facilitated through the Moodle digital platform, which serves as a central tool for academic information and interaction.</p> <p>Evidence: Annex 3.5.A Link to the BAS Website – Digital Platforms (Moodle) http://portal2.bas.edu.mk</p>
<p>Assessment provides students with the opportunity to showcase the level of their achieved learning outcomes. Students receive feedback that, when necessary, includes guidance for further learning. Assessments are conducted consistently and fairly for all students, in alignment with established procedures. The results correspond to the expected learning outcomes, and the assessment methods are tailored to the objectives of the courses. When applicable, assessments are carried out by multiple examiners to ensure fairness and objectivity. ✓</p>	<p>The HEI has established a range of assessment procedures aligned with the intended learning outcomes defined in the curricula. Student grades reflect the knowledge, skills, and competences expected upon completion of each course, while assessment methods are carefully selected to measure specific learning outcomes—such as theoretical knowledge through written examinations and applied skills through projects, presentations, and practical exercises.</p> <p>Teaching is conducted in small groups, enabling close face-to-face interaction between students and academic staff and supporting continuous feedback. Students receive written feedback on exams, and instructors are available for consultations both in person and online. Contact details, including email addresses and phone numbers, are readily accessible to facilitate effective communication. In some courses, assessment by multiple examiners is applied to enhance objectivity. Although the average grade level is relatively high, the assessment system is designed to ensure alignment with course objectives and learning outcomes.</p> <p>Evidence: Annex 3.6.A Examples of Student Feedback Provided via the BAS Educational Portal Annex 3.6.B Rulebook on the Procedure for Acquiring the Right, Registering, Taking, Monitoring, Evaluating, Recording, and Storing Student Exams at BAS</p>
<p>The institution has a formal complaint procedure, including reporting of corruption by students in all types of studies. The system is functional and efficient. ✓</p>	<p>The HEI has established a formal and functional appeals and complaints procedure, regulated by the Rulebook for First and Second Cycle Studies and available through the Academy's website, the Student Guide, and the Moodle platform. Students may submit written appeals to the Appeals Committee, which is required to review all cases within a defined timeframe. To enhance accessibility and efficiency, appeals and complaints can also be submitted electronically via email or the student portal, ensuring confidentiality. In addition, anonymous complaints may be submitted through a designated complaints box and are regularly reviewed.</p> <p>A dedicated committee is responsible for handling appeals, complaints, and reports of suspected corruption, and each case is examined in accordance with established procedures. Reports involving potential corruption are forwarded to the relevant authorities in line with applicable legal requirements.</p>

While the procedures and reporting channels (including prijavikorupcija@bas.edu.mk) are clearly defined and operational, no detailed evidence has been provided regarding the composition of the responsible commission.

FINDING: The higher education institution MEETS meet the above Standard. The study program MEETS the above Standard (all study programs are assessed).

STANDARD 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND ASSESSMENT

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
<p>The higher education institution appropriately implements the previously established and published regulations covering all stages of study, i.e. enrolment, progress during studies, diploma and certificates. The regulations are publicly available.</p>	√			<p>The regulations governing the first and second cycles of studies are clearly defined in BAS's internal policies and rulebooks and are publicly available on the institution's website under the section "Public Information / Information of Public Importance." These rulebooks comprehensively outline study-related procedures for each cycle, including enrollment rules, criteria, and general study regulations, ensuring transparency and accessibility for all stakeholders.</p> <p>Evidence: Annex 4.1.A Rulebook for the First Cycle of Studies at BAS Annex 4.1.B Rulebook for the Second Cycle of Studies at BAS</p>
<p>The institution has developed a functional procedure and/or tools for collecting and monitoring student progress and acts on the basis of the information received.</p>	√			<p>The HEI uses a functional and integrated system for monitoring student progress through the Moodle platform, official student records, and individual student files. Moodle is actively used to track course activities and grades, while institutional records support systematic monitoring of academic performance.</p> <p>In addition, the institution is developing a dedicated Management Information System (MIS) to further digitalize, integrate, and streamline administrative and academic processes. Currently, the MIS is used to record personal data in compliance with legal requirements and BAS's internal policies, primarily for internal purposes. In the next phase of development, the system is planned to be expanded to include a digital student file containing grades and detailed information on academic progress.</p> <p>Evidence: Annex 4.2.A Excerpt of Course Grades from Moodle (MVNR-SK-2223 Grades) Annex 4.2.B Excerpt of Student Grades from Moodle Annex 4.2.C Screenshots from Parts of the MIS Software Tool (Classter)</p>
<p>The higher education institution has developed a procedure for the recognition of periods of study and prior learning, which includes the recognition of non-formal and formal learning, of students during their studies, including during student mobility.</p>	√			<p>The HEI has a clearly regulated and publicly available procedure for the recognition of formal and non-formal learning and mobility, implemented in accordance with the Law on Higher Education (Official Gazette No. 82/2018) and the ECTS Rulebook. The procedure is implemented by a dedicated ECTS Transfer Committee and detailed information is published on the BAS website under the section "Public Information," ensuring transparency and accessibility.</p> <p>The institution has provided a comprehensive list of students whose formal and non-formal learning, including learning achieved through mobility programs, has been recognized over the past five years, demonstrating the practical application of the procedure.</p> <p>Evidence:</p>

<p>Upon completion of their studies, students receive Documentation that clarifies the acquired qualification, competences and learning outcomes, the level, content and status of the successfully completed studies. Documentation is clear, understandable and comprehensive.</p>	√	<p>Annex 4.3.A ECTS Rulebook of BAS Annex 4.3.B List of Students with Recognized Learning According to ECTS</p> <p>Upon completion of their studies, students are awarded a diploma, a certificate, and a diploma supplement, all issued in accordance with the Law on Higher Education (Official Gazette No. 82/2018) and the institution's internal regulations. The HEI has clearly defined rules governing the content, format, issuance, and distribution of diplomas and diploma supplements for all study cycles, aligned with the Rulebooks on the Format and Content of Diplomas, Diploma Supplements, and Other Official Documents (Official Gazette No. 102/2018 and Official Gazette No. 67/2025). These regulations specify essential elements such as qualification level, ECTS credits, and degree title, ensuring full compliance with legal requirements. Overall, the diplomas, certificates, and diploma supplements fully comply with the applicable rules and standards.</p> <p>Evidence: Annex 4.4.A Diploma for Completed First Cycle of Studies at BAS (Old Rulebook) Annex 4.4.B Diploma for Completed First Cycle of Studies at BAS (Old Rulebook) Annex 4.4.C Certificate of Passed Courses for the First Cycle of Studies at BAS (Old Rulebook) Annex 4.4.D Certificate of Passed Courses for the Second Cycle of Studies at BAS (Old Rulebook) Annex 4.4.E Diploma Supplement for the First Cycle of Studies at BAS (Old Rulebook) Annex 4.4.F Diploma Supplement for the Second Cycle of Studies at BAS (Old Rulebook) Annex 4.4.G Diploma for Completed First Cycle of Studies at BAS (New Rulebook 2025) Annex 4.4.H Diploma for Completed Second Cycle of Studies at BAS (New Rulebook 2025) Annex 4.4.I Certificate of Passed Courses for the First Cycle of Studies at BAS (New Rulebook 2025) Annex 4.4.J Certificate of Passed Courses for the Second Cycle of Studies at BAS (New Rulebook 2025) Annex 4.4.K Diploma Supplement (New Rulebook 2025)</p>
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FINDING: The higher education institution **MEETS** the above Standard.

STANDARD 5: TEACHING STAFF²			
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	EXPLANATION
<p>The higher education institution provides competent teaching staff for the implementation of study programs. The qualifications of the teaching staff involved in the implementation of the study programs are appropriate to the profile and concept of the studies as well as the planned teaching subjects.</p>	√		<p>The teaching staff hold academic titles awarded through national procedures in accordance with the Law on Higher Education and the institution's internal regulations, and their academic and professional profiles generally correspond to the subjects they teach. The higher education institution has a qualified teaching staff capable of delivering the study programs, with staff qualifications aligned with the profile, concept, and intended learning outcomes of the curricula. Biographies, decisions on appointments to academic titles, and information on research achievements of all teaching staff have been submitted, and the relevant regulatory acts are publicly available on the institution's website.</p>

² It refers to persons elected to teaching-scientific, teaching-professional, scientific, teaching and associate positions, who perform higher education activities.

The published works of the teaching staff in reference scientific publications in the last 5 years are relevant and contribute to the development of quality studies, i.e. the scientific field. ✓

The teaching workload is balanced. The teaching staff is engaged in accordance with legal provisions. The number of teaching hours per year is adequate for the implementation of quality teaching.

The higher education institution has clear, transparent and fair recruitment processes, through working conditions that recognize the importance of teaching work. The process is based on academic qualifications and merit and offers equal opportunities for all candidates. The institution's practice ✓

The institution meets the requirements of the standard. BAS has provided comprehensive evidence of the scientific output of its teaching staff, including a list of published scientific papers covering the past five years. The publications are relevant, peer-reviewed, and contribute to the advancement of research quality and the development of the respective scientific disciplines, as confirmed by the documentation submitted and the information collected during the site visit. In addition, reports from the last three international scientific conferences organized by BAS, along with links to published conference proceedings and the Publishing Activity Rulebook, further demonstrate the institution's active engagement in scientific research and dissemination.

Evidence :

Annex 5.2.A Table of Published Papers for the Period 2020– 2025, by Year and Alphabetical Order of Staff Members' Surnames

Annex 5.2.B Reports from the Last Three International Scientific Conferences "Contemporary Management Challenges and Organizational Sciences"

Annex 5.2.C Link to Published Conference Proceedings Collections Referenced

Annex 5.2.D Link to the Publishing Activity Rulebook

Annex 5.2.E Link to the Proceedings of the Seventh BAS Symposium

✓ According to the submitted document "Overview of Teaching Hours and Subjects," the workload of the teaching staff is formally aligned with the provisions of the Law on Higher Education, specifically Article 161, paragraphs 9 and 10. The institution has demonstrated through employment contracts that ten teachers are fully employed, thereby meeting the legal minimum required for accreditation. The HEI states that the teaching workload is balanced and that the number of annual teaching hours is appropriate for ensuring quality education.

However, BAS provides only partial information regarding teaching hours, as the data are not presented for a single academic year and cannot be clearly linked to the teaching hours specified in course syllabi. In addition, it is not fully transparent how teaching hours are calculated. If a single teacher delivers between 10 and 14 courses with up to seven contact hours per week, the calculation appears to be based on weekly workload rather than total annual teaching hours. The overview shows a maximum of 225 teaching hours for some staff members, while others report as few as 90 hours, which—when considered in relation to a standard 15-week semester—raises questions about consistency.

Given the relatively small number of permanently employed teaching staff and the lack of clear correlation between reported teaching hours and accredited course requirements, it was not possible to fully verify during the visit whether teaching activities were conducted entirely in accordance with the accredited study programs. Clearer presentation of teaching workloads per academic year and stronger alignment with course syllabi would improve transparency and facilitate more accurate monitoring

The institution meets the requirements of the standard. BAS ensures transparent, fair, and merit-based recruitment and appointment procedures, providing equal opportunities and aligning with applicable legal and institutional standards. All relevant regulations governing employment, internal organization, and the selection and appointment of academic staff are clearly defined and publicly available, supporting accountability and transparency in human resource

<p>corresponds to the established criteria.</p>		<p>management. Evidence: BAS Statute Annex 5.4.B Organizational Chart of BAS Annex 5.4.C Rulebook on Internal Organization and Systematization of Job Positions and Functions at BAS Annex 5.4.D Rulebook on Academic Title Selection at Business Academy Smilevski – BAS Annex 5.4.E Report on the Appointment of a Lecturer to an Academic Title Annex 5.4.F Link to the BAS Bulletin on the Website</p>
<p>The institution has developed a procedure for ensuring appropriate working conditions for the teaching staff. The staff has appropriate IT equipment, access to relevant electronic databases in the field/study program, appropriate spatial conditions, as well as other resources relevant to their work.</p>	√	<p>BAS provides relevant and appropriate working conditions for its teaching staff, including access to IT equipment, electronic databases related to their fields, and adequate workspace. During the site visit, it was confirmed that the institution has established procedures to ensure suitable working conditions and the availability of necessary resources that support teaching, research, and academic activities. Evidence: Annex 5.5.A Statute of BAS Annex 5.5.B Workplace Risk Assessment Report Annex 5.5.C Inventory of Functional Equipment and Information Technology with Sources of Funding Annex 5.5.D Overview and Description of BAS Facilities and Spatial Conditions</p>
<p>The institution offers opportunities for professional development of the teaching staff and constantly motivates them; regularly organizes trainings for the teaching staff in order to develop proactive and innovative teaching methods, for their pedagogical and technical skills The institution regularly monitors the technical skills of the teaching staff.</p>	√	<p>The institution meets the requirements of the standard by providing continuous opportunities for professional development through regular trainings, workshops, conferences, and participation in international projects. During the site visit, it was confirmed that BAS actively supports the professional growth of its academic staff and encourages the adoption of proactive and innovative teaching approaches. The institution regularly assesses pedagogical and technical competencies and provides support for academic staff pursuing PhD studies, thereby strengthening their expertise and contribution to the academic community. BAS organizes training sessions for both academic and administrative staff and has provided a list of specific examples, results, and best practices implemented over the past five years to motivate teaching staff. While a rulebook regulating salaries, allowances, and other forms of compensation is in place, specific incentive-based compensation mechanisms aimed at rewarding teaching excellence are not explicitly defined. Evidence: Annex 5.6.A List of Trainings/Workshops for Academic Staff Aimed at Developing Proactive and Innovative Teaching Methods Annex 5.6.B Rulebook on Salaries, Allowances, Compensation, and Other Earnings of Employees and Associates at Business Academy Smilevski – BAS Annex 5.6.C Specific Examples and Results: Best Practices for Motivating Academic Staff Over the Past Five Years</p>

<p>The institution engages visiting teachers, renowned scientists, artists and experts from practice from the country and abroad within the framework of the implementation of the study program. Their profile is relevant to the study program and brings added value.</p>	<p>√</p>		<p>BAS actively engages visiting lecturers, distinguished scholars, and renowned practitioners from both the country and abroad. Their academic and professional profiles are aligned with the objectives of the study programs and add significant value to the teaching and learning process. This was confirmed through the biographies provided by the HEI and verified during the site visit and student interviews. Furthermore, discussions with external stakeholders indicated that employers perceive the involvement of these experts as highly beneficial and relevant to students' professional development.</p> <p>Evidence: Annex 5.7.A Biographies of Visiting Professors Annex 5.7.B Biographies of Distinguished Experts from Practice</p>
<p>Scientific work is encouraged in order to strengthen the connection between teaching and science. The system functions well and is efficient.</p>	<p>√</p>		<p>BAS has demonstrated dedicated and continuous engagement in academic activities through the regular organization of conferences and scholarly events. Teaching staff are encouraged to participate in academic conferences, which has contributed to a culture of academic development and professional exchange. A list of publications by BAS teaching staff has been provided, indicating that their scientific output is predominantly conference-based.</p> <p>The institution has participated in one Erasmus+ project (GEMS), which is not research-oriented, and has established several cooperation agreements—such as the agreement between BAS and BASIM—primarily developed through conference collaboration. Additional development-oriented initiatives, including project concepts and cooperation activities, further reflect BAS's engagement in applied and collaborative activities.</p> <p>While these activities demonstrate institutional commitment and engagement, it would be beneficial to further strengthen involvement in scientific research projects, particularly collaborative research initiatives with other higher education institutions at the regional and international levels. Such engagement could enhance research quality, diversify scientific output beyond conference publications, and further strengthen the institution's academic profile and reputation.</p> <p>Evidence: Annex 5.8.A – Cooperation Agreement between BAS and BASIM Annex 5.8.B – Reports on the activities of BAS IM for 2020, 2021, and 2022 – available at the following links: Annex 5.8.C – Link to the official website of the GEMS project: https://gemsproject.eu/ Annex 5.8.D – Link to the official social media page of the GEMS project: https://www.facebook.com/gemsprojecteu Annex 5.8.E – GEMS Project Concept and supporting documentation Annex 5.8.F – Table of published research papers by BAS teaching staff Annex 5.8.G – Development project "Alliance for Healthy Food from Pelagonia and Prespa" and project concept</p>
<p>The higher education institution encourages innovation in teaching methods and the use of new technologies.</p>	<p>√</p>		<p>The HEI has introduced and actively uses innovative teaching methods supported by modern digital technologies, including Moodle, Asana, and Classter. The effective implementation of these tools is reinforced through DEAN and e-DEAN trainings, which support academic staff in integrating digital solutions into teaching and learning processes.</p> <p>Evidence: Annex 5.9.A (attached document) – Screenshot of BAS services Annex 5.9.B (attached document) – Report on the conducted E-DEAN training</p>
<p>The institution has an established system of academic integrity and prevention of plagiarism.</p>	<p>√</p>		<p>BAS uses the plagiarism-checking system <i>Plagijati</i>, provided by the Ministry of Education of North Macedonia, to verify the originality and authenticity of scientific papers and master's</p>

<p>The institution has a policy/document/act for scientific research work. Indicators for scientific research work are established and regularly monitored.</p>	<p>√</p>	<p>theses. The institution applies a defined similarity threshold (20%) through the MES platform and has adopted relevant internal regulations supporting academic integrity, including the Code of Ethics and applicable rulebooks.</p> <p>However, although BAS states that it has an established system for academic integrity and plagiarism prevention, it was evident during meetings that, in practice, plagiarism checks are primarily applied to final theses and are handled individually by professors using different approaches. This indicates a need for further formalization of the anti-plagiarism procedure to ensure consistent, transparent, and institution-wide application across all relevant academic works, in line with established standards.</p> <p>The institution has a formally established policy for scientific research defined through the Development Strategy, the Ethical Code, the BAS Institute for Management (BAS IM) programs, and other relevant internal acts. These documents provide the general framework for research activities and academic development.</p> <p>However, the indicators for quality scientific research and the criteria for academic title selection remain broadly defined. The current approach focuses primarily on the required number of scientific publications, without clearly specifying qualitative indicators such as the ranking or quality of journals, citation requirements, or other measurable impact criteria. In addition, no separate Regulation on Scientific Research Work adopted specifically by BAS has been presented; instead, research-related matters rely mainly on the Development Strategy and the BAS IM program documents. Further specification of research quality standards and the adoption of a dedicated regulation would strengthen the coherence, transparency, and quality assurance of scientific research activities.</p>
<p>Scientific research work corresponds to local, regional and/or national development goals as well as the socio-economic and cultural context. The effect of scientific research work on local, regional and/or national development goals is regularly monitored, on the basis of which appropriate improvements are made.</p>	<p>√</p>	<p>BAS is well integrated into various professional associations at the national and regional levels and cooperates with ministries, agencies, business associations, chambers, and stakeholders from the business sector. This cooperation contributes to the achievement of regional and national development goals in the field of business and management. The research objectives defined by BAS and the research activities implemented during the observed period are aligned with the institution's strategic priorities and are relevant to the socio-economic and cultural context of the region. This alignment demonstrates coherence between institutional strategy, external cooperation, and applied research and development initiatives.</p> <p>Evidence: Annex 5.12.A Strategy of BAS 2024–2027 Annex 5.12.B Partnerships and Collaborations of BAS Annex 5.12.C Regional Strategy, G.E.M.S. Project and Action Plan Annex 5.12.D Final Report of the BASTION Project for 2020 Annex 5.12.E Development Project "Alliance for Healthy Food from Pelagonia and Prespa" Annex 5.12.F Report from the G.E.M.S. Project (*.zip file)</p>

FINDING: The higher education institution MEETS meet the above Standard. The study program MEETS the above Standard (all study programs are assessed).

STANDARD 6: LEARNING RESOURCES AND STUDENT SUPPORT

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLY FULFILL	EXPLANATION
<p>The institution provides adequate funding for learning and teaching activities and thus provides appropriate and easily accessible resources for learning and support for students. The system for financing the institution, i.e. study programs, is efficient and based on the needs of students. The institution has a comprehensive and efficient system for financing scientific and research activities.</p> <p>The technical resources of the institution (libraries, laboratories, work rooms, IT equipment, etc.) are adequate for the implementation of the study program. Students and teaching staff, including people with special needs, have access to all resources. The institution has an appropriate infrastructure for distance learning. Technical resources are subject to regular monitoring in the institution.</p>	√			<p>The institution provides stable and adequate funding for teaching, learning, student support, and scientific research activities. Its funding system for study programs is efficient and oriented toward meeting students' needs, ensuring easy access to necessary learning resources. The HEI also maintains a structured approach to financing research activities, primarily through its own revenues allocated for research work.</p> <p>During the meetings, it was confirmed that BAS offers financial support mechanisms for students from low-income families, including the provision of up to ten tuition fee exemptions or scholarships, which contributes to widening access to higher education and supporting social inclusion.</p> <p>During the evaluation, experts were presented with a video showcasing the material resources at the Bitola center, which are assessed as being of a high standard and adequate to meet students' needs. The infrastructure in Bitola is generally appropriate; however, utilities and facilities for persons with mobility challenges are not fully ensured.</p> <p>The facilities in Skopje are smaller in size, despite accommodating a similar number of students, but they are adequately equipped with the necessary tools and materials to support teaching and learning activities. Overall, the institution's technical capacities, including support for distance learning, are considered appropriate, particularly due to the high level of digital competencies among key staff members and the effective use of the Moodle platform.</p>
<p>The work of the support/administrative services is appropriately organized and serves the function of internal quality assurance. In their work, the services take into account flexible ways of learning and teaching as well as the needs of the different student population (for example, students older than 25 years, part-time and employed students, students from abroad and students with special needs). The number of employees in the support/administrative services and their profile is appropriate for the number of students in all types of studies. Support and administrative staff have the opportunity to develop their own competencies.</p>	√			<p>During the site visit, the administrative staff were observed to be dedicated, professional, and responsive to students' needs. The support and administrative services are well organized and contribute effectively to internal quality assurance, while also supporting flexible learning and teaching approaches that address the diverse needs of students. Staffing levels and defined roles are appropriate for the size of the student population across all study types, and staff members are provided with opportunities for continuous development of their skills and competencies.</p> <p>BAS administrative services—including the Student Office, Legal Office, IT Office, and Finance Office—are available to students throughout the week. Extended working hours and timely responses to student inquiries submitted via email ensure efficient support for all administrative aspects of the study process. As a small institution, BAS effectively organizes administrative staff to support students at both the Skopje and Bitola centers, with clearly defined and complementary roles and responsibilities.</p>
<p>The institution encourages the involvement of students in scientific research projects in all cycles of studies.</p>		√		<p>The HEI states that it encourages and supports students from all study cycles to participate in scientific research activities. However, during the evaluation, no clear evidence was</p>

Students have at their disposal specific forms of support including: an academic development advisor who monitors their development, provides support for career planning and other academic challenges and/or a functional Career Center, mentoring sessions, psychological support, etc. ✓

The institution has a functional system for monitoring the members of the Alumni community. The Alumni community is included in the development plans of the institution. ✓
The institution organizes regular events and/or initiatives through which contact with graduated students is maintained.

Students actively participate in the management of the institution. A student assembly and a student ombudsman or his deputy operate within the institution. The institution supports the social, cultural and sports activities of students. It provides them with premises, support, and an annual budget. ✓

provided demonstrating systematic involvement or structured encouragement of first-cycle students in research projects. Expanding and formalizing the engagement of undergraduate students in research would strengthen the learning environment and support the development of academic and research skills in line with international higher education practices.

During the observed period, BAS did not conduct independent scientific research projects. Nevertheless, the institution participated in one Erasmus+ project (GEMS), which included student involvement. While this represents a positive step toward student engagement, broader and more consistent participation of students—particularly at the first-cycle level—in scientific research activities is recommended.

BAS provides career, academic, and mentoring support for students through its Career Center, which organizes annual meetings with alumni to maintain engagement and monitor graduates' professional development and career progress. These activities also support alumni and current students by offering networking opportunities, sharing relevant job openings, and providing information on project calls and employment opportunities.

However, psychological counseling or support services are not currently provided. Introducing structured psychological support services would further strengthen student support mechanisms and contribute to students' overall well-being.

The HEI maintains cooperation with its alumni through an established alumni system and through informal mechanisms such as events, surveys, mentoring, and participation in projects. Graduates register in the alumni system and are actively involved in mentoring activities, projects, and institutional events. Alumni input has contributed to institutional development, for example through initiatives such as the establishment of the learning room based on alumni recommendations.

While these activities demonstrate active engagement with the alumni community, further strengthening and formalizing the alumni network through more structured cooperation and clearly defined mechanisms could enhance long-term collaboration and institutional development.

Students actively participate in institutional governance at BAS, as evidenced by their involvement in Student Assembly elections, decisions related to student participation in self-evaluation procedures, engagement in social, cultural, and sports activities supported by the institution, and participation in the Teaching Council. These forms of participation are regulated by the Statute of Business Academy Smilevski – BAS and demonstrate a structured approach to student involvement in governance processes.

However, the presence of a student ombudsman is not documented. In addition, there is no independently allocated budget for student activities; although a certain percentage of funds is available, students are required to seek approval for each proposed activity. Further clarification and formalization of these mechanisms could strengthen student representation

			and autonomy.
Students are familiar with the services and opportunities available to them.	√		<p>Students are informed in a timely and continuous manner about the services and opportunities available to them; however, this information is communicated predominantly through informal channels, such as phone communication and direct contact. As a result, student awareness varies in depth and consistency. During the site visit, it was observed that while students are generally aware of opportunities such as Erasmus+, their understanding of participation procedures and requirements is limited.</p> <p>In addition, the promotional brochure focuses mainly on institutional self-presentation and marketing materials, while essential information related to the study process and student opportunities is not sufficiently included. Strengthening formal communication channels and providing clearer, more comprehensive written information—particularly regarding mobility programs such as enhance transparency and student engagement.</p>

FINDING: The higher education institution **MEETS** meet the above Standard. The study program **MEETS** the above Standard (all study programs are assessed).

STANDARD 7: INFORMATION MANAGEMENT			
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	EXPLANATION
The higher education institution regularly collects, analyses and uses information that is important for the successful implementation of study programmes and other activities. Through an efficient process of collecting and analysing data on study programmes and other activities, the data is entered into the internal quality assurance system.		√	<p>The institution has established mechanisms for collecting data related to the implementation and quality of its study programs, including end-of-semester student surveys, analyses of academic performance, and feedback from academic and administrative staff. These activities indicate an awareness of the importance of monitoring study program implementation and quality.</p> <p>However, despite the collection of relevant data, there is no clear evidence of a structured and systematic approach for analyzing survey results or using the collected information to implement future improvements. In addition, it is not evident how stakeholders are regularly informed about outcomes of these evaluations or related enhancement measures. Strengthening the feedback loop by clearly defining procedures for data analysis, decision-making, and communication of improvements would significantly enhance the effectiveness of the quality assurance system.</p>

<p>The information collected is relevant to the profile of the institution or study programmes and includes: key performance indicators; the profile of the student population; student progress, success and dropout rates; the degree to which students meet the expectations of the study programmes; the learning resources and support available to students, data on the employment of graduates and their careers, etc. Students and staff are involved in the processes of providing and analysing data as well as in the planning of activities arising from them.</p>	√	<p>The institution collects and regularly analyzes data on graduate employment and professional development through surveys. While this demonstrates an effort to monitor graduate outcomes, the data are collected exclusively through voluntary surveys, which may raise concerns regarding the representativeness of the results. In addition, student surveys are conducted without clearly indicating the number of participants in each evaluation, limiting the reliability and interpretability of the findings.</p> <p>Moreover, there is no clear evidence of how the collected data are systematically used for quality improvements, corrective actions, monitoring, or closing the quality assurance feedback loop. Establishing clearer procedures for the use of survey results in decision-making and enhancement processes, as well as strengthening alumni engagement through more formalized alumni networks, would improve the effectiveness and credibility of the quality assurance system.</p>
<p>The institution keeps a register of significant events, activities and processes. The data is collected, analysed and used to meet the needs of the strategic management of the institution.</p>	√	<p>The HEI systematically documents and preserves information on significant events, activities, and organizational processes through formal reporting mechanisms and digital records. A structured register of key events and processes is maintained, ensuring continuity, transparency, and institutional memory. Documentation includes regular reports on the Director's work, conference reports, and reports from DEAN workshops, covering the past five years. These records demonstrate an established practice of monitoring and recording institutional activities in a consistent and organized manner.</p>
<p>The security of information (in printed and electronic form) especially information related to student data, exam results, discussion on digital platforms, etc. is protected. The institution adequately protects the personal data of all stakeholders.</p>	√	<p>The HEI meets the requirements regarding the protection and management of personal and academic data. The institution uses a secure digital platform for managing academic records, accessible only to authorized users through individual login credentials and role-based permissions. Students are provided with unique access credentials that allow them to view grades, course materials, schedules, and personal academic information.</p> <p>Data protection is ensured through technical and organizational measures, including audit logs, regular data backups, and encryption, while physical documentation is stored in restricted-access archives. Compliance with personal data protection requirements was confirmed through the submitted documentation and information obtained during the site visit.</p>
<p>FINDING: The higher education institution MEETS the above Standard.</p>		

STANDARD 8: PUBLIC INFORMATION			
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	EXPLANATION
	DOES NOT FULLY FULFILL		

The higher education institution regularly publishes data on its activities and study programmes. The information published on the website and other media (print, social media) of the institution is accurate, clear, precise, objective, up-to-date and easily accessible. The institution regularly participates in or organizes fairs at which it presents its activities and study programmes. Information relating to the activities of higher education institutions is useful for potential and current students, as well as for former students, other persons and the public.

√

The higher education institution has published data on its activities, including information on the study programmes it implements, the admission criteria, the intended learning objectives, the qualifications that the student acquires as a result of the learning, the procedures applied in teaching, learning and assessment, the pass rates and the learning conditions available to students, information on the potential employment of graduates as well as the documents provided for in Article 21 paragraph 3 of the Law on Higher Education.

√

Key learning outcomes and research work are published on the institution's website. For example, before the defense of the doctoral dissertation, it is mandatory to publish it on the website of the higher education institution where the third cycle of studies is conducted (if applicable).

√

BAS regularly and consistently publishes relevant information about its activities and study programs through its official website and institutional social media channels. The institution conducts annual promotional campaigns, organizes and participates in fairs, conferences, and public events, and actively informs the public and prospective students through announcements, promotional materials, and media outreach. In addition, BAS organizes academic events such as conferences and symposia, including the symposium "Management and Contemporary Practices," and regularly publishes its academic outputs and conference proceedings on its official website. Pre-conference activities, workshops, and related events are also publicly announced, further demonstrating transparency and active public engagement.

All documents required under Article 21, paragraph 3 of the Law on Higher Education are publicly available on the BAS website through clearly accessible links. These include the Statute, decisions on accreditation and commencement of work for each study program, the systematization act, rules of procedure of the teaching-scientific council, internal regulations and rulebooks (including those on salaries and allowances), annual reports, financial statements, and the Code of Ethics.

In addition, BAS publicly publishes reports and decisions on the election of teachers and associates to academic titles in the institutional Bulletin, schedules of work tasks for the current academic year, final financial accounts, accepted topics for master's and doctoral theses, and other acts adopted in accordance with applicable legislation. The availability of these documents confirms compliance with the requirements of Standard 8: Public Information and ensures transparency, accessibility, and accountability to the public and relevant stakeholders.

BAS publishes information on learning outcomes and research activities through its official website and the BAS Bulletin, ensuring transparency for the academic community, policymakers, and the general public. The institution does not offer third-cycle (doctoral) studies. Research-related information includes reports from the Research Institute for Management in Bitola and publications related to institutional projects.

However, the publicly available research information is not fully up to date, as the most recent example provided is a report from 2022. In addition to this report, information is available on selected research and development initiatives, most notably the project "Fostering Green Employment: Cross-Border Education and Technological Innovations Hot-Spots (G.EM.S.)", implemented under the INTERREG IPA Cross-Border Cooperation Programme, with further details published on the official project website. Regular and more timely updating of published research results would further strengthen transparency and public access to institutional research activities.

FINDING: The higher education institution MEETS the above Standard.

STANDARD 9: INTERNATIONAL COOPERATION AND INTERNATIONALIZATION

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
<p>Students actively use student mobility opportunities. Mobility is appropriately valued and recognized.</p>		√		<p>Student participation in mobility programs at BAS is limited. During the observed period, only six students participated in mobility activities, as documented in the provided list by study program. Although students are generally aware of the possibility of spending a semester abroad, they demonstrate limited familiarity with the Erasmus+ program and often do not recognize it by name, despite the appointment of an Erasmus+ coordinator.</p> <p>Discussions with students indicated that engagement with Erasmus+ mobility opportunities remains low, with most students having only a general awareness of the program's existence and lacking a clear understanding of its purpose, procedures, and benefits. Strengthening promotion, guidance, and structured communication regarding Erasmus+ could enhance student participation and awareness of international mobility opportunities.</p>
<p>The institution has developed a policy for international cooperation and internationalization. It has established Indicators for fulfilling the priorities of international cooperation and internationalization. These Indicators are regularly monitored. A special body responsible for international cooperation and internationalization within the institution has been designated.</p>		√		<p>The institution has established a policy with clear indicators for international cooperation, which are regularly monitored. An internationalization and Erasmus+ coordinator is appointed in accordance with the Statute and actively manages international activities through Erasmus+ mobility applications, strategic plans, and regular reports.</p> <p>According to the BAS mobility report, all planned staff mobilities were successfully implemented. However, student participation in mobility programs remained limited and below the planned targets. Increasing student awareness of Erasmus+ opportunities and strengthening promotion and guidance mechanisms would be essential to enhance student engagement and participation in international mobility programs.</p>
<p>The institution has appropriate financial resources at its disposal for the implementation of international cooperation. For the needs of international cooperation, the institution allocates financial resources from its own revenues, but also uses funds from the national budget, foreign donors and programs, local government, etc.</p>		√		<p>The institution has adequate financial resources to support international cooperation, derived from its own revenues as well as national, European, and other funding sources. An overview of planned and utilized financial resources for the past five years has been provided, covering mobility programs, international conferences, and cross-border projects. BAS also organizes international conferences, which serve as an additional platform for international cooperation.</p> <p>Academic staff receive financial support for participation in international activities, with teachers reporting that up to EUR 500 per academic year is available for attending international conferences and similar events. While internationalization is not a primary strength of the institution, these measures indicate ongoing efforts and gradual progress in this area. To further strengthen financial sustainability and expand international engagement, increased participation in international projects could help diversify funding sources and enhance institutional capacity for international cooperation.</p>

<p>The institution cooperates with other institutions in the country and abroad in order to implement study programs. It implements joint projects with foreign universities (conferences, mobility and other collaborations), and the results of those projects are relevant to the study programs. The institution implements joint programs with foreign universities.</p>	<p>√</p>	<p>BAS actively cooperates with higher education institutions and partners in the country and abroad through Erasmus+ agreements and numerous memoranda of understanding for academic and project collaboration. The institution holds a valid Erasmus+ Charter (2021–2027) and maintains cooperation agreements with 14 partner institutions. All agreements, partnerships, and Erasmus+–related information are publicly available on the official website, ensuring transparency.</p> <p>Although BAS does not currently implement joint study programs, it has ongoing initiatives and well-established partnerships that support international academic cooperation. During the observed period, a total of 15 mobilities were carried out, primarily involving academic staff. These activities demonstrate active engagement in international cooperation, even though joint program development has not yet been realized.</p>
<p>The institution has established a system for attracting teachers and students from abroad. Foreign professors are regularly involved in teaching, are engaged as mentors or members of committees for evaluating master's and doctoral theses, etc. The number of foreign students is increasing.</p>	<p>√</p>	<p>During the observed period, BAS hosted several guest and plenary lectures delivered by professors and researchers from Serbia, Bosnia and Herzegovina, Hungary, Germany, and Greece. These activities were implemented mainly through conferences, workshops, and project-related events. Documented examples include lectures and plenary presentations by academics such as Živan Živković (University of Belgrade), Slobodan Čamilović (University "Vitez," Bosnia and Herzegovina), and Péter Odri (Dunaújváros University, Hungary), who contributed to courses and international scientific conferences organized by BAS.</p> <p>However, while a list of foreign lecturers has been provided, there is no accompanying formal documentation confirming their engagement, such as contracts, invitations, official decisions, teaching plans, or meeting minutes. In addition, there is no evidence of foreign academics serving as mentors or members of committees for the assessment or defense of master's or doctoral theses, nor of foreign students enrolled in any study cycle during the past five years. These findings indicate that international involvement is currently limited to guest and plenary lectures, without deeper integration into study programs or formal academic governance structures.</p>

FINDING: The higher education institution DOES NOT MEET the above Standard.

SWOT Analysis of the institution

STRENGTHS	WEAKNESSES
<p>Dedicated and professional teaching staff Committed and motivated students Loyal, helpful, and supportive administrative staff Strong connection with the business community and labour market representatives Established network of rural, regional, and institutional partners Clear systems for academic integrity and plagiarism prevention Flexible organizational structure with effective internal knowledge sharing High-quality promotional and visibility materials</p>	<p>A limited number of permanently engaged teachers, with a small pool of scientific experts across relevant fields High teaching load per teacher, potentially affecting academic specialization and research development Low level of scientific productivity, with limited research output and publications Limited awareness of EU funding programs (e.g., Erasmus+, Horizon Europe) Low level of student mobility and limited internationalization Lack of English-language study programs or courses Absence of formalized and documented communication across institutional levels Self-evaluation reports lack detailed data on student progress, retention, withdrawals, and degree classifications</p>
OPPORTUNITIES	THREATS
<p>Strengthening and formalizing the alumni network, including international engagement Development of joint projects and future collaborative programs with foreign universities Increased participation in EU and international funding programs Attracting international students through clearer strategies and targeted promotion Enhanced cooperation with employers through guest lectures, collaborative projects, and structured feedback mechanisms Expansion of staff development in pedagogy, innovation, and technology-enhanced learning Institutional flexibility enabled by private ownership, allowing faster adaptation and innovation</p>	<p>Declining demographic and economic trends in North Macedonia Highly competitive higher education environment with numerous state and private universities Limited pedagogical innovation, potentially reducing student engagement and satisfaction Weak internal communication structures that may lead to misunderstandings and inefficient decision-making</p>

RECOMMENDATIONS

1. Strengthen the internal quality assurance cycle by establishing a clear and systematic process for collecting, analyzing, acting upon, and monitoring feedback from students, academic staff, employers, and other stakeholders. The impact of quality assurance measures should be documented through measurable outcomes and regular updates.
 2. Improve transparency and documentation of quality-related processes by ensuring that all quality assurance documents are up to date, aligned with planning periods, and clearly demonstrate implemented actions and achieved improvements. Meetings with students, employers, and stakeholders should be formally recorded.
 3. Revise study programs and course syllabi to ensure accurate alignment with ECTS standards (1 ECTS = 27 hours), realistic student workload distribution, and consistency with comparable EU programs. Teaching hours and workload should be clearly presented on an annual basis rather than weekly.
 4. Enhance the diversity and sustainability of teaching staff by increasing the number of permanently employed teachers and reducing excessive teaching loads per individual instructor, in order to strengthen subject specialization, teaching quality, and research engagement.
 5. Further develop pedagogical innovation and staff development, including student-centered teaching methods, digital tools, flipped learning, and international pedagogical practices. Continuous professional development should be supported through targeted trainings and incentives.
 6. Strengthen scientific research activities by motivating and supporting academic staff to engage in research projects aligned with institutional strategic priorities and to publish in internationally recognized and indexed journals (e.g. Scopus, Web of Science).
 7. Improve internationalization and mobility, particularly student participation, by actively promoting Erasmus+ opportunities, enhancing guidance and communication, aligning programs with EU universities, and increasing engagement in international and EU-funded projects.
 8. Expand international visibility and accessibility by ensuring that key public information, study program details, and institutional documents on the website are available at least in English, supporting the attraction of international partners and students.
 9. Formalize and strengthen alumni and employer engagement through structured networks, regular feedback mechanisms, mentoring activities, and collaborative projects that support curriculum development, employability, and institutional development.
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Proposal from the external evaluation report

PROPOSAL

Based on the evaluation conducted, we propose **EXTENSION** of the accreditation of the higher education institution.

In addition, we propose **EXTENSION** of the accreditation of the following study programs:

- **Business Management**- first-cycle three-year studies (180 ECTS)
- **Marketing Management**- first-cycle three-year studies (180 ECTS)
- **Strategic Human Resource Management** - second cycle one-year studies (60 ECTS)

Voted in favor of this proposal: Assoc. Prof. Dr. Ebrar İbraimi Prof.dr. Ivana Bilić Assoc. Prof. Natalie Aleksandra Gurvits-Suits

Voted against this proposal:

Abstained:



SEPARATE OPINION

