

РЕПУБЛИКА СЕВЕРНА МАКЕДОНИЈА
 АРМ
 АГЕНЦИЈА ЗА КАЧЕСТВО И ЕВАЛУАЦИЈА
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To
 Evaluation Board
 Agency for Quality in the Higher Education

EXTERNAL ASSESSMENT REPORT

BASIC DATA

Name of the institution	Faculty of Economics American University of Europe – FON Republic of North Macedonia
Location	Kiro Gligorov 5, 1000 Skopje, North Macedonia
Members of the expert committee (name and surname, official contact information)	1. d-r Tatjana Stojanoska Ivanova 2. d-r Mirjana Hladika 3. d-r Remigijus Kinderis 4. d-r. Olgun Cicek 5. Theodore Koutroukis
Period of the visit to the higher education institution	December 9-10, 2025
Grounds for the External Assessment	<input checked="" type="checkbox"/> 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)	09-197/3, 25.02.2025 09-197/21, 29.10.2025

Evaluation on standards and indicators completion

STANDARD 1: INSTITUTIONAL POLICIES FOR QUALITY ASSURANCE

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLY FULFILL	EXPLANATION
<p>The institution has a quality assurance policy that is published and publicly available.</p>	X			<p>The Faculty of Economics at the American University of Europe – FON Skopje has a quality assurance policy, and the document can be viewed on their website, which is publicly available.</p> <p>The quality documents are publicly available and can be found on their website. Available documents: 1. Quality Assurance Regulations, 2. Quality Assurance Policy, 3. Quality Assurance Strategy, and 4. Regulations on Standards and Procedures for External Evaluation and Self-Evaluation. However, their content is basic and does not include the main procedures, activities, milestones, or deadlines.</p> <p>Recommendation: It is recommended to systematize all quality-related documentation in a distinct, easily accessible "Quality" section on the website (preferably within the "Official documents" area), publish documents in a standardized PDF format as authentic scans of signed and stamped originals, ensure that each act includes clear metadata (date of adoption, adopting body, and effective date), and provide professional English translations of key documents to strengthen international visibility and attractiveness for prospective international students and partners.</p>
<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>	x			<p>The University demonstrates a functional QA system supported by policies, committees, and documented procedures. Implementation varies between faculties, and stronger data-driven decision-making is recommended. The institution meets the standard.</p> <p>The system appears operational in both study cycles, and interviews with students confirmed a high level of participation. The consistently high satisfaction scores (average above 4.65) point to strong teaching performance and generally effective pedagogical practice.</p> <p>Nevertheless, the implementation of quality assurance processes is not fully uniform across faculties, and the use of collected data for systematic, evidence-based decision-making requires further development.</p>
<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>	x			<p>The Faculty Management demonstrates a clear commitment to building a culture of quality. Cooperation between the Dean's Office, program coordinators, and teaching staff is continuous and structured through regular coordination meetings.</p> <p>The University's management has accepted a culture of coordination with several stakeholders and maintain good cooperation with them. Overall, despite the identified areas for improvement, the University demonstrates an operational QA system that meets the requirements of the standard.</p> <p>It is also important that relevant institutions, which are directly or indirectly involved and cooperate with the faculty, are consulted to improve the study programs, thus making them competitive on the labor market.</p>

<p>A separate body responsible for the development and implementation of the quality assurance policy operates within the institution.</p>	<p>x</p>	<p>In April 2025, the University established a Committee for the Development and Implementation of Quality Policy, thereby formalising the institutional framework for quality assurance (QA) processes. The Committee was formed on an inclusive basis, bringing together eight faculty representatives, one representative of student services, and one student representative. Alongside this central body, the Faculty of Economics has a Self-Evaluation Committee that conducts annual analyses and reports to the Faculty management on the results of student surveys.</p> <p>The QA framework is aligned with national requirements and broadly consistent with European Standards and Guidelines (ESG), providing an adequate basis for monitoring and enhancing the quality of teaching, learning, research, and support services.</p> <p>While the QA structure is now formally in place, the central Committee has been established only recently, making it premature to assess its long-term operational effectiveness. Furthermore, current evaluations continue to rely largely on convenience samples of students rather than systematic data collection from the entire student population, which limits representativeness and may affect the objectivity and reliability of findings. Strengthening comprehensive and methodologically robust data collection would enhance the credibility and impact of the QA system.</p> <p>There is also no precise plan for improving the quality of education and the planned study programs.</p> <p>The self-evaluation report is not available on the institution's website. . Transparency in this segment is low and requires urgent alignment with national and European standards.</p>
<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>	<p>x</p>	<p>The Faculty of Economics at the American University of Europe – FON Skopje has data that is relevant to ensuring quality in education and analyzes the same data, placing emphasis on student responses.</p> <p>The institution analyzes data collected through the quality assurance system, primarily focusing on student survey results. Although the average grades are satisfactory (above 4.65), there is no evidence of a systematic application of corrective measures arising from these analyses. There is no clearly defined mechanism for transforming the identified shortcomings into operational action plans to improve study programs.</p> <p>A more systematic approach of data collection needed. The University would benefit from a more consistent and structured use of quantitative and qualitative data to inform policy adjustments, curriculum development, and resource allocation.</p>
<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</p>		<p>Not applicable.</p>

demonstrated¹

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

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>		x		<p>The Faculty of Economics at the American University of Europe – FON in Skopje demonstrates that it has an established and regulated approach to the development, monitoring and approval of first- and second-cycle study programmes, as part of its core teaching and educational mission. All programmes are accredited and aligned with national legal requirements, and the development/approval procedure is governed by the Law on Higher Education, the Rulebook on mandatory components of study programmes, and the Accreditation Board's guidelines, acts and rules for preparing and submitting accreditation documentation.</p> <p>The institution demonstrates a high level of compliance with national legislation and the standards of the Accreditation Board for Higher Education, as confirmed by the attached acts and studies (Annexes 2.1.C – 2.1.D). The accreditation procedure is carried out in prescribed five-year cycles, with timely initiation of re-accreditation processes. Although external procedures are flawlessly documented, the committee notes the need for stronger formalization of specific internal rules to regulate in more detail the initial curriculum design phase at the level of the parent departments before entering the formal legal procedure.</p> <p>However, while external compliance is well evidenced, it is less clear to what extent these arrangements function as a fully developed internal quality system with clearly defined roles, decision-making stages, documented outcomes, and structured follow-up actions beyond formal accreditation requirements.</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</p>	x			<p>In the Faculty of Economics at the American University of Europe – FON in Skopje each program includes clearly defined intended learning outcomes, which are generally consistent with the academic orientation, scope, and expected competences of the respective qualification level. The formulation of learning outcomes supports transparency and provides an appropriate reference point for curriculum design, teaching methods, and student assessment.</p> <p>The study programs are well-designed, contain innovative subject programs, which are in line with the labor market, since it is an economic discourse.</p> <p>The structure of the programs combines theoretical foundations with practical elements and supports the intended programme aims.</p> <p>Program objectives and learning outcomes are aligned with the course syllabus, but there is no correlation matrix at the</p>

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.

<p>professions.</p>		<p>program level, and it is not clear if there is overlap between different courses.</p>
<p>The study programs respond to the development needs of society and the economy.</p>	x	<p>The study programs that are offered and accredited, at both levels of study, are in line with the development perspectives of the economy and the needs of society.</p> <p>The relevance of programmes is further supported by the involvement of the Public Cooperation and Trust Board, which provides opinions during accreditation and re-accreditation regarding the adequacy of first- and second-cycle programmes in relation to societal and economic needs, with a positive opinion reported for 2022/2023. During the meeting with the expert panel, employers also confirmed that graduates/students generally meet labour market needs, and it was reported that there is a dedicated faculty unit/office responsible for cooperation with business stakeholders.</p> <p>This approach ensures that study programs align with society's development needs, thereby increasing graduates' employability and strengthening the Faculty's role as a partner in the region's economic development.</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>	x	<p>The study programs, who are part off the Faculty of Economics at the American University of Europe – FON in Skopje are not created individually, the faculty management, management structures, professors competent in that field, and some of the alumni of that faculty, as well as significant economic institutions and students, participate in the development of the study programs.</p> <p>External referencing and benchmarking against comparable national and international programs are not yet consistently embedded in curriculum development and review processes.</p>
<p>The study programs use external expertise and references. The program is aligned with the best foreign practices and experiences.</p>	x	<p>The study programs are designed according to modern standards, contain modern content from economics, innovative methods, creative techniques, and some of them are in line with foreign study programs.</p> <p>Links are provided indicating which foreign study programs the experiences were taken from.</p> <p>The institution expresses the ambition to ensure compatibility of its programmes with those of leading world universities, which has the potential to enhance graduates' competitiveness in the international labour market. Nevertheless, the current evidence does not sufficiently demonstrate a systematic and documented approach to international benchmarking.</p> <p>Recommendation): introduce and provide documented benchmarking procedures (criteria for selecting foreign reference programmes, a comparison matrix, decisions taken and implemented changes) and clearly link external experts' contributions to specific programme updates.</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>x</p>	<p>The Faculty consistently applies the ECTS system as the basic measure of student work engagement, ensuring that the credit loads in both cycles (240 ECTS and 60 ECTS) are aligned with European standards. The detailed time allocation in the course syllabus (Appendices 2.2.A–2.2.U) covers all forms of academic work, from direct teaching to independent research, thereby ensuring a realistic representation of the student workload.</p> <p>The programmes describe the targeted level of professional competencies and incorporate external learning opportunities such as placements and company visits, giving students direct exposure to real workplace tasks and industry-related problems. Students complete these activities in cooperation with host organisations while managing their academic responsibilities, and quality is monitored through regular supervision. Student feedback is generally positive, indicating high satisfaction and suggesting that the workload still allows sufficient time for personal and social life.</p> <p>Continued efforts to enhance stakeholder participation, external benchmarking, and the systematic monitoring of practical components are expected to further improve the effectiveness, relevance, and quality of the programs offered.</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>x</p>	<p>All information about current study programs, for all levels of study, is published on the institution's website and is in accordance with official records.</p> <p>The Faculty uses the official website as the primary channel for communicating information about study programs to the public.</p> <p>The official website its uses as the primary channel for communicating information about study programmes to the public, and it states that published data correspond to official records and are available in the languages of instruction. While programme information is accessible online and direct links to documentation are provided, the evaluation identified significant shortcomings in the timeliness and completeness of this information.</p> <p>An additional check of digital transparency found that the syllabi of individual courses were not publicly published on the website at all, thereby denying students access to key teaching elements, learning outcomes, and literature. It was also noted that specific important instructions and regulations are available only in the local language, which is an obstacle to internationalization and makes it difficult for potential international students to navigate. This practice is not in line with the institution's proclaimed goals of harmonization with the European Higher Education Area.</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>x</p>	<p>The institution affirms that programmes are regularly reviewed and updated in response to industry developments, new technologies, and stakeholder expectations, with input f. Programme changes are communicated to relevant stakeholders to ensure transparency; however, documented records evidencing these reviews and the resulting changes are missing.rom employers and partners.</p> <p>The teaching quality monitoring system relies on annual teacher reports and regular student surveys. The practice of delivering individual survey results to professors is critical, which encourages personal responsibility for improving the pedagogical approach.</p>

			<p>However, the revision process is primarily focused on meeting the legal requirements for reaccreditation, while the mechanism for rapid, annual program adjustments (so-called minor revisions) is less prominent.</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>	x		<p>Statistical data relating to the number of courses that are part of the study program, the number of students in both cycles of studies, grades, number and reasons for dropping out are regularly monitored and systematically analyzed.</p> <p>The monitoring and evaluation of practical components—such as internships, laboratory work, field practice, and other forms of work-based learning—require further development. Although these elements are formally included in several programmes, systematic mechanisms for assessing their quality, learning outcomes, supervision, and alignment with academic objectives are not applied consistently.</p>
<p>FINDING: The higher education institution MEETS 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	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>	x		<p>The institution's formal mechanisms provide a solid framework for teaching grounded in active learning and research.</p> <p>The Faculty promotes student-centered and active learning approaches across its study programs and provides a range of flexible teaching and learning models, including lectures, seminars, project-based work, blended and online learning formats.</p> <p>The institution has a mechanism that enables students to be motivated to actively participate in creating the learning process at all three levels of study.</p> <p>Institutional support is further strengthened through the systematic dissemination of study regulations, ethical standards, thesis and practical training guidelines, and the use of digital platforms such as Teams.</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>	x		<p>The University has formally defined a wide range of teaching and learning formats for both cycles of studies (e.g., lectures, exercises, seminars, individual teaching, practical training/internships, fieldwork, consultative instruction, continuous assessment, and independent student work). It also supports flexible delivery through blended options (including MS Teams) and the involvement of guest lecturers, and applies a variety of assessment methods aligned with different learning activities. Flexibility for second-cycle students is further strengthened through afternoon scheduling of exams and consultations, which supports employed students and those with other commitments.</p> <p>The institution respects student diversity and specific needs by applying flexible, student-centred approaches that facilitate</p>

			<p>effective learning while maintaining academic standards.</p> <p>There are special approaches for students who have certain difficulties, and the faculty provides them with access for their active involvement in the learning process.</p> <p>During the interviews, all active students of both cycles, as well as those who have graduated, emphasized the flexibility of the professors in terms of their needs and the availability of all stakeholders, with the aim of more efficient implementation of the educational process.</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>	x		<p>The Faculty of Economics at the American University of Europe – FON in Skopje have examples of good practice—such as collaborative learning, problem-based learning, and the use of digital learning tools—are evident in several programs.</p> <p>However, the evidence provided to demonstrate innovation and good practice is not always sufficiently precise or clearly documented. In addition, the absence of a coherent, integrated curriculum description limits the ability to fully assess the alignment between teaching methods, assessment approaches, and intended learning outcomes.</p> <p>It is also difficult to assess how well the teaching/learning and assessment methods are aligned and whether they support the achievement of the intended learning outcomes, because the syllabus is not presented as a coherent, integrated description.</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>	x		<p>The institution ensures a high degree of predictability and clarity in assessment through detailed regulations that govern the entire process, from exam administration to the protection of students' rights through complaints. The teaching staff explains the assessment structure in detail at the beginning of each course. At the same time, the practical implementation includes a wide range of tools — such as tests, class participation, and individual and group projects</p> <p>Assessment methods and tools are clearly described in the Accreditation Elaborates and course syllabi, and they are supported by institutional regulations for exam administration and grading that define procedures, responsibilities, record-keeping, and complaint handling</p>
<p>The criteria and methods of evaluating and assessing students are published and known in advance.</p>	x		<p>Within each subject program, which is part of the study program, the criteria and methods of evaluating and assessing students are published and known in advance.</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>	x		<p>The assessment system is set up fairly and applied uniformly, ensuring that each grade reflects pre-determined learning outcomes. According to students, interaction with teaching staff after knowledge assessments is regular, with formative assessment and feedback most often taking place orally or via digital communication channels.</p> <p>The institution has established clear rules for student assessment, and the assessment process enables students to understand and determine their level of knowledge. Assessment methods are aligned with course objectives and are applied consistently and fairly across all study levels in line with approved procedures.</p> <p>Assessment processes are governed by formally approved regulations, and criteria, grading scales, and examination requirements are made available in advance through course syllabi and institutional platforms.</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>AUE-FON has a formal channel for submitting student concerns/complaints, including an option to submit feedback anonymously via an online form and a dedicated email contact ("Student Voice"), which supports the accessibility and functionality of the mechanism.</p> <p>The institution has established a formal procedure for submitting student complaints and concerns, including the possibility of anonymous reporting through an online form and a dedicated "Student Voice" email address. These channels contribute to the accessibility and functionality of the mechanism, and students confirmed that they are aware of the available options, although they often prefer to resolve issues informally and directly with teaching staff.</p>
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FINDING: The higher education institution MEETS 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>	x			<p>The Faculty has available guides for studying, which indicates transparency regarding admission procedures.</p> <p>The institution has established standard regulations for enrolling students at all three levels of study, and they are publicly available and visible.</p> <p>The relevant acts have been publicly published, and insight into the current regulations of the enrollment process is provided via the attached links.</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>	x			<p>The institution has established effective procedures and/or tools to collect and monitor student progress and takes appropriate action based on the information obtained.</p> <p>Criteria for student admission, enrollment, transfer, and recognition of prior learning are transparent, consistently applied, and made publicly available through official institutional channels. This contributes to fairness, equal access, and clarity for prospective and current students.</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>	x			<p>The institution has established clear and detailed procedures for the recognition of learning outcomes, including formal, non-formal, and prior learning. These mechanisms are fully integrated into the academic mobility system, enabling students to have competences acquired both within and outside the home institution systematically evaluated and recognised.</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>	x			<p>When completing their education, students receive documentation that clarifies the acquired qualification, competencies and learning outcomes, the level, content and status of successfully completed studies. The documentation is clear, understandable and comprehensive.</p> <p>After graduating from college, students also receive a diploma supplement, which precisely indicates the major they completed.</p>

FINDING: The higher education institution MEETS the above Standard.

STANDARD 5: TEACHING STAFF²

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	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>	x			<p>The Faculty of Economics at AUE-FON University has competent teaching staff for the implementation of study programs in both cycles. According to the data on the teaching staff, the competence of each teacher can be seen in relation to the proposed mandatory and elective courses that are part of the study programs.</p> <p>The review of courses presented in Annex 5.3 confirms the continuous involvement of faculty members in the implementation of study programmes across all study cycles. The data demonstrate that each professor teaches courses fully aligned with their academic qualifications and areas of expertise.</p> <p>Staff appointments are generally aligned with the academic level, disciplinary expertise, and teaching responsibilities of the respective positions, ensuring an adequate baseline of academic competence to support the delivery of study programmes. Interviews with teaching staff and students further confirmed the strong commitment of lecturers to the teaching process and to providing academic and personal support to students. Overall, the human resources available within the Faculty are suitable in number, composition, and competence to deliver the evaluated programmes effectively and student learning outcomes.</p>
<p>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.</p>		x		<p>The teaching staff who teach at the Faculty of Economics has an extensive body of work, and accordingly, it can be said that all of their works are reference and correspond to the subjects they teach. Teachers publish their scientific papers in relevant academic journals, which correspond to their field of interest. Research transparency is ensured through publication in recognised refereed journals, contributing to the quality of studies and to the institution's academic visibility at national and international level.</p> <p>The teachers expressed motivation for scientific work during the interviews, the institution has not established a multi-year financial plan or a formal system of incentives to cover the costs of publications and conferences.</p> <p>Recommendations.</p> <p>Furthermore, academic staff holding the highest academic/pedagogical titles should prioritize publishing in higher-impact, widely cited journals (e.g., indexed in Scopus or Web of Science), rather than focusing primarily on platforms such as EBSCO or Index Copernicus.</p> <p>The higher education institution should establish a long-term research funding and incentive mechanism that would encourage researchers to become more actively involved in higher-level scientific research and the dissemination of research results.</p>

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

<p>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.</p>	<p>x</p>	<p>Teachers from the Faculty of Economics at AUE-FON University work in accordance with the Law on Higher Education in terms of the number of classes and the number of subjects they teach during a semester. The analyses show that there is consistency among the teaching staff in terms of the number of courses they have in each semester of both cycles.</p> <p>The institution demonstrates clear and transparent employment procedures, regulated by its official Rulebook on the conditions and procedures for appointment to academic positions. The selection of teaching and associate staff is carried out in accordance with established legal and institutional criteria, ensuring merit-based and equitable opportunities for all applicants (Annexes 5.3A and 5.3B).</p>
<p>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 corresponds to the established criteria.</p>	<p>x</p>	<p>The higher education institution demonstrates that there are fair, transparent and clear employment conditions. The higher education institution implement the principles of equal opportunities and accepted ad hoc criteria.</p> <p>The higher education institution applies transparent and formally regulated procedures for the recruitment, re-election, and promotion of academic staff in full accordance with the Higher Education Act. The process is governed by the Senate Ordinance adopted in 2013, which clearly defines the criteria and stages for appointment to scientific-teaching and associate titles.</p> <p>An analysis of the period from 2019 to 2024 confirms the consistent implementation of these rules through public competitions for all levels of titles - from assistant to full professor. Documented results (Appendices 5.4A and 5.4B) indicate high procedural consistency and respect for meritocratic principles, with a correlation between the number of applied and selected candidates (1:1) recorded in the observed five years, which confirms the stable implementation of the established recruitment plans.</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>x</p>	<p>According to the documents presented for the employment of competent staff and according to the conversations during the evaluation, it is observed that the institution has clear, transparent and fair employment processes, through working conditions that recognize the importance of teaching work.</p> <p>The advancement of teaching staff and their selection into teaching and scientific titles is determined transparently in accordance with the rules for advancement and the law on higher education.</p> <p>The institution provides appropriate IT equipment and applications to support teaching and administrative activities, and the library offers a range of professional literature. These resources contribute positively to the organisation of the educational process.</p> <p>Recommendation: The institution should secure institutional subscriptions/licences and ensure guaranteed access for both teaching staff and students to relevant scientific electronic databases (e.g., EBSCO, ScienceDirect or equivalent), with clearly defined access procedures and user support.</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</p> <p>The institution regularly monitors the technical skills of the teaching staff.</p>	x	<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 teaching staff has advanced digital and pedagogical competences, reflected in the confident use of Microsoft Teams and the application of interactive methods, such as digital quizzes and group discussions, for the evaluation of learning outcomes.</p> <p>Training related to pedagogy, digital teaching methods, research skills, and academic leadership is often offered according to the educational needs of the personnel and may vary by unit.</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>	x	<p>During the reporting period, the Faculty of Economics regularly involved guest speakers and experts from practice in the teaching and learning process, with only a temporary decrease during the pandemic year due to the need to prioritize the organization of teaching. The profiles of the invited practitioners are clearly relevant to the study programme in economics and closely aligned with course content, particularly in the areas of finance, banking, auditing, accounting, marketing, digital payments, and business registration systems. The documented guest lectures and practical teaching activities include representatives from key national institutions and leading organizations (e.g., the Ministry of Finance, Halkbank, BDO, the Central Registry, the Institute of Accountants and Certified Accountants, Croatia Insurance, the Development Bank, and ProCredit Bank).</p> <p>This synergy between the academic framework and practical expertise significantly enriches learning outcomes and adds clear value to the educational experience.</p>
<p>Scientific work is encouraged in order to strengthen the connection between teaching and science. The system functions well and is efficient.</p>	x	<p>the Faculty of Economics actively encourages scientific activity to strengthen the connection between teaching and research. This is evident through the co-organization of significant international conferences (MEFkon 2022; STED 2024) and the implementation of projects such as cooperation with USAID, with the continuous use of the Erasmus+ program for academic exchange.</p> <p>The Faculty also organizes conferences and workshops where students and teachers collaborate on research topics, and partnerships with companies provide opportunities to apply theoretical knowledge in practical settings. These activities illustrate a system that links scientific work with the teaching process and encourages academic development among both staff and students.</p>
<p>The higher education institution encourages innovation in teaching methods and the use of new technologies.</p>	x	<p>The higher education institution encourages innovations in teaching and the use of advanced technology in the classroom.</p> <p>Based on the provided information, the requirement is met. The institution demonstrates concrete measures that support innovation in teaching and the use of new technologies by equipping teaching spaces with video projectors and providing interactive whiteboards that enable more dynamic and interactive delivery (touch/pen-based interaction, multimedia display, writing and drawing functions).</p> <p>Academic staff demonstrate a satisfactory level of</p>

<p>The institution has an established system of academic integrity and prevention of plagiarism.</p>	<p>x</p>	<p>productivity, and both teachers and students confirmed that participation in scientific dissemination is encouraged.</p> <p>According to official information and data, it can be seen that the institution itself has a good system for checking quality and plagiarism. A formal framework is established through the Code of Ethics, which explicitly defines plagiarism as unacceptable conduct. Operational implementation is ensured by the systematic use of the national plagiarism detection software administered by the Ministry of Education and Science.</p> <p>Further institutional oversight is supported by the existence of a Disciplinary Committee at the Faculty of Economics established by decision of the Academic Council (Annex 5.10.C). Although no cases were reported during the reporting period, the committee's presence indicates that procedures for addressing potential breaches of academic integrity are in place.</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>x</p>	<p>At the Faculty of Economics at AUE-FON University is determined that there is a formal framework for regulating scientific research activities through the Rulebook on Publishing Activity (Senate decision of 30.05.2011). The aforementioned rulebook specifies the types of publications, review procedures, and the annual planning and reporting system, while the research performance of the staff is periodically recorded in the Dean's Report.</p> <p>However, the requirement is only partially met. The institution has not adopted a dedicated by-law that comprehensively regulates scientific research activities beyond publication procedures, and there are no clearly defined, measurable research performance indicators (KPIs) to enable systematic monitoring of scientific progress. As a result, initiatives in this area remain insufficiently transparent and structured.</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>x</p>	<p>The Faculty of Economics conducts research that aligns with local, regional, and national development priorities, focusing on areas such as economic reforms, sustainable development, entrepreneurship, public resource management, and the socio-economic effects of policy measures.</p> <p>The institution has not provided evidence of a systematic mechanism for regularly monitoring the actual impact of research on these development goals. There is no structured process for assessing outcomes or for using feedback to introduce targeted improvements. As a result, while the thematic relevance of research is clear, the closing of the quality loop in terms of social and developmental impact remains insufficiently demonstrated.</p> <p>Recommendation: The higher education institution should clearly identify and document the link between its research activities and national and regional development priorities (including relevant smart specialisation areas), establish a mechanism to assess and regularly monitor the impact of research on these goals, and use the results of this monitoring to implement targeted improvements in research planning and outcomes.</p>

FINDING: The higher education institution MEETS 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 FULLFILL	EXPLANATION
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.	x			<p>The University primarily uses its own funds to ensure a stable framework for teaching and educational activities, enabling continuous investment in learning resources and student support. The existing financing system demonstrates operational efficiency in maintaining infrastructure and meeting the basic needs of study programs. The institution strives to direct available funds to support the scientific and research work of the teaching staff, thereby ensuring the prerequisites for academic development.</p> <p>A good recommendation is for the institution itself to create and anticipate an annual plan with an appropriate budget that will ensure adequate funding for learning and teaching activities.</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.	x			<p>The Faculty of Economics at the American University of Europe has a modern, well-developed infrastructure that adequately supports study delivery and related academic activities. Teaching and research facilities cover 4,910 m², providing suitable space for both students and staff.</p> <p>Lecture rooms are equipped with modern teaching tools (interactive boards, LCD projectors) and supported by a strong IT network with physical servers and free Wi-Fi across campus. Digital delivery is well supported through Microsoft Teams, which enables distance and hybrid learning with real-time access to materials. The facilities follow inclusiveness principles, ensuring full physical accessibility for people with disabilities.</p> <p>Teaching facilities include 17 amphitheatres and lecture halls with a total capacity of 1,030 seats (1,712 m²), five specialised laboratories (448 m², 170 seats) equipped with modern IT equipment and licensed software, a library and reading room (132 m², 25 workstations), and 22 offices for academic staff (812 m²) supporting research and student consultations. Lecture rooms are equipped with interactive whiteboards, LCD projectors, and a robust IT network with physical servers and campus-wide Wi-Fi.</p> <p>Digital transformation is well advanced, with Microsoft Teams serving as the main platform for distance and hybrid learning, enabling real-time access to teaching materials and communication. Facilities are designed according to principles of inclusiveness and provide full physical accessibility for persons with disabilities.</p>
The work of the support/administrative services is appropriately organized and serves the function of internal quality	x			<p>When it comes to administrative support for students, it can be concluded that the administrative services are appropriately organized and are in function of internal quality</p>

<p>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>assurance. The University's administrative and support services are functionally integrated into the higher education system, providing continuous support for teaching processes and internal quality assurance. According to the data in Annex 6.3, the University employs 14 staff in administration, which represents an adequate quantitative framework relative to the total number of students enrolled in both study cycles. While services are relevant and functional, further expansion of resources—such as enhanced e-learning platforms, electronic library collections, research databases, and integrated information systems—would strengthen the University's capacity to support flexible learning, research activities, and data-driven management.</p>
<p>The institution encourages the involvement of students in scientific research projects in all cycles of studies.</p>	x		<p>The Faculty of Economics develops ways and mechanisms to encourage and involve students in scientific research projects in both cycles of studies. But but students' involvement is not high. . In practice, most student research is confined to mandatory course papers, with only occasional participation in broader projects led by academic staff. Recommendation: It is recommended to establish a dedicated fund to cover conference registration and travel costs for students presenting at international scientific conferences. In addition, the institution should formally recognise and reward teaching staff mentoring by including it in performance evaluation, particularly when students are successfully engaged as co-authors of scientific publications.</p>
<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.</p>	x		<p>The faculty has developed a mechanism through which students are provided with support for their academic development, appropriate support for their professional career, or support for another type of scientific challenge. The University has established a proactive, content-rich system of support for students through the Career and Alumni Center. An insight into the submitted documentation for the period from 2021 to 2024 shows that the Center acts as a key bridge between the academic community and the labor market. Cooperation with the real sector is strongly developed and supported by numerous memoranda with prominent institutions and companies (e.g., Halkbank AD, Sparkasse Bank, A1 Macedonia Doel, EVN Macedonia, USAID-IESC). Regular events such as Career Days and the Career and Alumni Fair further demonstrate the institution's commitment to graduate employability. The Center also maintains student and alumni databases, supporting long-term connections and monitoring career development.</p>
<p>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.</p>	x		<p>The institution has established a formal framework for maintaining contact with graduates through a centralized electronic database within the Center for Careers and Alumni. The registration system is digitalized and easily accessible via the official website, providing the fundamental prerequisite for systematic monitoring of the career paths of graduates across all study programs and cycles. Alumni engagement is two-way: graduates are not only recorded in the system but also contribute as guest speakers and experts in consultations. Strong links with the labour market are reinforced through cooperation agreements with</p>

			organisations where alumni are employed, providing valuable feedback on programme quality and support for current students.
The institution organizes regular events and/or initiatives through which contact with graduated students is maintained.	x		The Faculty of Economics, and the entire AUE-FON University, has a very diverse alumni community, which is actively involved in the development plans of the institution. During the evaluation, a large number of alumni were present and highlighted the benefits of their studies at the Faculty of Economics at AUE-FON, emphasizing that thanks to the modern study programs and the practice during their studies, they had the opportunity to find good employment.
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.	x		There is a student participation via representatives. Also there is a student ombudsman within institution University supports students' social and cultural activities as well as sports. The system of student representation in the Academic and Scientific Council, the Dean's Office, and specialized committees (such as the Disciplinary Committee and the Self-Evaluation Committee) ensures that students have direct influence on decision-making. The Student Union is organized on democratic principles with transparent election processes defined by the University Statute (Articles 223-231). The institution provides significant infrastructural support for student work, including a separate office space of 63 m2 and unrestricted use of amphitheatres and auditoriums for extracurricular activities. The Student Union stands out for organizing humanitarian and social initiatives that foster the academic community's social responsibility
Students are familiar with the services and opportunities available to them.	x		The University applies a modern, multi-channel communication approach tailored to digitally literate students. The official website (https://aue.mk/) functions as a comprehensive source of information on study programmes, academic staff, and institutional regulations. In parallel, the University maintains an active presence on social networks such as Facebook and Instagram, which are used not only for promotion but also for timely dissemination of information about events and academic processes.
FINDING: The higher education institution MEETS the above Standard. The study program MEETS the above Standard (all study programs are assessed).			

STANDARD 7: INFORMATION MANAGEMENT

INDICATOR				EXPLANATION
	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLY FULFILL	
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.	x			Through the e-FON system and the Student Portal, the Faculty has established a solid digital foundation for monitoring student progress and supporting successful completion of studies. These systems enable systematic collection and analysis of data on enrolment, semester completion, exam attendance and pass rates, student performance, and graduate statistics, while official registries ensure reliable record-keeping. Through the analysis of these data, the Faculty sets

			development goals and improves the quality of its activities, indicating that the information is used within the internal quality assurance process (although the evidence would be stronger if complemented by concrete IQA reports or decisions explicitly based on these analyses).
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.	x		The systematic collection and processing of data on the teaching process are ensured through dedicated digital platforms (Student and Professor Portals), which enable active participation by students and staff in the exchange of information. The quality evaluation process relies heavily on regular surveys conducted by students at the end of each semester, covering aspects such as the availability of resources, the quality of teaching, and communication with staff. The annual distribution of survey results serves as a key indicator for teachers to improve their work. At the same time, publicly available documentation on self-evaluation confirms the effectiveness of the internal quality assurance framework
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.		x	The institution has an appropriate mechanism through which all significant events, activities and processes that are part of the faculty's activities are recorded. There is no clear linkage between the collected information and the institution's strategic performance indicators (KPIs), nor transparent methodology for interpreting results in relation to defined objectives. The dimension of critical self-evaluation and the translation of data into documented management decisions remain insufficiently demonstrated. Recommendation: The institution should align the register and its analyses with strategic KPIs and targets, present trend-based conclusions (good/insufficient performance), and integrate a clear self-evaluation component that leads to documented strategic decisions and improvement actions.
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.	x		Under the institution's current evidence base, the institution states that it protects personal data in line with the Law on Personal Data Protection (Official Gazette of the Republic of North Macedonia No. 42/2020, 294/21). Students' personal data are kept in individual student files, and access to these records is restricted to authorized personnel only.

FINDING: The higher education institution MEETS the above Standard.

STANDARD 8: PUBLIC INFORMATION

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLY FULFILL	EXPLANATION
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<p>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.</p>	X	<p>The institution has its own website that is constantly upgraded and updated and that contains precise and accurate information about study programs and all other important information related to studying.</p> <p>The institution maintains an official website that is continuously updated and upgraded, providing precise and accurate information on study programmes and other key study-related matters. In parallel, it operates active social media channels (Facebook, Instagram, LinkedIn, and YouTube), which support fast and wide dissemination of announcements and updates. The Faculty regularly uses these platforms to communicate academic events, guest lectures, and collaborations, and it also participates in fairs and promotional events to present its study programmes to prospective students and other stakeholders.</p> <p>Evidence from annexed materials and discussions with students confirmed that information is accessible, clear, and reliable, with no complaints regarding availability or accuracy.</p>
<p>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.</p>	x	<p>The Faculty of Economics at AUE-FON has published data on its activities, including information on the study programs they implement, the enrollment criteria, the intended learning objectives, and the qualifications that the student acquires during the course of their studies. Code of Ethics, and financial and annual reports. However, traceability of information at the level of individual study programmes needs to be further strengthened. This primarily concerns the systematic publication of pass rates, learning conditions, assessment procedures, and graduate employability data, which should be consolidated through direct links or a single, structured digital repository with clearly dated indicators.</p>
<p>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).</p>	x	<p>Important information that is necessary and most useful to students during their studies is published on the institution's website.</p> <p>To strengthen transparency and quality culture, research results should be made more accessible and coherently organised. A structured platform linking research activities with learning outcomes would enhance visibility and stakeholder confidence.</p>
<p>FINDING: The higher education institution MEETS the above Standard.</p>		

STANDARD 9: INTERNATIONAL COOPERATION AND INTERNATIONALIZATION

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULFILL	EXPLANATION
<p>Students actively use student mobility opportunities. Mobility is appropriately valued and recognized.</p>		x		<p>The university maintains partnerships and mobility programs. The analysis of mobility data indicates a very low level of implementation, with only one student participating during the observed period.</p> <p>According to the provided data, only one student participated in mobility during the reporting period.</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>x</p>	<p>Recommendation: Strengthen internationalisation by increasing student participation in mobility programmes (e.g., through more proactive promotion, targeted information sessions, and practical support to applicants) and by making fuller use of the existing partner network to expand outgoing and incoming student exchanges.</p> <p>According to information received from both management and students, as well as from official documents, it can be determined that the Institution has a large number of agreements and memorandums of cooperation with other European and world universities.</p> <p>These initiatives provide opportunities for student and staff mobility, joint academic activities, and international exposure, and demonstrate the institution's commitment to international engagement.</p> <p>The institution maintains a network of international partnerships and participates in mobility and cooperation programmes, particularly Erasmus+. Progress is monitored through annual reports that include quantitative data on projects, funding, and mobility outcomes, demonstrating systematic tracking of activities.</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>x</p>	<p>When it comes to financial resources for the implementation of international cooperation, the institution most often uses the Erasmus + programs and other European foundations.</p> <p>When it comes to the needs of international cooperation, the institution does not allocate sufficient financial resources from its own revenues, that is, it has limited revenues necessary for international cooperation and international visits to foreign universities.</p> <p>This lack of financial transparency makes it difficult to objectively assess the sufficiency and sustainability of the resources needed for long-term strategic planning of 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>x</p>	<p>Based on the available evidence, the institution demonstrates active cooperation with foreign higher education institutions primarily through international mobility schemes and participation in joint activities (e.g., conferences and related collaborations), which support the implementation and international exposure of the study programmes.</p> <p>The development of international scientific and research projects is also insufficient, restricting the potential to strengthen the research base and enrich curricula. Consequently, the requirement is assessed as partially met: cooperation is relevant but requires diversification towards more substantive forms of partnership.</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>x</p>	<p>The institution has introduced individual measures to attract teachers and students from abroad, and foreign professors are regularly involved in the teaching process. However, student mobility remains low, and this weakness has already been highlighted previously. This indicates that while international staff involvement is implemented in practice, the measures in place have not yet resulted in sufficient levels of student mobility and would require strengthening and more systematic implementation.</p>

FINDING: The higher education institution MEETS the above Standard.

SWOT Analysis of the institution

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • High student satisfaction and engagement (anonymous surveys, student feedback). • Technological equipment and digital infrastructure • Industry connections • Professional and dedicated faculty • Integrate stakeholder input systematically into curriculum design, program reviews, and accreditation processes, ensuring programs are aligned with labor market needs. 	<ul style="list-style-type: none"> • Low level of mobility • Insufficient transparency of the quality assurance (QA) system and limited evidence of a clearly managed PDCA cycle/action plans. • Uneven research productivity • Limited data-driven planning • Variability in teaching innovation • Uneven implementation of QA mechanisms
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Strengthen internationalization (international projects, mobility and cooperation, development of joint studies with EU partners, membership in international networks) • Increase the visibility of the institution • Formalization of strategic management (opportunity to introduce KPIs into all quality assurance processes) 	<ul style="list-style-type: none"> • Demographic trends and decreasing number of students in North Macedonia. • Highly competitive environment with many economics schools in North Macedonia. • Funding and reputational risks (if investment in internationalisation/research and transparency does not improve)

Recommendations for improvement of the institution

RECOMMENDATIONS

- It is recommended to systematize all quality-related documentation in a distinct, easily accessible "Quality" section on the website (preferably within the "Official documents" area), publish documents in a standardized PDF format as authentic scans of signed and stamped originals, ensure that each act includes clear metadata (date of adoption, adopting body, and effective date), and provide professional English translations of key documents to strengthen international visibility and attractiveness for prospective international students and partners.
- The quality assurance system should be more clearly identified, consistently described, and publicly communicated as an integrated process that clearly reflects the Deming cycle (Plan-Do-Check-Act): planning (objectives, indicators, annual plan), implementation (activities and measures), review/check (surveys, self-evaluation, monitoring of indicators, analysis), and improvement (decisions, corrective actions, embedding of changes). It should also be clearly specified who is responsible for each stage of the cycle, how decisions are made, and how feedback and continuous improvement are ensured.

Stakeholder and Alumni Engagement

- Formalize stakeholder consultation through regular meetings, documented minutes, and a "feedback-decision-change" log.
- Integrate alumni systematically into programme review committees and curriculum design.
- Use alumni data for annual employability reports and strategic programme improvement.

Curriculum Development and Benchmarking

- Adopt a Regulation on Internal Evaluation of New Program Proposals with explicit criteria prior to accreditation.
- Introduce documented international benchmarking procedures (selection criteria, comparison matrices, implemented changes).
- Ensure external stakeholders are formally involved in programme design.

Research Policy and Support

- Adopt a dedicated research policy with measurable KPIs and regular monitoring.
- Establish a long-term research funding and incentive system, prioritizing publications in Scopus/WoS indexed journals.
- Secure institutional subscriptions to major databases (e.g., EBSCO, ScienceDirect) with user support and access procedures.
- Document the link between research and national/regional development priorities and monitor societal impact.

It is recommended that the institution formalize and expand the catalog of opportunities for continuous professional development of administrative staff, including specific workshops on new digital tools and trends in higher education management.

Given the faculty's strategic commitment to internationalization and attracting foreign stakeholders, it is necessary to ensure systematic strengthening of language competencies (English) for staff who are in direct contact with students.

It is proposed to introduce bilingual administrative documentation and forms to further facilitate the integration of international students into the faculty's administrative system.

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:

Bachelor of economics-Business management
Bachelor of Economics-Marketing
Bachelor of economics-Finance
Bachelor of sport management-Sport Management

Specialist in the field of business management-Business management
Specialist in the field of marketing-Marketing
Specialist in the field of finance-Finance
Specialist in the field of sport management
Master of Economics in the field of business management-Business management
Master of Economics in the field of marketing-Marketing
Master of Economics in the field of finance and banking-Finance and Banking
Master in the field of sport management-Sport management

Voted in favor of this proposal: 1. d-r Tatjana Stojanoska Ivanova
2. d-r Mirjana Hladika
3. d-r Remigijus Kinderis
4. d-r Olgun Cicek
5. Theodore Koutroukis

Lulboay

Voted against this proposal:

SEPARATE OPINION