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OS	495/11		

To
 Evaluation Board
 Agency for Quality in the Higher Education

EXTERNAL ASSESSMENT REPORT

BASIC DATA	
Name of the institution	Faculty of Law, International Relations and Diplomacy, MIT University
Location	Skopje, North Macedonia
Members of the expert committee (name and surname, official contact information)	1. Assoc Prof. Ebrar Ibraimi , member of Evaluation Board 2. Janis Grasis, professor of Riga Stradins Univesity, Riga,Latvia. E-mail: janis.grasis@rsu.lv 3. Dalibor Dolezal, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Department of Criminology; dalibor.dolezal@erf.unizg.hr
Period of the visit to the higher education institution	11-12 Decembar .2025
Grounds for the External Assessment	<input 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 checked="" type="checkbox"/> Request of the Minister responsible for higher education
Decision on the establishment of the expert committee (decision number and date)	09-495/3 21.07.2025 09-495/3-1 17.11.2025

Evaluation on standards and indicators completion

STANDARD 1: INSTITUTIONAL POLICIES FOR QUALITY ASSURANCE

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
<p>The institution has a quality assurance policy that is published and publicly available.</p>	√			<p>The Faculty of Law has established a systematic quality assurance approach, employing multiple evaluation tools covering courses, teaching staff, student services, and overall student satisfaction. Evaluations are conducted regularly in accordance with a predefined semester- and year-based schedule, and the results are analysed within faculty QA bodies to support continuous improvement. The institution has adopted a comprehensive Quality Assurance Policy, regulated through appropriate institutional acts, including the Rulebook for Quality Assurance, the Quality Strategy, and the Decision on Establishing the Quality Council. All relevant documents are formally adopted and publicly available on the institution's official website, ensuring transparency and accessibility. 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>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>		√		<p>A formal quality assurance framework is adopted and envisages evaluation activities. The management of the Faculty of Law demonstrates strong commitment to quality development and fosters a culture of cooperation among academic staff, students, and external stakeholders. Students, employers, and relevant institutions are involved in quality assurance and programme development processes, and during the current self-evaluation an anonymous survey was conducted in the period from 01.07.2024 to 05.07.2024. However, the provided documentation does not evidence regular and comprehensive evaluations, concrete assessment instruments, a predefined quality assurance calendar, or documented enhancement actions. From meetings with management, students, and employers, it was understood that not all possible tools to assess and enhance educational quality are used on a regular basis. Although the institution reports that an efficient and well-structured quality assurance system has been established, encompassing regular evaluations of courses, teaching staff, and student and administrative services, there is currently no documented evidence or verifiable data demonstrating how these evaluations are conducted, how the results are analysed, or how they lead to tangible improvements. The absence of such documentation raises questions about the effectiveness and implementation of the system.</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</p>	√			<p>A dedicated Quality Council operates at the Faculty of Law and is responsible for implementing and monitoring quality assurance policies. The body is formally constituted, includes student representatives, and is involved in evaluation and quality enhancement activities. The Faculty of Law, International Relations and Diplomacy Faculty (hereinafter – Faculty) aims to improve its study programmes by following developments in comparable institutions and the needs of the Macedonian judicial system. Students are involved in</p>

<p>in the process.</p>		<p>evaluating the quality of teaching through regular surveys, and the Committee for Cooperation and Public Trust, composed of representatives of the founder and relevant members of the business community, provides opinions on the alignment of study programmes with the developmental needs of society and the economy.</p> <p>However, there is limited documented evidence of meaningful stakeholder involvement in curriculum development or quality assurance. There is no formal documentation showing that student, employer, or external stakeholder input is systematically integrated into annual reviews or quality assurance processes.</p>
<p>A separate body responsible for the development and implementation of the quality assurance policy operates within the institution.</p>	<p>√</p>	<p>The institution has formally established a designated body responsible for the development and implementation of the quality assurance policy. A Quality Council has been created by a decision of the Teaching Council and comprises academic staff, administrative personnel, and student representatives. In addition, the quality assurance process is carried out by the University Self-Evaluation Committee, composed of four teaching staff members and one student representative who is not a member of the Senate. The faculty self-evaluation report is publicly available on the institution's website.</p> <p>However, the documentation does not provide evidence of the actual operation of these bodies through records of activities, nor does it allow verification of their functioning at the level of the Faculty of Law, International Relations and Diplomacy. Stakeholder participation is largely informal and not systematically documented, which limits the ability to verify their effective involvement in the quality assurance process.</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>√</p>	<p>The institution has established a quality assurance framework that includes self-evaluation processes. The Faculty analyses data on key elements such as study programmes, teaching and educational activities, and student satisfaction. The results of student evaluations for individual teachers are very positive, with highly performing students highlighting the ability and motivation of teachers, and students confirming high satisfaction with the study process during meetings.</p> <p>However, although a self-evaluation report exists, the documentation does not provide evidence of consistent statistical analysis of quality assurance data, regular stakeholder-focused reporting, or corrective actions based on such analysis. The quality assurance system, based on three-year self-evaluations and annual reports with only basic survey data, does not provide a timely or comprehensive picture of performance.</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>√</p>	<p>N/A – no previous external evaluation in this institution</p>

demonstrated¹

FINDING: The higher education institution MEETS the above Standard.

STANDARD 2: DESIGN AND APPROVAL OF RPROGRAMMES			
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	EXPLANATION
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).	√		The University has adopted the "Rulebook on Conditions, Criteria, Rules, and Procedures for Enrollment and Study in First-Cycle (Undergraduate) and Second-Cycle (Postgraduate) Studies at MIT University Skopje" (Attachment 2.1.G.) and follows the guidelines, acts, and rules for the submission and completion of accreditation dossiers for first-, second-, and third-cycle programmes issued by the Board for Accreditation of Higher Education of the Republic of North Macedonia. Formal acts regulating the approval and revision of first- and second-cycle study programmes have been adopted at institutional level and apply to the Faculty. Accreditation documentation is publicly available, and all study programmes are reviewed on a regular five-year basis in accordance with institutional quality assurance procedures.
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.		√	According to the Self-Evaluation Report (page 16), the content of the study programmes includes all elements in accordance with Article 140 of the Law on Higher Education of the Republic of North Macedonia, and the objectives and learning outcomes of the programmes correspond to the intended outcomes of the educational process. The Faculty of Law, International Relations, and Diplomacy offers three accredited programmes, including two first-cycle programmes in Legal Sciences (180 and 240 ECTS) and a second-cycle programme in Judiciary (60 ECTS), which are formally structured and accredited. However, although the curricula are coherent and aligned with intended learning outcomes, the documentation does not consistently demonstrate systematic alignment between programme objectives and course outcomes, nor does it explicitly address transferable skills development or professional orientation. In addition, full access to course syllabi was not available during the visit, which limited the ability to verify the University's findings. There is also limited evidence of systematic programme updates or formal review mechanisms.
The study programs respond to the development needs of society and the economy.		√	The study programmes respond to the developmental needs of society, particularly in preparing lawyers for the legal system of North Macedonia, and are revised based on recommendations from students and relevant stakeholders. The Board for Cooperation and Public Trust, composed of representatives of the business community, state authorities, other organisations, and student representatives through the Academic-Scientific Council, is involved in this process, and its establishment is confirmed by the Decision on the Establishment of the Board for Cooperation and Public Trust

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>(No. 0302-164/4 dated 11.03.2022, Attachment 2.3.A). However, although the programmes are inherently relevant to societal and economic development, the documentation does not demonstrate a systematic, evidence-based approach to identifying and responding to specific societal and economic needs. The evidence indicates a largely static approach, with limited verifiable data on graduate outcomes and no clearly documented, ongoing network of employers providing placements or postgraduate employment.</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>Study programmes at the Faculty are created, revised, and improved with the involvement of students and relevant stakeholders, including representatives of the business community and state authorities. During meetings with University and Faculty management, written opinions on study programmes provided by attorneys were presented, and employers confirmed their involvement in this process. However, although student feedback is collected and quality assurance procedures exist, the documentation does not sufficiently demonstrate that cooperation with students and external stakeholders is systematic, transparent, or continuous. There is limited evidence that analysed information leads to regular programme adjustments, and consultations are largely sporadic and poorly documented, relying mainly on informal feedback rather than an integrated, evidence-based review cycle.</p>
<p>The study programs use external expertise and references. The program is aligned with the best foreign practices and experiences.</p>	√	<p>The Faculty's study programmes are aligned with foreign study programmes, including those of the Faculty of Law at the University of Ljubljana, and include external academic references and internationally recognised content. However, there are not enough foreign or external professors involved in the teaching process over the last five years, and the documentation does not demonstrate the systematic use of external expertise in the development of the study programmes, nor explicit benchmarking or documented alignment with best foreign practices. Although the self-evaluation report lists a number of international partners, it provides little information on the nature, scope, or duration of these partnerships and does not present evidence of tangible outcomes or achievements. It also does not clarify how these international linkages contribute to the quality of teaching, student learning, or graduate employability, which makes it difficult to assess their effectiveness or strategic value.</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>Simulations are used in the study process, and student workload is defined through ECTS and course syllabuses. The study programmes map the full student workload in line with the Bologna framework and ECTS, including lectures, seminars, independent study, examinations, and other assessment elements. However, the documentation does not provide evidence of structured external practical activities, workload adjustments enabling such activities, or systematic valuation and monitoring of external practical training. Although experiential learning opportunities and a formal procedure for practical training are described, there is no verifiable documentation</p>

			demonstrating their consistent implementation across programmes or their connection to a Career Center or other professional development mechanisms.
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.	√		The general information on study programmes published on the institutional website corresponds to official records, including programme titles and study cycles, and is published in the language of instruction. However, due to the general nature of the published information, full correspondence with detailed official programme documentation cannot be fully verified. Although the website provides multilingual information, the English, Albanian, and Turkish versions of the study programme information are inconsistent with other language versions, and the published timetables are incomplete and outdated, which creates a risk of misunderstanding for stakeholders.
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.		√	Formal monitoring and self-evaluation mechanisms for study programmes are established, and students actively participate in surveys. However, the documentation does not provide evidence of systematic programme revisions based on audit or survey findings, nor of documented communication of resulting actions to the relevant participants. As a result, the review process does not demonstrate a cyclical, evidence-based approach to programme improvement linked to accreditation and regular self-evaluations.
Statistical data (number of courses taught, number of students, grades, number and reasons for dropping out, etc.) are regularly monitored and systematically analyzed.		√	The Faculty collects and records statistical data on students and examinations through established administrative procedures. However, the documentation does not provide evidence of systematic quantitative analysis, regular monitoring of dropout indicators, or analytical reporting based on these data, and the available information suggests that such analysis is not carried out on a regular basis.

FINDING: The higher education institution DOES NOT MEET the above Standard. The study program DOES NOT MEET the above Standard (all study programs are assessed).

STANDARD 3: STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT

INDICATOR				EXPLANATION
	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	
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.		√		Teaching and assessment procedures are formally defined and include course-level student participation activities. The Faculty uses a range of teaching and learning methods, including lectures, practical and mentoring teaching, project work, group work, courtroom activities, the Legal Clinic, presentations, and case studies, and students provide feedback through surveys and discussions. During the visit, students highlighted these elements as positive aspects of the programme. However, the documentation does not provide evidence of an institution-wide mechanism explicitly aimed at motivating active student participation or ensuring that assessment systematically reflects participatory learning across the

<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>Faculty.</p> <p>General provisions regulating student rights are formally established through institutional regulations and internal acts, and course syllabuses include a range of teaching formats and pedagogical methods, including lectures, seminars, case studies, group work, and independent learning activities, intended to support diverse learning needs and promote student engagement. However, while these provisions and methodological diversity are clearly defined in official documentation, the evidence mainly demonstrates formal compliance rather than a systematic evaluation of how effectively these rights and teaching methods are implemented and experienced in practice.</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>Course syllabuses include interactive activities and define learning outcomes. Simulations are used in the study process, as confirmed by students during meetings. The syllabuses formally incorporate interactive activities designed to engage students and enhance their practical and analytical skills, and explicitly define the intended learning outcomes, outlining the knowledge, competencies, and skills students are expected to acquire in alignment with course content and assessment methods.</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>There are common standards for examinations at the Faculty, and assessment methods are formally regulated and described in course syllabuses. Examiners use multiple assessment tools, including mid-term exams, projects, assignments, and digital tools, and communication between students and professors also takes place through platforms such as Viber. Faculty members involved in assessment apply unified methods and are supported in using current testing approaches.</p>
<p>The criteria and methods of evaluating and assessing students are published and known in advance.</p>	√		<p>Assessment criteria and methods are defined in internal regulations and course syllabuses and are made available to students in advance before the start of the respective courses. These standards are clearly communicated to students to ensure transparency in the assessment process.</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>Assessment methods and procedures are formally defined in course syllabuses and correspond to the stated course objectives and intended learning outcomes, as confirmed by students during meetings. Students receive written feedback on their exams, and instructors are available for consultations, with contact details provided to support communication.</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.

√

The University has adopted formal acts regulating ethical conduct and the reporting of corruption, which apply to students in all types of studies, and an Ombudsman institution is established. The appeals process is regulated in the Rulebook for First and Second Cycle Studies and is accessible to students through institutional channels, allowing written and electronic submissions to the Appeals Committee, including anonymous complaints, which are reviewed and decided within defined deadlines.

However, although these procedures are formally established, the documentation does not provide clear evidence of how they operate in practice or of clearly defined, student-oriented complaint procedures.

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
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.	√			Regulations governing enrolment, study progression, diplomas, and certificates are adopted in accordance with the law of the Republic of North Macedonia and apply to both first- and second-cycle studies. MIT University and the Faculty of Law, International Relations, and Diplomacy apply the Regulation on conditions, criteria, rules, and procedures for enrolment and study, which covers all stages of the study process and is published online.
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.		√		Procedures for collecting student progress data are established through regulations and administrative records. However, the documentation does not provide evidence of systematic monitoring, analysis, or the use of this information to inform further actions.
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.		√		The University has adopted formal procedures regulating the recognition of study periods and ECTS credits, including recognition during student mobility, in accordance with the regulations for first- and second-cycle studies and the Law on Higher Education. While recognition of prior formal learning is addressed, the documentation does not demonstrate explicit procedures for the recognition of non-formal and informal learning, nor evidence of monitoring or evaluation of recognition practices. To date, only one student has participated in an international internship, and no students have taken part in study mobility programmes.
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.	√			Each student, upon completion of their studies, receives a diploma and a diploma supplement in accordance with University regulations. The content and format of diplomas and diploma supplements are regulated by institutional acts and correspond to the requirements of the Law on Higher Education and the relevant rulebooks, defining the qualification level, ECTS credits, and status of completed studies. The procedures for issuing and distributing diplomas and diploma supplements are formally established.

FINDING: The higher education institution **MEETS** the above Standard.

STANDARD 5: TEACHING STAFF²

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
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.		√		The teaching staff of the Faculty is generally competent for the implementation of the study programmes. However, the documentation does not provide sufficient and consistent evidence to link each course syllabus to a specific member of the teaching staff, nor does it allow clear verification of academic appointments, fields of election, and teaching responsibilities. The available records contain inconsistencies between personnel lists and appointment decisions, and no consolidated and transparent list is provided showing which professors are elected in which academic fields and which courses they are responsible for teaching, which prevents reliable verification of staff qualifications and their alignment with assigned courses.
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 CVs of the teaching staff include lists of scientific publications from the last five years that are relevant to the Faculty's disciplinary profile. However, the documentation does not systematically identify reference scientific publications, does not demonstrate their contribution to the development of the study process or the scientific field, and does not provide a consolidated list of published works, which makes it difficult to assess trends, impact, or the overall development of scientific activity within the Faculty.
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 workload of teaching staff at the Faculty is regulated by formal legal acts defining academic titles and employment conditions, and teaching staff confirmed their satisfaction with the existing workload. However, the documentation does not provide evidence of systematic calculation, monitoring, or analysis of teaching workload, nor does it allow verification that the distribution and volume of teaching hours are balanced and appropriate for quality teaching, and no dedicated document on teaching workload has been provided.
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.	√			The University has adopted formal regulations governing the employment and election of teaching staff based on academic qualifications and merit, and it follows established principles of fairness and equal opportunity in recruitment and appointment procedures.

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

<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>The Faculty of Law, International Relations and Diplomacy ensures appropriate working conditions for teaching staff through institutional procedures, providing access to adequate IT equipment, relevant electronic scientific databases, suitable workspaces and teaching facilities, and other resources necessary for the effective implementation of study programmes.</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>		√	<p>The University regulations support the scientific development of teaching staff and their participation in research activities. However, the documentation does not provide evidence of organised pedagogical or technical training, mechanisms to motivate innovative teaching, or systematic monitoring of teaching staff's technical skills, and some senior professors do not use the Moodle system.</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>University regulations allow the engagement of visiting teachers and external experts. However, the documentation does not demonstrate the actual and sufficient involvement of visiting professors, renowned scientists, or practitioners in the implementation of the study programmes at the Faculty.</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>The University has adopted regulations and policies that encourage scientific work by teaching staff, and engagement in scientific activities is evidenced through staff CVs. However, the documentation does not provide evidence of systematic monitoring or evaluation of the functioning and effectiveness of the system that supports scientific activity.</p>
<p>The higher education institution encourages innovation in teaching methods and the use of new technologies.</p>		√	<p>Innovation and the use of technology are recognised as core principles in the University's policies, and the use of IT systems is institutionally regulated. However, the documentation does not provide evidence of concrete mechanisms that encourage innovative teaching methods, the systematic pedagogical use of new technologies, or the monitoring of these practices at the Faculty level.</p>
<p>The institution has an established system of academic integrity and prevention of plagiarism.</p>	√		<p>The Faculty of Law, International Relations and Diplomacy has established a formal system of academic integrity and plagiarism prevention through institutional ethical regulations and study guidelines. However, there is no separate institutional plagiarism detection system, and plagiarism checks are carried out only through the system of the Ministry of Education and Science, which functions mainly as a formal compliance check and does not provide a sufficiently objective assessment of plagiarism.</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>Scientific activity is monitored via platforms such as Google Scholar, ResearchGate, and ORCID, and a formal institutional act regulating scientific research has been adopted.</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. ✓

The Faculty's research activities are conducted in fields related to societal and governance contexts.

FINDING: The higher education institution DOES NOT MEET the above Standard. The study program DOES NOT MEET the above Standard (all study programs are assessed).

STANDARD 6: LEARNING RESOURCES AND STUDENT SUPPORT

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT 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 University and Faculty operate on tuition-based financing and have internal support mechanisms for teaching and student support. The institution's budget is derived entirely from student tuition, and the Faculty of Law, International Relations, and Diplomacy currently has no project-based funding. While these resources cover basic teaching activities, the documentation does not provide a detailed financial breakdown of funding sources, budgets, or specific allocations for study programmes and research activities, and the available funds are not sufficient to upgrade learning spaces or fully meet student needs.</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 University has technical resources to support the implementation of study programmes, including IT systems, Moodle systems, and tools for distance and online learning. Strategic and quality assurance documents recognise the importance of innovation and technology in teaching, and institutional acts regulate the use of IT systems. The quantity and quality of technical equipment required for the educational needs of students is adequate and is regularly monitored, and the Faculty of Law has the necessary infrastructure to support online education. The necessary literature is available to students, although the prescribed literature in the curricula is outdated. An introductory course for new students is also provided.</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</p>		✓		<p>The University has organised support and administrative services with defined roles and responsibilities for students, and the structure is intended to accommodate flexible learning modes and the needs of mature, part-time, international, and special-needs students. However, the documentation does not provide evidence of clearly defined roles of administrative staff in internal quality assurance, tailored support for diverse student populations, verification of staffing adequacy, or opportunities for professional development. With only three full-time administrative staff members, staffing is not sufficient to adequately support the student body, and there is no systematic programme for building staff competencies.</p>

<p>for the number of students in all types of studies. Support and administrative staff have the opportunity to develop their own competencies.</p>		
<p>The institution encourages the involvement of students in scientific research projects in all cycles of studies.</p>	√	<p>There is evidence that students participate in writing and publishing scientific publications. However, the documentation does not demonstrate the existence of policies, procedures, or practices that systematically encourage or support student involvement in scientific research projects across study cycles. Although the Faculty applies the regulations of the Law on Higher Education in this area, no scientific research projects were carried out during the observed period, and there are no structured research initiatives providing students with regular or meaningful opportunities for participation.</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>	√	<p>A Career Center is formally established and regulated by institutional policies. However, the documentation does not provide evidence of academic development advising, structured mentoring schemes, psychological support services, or systematic monitoring and evaluation of student support mechanisms, and it does not demonstrate how these services operate in practice.</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. The institution organizes regular events and/or initiatives through which contact with graduated students is maintained.</p>	√	<p>The University maintains an alumni database through the MIT Alumni Club, tracking graduates' career paths and professional development. However, due to the low number of alumni, the documentation does not provide clear evidence of a functional alumni monitoring system, regular alumni events, or alumni involvement in institutional development plans, which makes it difficult to assess how the system operates in practice.</p>
<p>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.</p>	√	<p>Students are formally recognised as stakeholders in institutional governance at MIT University. However, the documentation does not clearly evidence the functioning of a student assembly or a student ombudsman, nor does it demonstrate structured and budgeted support for student social, cultural, and sports activities at the Faculty of Law, International Relations and Diplomacy.</p>
<p>Students are familiar with the services and opportunities available to them.</p>	√	<p>During meetings, students confirmed that they are familiar with the services and opportunities provided to them. Students of the Faculty of Law, International Relations and Diplomacy have access to information on academic procedures and support services through institutional documents and communication channels; however, the documentation does not demonstrate systematic measures to ensure or monitor student awareness of all available services.</p>

FINDING: The higher education institution DOES NOT MEET the above Standard. The study program DOES NOT MEET the above Standard (all study programs are assessed).

STANDARD 7: INFORMATION MANAGEMENT

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	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.		√		Data relevant to study programmes and institutional activities is collected and integrated into the internal quality assurance system through surveys and other information sources. However, the documentation does not demonstrate systematic quantitative analysis, trend monitoring, or a clearly documented link between data findings and implemented improvement measures, nor does it show how feedback is processed, how actions are implemented, or how stakeholders are informed about improvements.
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.		√		The Faculty collects information relevant to its study programmes and institutional profile. However, the documentation does not demonstrate systematic quantitative indicators, comprehensive analysis of student progress and dropout rates, or formal monitoring of graduate employment outcomes, nor does it show clearly documented data-driven improvement actions.
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.		√		The higher education institution maintains records of significant events, activities, and processes through various administrative, quality assurance, and strategic documents. However, data is collected in a fragmented manner across different units, and the documentation does not demonstrate the existence of a consolidated register or systematic, structured analysis or use of this information as a tool for strategic management.
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.		√		The Faculty of Law, International Relations and Diplomacy has adopted formal acts regulating the protection of personal data and the security of printed and electronic information. However, although a regulatory framework and a data protection plan exist, the documentation does not demonstrate systematic monitoring of data protection practices, regular audits, documented training, or records of reported data security incidents. In practice, data protection measures are limited, with paper records kept in archives and electronic data stored only on the website server, without secure systems for handling exam results, online class discussions, or other digital student information.

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

STANDARD 8: PUBLIC INFORMATION

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
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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.

√

General information on study programmes and activities is publicly available through the institution's website and communication channels, and the Faculty participates in workshops, lectures, promotions, and open days to present its activities and study programmes. However, the documentation does not demonstrate systematic updating or formal quality control of published content, and some information is outdated. In addition, published content is currently available only in Macedonian, which limits accessibility for international applicants and external stakeholders.

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.

√

Basic information on study programmes and enrolment is publicly available, and the Faculty of Law, International Relations and Diplomacy publishes information on its activities, including admission requirements, intended learning outcomes, qualifications awarded, teaching and assessment procedures, pass rates, learning conditions, and documentation required under Article 21, paragraph 3 of the Law on Higher Education. However, the documentation does not consistently demonstrate systematic and complete publication of learning outcomes, pass rates, graduate employment data, or a clearly accessible set of all required documents.

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).

√

Learning outcomes and research activities are defined in the internal documentation of the University. However, the Faculty website does not systematically publish key learning outcomes, research outputs, or information on research activities, and master's and doctoral dissertations and related documentation are not available online.

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

STANDARD 9: INTERNATIONAL COOPERATION AND INTERNATIONALIZATION

INDICATOR				EXPLANATION
	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	
Students actively use student mobility opportunities. Mobility is appropriately valued and recognized.			√	The University has adopted procedures for student mobility and the recognition of mobility periods. However, the documentation does not demonstrate active student participation in mobility or systematic monitoring of mobility activities at Faculty level. Students show limited engagement with Erasmus, as they are generally aware of its existence but do not actively participate in mobility opportunities.

<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>√</p>	<p>The University has adopted a policy for international cooperation and internationalisation and has designated responsible bodies, including an Erasmus+ Coordinator and an internationalisation coordinator. However, the documentation does not clearly demonstrate faculty-level coordination or the regular monitoring of internationalisation indicators, and according to the University mobility report, no teaching staff or students participated in mobility during the observed period.</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>√</p>	<p>International cooperation is defined as a strategic priority. However, the documentation does not demonstrate concrete financial allocations or quantified funding sources for the implementation of international cooperation activities at Faculty level, and the Faculty has not secured external funding to support such activities due to its limited budget.</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>Cooperation with domestic and foreign institutions exists mainly through individual academic activities. However, the documentation does not demonstrate structured joint projects at Faculty level, systematic incorporation of project outcomes into study programmes, or the implementation of joint study programmes with foreign universities.</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>The documentation does not demonstrate a structured system for attracting foreign teachers and students, regular involvement of foreign professors in teaching or thesis evaluation, or evidence of an increasing number of foreign students. Although several visiting professors were received during the period 2020–2025, financial constraints, limited mobility places, and a small student population restrict the Faculty's ability to support visiting academics and their participation in master's thesis committees.</p>

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

SWOT Analysis of the institution

STRENGTHS	WEAKNESSES
<p>Comprehensive normative / regulatory framework</p> <p>Clearly regulated study structure and certification procedures</p> <p>Loyal and committed administrative and academic staff</p> <p>Committed and motivated students</p> <p>Strong connection with the industry</p> <p>Flexible organisation of studies</p> <p>Individuals active in internationalisation</p> <p>Established institutional units supporting students and staff</p>	<p>Insufficient library resources, especially printed professional and scientific literature</p> <p>Weak institutional internationalisation</p> <p>The Faculty website contains outdated information in several sections</p> <p>Lack of resources for research</p> <p>Non-unified and inconsistent use of the Moodle system by teaching staff</p> <p>Erasmus exchange programmes are not actively used by students and staff</p> <p>Insufficient documentation of achievements and data-driven quality improvement</p> <p>Many systems (quality assurance, research support, student participation, staff development) are defined normatively, but documentation of implementation, results, and monitoring is largely missing</p> <p>Mechanisms for student participation and engagement are insufficiently documented</p> <p>Limited documented evidence of visiting professors, academic mobility, and cooperation at Faculty level</p> <p>Documentation submitted covers only three of the five evaluation years</p> <p>Frequent changes in teaching staff and lack of a clear and consistent overview of academic staff and their engagement</p> <p>Changes in the self-evaluation coordinator affecting the consistency and completeness of documentation</p>
OPPORTUNITIES	THREATS
<p>Establishment of an Alumni Club to strengthen links with graduates and networking</p> <p>Greater involvement of visiting professors and organisation of guest lectures</p> <p>Activation of Erasmus and other international mobility programmes for students and staff</p> <p>Operationalisation of internationalisation policies through documented mobility, joint activities, and visiting professors</p> <p>Enhancement of teaching methods through innovative and student-centred approaches</p> <p>Expansion of pedagogical and innovative learning and teaching techniques</p> <p>Attraction of public and external funding for scientific research activities</p> <p>Systematic documentation of academic and institutional achievements</p> <p>Introduction of regular statistical monitoring, predefined quality assurance calendars, and documented corrective actions</p> <p>Deepening cooperation with industry and alumni to improve the relevance and employability of study programmes</p> <p>Formalisation of academic advising, mentoring, alumni relations, and student participation mechanisms</p>	<p>Low number of enrolled students</p> <p>Demographic challenges reducing the pool of potential students</p> <p>High competition from similar higher education institutions</p> <p>The gap between formal regulation and documented implementation, which may be assessed as insufficient compliance by external evaluators</p> <p>Insufficient evidence of international projects, visiting professors, and global academic engagement, reducing institutional attractiveness</p>

Recommendations for improvement of the institution

RECOMMENDATIONS

Strengthen the implementation and documentation of the quality assurance system
Establish a predefined and publicly documented quality assurance calendar
Introduce systematic data collection and statistical analysis
For each evaluation cycle, prepare documented action plans with defined responsibilities, timelines, and monitoring of outcomes
Ensure clear and verifiable documentation of student participation in governance and quality assurance processes
Formalize student support systems beyond regulatory frameworks through documented procedures and services
Provide verifiable evidence of international and external academic engagement, including Erasmus activities, visiting professors, joint projects, and partnerships
Ensure transparency and public availability of key institutional information through regularly updated websites
Ensure that all teaching staff CVs contain complete, up-to-date, and verifiable information
Develop structured cooperation with other universities and similar institutions
Encourage students, academic, and administrative staff to participate in Erasmus and other international mobility programmes
Introduce online and foreign guest lectures as a regular teaching and quality-enhancement tool
Establish a systematic system for documenting academic, research, and institutional achievements.

Proposal from the external evaluation report

PROPOSAL

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

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

1. Faculty of Law, International Relations and Diplomacy - first cycle of academic studies - undergraduate studies of Law (180 ECTS)
2. Faculty of Law, International Relations and Diplomacy - first cycle of academic studies - undergraduate studies of Law (240 ECTS)
3. Jurisprudence - second cycle of academic studies - postgraduate studies of Law (60 ECTS)

Voted in favor of this proposal: Ebrar Ibraimi, Dalibor Dolezal, Janis Grasis.

Voted against this proposal:



SEPARATE OPINION

