

Примено Примено: 09.01.2026			
Организација Njedinost	Бр. на Решение	Решение Страна	Примено Место
09	228/7		



To
 Evaluation Board
 Agency for Quality in the Higher Education

EXTERNAL ASSESSMENT REPORT

BASIC DATA

Name of the institution	Goce Delcev University Stip Faculty of Economics
Location	Goce Delcev 89, P.O. Box 201, 2000 Stip Republic of North Macedonia
Members of the expert committee (name and surname, official contact information)	1. d-r Tatjana Stojanoska Ivanova 2. d-r Ivana Bilič 3. d-r Judit Dr. Oláh 4. d-r Natalie Aleksandra Gurviš-Suits 5. d-rSerban Andreea Claudia
Period of the visit to the higher education institution	Monday, 24 November 2025 to Tuesday 25 November 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)	09-52/3 12.2.2025 09-228/4 29.10.2025

Evaluation on standards and indicators completion

STANDARD 1: INSTITUTIONAL POLICIES FOR QUALITY ASSURANCE

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULFILL	EXPLANATION
<p>The institution has a quality assurance policy that is published and publicly available.</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 Quality Policy and Quality Manual at the UDG level is documented and publicly available.</p> <p>Strategy, which is a comprehensive development document that clearly defines the strategic goals in the period of 2022-2025.</p> <p>The content of the document is general and a little robust. To improve the quality, they should include more elements that will be at a simpler operational level and will define activities, main procedures and deadlines.</p> <p>At the UGD level, they perform self-evaluation every three years, and all reports from internal and external evaluation of the UGD are publicly available as public information on the UGD website. They conduct surveys for all three circles using a provided questionnaire. Teaching staff satisfaction and administrative support are assessed. In the first cycle, there are only 30 respondents (Survey Results for First-Cycle Students at the Faculty of Economics). Some results showed a low score for administrative service; however, no mitigation measures were presented. For administrative service, 33.33% of respondents gave a grade of 1. Survey Results for Second Cycle Students at Campus 4: only 10 respondents. Survey Results for Third-Cycle Students at Campus 4 only 20 respondents. Survey Results for Teaching and Associate Staff at the Faculty of Economics only 3 respondents. Survey Results for Administrative and Technical Staff at UGD at UGD: 39 respondents, but this is at the university level. The Work Plan of the Quality Assurance Department is available, however, there are no KPIs or deadlines.</p> <p>Recommendation: The fact that it is not known how to inform the students about the results of the evaluation can be called a small mistake. It is also not clear enough what happens next, once the results are announced.</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>At the faculty itself and within the faculty, there is cooperation between students, professors, management staff, the community, and the business sector.</p> <p>The institution states its commitment to quality enhancement and cooperation among stakeholders, but the evidence provided does not yet demonstrate concrete practices or measurable results. While annual reports from the Rector, faculties, and administrative units outline general activities and partnerships, specific examples of how these activities contribute to quality assurance are not clearly shown. Key documents, such as filled reports with analyses, recommendations, or follow-up actions, were not submitted. Likewise, examples of the direct involvement of students, employers, and external organizations in quality assurance processes—such as participation in advisory boards, curriculum reviews, structured consultations, or feedback</p>

			<p>mechanisms—are not provided. As a result, although the institution highlights collaboration and openness, the lack of concrete evidence limits the ability to confirm how these practices function in supporting ongoing quality</p> <p>Attachment 1.3.B.R.OB.05 Annual report of the work of UGD Attachment 1.3.B. ED.OB.08 Dean’s annual work report</p>
<p>A separate body responsible for the development and implementation of the quality assurance policy operates within the institution.</p>	x		<p>The Quality Assurance Department operates at the UGD level, regulated by the UGD Statute, and serves as the key body responsible for monitoring and analyzing the quality of teaching, research activities, and administrative processes. This department conducts self-evaluations every three years using survey tools and data analysis. Its responsibilities include developing procedures for external and internal evaluation, researching various aspects of educational quality, encouraging and organizing ongoing forums and discussions about quality, and promoting a culture of quality within both the academic and non-academic communities. The department also defines standards and criteria for the effective functioning of University units, implements and analyzes feedback from all users, coordinates and conducts student and teacher surveys, processes results, and investigates reasons for low quality, inefficiency, and prolonged studies. University; Implementing, analyzing and collecting feedback on the quality of all users; Coordinating and conducting student and teacher surveys; Processing results; Research reasons for low-quality, ineffective and long studies. The example of meeting minutes from the UGD quality team was provided (27.10.2023 (Friday)); however, it focuses on terminology and does not serve as an example of improvement measures or result analyses.</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>	x		<p>Faculty of Economy at Goce Delcev University Stip, conducts institutional self-evaluations every 3 years in accordance with the Law on Higher Education, while evaluations of academic staff are conducted annually. Corrective measures arise from self-evaluation reports. The institution regularly analyzes the information resulting 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. A good example can be given self-evaluation report available is for the period 2019–2021, published under the List of Public Information (https://www.ugd.edu.mk/za-ugd/informacii-javenkarakter/). Recommendation: to make a action plan or other relevant follow up documents.</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</p>	x		<p>While the university provides access to past external evaluation reports, no action plan or documented evidence of follow-up measures linked to the 2014 and 2017 recommendations has been submitted, and specific progress or implementation outcomes at faculty level—particularly for the Faculty of Economics—have not been demonstrated.</p>

been implemented. The progress achieved since the last external assessment has been clearly demonstrated¹

FINDING: The higher education institution DOESN'T MEET the above Standard.

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 institution has established documentation for the development and approval of first and second cycle study programs, including a policy and procedures for creating curricula, as well as a Procedure for Improving the Quality of Study Programs, which defines the procedures and key actors: companies, alumni, the advisory board and faculty bodies. Annex 2.1.A. Rulebook on Standards and Norms for the Establishment of Higher Education Institutions and the Conduct of Higher Education Activities ("Official Gazette of the Republic of Macedonia" No. 245/22). Effective from January 2023. Annex 2.1.B. Work Instruction for the Coding of Courses in the Study Programs of "Goce Delchev" University, Shtip – As we notice, there are documents and links for the programs. The Work Instruction for coding courses outlines a technical format for course classification but does not constitute a procedural regulation governing curriculum development.</p>
<p>The content of the study programs offered at the institution is well designed and described. It is relevant to the purpose of the program and the achievement of learning outcomes. The objectives of the subjects are defined and aligned with the outcome of the educational process (learning outcome). The study programs are designed with the aim of uninterrupted student development and enable students to acquire academic knowledge and skills, including those that can be transferred, which means that they can influence their personal development and can be applied in the development of their future professions.</p>	x			<p>Program objectives and learning outcomes are aligned with the course syllabus, but there is no correlation matrix at the program level, and it is not clear if there is overlap between different courses. The course syllabi provide the objectives and content of the courses, teaching methods, forms of instructional activities, assessment methods and criteria, quality monitoring procedures, as well as primary and supplementary literature. The documentation reviewed during the evaluation provides a coherent overview of the program's objectives, course assignments, and overall structure designed to support the academic and professional development of students. The programs for all three levels are well prepared, with clear goals, competencies, methodologically precise and well structured. The study programs are designed with the aim of the student's smooth development in mind and enable students to acquire academic knowledge and skills, including those that may be transferable, meaning that they may influence their personal development and may be applied in the development of their future professions.</p>
<p>The study programs respond to the development needs of society and the economy.</p>	x			<p>The indicated study programs respond to the needs of the economy and the labor market and are constructed on that basis. Two examples (example 1 and example 2) – alumni, other</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>results, best practice or recommendations from relevant authorities, organization or simila While the programs may indeed prepare students for contemporary professional demands, clearer evidence—such as documented best practices, industry-based recommendations, or measurable results—would be needed to substantiate the claim that the study programs systematically correspond to the development needs of society and the economy.r are not presented.</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 are not created individually, but rather multiple structures participate in their development. In addition to the professors responsible for the subject programs, students, the business community, chambers of commerce, and individuals from the local community who are related to economic issues participate in the development and revision of study programs. Each program must be approved by Faculty's Public Trust Board. This board consists of: 2 professors from the Faculty, 1 student representative,1 representative from the Municipality of Stip, 1 representative from the Chamber of Commerce of North Macedonia. Faculty mention they realaying on business and ICT community and students, however there is no official miting minutes or recommendations. As self-declared everything was informal. Course syllabi for study programs are accompanied by recommendations for primary and supplementary literature. When developing study programs, efforts are made to align the programs with the best foreign study programs and experiences and to create a program that will implement those experiences.. Links are provided indicating which foreign study programs the experiences were taken from. The Faculty provides links to international programs and course syllabi but does not present concrete evidence showing how external expertise or international benchmarks have been systematically integrated into curriculum design. The faculty justified their programs by referencing the Accounting Program at Columbia Business School, Management and Marketing Program at Columbia Business School, Business Economics Program at the University of Groningen. However, only general links to the programs or divisions are provided, without specific examples or justification. Furthermore, according to the North Macedonia example, these programs are structured as four-year undergraduate (240ECTS) and one-year (60 ECTS) master's programs, which does not align with the Bologna model of three-year undergraduate (180 ECTS) and two-year graduate (120 ECTS)study programs.</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 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>	x	<p>The curriculum clearly defines student workload and outlines external activities. Practical training is a recognized part of the program, involving laboratory work, field studies, and internships with structured approval, documentation, and reporting processes.</p> <p>Each curriculum defines the learning objectives, the course content, the ECTS credits awarded and provides a detailed breakdown of the student workload.</p> <p>Study programs aim to clearly define the overall expected work engagement of the student and to that end include well-structured external activities (training, practical work and other activities that do not take place at the institution, but allow the student to gain experience in the field of his studies). However, there is a discrepancy in terms of the number of loans and burden. Namely, 2 credits are awarded for one type of internship, and according to the number of hours, 6 credits should be awarded.</p> <p>Some students stay with companies after their internships. Student internships are not appropriately aligned with ECTS points, and learning outcomes are not presented.</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>	x	<p>All three cycles of study programs are fully presented on the UGD, Faculty on Economics website in the language in which the program is carried out:</p> <p>Evidence: UndergraduateStudies Master Studies Doctoral Studies</p> <p>Also, the study programs are given in the language in which they are conducted and there are links to that.</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>	x	<p>The information about study programs is available on the institution's website and corresponds to official institutional documents. All details are provided in Macedonian, ensuring transparency and accessibility for both prospective and current students.</p> <p>During this period, the study programs at the Faculty of Economics are revised and improved to achieve the set goals, stay current with the latest technologies, and meet the needs of students and the business community. However, there is no record of study program improvements. In interviews, we were told that changes to the study program are possible every five years, when a new study program must be submitted for accreditation.</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>All student activities, the total number of students enrolled in all three cycles, the number of students by year, the number of students who enroll in a year on time are monitored through an electronic index.</p> <p>But what is missing and not specified is the number of students who dropped out of the faculty and the reasons for dropping out.</p> <p>Some statistical analyses are provided; however, these analyses show only the numbers without any interpretation, follow-up measures, or recommendations.</p> <p>Appendix 2.9.A List of students who have discontinued their studies.-</p> <p>Appendix 2.9.5 List of courses offered by study programs and semesters, along with the number of enrolled students per</p>

course

Appendix 2.9.B List of courses by exam sessions, including the number of registered.

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

STANDARD 3: STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	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>Faculty of Economy at Goce Delcev University Stip, 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. Students participate in the assessment and revision of study programs, are invited to express their opinions on the delivery.</p> <p>Enrollment for all study cycles is publicly available on the UGD website, along with publicly available information about studying in all three cycles. Enrollment for the first cycle Enrollment for the second cycle Enrollment for the third cycle Enrollment for foreign students Guide for the first cycle of studies Guide for the second cycle of studies Guide for the Doctoral School.</p> <p>Teaching methods include exercises, projects, group work, research, case studies, simulations, and digital platforms, suggesting opportunities for participation, but formal procedures or evidence of feedback integration are lacking. Teaching is primarily face-to-face, supported by online platforms. Continuous assessment is formally regulated (Правилник за условите...), requiring at least 70% of points from semester activities, yet concrete implementation evidence remains insufficient.</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 provides scholarships for endangered categories as defined in its official call for applications and ensures accessibility for individuals with special needs. Where necessary, hybrid and online teaching is conducted using the Microsoft Teams platform.</p> <p>The university also offers free access to an e-library containing all previously published textbooks, scripts, and other materials created by faculty members. For each course, instructors have created a Moodle-based course, where various learning materials are uploaded.</p> <p>The platform also allows for student assessments and the submission of assignments.</p> <p>Within the lectures and the process of learning and transferring knowledge, various methods and techniques are included, as well as ways of various activities, which are aimed at improving the quality of teaching and introducing innovations.</p> <p>We will mention a few and that are: Exercises, Project activities and group work, Research work, Participation in</p>

		<p>international projects, Simulations and practical training.</p> <p>The Faculty of Economics recognizes the diversity of its students and has taken several steps to support diverse learning needs. For example, a student with a disability received support during class from another student through a separate tuition fee agreement. However, the student supporting the program did not receive any training to prepare for this responsibility.</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 reports using case studies, projects, simulations, and hybrid or online teaching, including during COVID-19, but these reflect system-wide mandates rather than structured, long-term pedagogical adaptation. Currently, teaching remains mostly traditional with occasional interactive elements. There is insufficient evidence of systematic review, adaptation based on feedback, or consistent integration of student-centered, project-based, and interdisciplinary learning across programs. They introduced some classroom questions, QR codes, and answering activities</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 assessment methods used include: written exams and quizzes, oral presentations, individual and group projects, case study analysis, research essays and term papers, practical assignments, reports on the success of the internship, participation and attendance in classes.</p> <p>The University outlines a formal assessment system in the Rulebook (Articles 34–41), covering continuous assessment, point allocation, and record-keeping via the E-Index. While this shows a structured framework, it does not fully meet the indicator's requirements. Training provided to staff focuses on research platforms (Elsevier, Clarivate) rather than assessment methods, evaluation design, or consistent application of tools.</p>
<p>The criteria and methods of evaluating and assessing students are published and known in advance.</p>	x	<p>The criteria and methods for student evaluation and assessment are pre-published.</p> <p>Evidence:</p> <p>Annex 3.5.A – Regulations on the conditions, criteria, and rules for enrolling foreign students</p> <p>Annex 3.5.B – Regulations on the conditions, criteria, and rules for enrollment and studying in the second cycle of studies at Goce Delchev University in Shtip</p> <p>Annex 3.5.B – Regulations on the conditions, criteria, and rules for enrollment and studying in the third cycle of academic studies – doctoral studies at Goce Delchev University in Shtip</p> <p>Annex 3.5.Г – Regulations on specializations and subspecializations for healthcare professionals and medical associates with higher education at Goce Delchev University in Shtip</p> <p>Annex 3.5.Д – Procedure for closing applications in the e-Index system</p> <p>Annex 3.5.Е – Procedure for defending a thesis and taking the final exam at Goce Delchev University in Shtip</p>

<p>Assessment provides students with the opportunity to showcase the level of their achieved learning outcomes. Students receive feedback that, when necessary, includes guidance for further learning. Assessments are conducted consistently and fairly for all students, in alignment with established procedures. The results correspond to the expected learning outcomes, and the assessment methods are tailored to the objectives of the courses. When applicable, assessments are carried out by multiple examiners to ensure fairness and objectivity.</p> <p>The 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>x</p>	<p>Annex 3.5.E – Procedure for the implementation of the final exam/thesis Annex 3.5.Ж – Procedure for evaluating and defending a doctoral dissertation and/or executing an artistic work Annex 3.5.3 – Procedure for public defense of master's, specialist, and doctoral theses at Goce Delchev University in Shtip</p> <p>Assessment methods are selected and designed to measure specific outcomes (theoretical knowledge through written examinations, applied skills through projects, presentations and practical exercises). If possible, oral examinations, project defenses or evaluations of master's theses are conducted by multiple examiners.</p> <p>Students do receive written feedback on exams, and instructors are accessible for consultations both in person and online, with contact details such as email and phone published on the digital platform.</p> <p>The appeal process is underdeveloped: typically, written exams are reviewed solely by the same instructor, and multi-examiner panels are only convened after students have failed multiple times.</p> <p>Within the University there is an ethics council as well as a formal complaint procedure including reporting of corruption by students of all types of studies.</p> <p>nated responsible persons in line with national legislation. The procedure for appeals is unclear and insufficiently regulated (it was provided the Regulation art 41 – not translated by the university as kindly requested). In the case of written exams, the appeal consists of a re-evaluation performed by the same professor, and if the grade remains unchanged, the student must retake the exam.</p>
--	----------	--

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	EXPLANATION
<p>The higher education institution appropriately implements the previously established and published regulations covering all stages of study, i.e. enrolment, progress during studies, diploma and certificates. The regulations are publicly available.</p>	<p>x</p>		<p>Enrollment for all study cycles is publicly available on the UGD website, along with publicly available information about studying in all three cycles.</p> <p>Enrollment for the first cycle Enrollment for the second cycle Enrollment for the third cycle Enrollment for foreign students Guide for the first cycle of studies Guide for the second cycle of studies Guide for the Doctoral School</p> <p>As we notice, The institution has established standard regulations for enrolling students at all three levels of study, and they are publicly available and visible.</p> <p>Through the indicated links, you can view the regulations that are valid for student enrollment.</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>UGD used the Electronic Index system for student data administration, progress tracking, and generating necessary documents, such as exam applications for student records (Annex 4.2.Г), student certificates (Annex 4.2.Д), and general student support (Annex 4.2.Б)</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>According to the Law of Higher Education and Regulation on Studying Cycle the institution has adopted a procedure for the recognition of prior learning.</p> <p>Evidence</p> <p>Annex 4.3.A: Procedure for the Transfer of Students Within the University and from Other Universities to Goce Delcev University in Stip</p> <p>Annex 4.3.Б: Regulation on the Selection Criteria for Student, Teaching, and Administrative Staff Participation, as well as the Distribution of Funds Based on Erasmus+ Mobility Agreements with European Partner Universities, Program and Partner Countries, the National Agency for European Educational Programs and Mobility, and Goce Delcev University in Stip</p> <p>Annex 4.3.В: Procedure for Student and Staff Exchange with Higher Education and Research Institutions</p> <p>Annex 4.3.Г: List of Students Who Have Participated in Erasmus+ Mobility in the Last Three Years</p> <p>Annex 4.3.Д: List of Students Who Have Transferred in the Last Three Years</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>Diploma, transcript of grades, and diploma supplement are fully regulated.</p> <p>Evidence</p> <p>Annex 4.4.A: Regulation on the Content and Format of the Diploma, Guidelines for Preparing the Diploma Supplement, and Other Official Documents, Official Gazette No. 102, 80-92, June 1, 2018</p> <p>Annex 4.4.Б: Regulation on the Issuance of Diplomas and Diploma Supplements, Diploma Promotion, and Conditions and Procedures for</p> <p>The documentation is clear, understandable and comprehensive. Revoking an Issued Diploma</p>
<p>FINDING: The higher education institution MEETS the above Standard.</p>		

STANDARD 5: TEACHING STAFF²

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

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 teaching staff has academic titles awarded through national procedures in accordance with the Law on Higher Education and institutional regulations, in relation to the level of the study program they are engaged in.</p> <p>The higher education institution ensures a professional and high-quality teaching staff in accordance with the needs of the Faculty and the relevant national legislation. The need for new teaching staff is determined by the Department, which defines the areas and subjects requiring engagement. The qualifications of the faculty members are fully aligned with the profile and concept of the study programs, as well as the course curricula. The faculty members' biographies include their academic titles, degrees obtained across all three study cycles, and their research work, confirming their competence and readiness to teach at all levels of study.</p> <p>With 15 full professors, 2 associate professors, 1 assistant professor, and 1 teaching assistant, the organisational unit has sufficient human resources, and staff demonstrate strong commitment to the study process and student support.</p> <p>Evidence</p> <p>Annex 5.1.A. Biographies of the engaged teaching staff across all study programs Annex 5.1.E. Decisions on the appointment of each engaged teacher at the respective faculty Annex 5.1.B. Table with an overview of the subjects taught by the staff in the past three years across all cycles of studies</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 are part of the study program at the institution, publish their papers at conferences and in refereed journals.</p> <p>The higher education institution actively supports and develops the research process, as evidenced by the published papers of the teaching staff in reputable scientific journals and platforms over the past five years. These papers, categorized according to 27 legal provisions (Article 2, Item 21 of the Law on Higher Education), represent a significant contribution to the development of study programs and relevant scientific fields.</p> <p>A review of publications from the past five years shows continuous, high-quality, and relevant research by teaching staff, with work published in recognized scientific outlets, strengthening both study quality and the institution's academic reputation. However, research productivity varies significantly among faculty, indicating a need for additional measures to support and encourage more consistent engagement in scientific work across all staff members. Although teachers appear to produce high-quality papers, this is mainly due to the inclusion of EBSCO-indexed journals in the first category, even though this is not common practice.</p> <p>Evidence</p> <p>Annex 5.2.A. Table showing the number of published papers</p>

		<p>in reference scientific publications by the teaching staff over the past three years, categorized according to Article 2, item 24 (A-f) of the Law on Higher Education.</p> <p>Annex 5.2.B. List of published papers in reference scientific publications with a link to the publication/paper.</p>
<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>	x	<p>According to the submitted document , the workload of the teaching staff is in accordance with the provisions of the Law on Higher Education.</p> <p>A review of publications from the past five years shows continuous, high-quality, and relevant research by teaching staff, with work published in recognized scientific outlets, strengthening both study quality and the institution's academic reputation. However, research productivity varies significantly among faculty, indicating a need for additional measures to support and encourage more consistent engagement in scientific work across all staff members. Although teachers appear to produce high-quality papers, this is mainly due to the inclusion of EBSCO-indexed journals in the first category, even though this is not common practice.</p> <p>Evidence Annex 5.2.A. Table showing the number of published papers in reference scientific publications by the teaching staff over the past three years, categorized according to Article 2, item 24 (A-f) of the Law on Higher Education.</p> <p>Annex 5.2.B. List of published papers in reference scientific publications with a link to the publication/paper.</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>	x	<p>The higher education institution has clear, transparent and fair recruitment processes, through working conditions that recognize the importance of teaching. The process is based on academic qualifications and merit and offers equal opportunities to all candidates. The institution's practices correspond to the established criteria.</p> <p>The procedures for hiring and appointing academic staff are governed by national legislation and internal institutional regulations, ensuring that recruitment is conducted on the basis of clearly defined qualifications, professional merit, and equal opportunity principles. The UGD follows transparent and equitable processes that prioritize teaching competence as a central criterion in academic advancement and staff selection.</p> <p>Documentation of recent selection procedures shows that, in all reviewed cases, only a single candidate applied and was subsequently appointed (Annex 5.4.B). No competing applicants or rejected candidates were recorded, indicating limited competition within these recruitment cycles and suggesting the need to explore additional strategies for attracting a broader pool of qualified candidates in future calls.</p> <p>Evidence</p>

		<p>Annex 5.4.A – Regulations on the Special Conditions and Procedures for Appointment to Teaching-Scientific, Teaching-Professional, Scientific, Teaching, and Associate Titles at Goce Delchev University – Štip</p> <p>Annex 5.4.B – Table Listing the Names of Engaged Teaching and Associate Staff, with links to the UGD Bulletin, where selection reviews for academic staff appointments are published, along with corresponding page numbers.</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>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. Beyond technical equipment, the institution ensures adequate spatial conditions for conducting classes (Annex 5.5.Γ). These include lecture halls, amphitheatres, and specialized facilities such as mentoring and individual teaching offices, courtrooms, and reading rooms, covering a total area of 948 m².</p> <p>The spaces are designed to facilitate efficient, flexible, and interactive learning, supporting activities like mock trials and other practical exercises.</p> <p>These resources not only provide modern and functional conditions for the teaching staff but also significantly enhance the student learning experience and their preparedness for practical application of knowledge.</p> <p>Evidence</p> <p>Annex 5.5.A – Regulations on Standards and Norms for Conducting Higher Education Activities</p> <p>Annex 5.5.B – Table Listing Functional IT, Laboratory, and Other Equipment Available at the Institution</p> <p>Annex 5.5.B – Table Overview of Relevant Electronic Databases in the Field/Study Program to Which the Institution Provides Access</p> <p>Annex 5.5.Γ – Table Overview and Description of Spatial Conditions for the Implementation of Study Programs.</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</p>	<p>x</p>	<p>The institution motivates teachers in their professional development; along with some internal training, they participated in capacity-building programs, international conferences, and externally organized workshops.</p> <p>The teaching staff demonstrates strong proficiency in using digital tools for education and developing electronic teaching materials accessible through the E-Learning platform</p>

<p>technical skills</p> <p>The institution regularly monitors the technical skills of the teaching staff.</p>		<p>(Moodle).</p> <p>They actively engage with students via online communication platforms such as Microsoft Teams and are skilled at creating quizzes, facilitating group discussions, and designing evaluation forms to effectively assess student performance and learning outcomes. Although UGD showed good digital utilization in some areas, the teachers themselves reported a need for more digital skills.</p> <p>Evidence Annex 5.6.A – List of Trainings/Workshops for Teaching Staff Aimed at Developing Proactive and Innovative Teaching Methods, Conducted in the Last Three Years and Funded by the Institution, Including a List of Participants and Program Details</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>The institution has concluded agreements and memorandums of cooperation with foreign faculties. An Advisory Board for Trust and Cooperation has representatives from the public and private sectors who focus their opinions and suggestions on real situations and needs of business.</p> <p>Over the past three years, the Faculty of Economics has not hired full-time lecturers, researchers, or experts for specific courses due to financial constraints. However, the Faculty's strategy of inviting guest lecturers has proven highly effective, maintaining academic standards and enhancing study programs. During the self-evaluation period, 35 guest lectures were delivered by domestic and international professors, researchers, and experts, offering students valuable insights and diverse perspectives. Only one professor was mentioned as an example of visiting lecturers.</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>At the Faculty of Economics at Goce Delcev University – Shtip, teaching and research are closely integrated to enhance student learning and academic development. Students participate in research projects within courses, assist faculty on national and international grants, and engage in conferences and workshops. Faculty research publications are incorporated into teaching, while practical training with industry partners allows students to apply theoretical knowledge. These initiatives have increased publications, strengthened academia-industry connections, and improved student readiness for the job market, ensuring a modern, researchinformed educational experience. Although UGD provides explanations about its efforts to connect research and science, no evidence is provided above.</p> <p>No evidence or KPIs</p>
<p>The higher education institution encourages innovation in teaching methods and the use of new technologies.</p>	x	<p>At the Faculty of Economics at Goce Delchev University – Shtip, innovative teaching methods and new technologies modernize learning and prepare students for the job market. Methods include simulations, case studies, and applied group work for practical problem-solving. Technology use spans Bloomberg Terminal, SPSS, Excel, Microsoft Teams, Moodle, and digital presentation tools like Canva, enhancing data analysis, collaboration, and creative communication. The Faculty actively shares resources via its web platforms:</p>

		<p>ef.ugd.edu.mk, ekonomskistip, and ekonomskiugd. During interviews, several examples were provided, including the recent introduction of QR code-based activities and interactive question-and-answer systems, which actively engage students and foster real-time learning.</p>
<p>The institution has an established system of academic integrity and prevention of plagiarism.</p>	<p>x</p>	<p>Goce Delchev University (UGD) has established a system for academic integrity and plagiarism prevention, which is implemented through the University Commission for Publishing Activities (KID). This commission oversees publishing activities for all units within UGD as an integrated university, in accordance with the Regulations on the Unified Principles for Publishing Activities at Goce Delcev University – Shtip.</p> <p>Evidence</p> <p>Appendix 5.10.A – Regulation on the Unified Principles for Conducting Publishing Activities at "Goce Delcev" University – Stip University Gazette No. 60, Pages 98-107</p> <p>Appendix 5.10.B – PROCEDURES for Publishing Textbooks and Teaching Materials in Electronic Form University Gazette No. 60, Pages 108-112</p> <p>Appendix 5.10.C – GUIDELINES for the Technical Editing of Textbooks and Teaching Materials in Electronic Form University Gazette No. 60, Pages 113-130</p> <p>Appendix 5.10.D – Report from www.my.plag.mk on the Percentage of Plagiarism in Textbooks and Teaching Materials of UGD Units</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>the University has established a REGULATION on the Use of Funds from the Scientific Research Fund (Appendix 5.11.E) to finance scientific research projects carried out by teams of University staff.</p> <p>Appendix 5.11.A – REGULATION on Annual Awards and Recognitions for scientific activities at "Goce Delcev" University – Stip.</p> <p>Appendix 5.11.B – REGULATION on the Use of Funds from the Scientific Research Fund by university employees engaged in research activities.</p> <p>Appendix 5.11.C – REGULATION on Individual Support for implementing scientific activities by university teaching staff and associates, valid from February 29, 2024.</p> <p>Appendix 5.11.D – REGULATION on Individual Support for scientific activities of university teaching staff and associates, valid until February 29, 2024.</p> <p>Appendix 5.11.E – REGULATION on Amendments and Supplements to the regulation regarding the allocation of funds for financing international scientific journals at "Goce Delcev" University – Stip.</p> <p>Appendix 5.11.F – SCIENCE PROGRAM for 2024.</p> <p>The Commission for Teaching and Scientific Activities conducts an annual evaluation of scientific contributions based on candidates' Scopus and Web of Science profiles. A report with recommendations for awards and recognitions is submitted to the Rector of the University.</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>Faculty of Economics, University Goce Delcev, Stip, is well integrated into various professional associations in the country, cooperating with ministries, agencies in the field of tourism, business associations and chambers. This helps in the development of regional and national goals in this field. Students develop their theses and other works (projects) as field studies in tourism companies and hotels. However, scientific research is poorly developed, the teaching staff is involved in some Erasmus+ projects and one Horizon project. The Faculty of Economics currently lacks a formal system to track or assess the impact of its research on local, regional, or national development. However, anticipated published papers and research work are to some extent related to local, regional, and national development goals.</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	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>x</p>		<p>The material resources necessary for activities related to learning and teaching, as well as support for scientific and research projects, are provided in the institution in several ways.</p> <p>Most of the funds are provided through the Ministry of Education, and the rest from own revenues.</p> <p>The system for financing study programs appears functional and responsive to the needs of students.</p> <p>The secondlargest source of revenue is student payments. Additionally, scientific and applied projects contribute to the university's budget. Faculty mostly rely on public funding, with insufficient engagement in applying for external funding to support teaching, research, and material conditions.</p> <p>Evidence Annex 6.1.A – Structure of the Annual Budget of Goce Delchev University (2021–2024) Annex 6.1.B – Structure of the Budget of Goce Delchev University by Year (2007–2024)</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.

The work of the support/administrative services is appropriately organized and serves the function of internal quality assurance. In their work, the services take into account flexible ways of learning and teaching as well as the needs of the different student population (for example, students older than 25 years, part-time and employed students, students from abroad and students with special needs). The number of employees in the support/administrative services and their profile is appropriate for the number of students in all types of studies. Support and administrative staff have the opportunity to develop their own competencies.

The Faculty of Economics has a total area of 2,705 m², including an amphitheater with a total area of 295 m² and a seating capacity of 331, which is owned by the University. Modern IT tools that support contemporary teaching and the effective implementation of study programs include E-Index, E-Learning, E-Mail, E-Repository, E-Library, E-Schedule, Academic Calendar, and more.

The institution possesses technical resources, such as libraries, laboratories, work spaces, and IT equipment, which are necessary and appropriate for the implementation of the study program.

Faculty and students have access to learning resources, online libraries, and the opportunity for distance learning.

The Microsoft platform is used for distance teaching and learning, and began to be used at Goce Delchev University in December 2019. As of March 2020, more than 4,400 students and 360 lecturers were already using Microsoft 365 tools on a daily basis to access, learn and share content, and a large part of the faculties are still successfully conducting lectures, exams and colloquiums through the Microsoft Teams service.

Annex 6.2.A: List of Facilities and Their Respective Areas Available to the Faculty

Annex 6.2.B: List of Equipment and Teaching Materials (Type, Quantity, and Purpose) Required for Academic Activities in Compliance with Regulations and Standards

Annex 6.2.C: List of IT and Technical Resources (Type, Quantity, and Purpose) Required for Academic Activities in Compliance with Regulations and Standards for Higher Education

The administrative and support services are organized in a way that assists the academic and research process and responds to the needs of different student groups. At the Faculty of Economics, four full-time administrative staff members handle daily administrative tasks, while additional technical support is provided through university-level units. Student Services staff are available to assist with all administrative questions related to the study process and to promptly respond to student requests submitted via email.

The administrative and technical support staff at the University is responsible for carrying out administrative and technical tasks related to the academic and research process. At the Faculty of Informatics, a total of three administrative staff members are employed on a full-time basis, all of whom perform administrative duties. The technical support staff for the Faculty is managed at the University level.

Evidence:

Annex 6.3.A: Overview of the Number of Employees and Their Profiles
in the Administrative Support Services for the Period 2021-2024
(Faculty of Economics)

Annex 6.3.B: List of Administrative and Support Staff Who Have Attended Training for Professional Development

Recommendation:

•It is recommended that the institution continue to provide and

<p>The institution encourages the involvement of students in scientific research projects in all cycles of studies.</p>	<p>x</p>	<p>expand opportunities for professional development for support and administrative staff, ensuring their competences</p> <p>The Faculty of Economics encourages the involvement of students in scientific research projects in all cycles of studies. Although students have access to practical training opportunities through agreements, guidelines, and posted internship offers, there is no evidence of engagement in funded scientific research projects at any study level.</p> <p>Furthermore, student participation has been noted in international and bilateral projects, internal projects, and applied projects.</p> <p>No evidence provided</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>x</p>	<p>The institution offers several forms of support for students through its Career Center and Alumni Club, which provide guidance related to career planning, skill development, and preparation for employment or further studies. The Career Center assists with internship administration through the Eindex system and maintains a dedicated website where students can access internship agreements, instructions, and job or internship announcements. Its services include career guidance, practical skill development, networking opportunities, and support for gaining work experience.</p> <p>During the evaluated period, 178 students across the university received assistance from the Career Center. At the Faculty of Economics, cooperation agreements with 14 companies, organizations, and schools enabled students to complete internships, with participation recorded over the last three academic years. These activities help students develop competencies relevant to the labor market and support their academic and professional growth.</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>	<p>x</p>	<p>The institution has a system for maintaining contact with the alumni community.</p> <p>The Alumni Club at UGD is responsible for developing and updating the ALUMNI database. The contact database has been updated to include approximately 17,000 graduates from the first, second, and third cycles of study across all university faculties. The database contains key information, including: Full name of the graduate, Faculty of graduation, personal email address for communication, through which updates about the Career and Development Center's activities and other relevant information beneficial to alumni will be shared.</p> <p>Evidence Evidence</p> <p>Agreement for the implementation of practical training Instructions for the implementation of student internship Job and internship advertisements</p>
<p>The institution organizes regular events and/or initiatives through which contact with graduated students is maintained.</p>	<p>x</p>	<p>The Alumni Club also maintains an active presence on social media, supporting networking and communication with former students. These practices demonstrate that the system is operational and that the institution maintains ongoing contact with its graduates. It can be formalized</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>x</p>	<p>The Statute of UGD is a governing document that regulates student participation in university management, specifically addressed in Chapter XVI – Students, Student Ombudsman, and Student Participation in Governance.</p> <p>The University Cultural and Sports Center operates as an integral part of UGD, responsible for organizing and facilitating various sports and cultural events for both students and staf.</p> <p>The institution ensures student participation in its management structures as regulated by the UGD Statute, which defines the role of the Student Assembly, the Student Ombudsman, and student representation in governance bodies. The most recent decisions on the election of Student Assembly members and the Student Ombudsman, along with the corresponding election report, confirm that these structures are functional. The university also supports a range of social, cultural, and sports activities through its Cultural and Sports Center, which organizes events and provides facilities and assistance for student initiatives. These practices demonstrate ongoing engagement with student needs and active involvement in institutional life.</p> <p>Evidence</p> <p>Appendix 6.7.A – Decision on the Election of Student Assembly Members</p> <p>Appendix 6.7.5 – Report on the Most Recent Elections for Student Assembly Members</p> <p>Appendix 6.7.B – Decision on the Election of the Student Ombudsman and Their Deputy</p>
<p>Students are familiar with the services and opportunities available to them.</p>	<p>x</p>	<p>In interviews, students showed a high level of satisfaction with the services and had no complaints.</p> <p>The institution has guidelines for all study levels, presented on its website. News, scholarship opportunities, and information about internships or employment are also publicly available.</p> <p>Evidence</p> <p>Guide for 1st Cycle of Studies</p> <p>Guide for 2nd Cycle of Studies</p> <p>Doctoral School</p> <p>News and Events</p> <p>Scholarships</p> <p>Internships and Employment</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 7: INFORMATION MANAGEMENT

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
<p>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</p>		<p>x</p>		<p>The institution has established a systematic process for collecting and analyzing data related to the implementation and quality of its study programs.</p> <p>Every three years, an anonymous evaluation is conducted of professors, technical staff, and students providing their</p>

process of collecting and analysing data on study programmes and other activities, the data is entered into the internal quality assurance system.

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 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.

opinion on the functioning of the study program.

The results of the evaluations are available on the website and can be accessed through links.

One of the key methods for gathering data on study programs is the student survey, conducted during every self-evaluation. This survey includes a variety of questions aimed at assess These tools demonstrate that the information-collection mechanism is active and integrated into the internal quality assurance systemsing the study program.

Evidence

Annex 1.2.S–1.2.П

There is information on the website and links to study programs, their relevance to the profile offered, success indicators, the way students progress, reasons for dropping out, and other significant activities related to the entire study process.

The information collected during the self-evaluation process includes, among other aspects:

The self-evaluation process collects data on learning resources, student support services, student demographics (by campus, faculty, gender, study mode, etc.), dropout and inactivity rates, graduate numbers at all levels, student activities, and satisfaction survey results. Each area undergoes a SWOT analysis, and proposed improvements are reviewed by university management. Every unit establishes a committee of three professors and two students, elected by secret ballot – professors serve for four years and students for one year. This structure ensures that both staff and students actively participate in planning and data analysis, in accordance with current regulations. However, as mentioned earlier, some follow-up measures are not fully integrated or monitored throughout the process.

The

collected information is used to inform decisions on academic and administrative processes and to support continuous improvement.

The university and faculty websites provide regular updates across four sections—News, Events, Announcements, and Blog—covering academic activities, collaborations, mobility opportunities, and student achievements. Key examples include startup events with STARTUP CLUB Skopje, the annual “Freshmen of the UGD” ceremony, ACE² EU Mobility sessions, Erasmus+ calls, and stories of successful graduates.

Additional portals, such as Goce.mk, are also used, though UGD Life was not accessible as of 01.12.2025.

While the university clearly makes efforts to keep students and stakeholders informed, the structure and accessibility of its online content could be improved. Ensuring all referenced links are functional and organizing information more clearly would enhance navigation, usability, and the overall user experience.

Evidnece

UGD Life. <https://life.ugd.edu.mk>) and Goce.mk <https://goce.mk>)

<p>The security of information (in printed and electronic form) especially information related to student data, exam results, discussion on digital platforms, etc. is protected. The institution adequately protects the personal data of all stakeholders.</p>		<p>The ICT Sector ensures information security in line with the Procedure for Data Storage and Protection (Appendix 7.4.A). University documents are securely stored in Xerox Docushare with daily remote backups, and hardware is protected through RAID configurations, UPS units, generators, and antivirus software.</p> <p>The institution has mechanisms in place to protect students' personal data and all information related to their studies. All documents related to the operations of the University in electronic form are secure from destruction, loss, or alteration. They are safeguarded through storage and management within the Xerox Docushare document management system. Security against destruction is ensured through automated document backups on data storage devices, as well as copying to a device that functions as a magnetic tape. The entire data storage system is designed with redundancy.</p> <p>Evidence Annex 7.4.A SICT.PR.04 Procedure for Data Storage and Protection Annex 7.4.B OCHR.PR.V.05 Regulation on Technical and Organizational Measures for Ensuring Confidentiality and Protection of Personal Data Processing Annex 7.4.B SWOT Analysis on the Fulfillment of Standard 7</p>
--	--	--

FINDING: The higher education institution MEETS the above Standard.

STANDARD 8: PUBLIC INFORMATION

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULFILL	EXPLANATION
<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 university website provides access to legal acts, study programs, tuition fees, strategic plans and public calls, and is regularly updated in Macedonian and English.</p> <p>Additional communication takes place through social media channels such as Facebook, Instagram, and YouTube, which provide accessible updates for prospective, current, and former students. Printed and digital materials, including the student newspaper Student Echo, further support information dissemination. The Faculty of Economics maintains its own website and social media pages, where it posts updates on academic events, guest lectures, and collaborations. The institution also participates in fairs and promotional events to present its study programs. These practices ensure that information is widely accessible and kept up to date across various platforms.</p> <p>Evidence https://www.facebook.com/ugdstip https://www.instagram.com/ugdstip/ https://www.youtube.com/user/UGDSTIP https://www.facebook.com/search/top?q=%D0%B3%D0%BE%D1%86%D0%B5.%D0%BC%D0%BA</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.

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).

The institution regularly provides information and data that are important for the implementation of study programs.

This information includes information about the way the study program is implemented, the manner of taking exams, then what is the passability of students, and the learning conditions available to students, information about potential employment of graduates.

1. The statute of the unit (including all amendments and supplements) and other acts regulating internal relations;
2. The accreditation decision for each study program separately and the decision to commence operations for each study program separately for all three study cycles.
3. The Act on Systematization is aligned with the UGD University Gazette, no evidence in form of the document.
4. The Rules of Procedure for the Teaching-Scientific Council off the Faculty of Informatics at Goce Delcev University in Shtip are regulate by UGD Statute
5. Regulation on Salaries and Allowances of the Unit are inline with legislation however no specific document provided.
6. Final Account;
7. Annual report;
8. Accepted Topics for Master's Theses
9. Accepted Topics for Doctoral Dissertations
10. Acts Adopted by the Unit in Accordance with Other Laws;
11. Code of Ethics

https://www.ugd.edu.mk/documents/ugd/eticki_kodeks.pdf

The institution publishes key learning and research outcomes on its website through the Doctoral School platform and other dedicated channels. Announcements of doctoral dissertation defenses are made available online prior to the defense, with information posted in the Doctoral School section and on the university's general announce The university's scientific publications, research outputs, and electronic theses are organized in the UGD Academic Repository (<https://eprints.ugd.edu.mk>), while faculty and student research is also published in the UGD Journal (<https://js.ugd.edu.mk>). Research projects often involve students, who may receive prizes or scholarships (<https://research.ugd.edu.mk/index.php/en/research-center>). PhD defenses are announced online (<https://www.ugd.edu.mk/en/research/phdschool/>, <https://www.ugd.edu.mk/c/soopstenija/doktorski/>), noting that dissertations are publicly available in the repository, though no direct links are provided. Adding direct links would improve accessibility and user-friendliness cements page.

FINDING: The higher education institution MEETS the above Standard.

STANDARD 9: INTERNATIONAL COOPERATION AND ININTERNATIONALIZATION

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
<p>Students actively use student mobility opportunities. Mobility is appropriately valued and recognized.</p>		x		<p>According to the provided data, only two students participated in mobility, while during the meetings we found out that only one did. Besides that, students have the possibility to participate in mobility, but they do not have the motivation to do so. The university also has an International Cooperation Office, where students can find all the necessary information, particularly about the Erasmus+ program, on its official website</p> <p>Students are well informed about mobility opportunities and their stay abroad. The opportunity for student exchange and stay at a foreign university has so far been used by 40 to 50 students from the Faculty of Economics at the University "Goce Delchev" Shtip. Their mobility is valued with an appropriate number of credits and is recognized.</p> <p>As of December 2024, UGD has become part of the ACE2EU University Alliance, which, starting this year, will offer numerous student mobility opportunities. Continuing promotion, guidance, and support mechanisms is necessary to increase outbound mobility and ensure that recognition procedures translate into effective participation.</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>	x			<p>In its Strategic Plan, the Faculty has clearly stated its strategic goals, key activities and performance indicators in the area of international cooperation and internationalization.</p> <p>The university also has an International Cooperation Office, where students can find all the necessary information, particularly about the Erasmus+ program, on its official website: https://cmus.ugd.edu.mk/index.html.</p> <p>International Cooperation Office, is responsible for:</p> <ul style="list-style-type: none"> Organizing and implementing high-level cooperation with universities both domestically and internationally, Keeping records of students and staff involved in exchange programs with foreign higher education institutions, coordinating and executing collaborations, scientific conferences, and Erasmus+ mobility programs for students and staff, organizing presentations on scholarship programs and informing about ongoing scholarship opportunities, managing other tasks related to the needs of the department and sector. <p>Evidence</p> <ul style="list-style-type: none"> Annex 9.2.A – Decision on the Adoption of the Internationalization Strategy of UGD for 2023-2025 Annex 9.2.B – Regulation on the Internal Organization of the University Annex 9.2.B – Minutes and Opinion from the Erasmus+ Committee
<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</p>	x			<p>he primary funding for international cooperation comes from European Commission programs. Academic staff participate in mobility and networking opportunities through initiatives such as COST, CEEPUS, Erasmus+, and, in the future, the ACE2EU Alliance. Since the 2023/24 academic year, the University</p>

<p>national budget, foreign donors and programs, local government, etc.</p>		<p>also supports staff by covering conference or journal fees, ranging from 500 to 800 euros annually (Annex 9.3.A). In 2023, the Faculty of Economics 16 teachers participated in one international project Business Eco System as an Integrated System – Be In. As mentioned above, internationalization is not the strength of this institution. Furthermore, teachers are not aware of available funding options such as Erasmus+ and Horizon Europe, in which they can participate.</p> <p>Evidence: Annex 9.3.A. Overview of Planned and Utilized Financial Resources for the Institution's Internat</p> <p>The Faculty has concluded numerous agreements and memorandums of understanding for cooperation with universities and academic centers around the world. It continuously works to provide opportunities for both staff and students to actively engage in international activities. The Faculty of Economics has a particularly developed cooperation with the University of Ingelstadt. What makes them special is the fact that they have developed cooperation with Microsoft within the economic campus.</p> <p>Evidence Annex 9.4.A: List of international cooperation agreements, including those under the Erasmus+ program. Annex 9.4.B: Number and list of academic staff who have participated in forms of international cooperation. Annex 9.4.C: Regulation on the conditions, procedures, and criteria for the use of Erasmus+ programs</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>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>FINDING: The higher education institution MEETS the above Standard.</p>		

SWOT Analysis of the institution

STRENGTHS	WEAKNESSES
<p>Dedicated students and alumni as a foundation for further education and lifelong learning</p> <p>Dedicated teachers</p> <p>Digitalization and English skills</p> <p>Digital student system (E-Index)</p> <ul style="list-style-type: none"> - Functional platform for enrolment, grading, exam registration, and administrative tracking Accessible student support - Teachers available for in-person and online consultations; contact data visible on the platform - High level of transparency - statutes, regulations, study programmes, reports and key documents are publicly available. 	<ul style="list-style-type: none"> - Appeals procedure lacks independence – Sameteacher re-evaluation; oral exams cannot be appealed. - Weak evidence of follow-up: survey and selfevaluation results are not clearly linked to action plans, KPIs and monitoring. - Stakeholder involvement (students, employers, alumni) in programme design/revision is mostly declarative, not well documented. - Practical training and student research involvement are poorly documented (no clear learning outcomes, tasks, evaluation, feedback). - Small number of students - No evident mitigation measures taken to attract more students
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Erasmus experience – Use mobility practices to modernize teaching and assessment. • Expand international partnerships for joint research and reputation growth. • Adopt new technologies and teaching methods to boost engagement and competitiveness. • Diversify income sources through grants and industry collaborations for financial stability. 	<ul style="list-style-type: none"> • Demographic trends and decreasing number of students in North Macedonia. • High students mobility and English-language programs. • Highly competitive environment with many business schools in North Macedonia.

Recommendations for improvement of the institution

RECOMMENDATIONS
<ol style="list-style-type: none"> 1. Link evaluation to action - Develop clear action plans after each self-evaluation, with responsibilities, deadlines and measurable indicators. 2. Introduce KPIs - Define KPIs for programmes and staff (teaching, research, service) and integrate them into annual evaluation. 3. Formalise stakeholder involvement - Create and document structured consultations with students, employers and alumni (minutes, recommendations, evidence of changes). 4. Strengthen practice and student research - Define learning outcomes, tasks and evaluation methods for internships and systematically involve students in research projects. 5. Adopt an internal regulation for programme design/revision - Describe the full workflow: proposal, consultation, revision, approval, and periodic review. 6. Communicate feedback and follow-up to students and staff - Regularly inform them about survey results and measures taken, via website, e-platforms and email. 7. Plan human resources strategically - Develop a medium-term HR plan focused on recruiting and supporting young academics and balancing workloads. 8. Improve the appeals and complaint procedure - Current practice lacks an independent review mechanism; written exams are re-evaluated by the same teacher, and oral exams cannot be appealed.

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:

Goce Delcev University Stip
Faculty of Economics first cycle (240 EKTS)
Finance-first cycle (240 EKST)
Business Economics-first cycle (240EKST)
Management and Marketing-first cycle (240 EKTS)
Accounting and Auditing-first cycle (240 EKTS)
International Economics and Business-first cycle (240 EKST)
Business economics EN-first cycle (180 EKTS)

Finance-second cycle (60 EKTS)
Marketing Management –second cycle (60 EKTS)
Business Economics-second cycle (60 EKTS)
Accounting and Auditing-second cycle (60 EKTS)
MBA-management-second cycle (60 EKTS)
MBA-management-second cycle (120 EKTS)

ECONOMIC Sciences-third cycle (180EKTS)

Voted in favor of this proposal: 1. d-r Tatjana Stojanoska Ivanova
2. d-r Ivana Bilič
3. d-r Judit Dr. Oláh
4. d-r Natalie Aleksandra Gurviš-Suits
5. d-rSerban Andreea Claudia



Voted against this proposal:

Abstained:

SEPARATE OPINION