РЕПУБЛИКА СЕВЕРНА МАКЕДОНИЈА - REPUBLIKA E MAQEDONISË SË VERIUT
АГЕНЦИЈА ЗА КВАЛИТЕТ ВО ВИСОКОТО ОБРАЗОВАНИЕ
AGJENCIA PËR CILËSI NË ARSIMIN E LARTË
Скопје - Shkup
Примено: 09.04.2026
Прилог Број Број
09 1035/6

To
Evaluation Board
Agency for Quality in the Higher Education

EXTERNAL ASSESSMENT REPORT

BASIC DATA	
Name of the institution	Faculty of Information Sciences, Mother Teresa University
Location	Street 1669 No. 1/A, Skopje, North Macedonia
Members of the expert committee (name and surname, official contact information)	1. Prof. Arianit A. Reka, arianit.reka@unite.edu.mk 2. Prof. Miklós Hoffmann, hoffmann.miklos@uni-eszterhazy.hu 3. Prof. Sergio Luis Toral Marin, storal@us.es
Period of the visit to the higher education institution	16-17 March, 2026
Grounds for the External Assessment	☒ Annual plan ☐Request of the higher education institution ☐Request of the National Council for Higher Education and Scientific Research ☐Request of the Minister responsible for higher education
Decision on the establishment of the expert committee (decision number and date)	09-1035/1 (25.12.2025) 09-1035/1-1 (06.03.2026)

Evaluation on standards and indicators completion

STANDARD 1: INSTITUTIONAL POLICIES FOR QUALITY ASSURANCE				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
The institution has a quality assurance policy that is published and publicly available.	X			The Faculty operates within a formally established university quality-assurance framework based on the Rulebook for Quality Assurance, the Quality Assurance Strategy, and the related Action Plan. These documents are publicly available and clearly applicable at faculty level, giving the institution a solid normative basis for planning, implementation, and follow-up of quality-related activities.
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.	X			The institution has put in place a systematic and calendar-based quality-assurance process. End-of-semester student surveys, digitalized through Google Forms since 2022, cover teaching quality, course organization, support services, and overall student satisfaction; the Teaching and Scientific Council reviews the results and adopts follow-up measures for continuous improvement.
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.	X			Management demonstrates a clear commitment to quality enhancement and treats it as a shared institutional responsibility. Students are represented in relevant bodies, while employers and other external stakeholders contribute through advisory, accreditation, and public-cooperation mechanisms, which helps keep programmes aligned with labour-market and societal needs.
A separate body responsible for the development and implementation of the quality assurance policy operates within the institution.	X			A dedicated quality-assurance structure is functioning at both university and faculty level. The Office for Quality Assurance and Quality Management, together with the University and Faculty Quality Councils, monitors implementation, prepares reports, and supports the triennial self-evaluation cycle, which is carried out through a formally constituted committee with academic staff and student participation.
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.	X			The institution regularly analyzes student feedback, statistical indicators, and self-evaluation findings, and translates these into corrective actions and improvement plans. This is visible in the use of action plans, programme revisions during reaccreditation, and the public availability of self-evaluation reports, which strengthens transparency and accountability.
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	X			Quality assurance is treated as an ongoing internal cycle rather than a one-time compliance exercise. Since this is the first external assessment, implementation of recommendations from a previous external evaluation

institution. The recommendations from the previous external assessment have been implemented. The progress achieved since the last external assessment has been clearly demonstrated[1]				cannot yet be verified; however, the available evidence shows that the institution already has a functioning culture of internal monitoring, review, and improvement.

FINDING: The higher education institution MEETS the above Standard.

STANDARD 2: DESIGN AND APPROVAL OF RPOGRAMMES				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	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).	X			The development and approval of study programmes is clearly regulated through the Law on Higher Education, relevant university rulebooks, and national accreditation requirements. Programmes are prepared by expert bodies, reviewed by faculty and university authorities, and submitted for accreditation in the regular cycle, which provides a transparent and legally grounded procedure.
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.	X			The study programmes are clearly structured and aligned with defined objectives and learning outcomes. Course syllabi specify aims, competences, teaching methods, literature, and assessment criteria, while the overall programme design supports both academic development and transferable professional skills and is reported as aligned with national requirements and ACM recommendations.
The study programs respond to the development needs of society and the economy.	X			Programme content responds well to the needs of society and the economy, especially in the ICT field. The inclusion of areas such as artificial intelligence, data analytics, cybersecurity, and software engineering shows that the Faculty is attentive to technological change and labour-market demand, and it also uses external analyses such as MASIT reports when reviewing curricula.
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	X			Students and external stakeholders are involved in programme development and revision in a meaningful way. Student representatives participate in faculty bodies and reaccreditation procedures, while employers, partner companies, and other organizations provide feedback that helps the Faculty update curricula, reduce the risk of obsolescence, and strengthen the practical relevance of

[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.

obsolescence. The process creates an efficient learning environment and supports students.			study programmes.
The study programs use external expertise and references. The program is aligned with the best foreign practices and experiences.	X		The programmes make visible use of external expertise and international reference points. Benchmarking against reputable foreign institutions, the use of international literature, and the involvement of visiting lecturers and external experts contribute to stronger comparability with good foreign practice and raise the overall academic quality of programme delivery.
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.	X		Student workload is defined through the ECTS framework and practical training is treated as a genuine curricular component. Internships and other external practical activities are organized with partner institutions and companies, monitored by faculty coordinators, and documented through practice diaries, reports, or confirmations, which shows that practical teaching is appropriately valued and monitored.
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.	X		Public information on the study programmes is generally aligned with the official accreditation records and is available in Albanian, Macedonian, and English. This supports transparency for current and prospective students, although fuller English availability of all course-level materials and syllabi would further strengthen international visibility and ease of access.
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.	X		The institution monitors and revises its programmes through student feedback, progression data, staff input, and regular accreditation or reaccreditation procedures. Recent review cycles and stakeholder consultations show that revisions are used to update content, refine learning outcomes, and maintain the practical and societal relevance of the programmes, while planned changes are communicated through the relevant institutional bodies and official channels.
Statistical data (number of courses taught, number of students, grades, number and reasons for dropping out, etc.) are regularly monitored and systematically analyzed.		X	The Faculty regularly tracks enrolment, graduation, grades, dropout, and student-performance data and uses these analyses in academic discussions. At the same time, the institution still lacks a fully integrated academic information and learning-management environment, which limits centralized data handling, evidence consolidation, and fully data-driven programme monitoring.

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
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.	X			The teaching framework supports active student participation and diversified assessment. Students are evaluated through projects, presentations, assignments, research-oriented tasks, and examinations, so assessment reflects continuous engagement rather than only final testing; this is also reinforced by opportunities for students to present work in events such as the TSD international scientific conference.
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.	X			The institution shows respect for different student needs and uses flexible teaching approaches where appropriate. Lectures, seminars, laboratory work, project tasks, and digital support through Google Classroom create a learning environment that can accommodate different profiles of students, while the Informatics for Teaching programme additionally includes supervised school-based practice.
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.	X			Teaching methods are regularly adapted and are clearly student-oriented. Project-based learning, applied assignments, and case-based work are present in the programmes, and concrete student outputs such as functional digital solutions demonstrate that the development of practical skills and competences is taken seriously; feedback from questionnaires and faculty discussions is used to refine pedagogical practice.
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.	X			Academic staff are familiar with the existing examination and assessment methods and receive institutional support for pedagogical development. Assessment tools are varied and appropriately linked to course objectives, including written and oral exams, laboratory work, presentations, practical assignments, and team projects, which contributes to more balanced and authentic evaluation.
The criteria and methods of evaluating and assessing students are published and known in advance.	X			Assessment criteria and methods are published in advance through regulations, course syllabi, and digital learning platforms. Students are informed from the beginning of the semester how their performance will be evaluated, and the regular use of Google Classroom further strengthens transparency and predictability.

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.	X			Assessment methods allow students to demonstrate both theoretical knowledge and practical competences in line with the intended learning outcomes. Students receive feedback through consultations, e-mail, and digital channels, and joint assessment by professors and assistants is used where appropriate to support fairness, consistency, and better alignment with course objectives.
The institution has a formal complaint procedure, including reporting of corruption by students in all types of studies. The system is functional and efficient.	X			The institution has formal procedures for student complaints and for reporting corruption-related concerns. The system is regulated, functional, and supported by clear escalation mechanisms; the evidence available during the visit points to a stable academic environment, and the reports note that no corruption-related cases were submitted in the last five years.

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.	X			Admission, progression, recognition, and certification are regulated through publicly available institutional and national acts. These procedures cover enrolment, elective-course activation, continuation of studies, assessment, thesis completion and defense, diploma issuance, and related academic documentation, which provides students with a clear and predictable regulatory framework.
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.		X		Student progress is monitored through official academic records maintained by the Student Services Office and through course-level digital tools such as Google Classroom. Nevertheless, the institution has not yet completed the planned integrated digital student-information and learning-management system, and this still limits the efficiency and comprehensiveness of monitoring student progression.
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.	X			The Faculty has a clear framework for recognizing prior learning, transfer credits, and mobility periods. The available evidence shows that recognition procedures are applied in practice, including for students transferring from other institutions and for mobility-based learning outcomes supported by Learning Agreements, Transcripts of Records, and formal

				equivalence decisions.
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.	X			Graduates receive documentation that clearly describes the acquired qualification, competences, level, and status of completed studies. The diploma, certificate, and Diploma Supplement are structured in a way that supports both domestic and international recognition and follow the expected European model for transparent presentation of study achievements.
FINDING: The higher education institution MEETS the above Standard.				

STANDARD 5: TEACHING STAFF[2]				
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.	X			The Faculty provides academically qualified teaching staff whose expertise matches the profile of the study programmes and the nature of the taught subjects. The available evidence shows that teaching assignments correspond to academic titles, scientific fields, and demonstrated professional competences. At the time of the evaluation, the Faculty employed 10 full-time academic staff members engaged in teaching and research activities, which satisfies the basic staffing requirement for the implemented first- and second-cycle programmes.
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.	X			The academic staff has visible and relevant publication activity in areas connected to informatics and information sciences. These outputs support the quality of teaching, enrich course content, and contribute to the development of the discipline. At the same time, stronger representation in top-tier international journals, especially within the Q1 and Q2 ranges, would further improve the Faculty's international visibility and scientific positioning.
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.		X		Teaching loads are formally allocated in accordance with legal provisions and internal workload planning. The documentation confirms that assignments are distributed across both study cycles and that the number of courses per semester follows the prescribed framework. However, workload balance remains a sensitive issue because the limited number of full-time staff and the shortage of assistants sometimes require professors to cover both lectures and exercises, which puts additional pressure on mentoring and research

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

		time.
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.	X	Employment and advancement procedures are governed by clear institutional rules and implemented through public calls, expert committee reviews, and publication of the results in the University Bulletin. The process is based on academic qualifications, merit, and formal criteria established by law and university rulebooks. This provides a transparent and fair framework for recruitment and promotion and supports equal treatment of candidates.
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.	X	The Faculty provides the basic working conditions necessary for academic work, including classrooms, computer laboratories, shared offices, audiovisual teaching equipment, and access to library resources. Staff members also have access to relevant electronic databases through the university library, including EBSCOhost and COBBIS. Some office arrangements remain temporary while the broader campus development process continues, but the overall environment is functional and expected to improve further.
The institution offers opportunities for professional development of the teaching staff and constantly motivates them; regularly organizes trainings for the teaching staff in order to develop proactive and innovative teaching methods, for their pedagogical and technical skills The institution regularly monitors the technical skills of the teaching staff.	X	The institution offers regular opportunities for professional development through trainings, workshops, and seminars focused on pedagogical innovation, proactive teaching approaches, digital tools, and technical skills. Participation in such activities is encouraged and documented as part of academic engagement. This creates a positive environment for continuous improvement of teaching practice and supports the wider digital transformation of the institution.
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.	X	Visiting professors, guest experts, and practitioners from the country and abroad are involved in the educational process in ways that add practical and academic value to the programmes. Their participation brings industry perspectives, current technological trends, and broader academic experience into the classroom through guest lectures, seminars, mentoring activities, and collaboration on thematic areas within informatics. The reviewed evidence confirms that this practice has been present over recent years and is relevant to the Faculty profile.
Scientific work is encouraged in order to strengthen the connection between teaching and science. The system functions well and is efficient.	X	Scientific work is linked to teaching through updated course content, supervision of undergraduate and master's theses, and project-based academic activities. The staff participates in international and externally connected initiatives, including Erasmus+, COST Actions, and NATO SPS-related cooperation, which strengthens the link between research and education.

			This contributes to a more current and research-informed learning environment for students.
The higher education institution encourages innovation in teaching methods and the use of new technologies.	X		The institution encourages innovation in teaching and the use of new technologies. The regular use of Google Classroom, combined with digital communication, online materials, and interactive tools, shows that the Faculty has moved beyond traditional delivery methods. The reviewed materials also indicate the use of tools such as Exam.net and Kahoot in earlier periods, reflecting an active willingness to experiment with more modern forms of teaching and assessment.
The institution has an established system of academic integrity and prevention of plagiarism.	X		Academic integrity and plagiarism prevention are regulated and operationalized through clear rules and institutional procedures. The relevant framework is supported by the Rulebook on Academic Ethics, Integrity, and Quality Enhancement of Studies, while plagiarism control is mandatory for master's theses through the official Ministry system. This provides a credible basis for originality checks and for preventing academic misconduct before thesis defence and final evaluation.
The institution has a policy/document/act for scientific research work. Indicators for scientific research work are established and regularly monitored.		X	Scientific research activity is monitored through legal provisions, annual reporting, promotion procedures, and publication-based performance indicators. The institution therefore has a formal framework for research work and tracks outputs in a structured way when evaluating academic progress and institutional performance. Even so, the committee considers that the internal research-support framework could be strengthened through more clearly formalized institutional mechanisms for long-term monitoring and support.
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.	X		The research profile of the Faculty is relevant to local, regional, and national priorities, especially in areas such as digitalization, artificial intelligence, applied software engineering, and information technologies. The reviewed evidence indicates participation in projects with broader developmental relevance, including international cooperation related to advanced AI and 6G-oriented technological themes. This alignment supports the societal relevance of its academic and research activities.

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

STANDARD 6: LEARNING RESOURCES AND STUDENT SUPPORT

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
The institution provides adequate funding for learning and teaching activities and thus provides appropriate and easily accessible resources for learning and support for students. The system for financing the institution, i.e. study programs, is efficient and based on the needs of students. The institution has a comprehensive and efficient system for financing scientific and research activities.	X			Learning and teaching activities are financed through the University's institutional budget, own revenues, and the existing financial-planning framework. The reviewed materials indicate structured resource allocation for teaching activities, maintenance of facilities, and acquisition of equipment, while scientific work is additionally supported through institutional rules that allocate part of tuition-fee and co-financing income to research participation and conference activities. The system is functional, although stronger participation in competitive international funding schemes would improve the long-term sustainability of research development.
The technical resources of the institution (libraries, laboratories, work rooms, IT equipment, etc.) are adequate for the implementation of the study program. Students and teaching staff, including people with special needs, have access to all resources. The institution has an appropriate infrastructure for distance learning. Technical resources are subject to regular monitoring in the institution.		X		The Faculty has adequate general technical resources for most teaching activities, including lecture rooms, computer laboratories, library access, and digital teaching infrastructure. Students and staff also have access to relevant electronic databases such as EBSCOhost and COBBIS, while distance-learning capacity is supported through the systematic use of Google Classroom and related digital tools. The recent move to the new campus has improved the physical environment considerably. At the same time, the committee notes that specialized high-performance computing resources, including dedicated GPU infrastructure for advanced AI and data-intensive work, are not yet sufficiently evident and should be strategically developed.
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.		X		Support and administrative services function in an organized manner and are responsive to students' needs. Student Services, faculty administration, and career-support structures contribute to enrolment procedures, record keeping, everyday communication, and academic administration. The available evidence also indicates sensitivity to the needs of different student groups, including employed students and those requiring more flexible access to information and services. The system is functional, but gradual strengthening of administrative capacity would be beneficial as institutional activities continue to expand.
The institution encourages the involvement of students in scientific research projects in all cycles of studies.	X			Students are actively encouraged to participate in scientific and development projects at different study cycles. Their involvement is visible through course

		projects, seminar papers, thesis work, conference participation, and practical collaboration with staff on development-oriented topics. Events such as the TSD international scientific conference create an additional platform for student presentation and research visibility. This indicates that research engagement is treated as a meaningful part of the learning process.
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.	X	Students have access to meaningful support structures, especially through the Career Center, mentoring arrangements, academic guidance, and practical communication with staff. These forms of support help students with academic progression, orientation within the programme, mobility opportunities, practical training, and future employment planning. The support system appears functional and accessible, even though it would benefit from further institutional formalization and digital integration over time.
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.	X	An Alumni Support Center exists and the Faculty maintains contact with graduates through institutional initiatives, communication channels, and occasional feedback-oriented activities. Alumni are recognized as an important source of information for programme development, employability insight, and institutional promotion. However, alumni monitoring is not yet fully systematic or digitally developed, so this remains an area where stronger structure and regular follow-up would further improve performance. The institution organizes events and initiatives through which contact with graduates is maintained, including promotional events, career-oriented activities, alumni communication, and occasions in which former students contribute as guests, partners, or examples of graduate progression. These links help preserve continuity between the institution and its graduates and can also support feedback on labour-market relevance. The current practice is positive, but it would benefit from a more regularized and better documented annual alumni-engagement calendar.
Students actively participate in the management of the institution. A student assembly and a student ombudsman or his deputy operate within the institution. The institution supports the social, cultural and sports activities of students. It provides them with premises, support, and an annual budget.	X	Students actively participate in institutional life and are represented through the Student Assembly, student representatives in faculty bodies, and the mechanisms available for student voice and protection. Their involvement is visible in decision-making structures related to teaching, quality assurance, and programme revision, including participation in relevant councils and accreditation-related processes. This demonstrates that student participation in governance is not only formal, but operationally present.
Students are familiar with the services and opportunities available to them.	X	Students appear well informed about the services and opportunities available to them. Information is communicated through the website, social media, direct contact with faculty staff and Student Services, classroom-level communication, and digital platforms

such as Google Classroom. During the visit, the overall impression was that students were aware of the main academic, mobility, support, and participation opportunities offered by the institution.

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

STANDARD 7: INFORMATION MANAGEMENT

INDICATOR	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.	X			The institution regularly collects and uses information that is relevant for study programmes and institutional management. This includes student surveys, enrolment and graduation data, grade distributions, dropout information, academic records, quality-assurance findings, and evidence generated through accreditation and self-evaluation procedures. The data is not collected as a formality only; rather, it is used in planning, follow-up measures, and discussions within the relevant institutional bodies.
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 plannin of activities arising from them.	X			The information collected is relevant to the institutional profile and includes student progression, dropout trends, teaching quality, student satisfaction, available learning resources, and broader indicators linked to programme performance. Both staff and students contribute to the generation and interpretation of part of this information, especially through surveys, meetings, and quality-assurance processes. While the absence of a fully integrated academic-management and LMS environment remains a limitation, the institution still demonstrates meaningful use of the data that is available.
The institution keeps a register of significant events, activities and processes. The data is collected, analysed and used to meet the needs of the strategic management of the institution.	X			The Faculty keeps records of significant academic and administrative events through minutes, annual reports, quality-assurance documents, accreditation files, internal decisions, and other formal documentation. These records support strategic management, institutional memory, and follow-up on planned activities. The existence of such documentation shows that important processes are tracked in a structured manner rather than informally.
The security of information (in printed and electronic form) especially information related to student data, exam results, discussion on digital platforms, etc. is protected. The institution adequately protects the personal data of all stakeholders.	X			The protection of personal and institutional data is regulated and appears to be taken seriously in both printed and electronic form. Student records, exam results, online communication, and other sensitive information are handled through formal procedures, restricted access, and institutional responsibility for data

				protection. Based on the reviewed materials and interviews, the institution demonstrates an adequate level of awareness regarding confidentiality and data security.

FINDING: The higher education institution MEETS the above Standard.

STANDARD 8: PUBLIC INFORMATION				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
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.	X			The Faculty regularly publishes information about its activities, events, and study programmes through the University website and other outreach channels, including social media and public-promotion activities. The published information is generally clear, timely, and useful for prospective students, current students, alumni, and the wider public. The institution also supports visibility through open days, promotional events, and participation in education-related fairs and presentations.
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.	X			Publicly available information covers the main elements required by law, including admission criteria, study programmes, learning outcomes, qualifications obtained, teaching and assessment procedures, study conditions, and information relevant to the potential employability of graduates. The institution therefore demonstrates a convincing commitment to transparency. At the same time, fuller English availability of all course-level materials would further strengthen accessibility and international visibility.
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).	X			Learning outcomes and research-related outputs are made visible through programme materials, course descriptions, projects, conference activities, and thesis-publication practices where applicable. This helps connect the institution's public profile with its actual educational and scientific work and gives external stakeholders a clearer picture of the Faculty's academic direction and outputs.

FINDING: The higher education institution MEETS the above Standard.

STANDARD 9: INTERNATIONAL COOPERATION AND ININTERNATIONALIZATION

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
Students actively use student mobility opportunities. Mobility is appropriately valued and recognized.	X			Students actively use mobility opportunities, especially through Erasmus+, and the institution has a clear framework for recognition through learning agreements, transcripts of records, and formal equivalence procedures. The reviewed evidence shows that over the last five academic years 42 students participated in mobility, representing 14.29% of the total student body. This is a positive indicator of international engagement and confirms that mobility is not only promoted, but also practically valued and recognized.
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.	X			Internationalization is supported by a dedicated action plan, mobility regulations, and institutional structures such as the International Relations Office and the Commission for International Relations. The available documentation points to a structured strategic approach, including the Action Plan for Internationalization 2025/2026, defined priorities, and monitored indicators. The establishment of a higher-level commission in late 2025, building on earlier Erasmus+ structures, shows that the institution is attempting to consolidate coordination and oversight in this area.
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.	X			International cooperation is financed through the University's broader budget and supplemented by national resources, own revenues, donor-funded programmes, and externally financed project participation. The committee notes that there is no entirely separate budget line dedicated only to the International Relations Office; however, the institution does mobilize financial resources for mobility, partnership activities, and project implementation. Continued diversification of external funding remains important for the long-term expansion of international activity.
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.		X		The Faculty has a strong network of cooperation agreements and participates in joint projects, conferences, mobility schemes, and other forms of academic exchange with institutions in the country and abroad. This cooperation strengthens programme implementation, staff and student exposure, and the broader academic profile of the institution. Participation in initiatives connected with Erasmus+, COST, NATO SPS, and other international frameworks illustrates that cooperation is active rather than merely formal.

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.	X	The institution has established mechanisms for attracting foreign teachers and students through international partnerships, guest-lecture practices, international promotion, mobility frameworks, and the use of English-language information for external visibility. Foreign professors and experts are involved as lecturers, mentors, or members of academic activities, which enriches the educational process. The system is functional, although further expansion of English-language course-level materials and stronger targeted international promotion would enhance its effect.

FINDING: The higher education institution MEETS the above Standard.

SWOT Analysis of the institution

STRENGTHS	WEAKNESSES
• Structured internal quality-assurance system with an active QA Office, quality councils, regular digital student surveys, and published self-evaluation reports. • Modernized first- and second-cycle programmes with clear learning outcomes, practical components, and alignment with ICT-sector needs. • Student-centred teaching culture with laboratory work, project-based learning, research participation, and meaningful student involvement in governance. • Strong and growing international and research profile through Erasmus+, COST, NATO SPS, bilateral cooperation, and other externally connected activities. • Improved physical infrastructure after the move to the new campus, together with continued investment in laboratories, literature, and digital teaching tools. • Good level of transparency through publicly available programme information and multilingual communication.	• Limited number of full-time academic staff creates pressure on workload distribution across teaching, supervision, and research. • Shortage of teaching assistants means that senior academic staff sometimes carry both lectures and exercises. • The institution still lacks a fully integrated academic information system and LMS, which weakens centralized data management and evidence handling. • Administrative support is functional but modest in size and will need gradual strengthening as activities expand. • Alumni monitoring exists but is not yet sufficiently systematic or digitally developed. • Specialised high-performance computing resources for AI and data-intensive work are not yet clearly in place. • The internal framework for research monitoring and support could be more clearly formalized.
OPPORTUNITIES	**THREATS**
• Completion of the planned integrated digital academic-management and learning-management environment can substantially improve monitoring, student support, and quality assurance. • Existing cooperation with companies can be deepened through more structured internships, employer feedback loops, and joint industry-linked projects. • The Alumni Support Center can be developed into a stronger source of graduate tracking, curriculum feedback, and career guidance. • The current international partnership base creates room for broader mobility, stronger visibility, and more advanced joint academic initiatives. • Participation in competitive programmes such as Horizon Europe can be expanded to strengthen research sustainability. • Continued campus development offers scope for further improvement of offices, teaching spaces, and specialized infrastructure.	• Student withdrawal linked to migration and employment abroad may continue to affect retention and graduation trends. • Limited national research funding may constrain the scale and continuity of long-term research development. • Rapid technological change in the ICT field requires constant curriculum renewal and sustained investment in equipment and literature. • If staffing growth does not keep pace with programme development, workload concentration may slow future expansion and institutional consolidation. • Continued absence of specialized AI/Data Science hardware could weaken advanced practical training and research competitiveness. • Language gaps in some course-level materials may limit aspects of international visibility and accessibility.

Recommendations for improvement of the institution

RECOMMENDATIONS

Based on the above evaluation, the following actions are recommended in order to further strengthen the institution's quality and performance:

- Finalize and implement the planned integrated academic information and learning-management system so that student progression, teaching delivery, administrative records, and quality-assurance evidence can be monitored within one coherent digital environment.
- Continue the gradual strengthening of human resources, especially teaching assistants, associates, and student-service staff, in order to preserve balanced workloads and timely support.
- Develop a strategic plan for acquiring specialized high-performance computing resources and related infrastructure needed for advanced work in artificial intelligence, data science, and intensive digital applications.
- Further formalize internal support for research by defining clearer institutional indicators, strengthening project-preparation assistance, and sustaining incentives for scientific visibility and high-quality publication output.
- Deepen structured cooperation with employers and alumni through stronger internship feedback, employability monitoring, and a more systematic digital alumni-tracking solution.
- Complete the English availability of course-level materials and continue strengthening public-information practices that support transparency and internationalization.
- Build on the existing international partnership network by increasing mobility participation and, where feasible, progressing from project-based cooperation toward formal joint or double-degree academic initiatives.

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:

First Cycle Study Programmes:
1. Informatics (240 ECTS)
2. Informatics for Teaching (240 ECTS)
3. Computer Sciences and Engineering (240 ECTS)
4. Applied Programming (180 ECTS)

Second Cycle Study Programmes:
1. Applied Software Engineering (120 ECTS)
2. Applied Software Engineering (60 ECTS)
3. Mathematics - Informatics for Teaching (120 ECTS)
4. Mathematics - Informatics for Teaching (60 ECTS)

Voted in favor of this proposal: Prof. Dr. Arianit A. Reka; Prof. Dr. Miklós Hoffman; Prof. Sergio Luis Toral Marin
Voted against this proposal: /
Abstained: /

SEPARATE OPINION

