Republic of North Macedonia
National Council for Higher Education and Scientific Research

Annex 4 - External Assessment Report Form

РЕПУБЛИКА СЕВЕРНА МАКЕДОНИЈА - REPUBLIKA E MAQEDONISË SË VERIUT
АГЕНЦИЈА ЗА КВАЛИТЕТ ВО ВИСОКОТО ОБРАЗОВАНИЕ
AGJENCIA PËR CILËSI NË ARSIMIN E LARTË
Ckonje - Shkup
Примено: 06. 04. 2026
Прилог: 09 | Број: 1034/7

To
Evaluation Board
Agency for Quality in the Higher Education

EXTERNAL ASSESSMENT REPORT

BASIC DATA	
Name of the institution	**Mother Teresa University in Skopje** **Faculty of Human Sciences**
Location	Street. "1669" nr. 11A – Skopje 1010
Members of the expert committee (name and surname, official contact information)	1. Srdjan Mićić, s.mikik@ibu.edu.mk International Balkan University, Skopje, R.N.Macedonia 2. Mariam Kilanava, mariam.kilanava@sportuni.ge LEPL Georgian Sate University of Sport. Tbilisi, Georgia 3. Silvia FLOREA, silvia.florea@ulbsibiu.ro Lucian Blaga University of Sibiu, Victoriei Bvd 10, 550024, Sibiu, Romania
Period of the visit to the higher education institution	24-25.03.2026
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)	09-1034/1, **25.12.2025**

Republic of North Macedonia
National Council for Higher Education and Scientific Research

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.	√			University Mother Theresa has a comprehensive and formally adopted quality assurance policy, aligned with national regulations and the European Standards and Guidelines for Quality Assurance (ESG). This policy is publicly accessible and implemented at university level across all faculties. The framework is supported by key strategic documents, including the Quality Assurance Strategy, Rulebook, and Action Plan, which define responsibilities, procedures, and mechanisms for continuous improvement. It is based on an analytical approach incorporating SWOT analysis, benchmarking, and alignment with European higher education policies. At faculty level, the Quality Council is responsible for the implementation and monitoring of quality assurance processes, ensuring a systematic and institution-wide approach to quality management.
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.	√			The institution operates a well-structured and effective quality assurance system based on continuous monitoring and evaluation. Regular student surveys are conducted at the end of each semester (winter and summer), covering all courses and teaching staff. Since 2022, these evaluations have been carried out digitally via Google Forms, enhancing accessibility and participation. The system is supported by relevant institutional documentation, including guidelines for self-evaluation and quality assurance, annual quality assurance activity plans, and standardized evaluation questionnaires. Student surveys assess key aspects such as teaching quality, staff preparedness, course organisation, availability of consultations, fairness of assessment, and adequacy of learning materials. The results are systematically analysed and used to inform improvements in teaching practices, course content, and accreditation processes, demonstrating a functional and continuously improving quality assurance framework.
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.	√			Institutional management demonstrates a strong commitment to quality enhancement through a participatory and collaborative approach. Academic and administrative staff, as well as students, are actively involved in decision-making processes through bodies such as the Teaching and Scientific Council and the Quality Council. Student participation is ensured both through representation in governance structures and through structured feedback mechanisms. External stakeholders, including employers and partner institutions, are actively engaged in study programme development and

				accreditation processes, ensuring alignment with labour market needs. Additional initiatives, such as Open Day events and outreach activities in secondary schools, further strengthen stakeholder engagement and institutional visibility.
A separate body responsible for the development and implementation of the quality assurance policy operates within the institution.	√			The University has established a dedicated institutional structure responsible for quality assurance, operating at both university and faculty levels to ensure a coordinated and systematic approach to quality management. This framework is supported by the Office for Quality Assurance and Quality Management, which evaluates the effectiveness of the internal quality system and reports regularly to the governing bodies. In addition, the Quality Council comprising academic staff, student representatives, and external members oversees the implementation of quality policies and provides recommendations for continuous improvement.
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.	√			The Faculty has established an integrated and effective system for monitoring and enhancing the quality of teaching, based on regular and mandatory student surveys, systematic data analysis, and the application of results in decision-making and improvement processes. The digitalisation of evaluation procedures further increases efficiency and participation, while the active role of the Teaching and Scientific Council ensures a direct link between feedback and quality improvement measures. At institutional level, data from surveys, statistical indicators, and periodic self-evaluations are consistently analysed. Self-evaluation is conducted on a regular cycle, and findings are translated into concrete actions through structured improvement plans. The publication of self-evaluation reports on the institution's website further supports transparency and accountability, reflecting a functional and sustainable quality assurance system.
Quality assurance in the institution is a continuous process that does not end with the External Assessment Report or with the further monitoring of the institution. The recommendations from the previous external assessment have been implemented. The progress achieved since the last external assessment has been clearly demonstrated[1]				Not applicable.
FINDING: The higher education institution MEETS the above Standard.				

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

STANDARD 2: DESIGN AND APPROVAL OF PROGRAMMES				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULFILL	EXPLANATION
The institution has adopted an act/s or rules regulating the procedure for the development and approval of study programs for the first, second and third cycle of studies (if applicable).	√			The institution has established clearly defined procedures for the development and approval of study programmes, fully aligned with the national Law on Higher Education and relevant accreditation regulations. The process is guided by formal rulebooks, standardized accreditation documentation, and detailed guidelines issued by the national accreditation authority. At the Faculty of Human Sciences, two study programmes are currently implemented English Language and Literature and German Language and Literature. These programmes undergo accreditation on a five-year cycle, with preparatory activities for reaccreditation commencing one year in advance, ensuring timely compliance and continuous quality improvement.
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.	√			The study programmes are systematically designed, clearly structured, and aligned with defined learning outcomes. The Faculty offers undergraduate programmes in English Language and Literature and German Language and Literature, each comprising clearly articulated objectives, competencies, course content, teaching methods, and assessment criteria. Syllabi include both mandatory and recommended literature, supporting the development of linguistic competence, critical thinking, intercultural communication, and academic skills, as well as transferable competencies relevant for professional development.
The study programs respond to the development needs of society and the economy.	√			The study programmes are aligned with societal needs and labour market demands, supported by ongoing collaboration with schools, cultural institutions, and translation companies. Through structured internship opportunities, students acquire practical knowledge and skills relevant for careers in education, translation, and related fields. The relevance of the programmes is further evidenced by early student employment during studies and the demonstrated demand for graduates with language competencies in the labour market.

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.	√			Study programmes are regularly developed and updated through a structured process that incorporates feedback from students and external stakeholders. Student input is actively considered in curriculum improvements, while institutional evaluations inform ongoing programme development. Future updates are focused on integrating modern teaching methodologies, digital technologies, and artificial intelligence within language studies.
The study programs use external expertise and references. The program is aligned with the best foreign practices and experiences.	√			The institution integrates external expertise and ensures alignment of study programmes with international best practices. Programmes are developed based on comparable curricula from reputable European universities and are consistent with the standards of the European Higher Education Area. This alignment is further supported through the engagement of visiting professors and participation in international academic activities, contributing to the continuous updating of programmes in line with global academic developments.
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.		√		Student workload is defined in accordance with the ECTS system, with a total of 240 credits required for graduation (60 per academic year). Each course includes lectures, exercises, independent study, project work, and preparation activities, ensuring a comprehensive distribution of learning tasks. Practical components are also incorporated, particularly within methodology courses (e.g., English and German Language Methodology), although their full implementation is still developing due to the recent establishment of the programmes. The current uniform allocation of 6 ECTS per course contributes to clear curriculum structure, administrative simplicity, and facilitates national-level credit recognition. However, this approach does not fully reflect differences in workload and complexity across courses. A more differentiated allocation of credits is therefore recommended, as it would better capture course diversity, support curricular flexibility and innovation, and strengthen the alignment between workload, learning outcomes, and assessment methods.
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.	√			All program information published on the website corresponds to official records and is available in the language of instruction.

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.	√			The institution monitors the study programs through teaching reports, attendance records, and administrative tracking systems. Although full audits of the programs have not yet been conducted due to their recent accreditation in 2023, their advancement is foreseen within the next reaccreditation cycle.
Statistical data (number of courses taught, number of students, grades, number and reasons for dropping out, etc.) are regularly monitored and systematically analyzed.	√			Statistical data, including student enrolment, dropout rates, and academic progression, are regularly monitored. Available data indicate a positive trend in student numbers, increasing from 29 in the 2023/2024 academic year to 54 in 2025/2026, reflecting growing interest in the programs. At the same time, dropout rates remain low, indicating stable student retention and satisfactory academic progression.
FINDING: The higher education institution MEETS meet 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.	√			The institution implements a student-centered teaching approach that promotes active student engagement in both academic and extracurricular contexts. At the beginning of each course, students are clearly informed about learning outcomes, teaching methods, and assessment procedures, ensuring transparency and alignment with course objectives. Teaching practices are interactive and adapted to the content and level of complexity of each subject. Evidence from the programme curriculum and impressions gathered during the external evaluation visit confirm that students are actively involved in a wide range of activities, including conferences, book promotions, competitions, school presentations, and participation in visiting lectures. Student feedback and suggestions are taken into consideration in the ongoing revision and improvement of syllabi. In line with these practices, the Faculty plans to further enhance teaching and research by integrating modern pedagogical approaches, digital technologies, and artificial intelligence tools, supporting continuous improvement of the educational process.
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.	√			Teaching is adapted to the specific nature of linguistic, literary, translation, and pedagogical disciplines, ensuring an appropriate balance between theoretical knowledge and practical application. Lectures provide a foundation in key concepts, while seminars, workshops, and practical sessions are designed to promote interaction, critical discussion, analytical thinking, and hands-on engagement. Students are actively involved in the learning process through a variety of pedagogical approaches, including interactive lectures and seminar discussions, project-based assignments (such as research papers, translations, and presentations), and practical language activities. Teaching is further enriched through the use of authentic materials, such as podcasts, films, and documentaries, as well as follow-up tasks including discussions, reflective writing, and vocabulary development exercises. Student engagement extends beyond the classroom through participation in teaching activities at the "Filos" Foreign Language Center, involvement in conferences and cultural events, contributions to theatre performances, and the publication of a student poetry collection, demonstrating a comprehensive and practice-oriented learning experience.

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.	√			The study programmes in English Language and Literature and German Language and Literature are delivered through a student-centered and outcome-oriented approach, focused on the development of relevant competencies. Teaching is characterised by interdisciplinary methods that combine theoretical knowledge with practical application and aim to develop skills essential for pedagogical and professional contexts. A variety of contemporary teaching approaches are applied, including project-based learning (such as linguistic analyses, literary research papers, translation projects, lesson planning, and teaching simulations), listening-based instruction, film and media-based learning, and the flipped classroom model. Collaborative learning is further supported through group projects, debates, and panel discussions. Overall, teaching practices are flexible and diverse, integrating real-world applications and interdisciplinary perspectives. They are continuously adapted and improved based on feedback and evaluation results, ensuring the ongoing enhancement of the learning process.
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.	√			Assessment practices are clearly defined, transparent, and aligned with study programme requirements. The assessment method is determined by the course instructor and combines both formative and summative approaches. Continuous assessment includes seminar papers, projects, presentations, quizzes, teaching activities, and active participation, while summative evaluation is conducted through colloquia and final examinations. According to the Study Regulations of Mother Teresa University, student participation and activity typically contribute 10–15% to the final grade, seminar papers and projects 10–20%, while colloquia represent the most significant component, accounting for up to 70–80% of the overall assessment. Each semester generally includes two colloquia and one final exam, with the final exam primarily intended for students who have not fulfilled their assessment obligations through continuous evaluation. Overall, assessment methods are diverse and aligned with intended learning outcomes, enabling students to effectively demonstrate the knowledge, skills, and competencies acquired.
The criteria and methods of evaluating and assessing students are published and known in advance.	√			Assessment criteria and procedures are clearly defined, communicated to students at the beginning of each semester, and aligned with the Assessment Regulations of Mother Teresa University. These criteria and methods are publicly available and known in advance, ensuring transparency in the evaluation process. Assessment practices combine both formative elements such as quizzes, assignments, presentations, and

				active participation and summative evaluation through final examinations. All methods are aligned with intended learning outcomes and enable students to effectively demonstrate the competencies acquired.
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.	√			Assessment is conducted through a combination of formative and summative methods aligned with course objectives and intended learning outcomes, enabling students to effectively demonstrate their competencies. Continuous feedback is provided through digital platforms such as Google Classroom, email communication, and direct consultations with teaching staff, ensuring transparency and ongoing support in the learning process. Assessment is primarily carried out by course instructors, with the possibility of involvement of additional examiners or committees in accordance with institutional regulations. Results and grades are communicated through digital platforms, while both teaching staff and collaborators contribute to the evaluation process where applicable, taking into account student engagement. The institution also envisages the future development of its own platform for assessment and publication of results.
The institution has a formal complaint procedure, including reporting of corruption by students in all types of studies. The system is functional and efficient.	√			The institution has established a clearly defined and formally regulated procedure for handling student complaints, including mechanisms for reporting corruption. In accordance with the Regulation on the conditions, criteria, and rules for enrolment and study in the first cycle of studies, students have the right to appeal academic decisions by submitting an objection to the Dean within 24 hours of the publication of results, in cases where they are dissatisfied with the grade or consider that the assessment was not conducted in line with regulations. This framework is further supported by a comprehensive anti-corruption system, including the Anti-Corruption Program, a Declaration for a corruption-free university, whistle-blower protection guidelines, and formal reporting mechanisms, ensuring transparency, accountability, and ethical conduct. While the regulatory framework is well-developed and functional, the availability of publicly accessible statistical data on complaints would further strengthen confidence in the effectiveness and transparency of the system.
FINDING: The higher education institution MEETS meet the above Standard. The study program MEETS the above Standard (all study programs are assessed).				

STANDARD 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND ASSESSMENT				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
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.	√			The institution applies clearly defined and publicly accessible regulations governing all stages of the study cycle, including admission, progression, and certification. At the Faculty of Humanities, student enrolments and the issuance of official documents such as certificates, diplomas, and diploma supplements are carried out in accordance with the Law on Higher Education and relevant by-laws regulating study conditions and procedures in the first cycle of studies. These procedures are fully aligned with national legislation and institutional policies, and the relevant regulatory framework is publicly available on the University's website, ensuring transparency and consistent implementation.
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.	√			Student progression in first-cycle studies is monitored and recorded in accordance with the Law on Higher Education, relevant by-laws, and internal regulations of Mother Teresa University in Skopje. The Faculty administration maintains student files in paper form, through which all activities related to student progress are documented and tracked throughout their studies. Monitoring is conducted through administrative systems and faculty-level mechanisms, with key indicators such as attendance, academic performance, and progression data regularly collected and analysed. The Dean's office maintains detailed records of student enrolment and progression across academic years, ensuring effective oversight of student development. Given the relatively small number of students, monitoring is also carried out in a direct and continuous manner.
The higher education institution has developed a procedure for the recognition of periods of study and prior learning, which includes the recognition of non-formal and formal learning, of students during their studies, including during student mobility.	√			The institution has established formal procedures for the recognition of prior learning, study periods, and student mobility or transfer, in accordance with national regulations and ECTS principles. These procedures ensure consistency with established academic recognition and mobility standards. In practice, the Faculty has applied these procedures in the recognition of prior education for a number of students since its establishment, demonstrating their functional implementation.

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.	√			As proof of successful completion of first-cycle studies, the Faculty of Humanities issues official documentation in accordance with the Law on Higher Education and relevant regulations, including a diploma, diploma supplement, and a certificate of completed studies. During their studies, students are also provided with a Transcript of Records, documenting passed examinations and academic progress. These documents clearly describe the qualification obtained, its level, content, and achieved learning outcomes, ensuring transparency and alignment with higher education standards. Although the Faculty has not yet produced graduates, this practice is established at the university level and is fully compliant with the applicable legal framework.

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.	√			The institution employs a professional and competent academic staff whose qualifications and expertise are fully aligned with the study programmes and teaching content. The Faculty comprises full professors, associate professors, and assistant professors specialising in relevant fields such as linguistics, literature, and language teaching. This alignment between staff expertise and programme profile ensures the effective delivery of teaching and supports the overall quality of the educational process.
The published works of the teaching staff in reference scientific publications in the last 5 years are relevant and contribute to the development of quality studies, i.e. the scientific field.	√			The teaching staff of the Faculty of Humanities demonstrate competence in their respective scientific fields through a record of relevant publications and active participation in professional activities, including seminars and conferences. Academic staff are actively engaged in research and scholarly work, contributing to the continuous development of study programmes and the integration of up-to-date academic knowledge into teaching. Further advancement in this area could be supported by strengthening institutional support mechanisms, particularly in relation to access to research resources, funding opportunities, and research infrastructure.
The teaching workload is balanced. The teaching staff is engaged in accordance with legal provisions. The number of teaching hours per year is adequate for the implementation of quality teaching.	√			The teaching workload of academic staff is organised in accordance with applicable legal provisions and institutional policies, ensuring the effective delivery of the two study programmes offered by the Faculty of Humanities. The workload is structured to maintain an appropriate balance between teaching and research responsibilities. Teaching activities are systematically monitored through institutional reporting mechanisms for both full-time and part-time staff, ensuring transparency and consistency in workload management.
The higher education institution has clear, transparent and fair recruitment processes, through working conditions that recognize the importance of teaching work. The process is based on academic qualifications and merit and offers equal opportunities for all candidates. The institution's practice	√			The University applies clear and transparent recruitment and promotion procedures based on academic merit and relevant legal criteria, ensuring equal opportunities for all candidates. Employment processes are conducted in accordance with the Regulation on the specific conditions and procedures for selection to teaching-scientific, scientific, teaching-professional, associate, and demonstrator positions, which is fully aligned with the provisions of the Law on Higher

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

corresponds to the established criteria.				Education.
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.	√			The Faculty of Human Sciences utilizes shared university resources, including libraries, computer laboratories, and lecture rooms, while also maintaining dedicated spaces for specific activities such as translation practice. The institution provides generally adequate working conditions, ensuring access to essential teaching resources and infrastructure. However, the self-evaluation identifies areas for further improvement, particularly in expanding access to academic databases and investing in specialised facilities such as language laboratories.
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.	√			The University supports professional development through its publishing activities, providing opportunities for academic staff to publish books and scientific research journals. In addition, training activities are organised at the university level for both academic and administrative staff, including seminars, webinars, and workshops held at least once a year, in accordance with the Guidelines for Self-Evaluation and Quality Assurance. At the faculty level, professional development is further encouraged through participation in academic events, conferences, and specialised trainings. The Faculty of Human Sciences also organises panels and workshops aimed at enhancing teaching practices and promoting student-cantered approaches, with such activities publicly announced through official communication channels.
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.	√			In its three years of operation, the Faculty has established a practice of engaging visiting professors and native speakers of English and German. This approach, alongside the involvement of external experts, contributes to the enhancement of teaching quality and supports the development of international academic collaboration.
Scientific work is encouraged in order to strengthen the connection between teaching and science. The system functions well and is efficient.	√			Academic staff are encouraged to apply innovative approaches and new technologies in teaching through established regulations, structured project implementation, and active staff engagement. The Faculty of Humanities has developed a growing research culture, supported by its own scientific journal *Interkultura*, which promotes the publication and dissemination of research findings. Research activity is closely integrated into teaching, with academic staff incorporating their expertise in areas such as applied linguistics, sociolinguistics, translation studies, literary analysis, and language education into course content and methodology. Evidence of this engagement includes publications in international journals, conference participation, monographs, and contributions to interdisciplinary

corresponds to the established criteria.				Education.
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.	√			The Faculty of Human Sciences utilizes shared university resources, including libraries, computer laboratories, and lecture rooms, while also maintaining dedicated spaces for specific activities such as translation practice. The institution provides generally adequate working conditions, ensuring access to essential teaching resources and infrastructure. However, the self-evaluation identifies areas for further improvement, particularly in expanding access to academic databases and investing in specialised facilities such as language laboratories.
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.	√			The University supports professional development through its publishing activities, providing opportunities for academic staff to publish books and scientific research journals. In addition, training activities are organised at the university level for both academic and administrative staff, including seminars, webinars, and workshops held at least once a year, in accordance with the Guidelines for Self-Evaluation and Quality Assurance. At the faculty level, professional development is further encouraged through participation in academic events, conferences, and specialised trainings. The Faculty of Human Sciences also organises panels and workshops aimed at enhancing teaching practices and promoting student-cantered approaches, with such activities publicly announced through official communication channels.
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.	√			In its three years of operation, the Faculty has established a practice of engaging visiting professors and native speakers of English and German. This approach, alongside the involvement of external experts, contributes to the enhancement of teaching quality and supports the development of international academic collaboration.
Scientific work is encouraged in order to strengthen the connection between teaching and science. The system functions well and is efficient.	√			Academic staff are encouraged to apply innovative approaches and new technologies in teaching through established regulations, structured project implementation, and active staff engagement. The Faculty of Humanities has developed a growing research culture, supported by its own scientific journal *Interkultura*, which promotes the publication and dissemination of research findings. Research activity is closely integrated into teaching, with academic staff incorporating their expertise in areas such as applied linguistics, sociolinguistics, translation studies, literary analysis, and language education into course content and methodology. Evidence of this engagement includes publications in international journals, conference participation, monographs, and contributions to interdisciplinary

				academic events, as well as involvement in externally funded research projects. Student engagement in research-related activities is also evident through participation in conferences, academic events, and publication initiatives. While the current system effectively supports research activity, further strengthening through a more formalised framework, including dedicated funding and systematic monitoring of research outputs, would enhance its long-term sustainability and strategic development.
The higher education institution encourages innovation in teaching methods and the use of new technologies.	√			Research activities are effectively integrated with teaching, contributing to academic development and broader societal relevance. The institution demonstrates a clear commitment to innovation in teaching through the application of contemporary methodologies and interactive pedagogical approaches. The Faculty of Human Sciences actively implements a range of modern teaching practices across its study programmes in English Language and Literature and German Language and Literature. These include project-based learning, flipped classroom methodologies, corpus-based linguistic tasks, media-integrated instruction using authentic audiovisual materials, and collaborative peer-learning activities. Such approaches are embedded in course syllabi and contribute to the development of analytical, practical, and research-oriented competencies. Innovation in teaching is further supported through staff engagement with digital tools and emerging technologies. Notable examples include participation in international training initiatives on digital pedagogy, involvement in AI-related projects (such as language data annotation for international platforms), and academic contributions addressing the use of artificial intelligence in education. The institution has also introduced a multilingual AI virtual assistant as part of its digital support infrastructure for students.
The institution has an established system of academic integrity and prevention of plagiarism.	√			The Faculty of Human Sciences operates within a clearly defined institutional framework for academic integrity and quality assurance, grounded in the University's Code of Ethics, which establishes principles of honesty, transparency, and intellectual accountability, and explicitly prohibits all forms of plagiarism. Plagiarism control is systematically implemented through the national plagiarism detection system of the Ministry of Education and Science (http://plagijati.mon.gov.mk), which is applied to all submitted theses and academic work prior to defence and graduation. The reports generated by the system are formally included in the student's academic file as a

				mandatory condition for completion of studies, ensuring compliance with ethical and academic standards.
The institution has a policy/document/act for scientific research work. Indicators for scientific research work are established and regularly monitored.		√		The regulatory framework for scientific research at the institution is defined by the Law on Higher Education, which establishes the legal basis for research activities, academic advancement, and the election to teaching-scientific titles. In accordance with this framework, academic staff at the Faculty of Human Sciences are required to demonstrate continuous and active research engagement as a condition for election and promotion. Research outputs are systematically documented and made publicly accessible through the institutional research repository, while staff are encouraged to enhance the visibility of their work by maintaining profiles on international academic platforms such as ORCID, Google Scholar, and ResearchGate. This contributes to the transparency, accessibility, and international recognition of academic output. While the existing framework ensures compliance with national standards, it primarily relies on minimum legal requirements. A dedicated faculty-level research policy incorporating clear indicators, structured monitoring, and reporting mechanisms has not yet been formally established. The development of such a framework is recommended in order to strengthen the strategic planning, management, and sustainability of research activities at the Faculty level.
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.	√			Research activities at the Faculty of Human Sciences are aligned with local, regional, and national socio-cultural and development priorities, particularly in areas such as language policy, multilingualism, intercultural communication, education, and cultural heritage. These focus areas are directly relevant to the context of North Macedonia's diverse linguistic environment and its ongoing European integration processes. Through their research, academic staff address topics of contemporary societal importance, contributing to academic and public discourse on language, culture, and social change. Research outputs are disseminated through publications, including contributions to the Faculty's journal *Interkultura*, participation in European and international academic conferences, and involvement in externally funded projects. This combination of locally relevant research and international engagement supports the Faculty's contribution to both regional and broader European academic discourse.
FINDING: The higher education institution MEETS meet the above Standard. The study program MEETS the above Standard (all study programs are assessed).				

STANDARD 6: LEARNING RESOURCES AND STUDENT SUPPORT				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT 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.		√		Mother Teresa University in Skopje is primarily funded through allocations from the Ministry of Education and Science, supplemented by its own revenues, mainly generated from tuition fees. These internal resources are used to support operational activities and part-time staff, although they remain limited due to overall budgetary constraints. The University management has actively submitted requests for increased funding and approval of additional academic and administrative positions, and has undertaken renovations of existing facilities. A structured framework for financing scientific research is also in place, regulated by a Rulebook governing the allocation of funds derived from tuition fees and co-financing of study costs. However, financial documentation reveals a consistent and significant gap between requested and approved state funding, particularly in personnel costs. For example, in 2025 the University requested 198,000,000 MKD for salaries but received only 138,250,000 MKD, representing a shortfall of approximately 30%. A similar pattern is evident in 2024, confirming a recurring structural limitation. The Self-Evaluation Report acknowledges that state funding is insufficient for the efficient functioning of the Faculty of Human Sciences, requiring reliance on own revenues to cover essential costs. Although the Rulebook on the Allocation of Funds provides a formal mechanism for distributing tuition-based income across faculties, the relatively small student enrolment limits available financial resources at faculty level. Furthermore, no clearly defined or dedicated budget line for research activities at the Faculty level is identified. While the University offers limited internal grant support (e.g., approximately 1,000 EUR per publication), the absence of a transparent and structured research funding framework constrains the Faculty's ability to plan, sustain, and strategically develop its research activities over the long term.

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 Faculty of Human Sciences operates within an integrated institutional model, utilising the University's shared infrastructure for the delivery of its study programmes. This includes access to teaching spaces, staff offices, libraries, IT infrastructure, and common facilities, which are adequate and functional for the current needs of both students and academic staff. The available technical resources support the effective implementation of teaching and are accessible to users, including persons with special needs. IT infrastructure is available through university-wide systems, with documented equipment distributed across teaching and administrative areas. Students have access to digital tools for learning, including Google Classroom, which is used for course delivery, communication, assignment submission, and feedback. In addition, the University has developed an AI-based virtual assistant, accessible in Albanian, Macedonian, and English, as part of its digital support services. At the time of evaluation, the University is undergoing infrastructure development, with planned improvements including enhanced accessibility for persons with disabilities. However, certain resource gaps are identified, notably the absence of a dedicated language laboratory and limited access to international scientific databases and electronic academic resources. These are recognised as development priorities rather than critical deficiencies, particularly given the Faculty's early stage of development. Furthermore, while general accessibility is considered, a formalised faculty-level inclusivity policy for students with special needs has not yet been adopted and is recommended as an area for further institutional development.

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 administrative capacity of the Faculty of Human Sciences represents a significant structural challenge. The Faculty is currently supported by only two administrative staff members a secretary and an administrative officer a staffing level established at its inception in 2023 and not expanded despite a substantial increase in student enrolment from 29 students in 2023/2024 to approximately 130 active students at the time of evaluation. This staffing ratio is not proportionate to the operational needs of a faculty delivering two full undergraduate programmes, as required by the Law on Higher Education. While the University's centralised administrative structures provide supplementary support, this does not constitute a stable or sufficiently defined staffing framework at the faculty level. The Self-Evaluation Report acknowledges this limitation, and it was confirmed during the site visit that formal requests for additional administrative positions have been submitted but have not yet been approved. Despite these constraints, basic administrative services are currently delivered effectively, and students reported no significant difficulties in accessing routine services. Administrative staff also participate in professional development activities at the university level, reflecting a positive commitment to capacity building. However, structured support mechanisms tailored to diverse student groups including employed, mature, international students, and students with disabilities are not yet formally developed. While some flexibility exists, particularly for employed students, the absence of formalised procedures indicates a need to strengthen administrative capacity and develop more systematic support frameworks to ensure sustainable and efficient faculty operations.
The institution encourages the involvement of students in scientific research projects in all cycles of studies.	√		The study programmes in English Language and Literature and German Language and Literature provide students with a broad and integrated understanding of their respective fields, combining theoretical knowledge with practical application. Throughout their studies, students progressively develop core competencies, academic skills, and professional capabilities, preparing them for both employment and further academic progression. Within the context of a humanities faculty, research engagement is embedded in teaching through activities such as textual and linguistic analysis, translation research, literary criticism, and interdisciplinary academic writing. Since its establishment in 2023, the Faculty has taken concrete steps to integrate research into teaching. These include participation in Ministry of Education and Science-funded projects in 2023 and 2024, demonstrating an early capacity to engage in externally funded research. Student involvement in scholarly and creative activities is also evident, including the publication of a poetry collection by a third-year student. Research skills are incorporated across courses through methods such as linguistic case studies, reflective

			writing in literature courses, and project-based translation tasks. Innovative assignments, such as the analysis and correction of linguistic features in authentic Albanian-language newspapers, illustrate the effective integration of research-based learning with real-world materials. Students confirmed a growing awareness of research practices and expressed interest in continuing their studies at postgraduate level. Overall, the Faculty demonstrates an early but active stage of integrating research into teaching, with practices that are appropriate to its level of development. While current activities are relevant and effective, the establishment of a more formalised and structured framework for research engagement is recommended to support its further development as the Faculty matures.
Students have at their disposal specific forms of support including: an academic development advisor who monitors their development, provides support for career planning and other academic challenges and/or a functional Career Center, mentoring sessions, psychological support, etc.	√		The institution has established a structured and multifaceted framework for student support, encompassing academic guidance, career development, tutoring, and opportunities for international mobility, including Erasmus programmes. This holistic approach to student development was confirmed during the site visit. At the institutional level, the Career Centre plays a central role in supporting student employability. It organises Career Days and Open Day events, facilitates cooperation with private and public sector organisations through Memoranda of Understanding, and provides students with opportunities to establish professional contacts and explore career pathways. Evidence from employer representatives confirms strong demand for graduates, particularly in language teaching and translation, as well as successful internship placements and willingness of employers to engage with students and recruit graduates. Students benefit from consistent academic support through digital platforms such as Google Classroom, as well as through direct communication with teaching staff via consultations and email. These mechanisms ensure timely feedback and a degree of flexibility that supports diverse student needs, including the balance between studies and part-time employment. While the overall support system is functional and appropriate to the Faculty's stage of development, certain areas remain underdeveloped. These include the absence of a formal academic advising or personal tutoring system and limited structured psychological or wellbeing support at the faculty level. Nonetheless, the combination of institutional services, active staff engagement, and strong links with employers demonstrates an effective and developing student support framework.

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.	√		The University has established a formal Alumni Club operating within the Career Centre, with clearly defined objectives related to maintaining alumni networks, supporting student development, and strengthening connections between graduates, the institution, and external partners. The Alumni Club is open to graduates of all faculties and aims to build a comprehensive alumni database, while engaging alumni as mentors, guest lecturers, and ambassadors at both national and international levels. At the Faculty of Human Sciences, alumni engagement activities are not yet present due to the Faculty's recent establishment in 2023 and the absence of graduates to date. This situation reflects the Faculty's developmental stage rather than a structural deficiency. The institutional framework for alumni engagement is fully in place and provides a solid basis for future development once the first generation of graduates emerges. At the university level, alumni already contribute to institutional activities through guest lectures, professional networking, and support for internship opportunities via the Career Centre, demonstrating the practical and operational value of alumni engagement.
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.	√		Student governance at the Faculty of Human Sciences is formally established, clearly regulated, and functionally integrated into institutional decision-making at both faculty and university levels. The Student Parliament operates on a defined statutory basis, with its structure, roles, and election procedures regulated by the Faculty Statute. Its composition is formally documented, ensuring the application of democratic representation procedures. Student representation is embedded in key governance bodies: the President of the Faculty's Student Parliament participates in the Teaching and Scientific Council, while the President of the University Student Parliament is a member of the University Senate. In addition, a Student Ombudsman has been appointed, providing an independent channel for addressing student concerns beyond formal complaint procedures. Evidence from the site visit confirms that student participation is active and effective in practice. Students are engaged in regular meetings with faculty management, during which issues such as teaching quality, course content, workload, and campus conditions are discussed. These mechanisms lead to tangible outcomes, as demonstrated by the Faculty's response to student requests, including adjustments to the language of instruction. Student involvement also extends beyond governance to academic, cultural, and extracurricular activities, including participation in conferences, theatre performances, cultural events, and student publishing initiatives. This reflects a comprehensive approach to student engagement and supports the holistic development of students within the Faculty.

Students are familiar with the services and opportunities available to them.	√		The institution applies a structured and systematic approach to student orientation, including Orientation Days and introductory seminars at the beginning of each academic year. These activities are supported by clear materials and integrated into the academic calendar, ensuring that students are familiarised with available services and institutional resources from the outset of their studies. The Faculty communicates information through multiple complementary channels, including the University's online notice board, official social media platforms, and Google Classroom, which serves as the primary tool for day-to-day communication between academic staff and students. Information on academic calendars, examination schedules, Erasmus+ mobility opportunities, Career Centre activities, and student engagement initiatives is disseminated in a timely and accessible manner. Evidence from the site visit confirms that students demonstrate a high level of awareness of available services, including mobility programmes, career development opportunities, and student representation mechanisms such as the Student Parliament and Student Ombudsman. The Faculty's active use of communication channels also supports ongoing student engagement and enhances its visibility within the broader academic and public community.

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.	√			The Faculty of Human Sciences operates within the University's established quality assurance framework, which provides a structured and systematic approach to the collection, analysis, and use of information related to teaching, learning, and institutional performance. Student satisfaction surveys are conducted at the end of each semester (winter and summer) via Google Forms, covering all courses and teaching staff. This practice has been in place in digital form since 2022 and is treated as mandatory, with formal mechanisms to ensure participation, including direct facilitation by the QA Office when necessary. In addition to student surveys, the Faculty systematically collects and monitors key data, including enrolment, progression, and dropout rates, staff research output, and course-level attendance. These data are reviewed within institutional bodies such as the Teaching and Scientific Council and the Quality Council, in accordance with the Quality Assurance Strategy, which defines the framework for planning, monitoring, and improvement activities. Survey results indicate consistently high teaching performance, with most staff receiving high ratings. At the same time, specific weaknesses identified through quantitative scores and qualitative feedback such as issues related to teaching structure or the use of digital platforms are actively addressed. A concrete example of this is the Dean's direct intervention in a course where grading practices were found to lack sufficient rigour, resulting in the introduction of an additional oral examination component to ensure assessment quality. Overall, the system demonstrates not only effective data collection but also its active use in decision-making and continuous quality improvement. The Faculty shows a strong quality culture, where feedback is systematically analysed, discussed, and translated into concrete actions aimed at enhancing teaching and institutional performance.
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	√			The Faculty of Human Sciences systematically collects and analyses data on teaching quality and study programmes through structured student surveys conducted each semester. These surveys assess key dimensions such as teaching effectiveness, organisation of classes, availability of learning materials, and the use of digital tools, including Google Classroom for communication, materials, and assignments. The evaluation criteria are aligned with the specific pedagogical needs of language-focused programmes, emphasising clarity of instruction, interaction quality, and accessibility of learning resources. In addition to course-level evaluation, programme-level surveys capture student perceptions of curriculum

providing and analysing data as well as in the plannin of activities arising from them.				relevance, workload, and overall satisfaction, providing an important evidence base for curriculum development and upcoming reaccreditation processes. Student enrolment, progression, and dropout data are systematically monitored by the Faculty administration, ensuring comprehensive tracking of student performance. Both students and academic staff are actively involved in the data collection and review process. Students participate through mandatory surveys and through representation in governance bodies such as the Teaching and Scientific Council and the Quality Council, where results are discussed. Academic staff contribute through periodic research output reporting and participation in quality assurance deliberations. Evaluation results are shared with teaching staff, who are invited to respond and engage in improvement processes, while students confirmed awareness of the system and its role as a meaningful channel for feedback. Overall, the process demonstrates an inclusive, transparent, and functional quality assurance system, where collected data are systematically discussed and effectively used to support continuous improvement of teaching and study programmes.
The institution keeps a register of significant events, activities and processes. The data is collected, analysed and used to meet the needs of the strategic management of the institution.	√			The Faculty of Human Sciences maintains a structured and well-organised system for planning, implementing, and documenting quality assurance activities. This system is supported by the annual Activity Calendar of the Quality Assurance Office, which defines a clear schedule of key processes, including survey periods, reporting deadlines, council meetings, and monitoring intervals. The Calendar assigns specific timeframes and responsibilities, ensuring accountability and systematic implementation of quality assurance activities. In addition, the Faculty's Activity Reports provide comprehensive documentation of academic, cultural, research, and administrative activities carried out during the reporting period. Together, these instruments ensure continuous tracking and documentation of institutional processes. The collected data are not only recorded but actively used for institutional reporting and strategic management. As confirmed during the site visit, quality assurance data and annual activity reports are incorporated into higher-level decision-making and public accountability processes. Overall, the framework reflects a high level of institutional organisation, transparency, and accountability in managing quality
The security of information (in printed and electronic form) especially information related to student data, exam results, discussion on digital platforms, etc. is protected. The institution adequately protects the personal data of all stakeholders.	√			The safeguarding of personal data, including student records, examination results, health-related information, and digital communications, is ensured in accordance with the Law on Personal Data Protection of the Republic of North Macedonia. This legal framework is complemented by institutional regulations, including a dedicated rulebook defining technical and organisational measures for ensuring confidentiality and secure data processing across all university units. In practice,

			data protection is implemented through controlled systems and clearly defined procedures. Digital platforms such as Google Classroom provide restricted access to course materials and communication, limited to enrolled students and authorised teaching staff. Student records in paper form are maintained by the Faculty administration in accordance with record-keeping regulations and are accessible only to authorised personnel. The site visit confirmed that staff are aware of their responsibilities regarding data protection and handle student-related information with appropriate discretion. Overall, the institution demonstrates a comprehensive, compliant, and effectively implemented framework for the protection of personal data.
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.	√			The Faculty of Human Sciences implements a structured and multi-channel approach to public communication, ensuring the regular dissemination of information on academic programmes, events, and institutional activities to prospective students and the wider public. Communication is carried out through the University's official website, the Faculty's social media presence, media publications, printed and digital informational materials, and direct outreach activities such as Open Days and visits to secondary schools. A calendar-based communication approach ensures the timely promotion of academic events, including conferences, panel discussions, cultural activities, and faculty initiatives, targeting both current and prospective students as well as the broader academic community. The active use of social media effectively supports student recruitment, particularly among the primary target group of undergraduate students, while also maintaining institutional visibility. Informational materials, including brochures and leaflets, provide clear and accessible overviews of study programmes and are used in recruitment and awareness activities. Direct outreach through school presentations, often including interactive sessions with academic staff and students, further strengthens engagement with prospective applicants. Media coverage of academic and cultural events, including international conferences and student achievements, contributes to the Faculty's public profile. In addition, Open Day and Career Day events provide opportunities for direct interaction with stakeholders, including students, employers, and partner institutions. Overall, the communication approach is consistent, well-coordinated, and appropriate to the Faculty's context, effectively supporting both promotion and stakeholder engagement.
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.	√			The Faculty of Human Sciences demonstrates a high level of compliance with the documentation requirements set out in the Law on Higher Education. The review confirms that the majority of required documents are fully available, properly maintained, and supported by appropriate evidence. Out of the prescribed requirements, eleven are fully met, while two relating to master and doctoral thesis topics are not applicable, as the Faculty currently offers only first-cycle undergraduate programmes in English Language and Literature and German Language and Literature. Key governance, academic, and administrative documents are in place, including the Statute of the University and the Faculty, accreditation decisions for study programmes, staff-related documentation (such as election decisions and salary information), financial reports,

				the Dean's Annual Report, and the Code of Ethics. In addition, the Faculty's Activity Calendar fulfils the requirement for the annual schedule of institutional activities. Overall, the documentation system is well-organised, comprehensive, and compliant with legal requirements, reflecting a high level of institutional organisation and regulatory adherence.
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 Faculty of Human Sciences maintains a structured Staff Scientific Research Repository, which systematically compiles and provides access to the academic outputs of its teaching staff. The documented publications include contributions to indexed international journals, conference proceedings, monographs, book chapters, and interdisciplinary research activities. These outputs cover key areas relevant to the Faculty's academic profile, including applied linguistics, literary studies, translation theory, sociolinguistics, and language education. The evidence confirms a sustained level of research activity and reflects a developing and discipline-relevant research culture aligned with the Faculty's study programmes. The repository ensures both visibility and accessibility of academic work, supporting transparency and scholarly engagement. The requirement related to the publication of doctoral theses is not applicable, as the Faculty does not currently offer third-cycle study programmes.
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.	√			The University has established a clearly defined and formally regulated framework for student mobility, governed by the Regulation on Student Mobility. This framework specifies eligibility criteria, selection procedures, financial provisions, and academic recognition processes in alignment with Erasmus+ and other international programmes. The procedures are publicly accessible and effectively communicated to students. The recognition of mobility periods is ensured through a structured process involving prior approval and post-mobility validation. Learning Agreements are prepared and approved before departure to confirm alignment of courses with programme learning outcomes, academic level, and ECTS workload. Upon completion of mobility, achieved results are formally recognised through official equivalence decisions and recorded in student academic records, ensuring that mobility does not disrupt academic progression. Institutional data indicate that 42 students have participated in mobility programmes across all faculties over the past five academic years. As a recently established faculty, the Faculty of Human Sciences is still in the early stages of developing its own participation rates; however, mobility opportunities are actively promoted, and students are supported in identifying suitable placements. A procedural inconsistency was identified regarding language proficiency requirements, whereby students who complete B2-level language courses within the Faculty are still required to undertake additional external language testing for mobility applications. This issue has been acknowledged, and a revision of the relevant regulations is recommended to ensure recognition of internal language competencies. Overall, the University demonstrates a structured, transparent, and functional approach to student mobility, with effective mechanisms in place to support participation and ensure academic continuity.
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	√			The University demonstrates a well-structured and strategically grounded approach to internationalisation, supported by a formally documented policy framework that defines clear objectives, indicators, and monitoring mechanisms. The Action Plan for Internationalisation 2025/2026 outlines two key strategic directions: strengthening international networking and cooperation, and expanding participation in international programmes and projects. Each objective is accompanied by measurable indicators and a systematic monitoring process,

institution has been designated.			ensuring continuous evaluation and accountability. Institutional governance in this area is supported by dedicated structures. In addition to the existing Erasmus+ coordination mechanisms, the establishment of the Commission for International Relations in 2025 represents a significant development. This body coordinates international partnerships, mobility, and project activities, bringing together key institutional actors, including the Vice-Rector for international relations, Erasmus coordinators, representatives of the International Relations Office, and faculty leadership. Its active functioning is confirmed through regular meetings and documented outputs. The framework is further reinforced by the Rulebook for the Implementation of Projects Funded by International Programmes, which provides clear procedures for planning, implementation, and financial management, ensuring alignment with international standards and institutional priorities. The Faculty of Human Sciences actively contributes to this framework through participation in central governance structures and engagement in international cooperation. The Faculty maintains several active Memoranda of Cooperation, including specialised collaborations in the field of Arbëresh linguistic and cultural studies, reflecting a focused and academically meaningful international orientation. Overall, the institution demonstrates a coherent, well-governed, and effectively implemented internationalisation strategy, with clear structures, active participation, and alignment with broader academic and research objectives.
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.		√	The institution ensures the availability of financial resources to support international cooperation through a centralized funding model. Internationalisation activities are financed from a combination of state budget allocations, institutional revenues (primarily tuition fees), and external sources, including Erasmus+ programmes, international donors, and Ministry of Education and Science project grants. This approach has enabled the implementation of mobility programmes, development of international partnerships, and participation in externally funded projects over the past five years. The Erasmus+ programme represents the primary external funding source for international activities, supporting both student and staff mobility, while participation in nationally funded projects further contributes to the international dimension of the Faculty's activities. In addition, the University provides limited internal grant support, such as funding per published research output, which contributes to academic visibility and engagement. While the centralized model allows for coordinated allocation and monitoring of resources at the institutional level, no separate or clearly defined budget line exists for internationalisation activities at faculty level or within the International Relations Office. Although this model is functional and appropriate for an integrated university structure,

				the absence of a transparent, dedicated allocation makes it difficult to assess the level of investment in internationalisation relative to strategic objectives. Institutional leadership has acknowledged these financial constraints, and efforts to secure increased funding are ongoing. At the same time, the Faculty demonstrates the capacity to attract external funding, which represents a positive indicator of the sustainability and further development of its internationalisation activities.
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.	√			The University, in cooperation with the Faculty of Human Sciences, demonstrates active and well-developed engagement in both national and international partnerships aimed at enhancing the quality, relevance, and visibility of its study programmes. The International Relations Office plays a central coordinating role in managing cooperation agreements, facilitating mobility, academic exchange, and participation in joint initiatives. The institution maintains an extensive network of international cooperation agreements, including approximately 50 active Erasmus+ inter-institutional partnerships, supporting mobility, research collaboration, and capacity-building activities. At the Faculty level, cooperation is strategically aligned with the profiles of its study programmes. The English Language and Literature programme collaborates primarily with institutions in English-speaking countries, while the German Language and Literature programme maintains partnerships with reputable institutions in German-speaking countries, supported by organisations such as DAAD and OeAD. Confirmed partners include Freie Universität Berlin, Humboldt-Universität zu Berlin, the University of Graz, the University of Vienna, the University of Teacher Education Innsbruck, and the Dimos Center in Regensburg. In addition to Erasmus+ cooperation, the Faculty has established four active Memoranda of Cooperation with international institutions, including sustained collaboration with the University of Palermo in the field of Arbëresh linguistic and cultural studies. This represents a specialised and academically meaningful area of international engagement. Domestic cooperation further complements the international dimension, with partnerships involving other faculties, cultural institutions, and secondary schools, supporting practical training and internship opportunities. The Faculty's participation in Ministry of Education and Science-funded projects in 2023 and 2024, as well as the publication of the academic journal *Interkultura* with international contributions, demonstrates active engagement in both national and international academic activities. While joint study programmes with foreign universities have not yet been implemented, this is consistent with the Faculty's early stage of development. The existing cooperation network provides a strong and credible foundation for the future development of such programmes, particularly at the master's level. Overall, the cooperation framework is extensive, strategically aligned,

			and contributes positively to academic quality, research development, and international visibility.
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.	√		The University has established a functional and effective approach to attracting and engaging international academic staff and students, contributing to the internationalisation of teaching, research, and the overall academic environment. A particularly notable feature is the engagement of Fulbright English Teaching Assistants, who provide students with direct exposure to native-speaker English in an academic setting. This initiative represents a significant international partnership and enhances the quality of teaching, particularly within the English Language and Literature programme. In addition, the involvement of visiting professors especially in the German Language and Literature programme further strengthens programme delivery and academic depth. Academic staff are actively involved in international mobility, including participation in exchange programmes and cooperation with partner institutions such as Freie Universität Berlin. These activities contribute to professional development and have a direct positive impact on teaching quality. The University also demonstrates a growing trend in attracting foreign students, supported by international cooperation agreements and the availability of multilingual study programmes. While faculty-specific data on international student enrolment is limited, the presence of programmes delivered in English and German, alongside Albanian, creates favourable conditions for further international student engagement. Overall, the institution demonstrates a functional and developing system for international engagement, with tangible contributions to academic quality, intercultural learning, and global visibility.
FINDING: The higher education institution MEETS the above Standard.			

SWOT Analysis of the institution

STRENGTHS	WEAKNESSES
• Comprehensive and functional quality assurance system aligned with ESG standards, using continuous monitoring, student surveys, and data-driven improvements. • Strong student-centered learning approach, applying modern, interactive, and interdisciplinary teaching methodologies with high levels of student engagement. • Well-structured and relevant study programmes, aligned with labour market needs and international academic standards. • Qualified and competent academic staff, actively engaged in research, innovation, and international cooperation. • Developed internationalisation framework, supported by clear policies, indicators, active partnerships, Erasmus+ participation, and high-quality initiatives (e.g., Fulbright programme, DAAD/OeAD lecturers). • Effective student support system, including the Career Centre, internships, mobility opportunities, and accessible academic guidance. • High level of student participation in governance, with active involvement in decision-making processes and institutional bodies. • Functional information and data management system, ensuring transparency, monitoring, and evidence-based decision-making. • Strong external engagement and public visibility, supported by cooperation with employers, schools, institutions, and multi-channel communication.	• Administrative staffing at faculty level limited to one secretary and one administrative officer for current number of active students across two four-year programs is insufficient for the Faculty's current operational scale and is not sustainable in a growth context. This gap is acknowledged in the self-evaluation and is the subject of ongoing but as yet unresolved institutional advocacy. • Insufficient financial resources, including a persistent gap between requested and approved state funding, affecting staffing and development. • Centralised financial model with limited transparency, particularly regarding faculty-level allocation for research and internationalisation. • Lack of a formal research management framework, including absence of a structured research policy, dedicated funding, and monitoring mechanisms. Access to international scientific journal databases and electronic academic resources is limited, constraining the ability of both academic staff and students to engage systematically with current international scholarship in linguistics, literary studies, and translation fields in which the international research literature is central to academic credibility. • Absence of a comprehensive Learning Management System (LMS), limiting the standardisation and scalability of digital teaching practices. • Limited specialised infrastructure, including lack of a language laboratory and restricted access to international academic databases. • Underdeveloped formal support systems for diverse student groups, including international students and students with disabilities. • Early-stage development of internationalisation outcomes at faculty level, including limited mobility participation and lack of detailed data on foreign student enrolment.
OPPORTUNITIES	**THREATS**
• Expansion of research activities through formalized strategies and dedicated funding • Strengthening international cooperation and mobility participation • Enhancement of administrative capacity and student services • The planned development of a university-level AI virtual assistant and a dedicated Learning Management System represents a significant	• Insufficient state funding and budget constraints affecting staffing and development • Continued understaffing in administration, risking operational inefficiency • Limited resources may hinder research development and international competitiveness • Risk of over-reliance on centralized institutional structures

opportunity to enhance the digital quality of teaching, assessment, and student support at the Faculty, positioning it as a technologically modern learning environment aligned with contemporary higher education standards. • The approaching reaccreditation of both study programs provides a concrete and timely opportunity to introduce ECTS credit differentiation, revise syllabi in line with emerging developments in AI-assisted language learning and digital humanities, and formally strengthen employer and stakeholder engagement in curriculum development processes. • Growing employer demand for language-competent graduates confirmed by school principals, secondary school teachers, translation companies, and other employer representatives at the site visit creates a favorable external environment for the expansion of the Faculty's alumni network, internship pathways, and Career Centre engagement, particularly as the first cohort of graduates enters the labor market in 2026/2027. • The University's established Erasmus+ network and active internationalization strategy provide the Faculty with a credible platform from which to develop SFL-specific international partnerships, increase outgoing student mobility, and build faculty-level cooperation agreements with English-speaking and German-speaking academic institutions aligned with the profile of its programs.	• The dependency on part-time staff for a significant proportion of course delivery necessitated by structural underfunding creates risks to programs continuity and academic consistency that are difficult to fully mitigate through monitoring alone. Should key part-time staff become unavailable, the Faculty's capacity to deliver its programs without disruption would be compromised. • The absence of a language laboratory and the limited access to electronic databases reduce the competitiveness of the Faculty's study environment relative to comparable programs at better-resourced institutions, and may represent a factor in prospective student decision-making as the North Macedonian higher education market becomes more competitive. • The North Macedonian labor market for language professionals while characterized by genuine demand is also competitive and subject to shifts in policy, particularly regarding the language of instruction requirements in primary and secondary education. Changes in national education policy regarding language teaching provision could alter the employment landscape for graduates of English and German language programs. • The Faculty's small size and the absence of second- and third-cycle programs limit its research profile and its ability to attract the externally funded research projects that would otherwise provide additional financial resources, research infrastructure, and enhanced academic visibility. Without growth in program diversity, the Faculty's longer-term research sustainability depends heavily on individual staff productivity.

Republic of North Macedonia
National Council for Higher Education and Scientific Research

Recommendations for improvement

RECOMMENDATIONS

1. The Faculty is encouraged to undertake a systematic review of ECTS credit allocation across all courses in both study programs. While the current uniform allocation of 6 ECTS per course provides administrative consistency and facilitates credit recognition, a more differentiated approach would better reflect genuine variability in student workload, course complexity, and learning outcomes. This revision should be undertaken in advance of the upcoming reaccreditation cycle and informed by benchmarking against comparable programs within the European Higher Education Area.
2. The Faculty is encouraged to formally define and publish both the expected entry-level language proficiency and the target exit-level proficiency for each of its study programs English Language and Literature and German Language and Literature within the program objectives, individual course syllabi, and student-facing admission documentation. This recommendation follows directly from two observations made during the evaluation: first, that the current accreditation elaborates, while describing learning outcomes in general terms, do not specify proficiency benchmarks in alignment with the Common European Framework of Reference (CEFR) in a manner that would allow consistent measurement of student progression from entry to graduation; and second, that the inconsistency identified under Standard 9 whereby the University does not accept its own language courses as evidence of B2 proficiency for Erasmus+ purposes reflects in part the absence of formally mapped and externally benchmarkable proficiency targets within the program design. Addressing this gap would strengthen program credibility, support curriculum review at reaccreditation, and resolve the Erasmus+ mobility inconsistency described in Recommendation 7 above.
3. The expert panel recommends that the University revise the language proficiency requirements within its Erasmus+ student mobility procedures to formally recognize the Faculty of Human Sciences' own accredited language courses as sufficient evidence of the required B2 proficiency level for outgoing mobility applications. As identified during the site visit and acknowledged by the Erasmus+ Coordinator, the current requirement for students to sit a separate external language proficiency examination after completing an internal B2-level course creates a procedural inconsistency that implicitly signals institutional doubt in the learning outcomes of the Faculty's own accredited programs. This is both an internal quality coherence issue and a practical barrier to student mobility participation. The Erasmus+ regulatory documentation and mobility application procedures should be amended accordingly, with the revised procedure communicated clearly to all student applicants and faculty coordinators.
4. IT-related competencies be formally integrated into the curriculum, either through dedicated courses offered at university level or through the embedding of digital literacy components within existing courses;
5. The Faculty is encouraged to establish a structured and formally documented framework for the continuous professional development (CPD) of academic staff. This should encompass opportunities in pedagogical innovation, the use of digital tools in language teaching and assessment, disciplinary updating, and research capacity development.
6. The expert committee strongly recommends that the University adopt a fully functional Learning Management System (LMS) at institutional level, replacing the current primary reliance on Google Classroom. A robust LMS will enhance the consistency, accessibility, and quality of course delivery, facilitate formative assessment, and provide a more structured environment for student-staff interaction and academic record-keeping.
7. In parallel, formalized service protocols addressing the specific needs of diverse student populations including employed students, mature students, international students, and students with special needs should be developed and published at faculty level. A formal faculty-level inclusivity regulation should also be adopted without further delay, providing a clear and publicly accessible framework for the support of students with disabilities.
8. To Strengthen administrative and support capacity by Increasing the administrative staff and by formalizing support services for diverse student groups (including international students and students with special needs) in order to ensure sustainable and efficient institutional functioning.

Republic of North Macedonia
National Council for Higher Education and Scientific Research

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:

1. English Language and Literature first-cycle four-year studies (240 ECTS)
2. German Language and Literature first-cycle four-year studies (240 ECTS)

Voted in favor of this proposal: **Srdjan Mićić, Mariam Kilanava, Silvia Florea**

Voted against this proposal: /

Abstained: /

SEPARATE OPINION