



# SEE University and the Bologna Process

Creating Standards Improving Quality



South East European University and the Bologna Process

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Creating Standards - Improving Quality

September, 2007



## **SEEU and the Bologna Process**

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## SEEU - “Opportunities ... more than anywhere”

### South East European University Mission statement

The SEE University will:

- pursue excellence in teaching and research
- be open to all on the basis of equity and merit regardless of ethnicity
- actively seek cooperation with other universities, both in the Republic of Macedonia and in South East Europe as a whole.

It has as its main aims:

- To contribute to the use of the Albanian language in higher education
- To promote inter-ethnic understanding
- To ensure a multilingual and multicultural approach to teaching and research
- To develop its teaching programme with a broad international and European perspective



# Foreword

***“SEEU is clearly a model university for Macedonia and the region. It has taken full advantage of being a new institution and has explored the international trends and models to follow.”***

(EUA Report 2005, pg 64)

South East European University (SEEU) has a short but impressive history. It has met the challenges laid before it, and has grown into a strong and honourable institution. It has offered good value and has continually taken on new developments in pursuit of academic excellence.

The University was established at a time of substantial reform of the Higher Education (HE) system in Europe, driven by the Bologna Process. The Republic of Macedonia was also in a transitional phase, both in developing educational structures and in working towards EU integration. Given the complexities of this transitional phase, the reforms in higher education lead by the Bologna Recommendations were a guiding light for the universities in the region. As a new institution, SEEU was able to develop its work based on these principles, implementing them and growing together as Bologna matured.

The University has faced the challenges that a new process brings, has developed positively even within an environment where stereotypes of resisting change are still strong, and has succeeded in becoming a leading pathfinder for the Bologna process.

In order to accelerate the process of standards’ harmonization with European Union countries, and to keep it in line with the Bologna Process, SEEU has:

- built academic structures through the cycle model;
- implemented and substantially developed the European Credit Transfer System (ECTS);
- embedded the Quality Assurance infrastructure in order to create and develop a quality culture;
- successfully facilitated the mobility of students;
- employed first graduates and focused on employability as a process;
- involved students and external stakeholders as partners;
- actively participated in the national debate about the Qualifications’ Framework;
- offered a range of part-time studies using new models and technologies of teaching and learning in support of Life Long Learning.

In this handbook, we will introduce the SEEU perspective: challenges, endeavors and achievements within the Bologna process.

## Key achievements related to the Bologna process

- Effective development and implementation of the Bologna principles (*see* Appendix 1 for the description of the Bologna process);
- Introduction and integration of ECTS in all areas of academic life;
- Successful completion of the 'pre-Bologna' process of two study cycles - firstly, four years undergraduate followed by three semesters for Masters (4+1,5);
- Introduction of the 3+2+3 model (Bachelor, Masters and PhD) from 2005;
- Successful development and implementation of a quality culture by introducing QA policies and procedures and strengthening the quality management structure;
- Active collaboration with companies and organizations via the Business Development Center;
- Facilitating employment and career opportunities through the Career Center;
- Provision of effective in-service training to support the development of innovative curriculum, instruction and assessment via the Instructional Support Center;
- Analysis and use of key student data in order to maintain and improve quality.
- ISO 9001:2000 (International Organization for Standardization) - achieved Certification of this Quality Management System

In addition, based on the European Universities Association (EUA) report,<sup>1</sup> the SEEU has achieved:

- its primary goal of providing higher education for the Albanian community;
- peaceful co-existence within a multi-ethnic student community;
- being a regional model and attracting students even in light of emerging competition;
- teaching structures and content that are new to the region;
- an international perspective among staff and students, including teaching in a foreign language and with the involvement of international professors;
- an ambitious and active university community;
- openness towards diversifying its funding sources.

## A brief History<sup>2</sup>

The South East European University at Tetovo (SEEU) opened its doors to the community for the first time in October 2001, following an amendment to the Law on Higher Education of the

<sup>1</sup> EUA report 2005, pg 64

<sup>2</sup> South East European University Catalogue 2006/2007, Evzal Rakipi

Republic of Macedonia. After 2000, the law allowed Instruction in the Albanian Language in Higher education for privately funded universities.

In the spring of 2000 the then OSCE High Commissioner on National Minorities, HE Max van der Stoel, initiated discussion on the foundation by international donors of a new 'private' university in the Republic of Macedonia. This so called 'private' higher education institution was to operate in the public interest, for academic and social imperatives rather than for economic ones, and help to redress the limited opportunities for access to higher education by under-represented groups in the Republic of Macedonia. The initiative was welcomed by the coalition government of the day, which, in addition to paving the way for the opening of SEEU, also granted the site which the SEEU Campus occupies today.

The SEEU business plan was, prior to its adoption in late 2000, presented to potential donor representatives who supported the idea of setting up a foundation in Western Europe to collect funding and provide management support.

The final approval of the Accreditation Board was given in October, 2001, and shortly after followed the registration of the 900 students across five faculties from socio-economic and contemporary sciences. These formed the first academic generation of SEEU. In the academic year 2006/2007, there were about 7000 students enrolled at SEEU on a full or part-times basis across the five faculties, offering first cycle programmes (undergraduate programmes) and starting in the academic year 2005/06 second and doctorate degree programmes also. The University aims to have 10000 students by 2010, to coincide with the establishment of the European High Education Area (EHEA).



## 1.0 Development of a Quality Curriculum Structure

### 1.1 A broad and integrated curriculum offer

***“It is true that these subjects have not been difficult; on the contrary subjects such as IT skills, English for Specific Purposes, Academic Writing and others have helped throughout my studying. We as students are here to learn and gain knowledge which will help us in the future, and this curriculum is a good combination of being broad and professional at the same time.”***

(Student in the Department of Social Work and Policy, 4th semester; Faculty of Public Administration)

The University’s core mission is to offer high quality educational opportunities at undergraduate and postgraduate levels, with curricula based on integrated learning outcomes of knowledge, skills, attitudes and concepts. Since its inception, such courses have been offered through five subject based faculties, offering bachelors, masters and doctoral courses. Courses are accredited nationally and delivered by well qualified specialists.

The students gain a valuable qualification and they develop the skills they need to help them secure and retain meaningful employment (Appendix 2 shows the vocationally relevant curriculum offer in each faculty from 2008/9).

The University’s curricula not only deepen students’ understanding of a subject, but also develop their Personal and Professional Competencies (PPCs).

When students graduate from the University, they have the skills, knowledge, and capabilities required to succeed in the changing modern workplace, as well as the ability to continue learning throughout their lifetime.

PPCs are incorporated into all modules of study, at all levels and throughout the curriculum. They are intended to assist students in increasing personal effectiveness and to aid them in their future careers in five key ways: managing and developing themselves, critical and creative thinking, presentation skills, working with others and dealing with values.

In addition to a broad and balanced curriculum, the University actively promotes and operates its vision for a multicultural and multilingual institution. Diversity is valued, students can receive instruction in their first language and they are encouraged to develop additional language skills, for example in English. Appendix 3 shows how the Univer-

sity has structured its curriculum to meet its multilingual vision during the pre-reform and post-reform cycles.

Students are also expected to develop competency in the use of IT.

Therefore, an essential introduction to developing students' skills, regardless of their field of study, is the basic academic skills training developed through the University's two centers: the **computer center** and the **language center**. The courses offered at these centers enhance students' communication, inter-personal, and presentation skills.

For all aspects in the curriculum, the most effective way to improve students' skills in these areas is through an interactive and comparative approach to teaching and learning. Accordingly, students are expected to participate in class discussions, required to make presentations, and generally encouraged to assume an active role in their education.

In their final year, students gain credits for the successful completion of practical projects including internships and work related experience.

## 1.2 The legal framework for curriculum design and development

The 2000 Law on Higher Education defines the general rules and criteria for studies in the institutions of Higher Education in the Republic of Macedonia. This allows for a two tier degree system (Bachelor, Masters) prior to doctoral studies.

In order to conform to the Bologna recommendations for curriculum design (3+2 model), in May 2004, the University Senate adopted the following Policies and Procedures:

- The Rule on criteria for student admission;
- The General Study Regulations;
- The Rule on European Credit Transfer System;
- The Rule on Structure of the Curriculum.

## 1.3 Curriculum Quality Control

The University has developed an effective structure in order to manage curriculum change and development. This includes a clear framework of roles and responsibilities, and guidelines for curriculum design and development.

The Rectorate leads all processes. Deans have overall responsibility at faculty level for implementation. They are supported by Quality Assurance Teams (QATs) who focus on developing Learning Outcomes. These Learning outcomes are comprised of competences and skills, knowledge and understanding, attitudes and concepts required for successful completion of a learning programme.

In collaboration with all the University’s stakeholders, these learning outcomes are embedded into curriculum design, assessment and analysis of results.

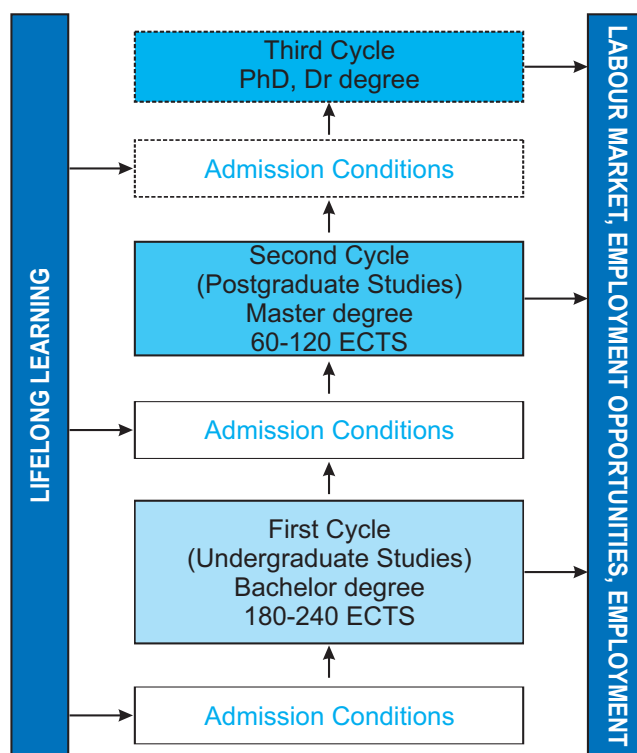
External stakeholders also give advice concerning market/social needs in terms of curriculum content. The Faculty Councils are responsible for the overall structure, harmonization and balance of competencies. All academic staff feed in to these structures and design their own syllabi and assessments. All curricula are reviewed by the University Council, Senate and the Board from the regulatory, academic and strategic aspects.

Please see Appendix 4 for details of this structure and Appendix 5 for the guidelines on curriculum change. There is also a procedure for the introduction of new study programmes and all programmes are being reviewed to meet the revised curriculum structure.

### Students’ admission and progression

SEEU accepts students based on high school performance, and a University entrance exam consisting of a vocational assessment as well as assessment in their additional local language/ and in English. The University also encourages students to sit a scholarship exam.

In addition, students’ progression from undergraduate to postgraduate studies is regulated. Access from one cycle to another is governed by the successful completion of the previous cycle of studies. The flowchart below demonstrates this process:



Model based on three cycles

## 1.4 Development of Cycles of Study and Modules

### 1.4.1 'Pre-Bologna' process (4 + 1.5)

From its establishment, SEEU has consisted of 5 socio-economic and contemporary science disciplines:

- Law;
- Business Administration (BA);
- Public Administration (PA);
- Communication Sciences and Technologies (CST);
- Pedagogical and Methodology Training Faculty (PMT).

From 2008/9, in response to market and employment trends, there is a revised faculty structure. Law, BA and PA are retained with new Faculties for Contemporary Sciences (CS) and Language Culture and Communication (LCC) The rationale for this is outlined in the University Strategic Plan 2007-2010

(<http://www.seeu.edu.mk/english/general/governance/governance.asp>).

From the beginning, the University adopted a 4 + 1.5 model of studies. This model consisted of a four year undergraduate programme in which students had to acquire 240 ECTS credits; followed by a 1.5 post-graduate Master's programme consisting of 90 ECTS credits.

This 4 year model enabled the new university to develop and embed the curriculum with a system widely used in the region.

The last students from this first cycle of studies will graduate in 2008.

The table below describes the 4+1.5 cycle in terms of ECTS credits:

<i>'Pre-Bologna' Cycles (2001-2005)</i>					
	Law	BA	PA	CST	TT
First Cycle (Bachelor)	4 Years * 60 ECTS = 240 ECTS				
Second Cycle (Masters)	3 Semesters * 30 ECTS Credits = 90 ECTS				

In order to conform to a standard Bologna curriculum model, in 2005 the University introduced the 3+2 cycle model of three year undergraduate studies followed by a two year master's programme, as described below.

### 1.4.2 The Bologna preferred model (3+2)

#### **First Cycle of studies (2005-2008)**

The First Cycle of studies in all Faculties lasts for 6 terms, or 3 years.

In addition to the core subject modules, the curriculum consists of a common skills-based training including languages and computer literacy in the first year of studies, followed by subject/discipline training with practical training and placements. This outline was developed by academic specialists, and management consultants who facilitated the technical and logistical framework.

All curricula is approved by the Senate and by the Licensing and Accreditation Board.

The table below shows the study cycles (2005-2008):

Study Cycles (2005-2008)					
First Cycle (Bachelor)	Law	BA	PA	CST	TT
	3 years * 60 ECTS = 180 ECTS credits				

The first award of a bachelor's degree after three years' of study (180 credits) will be granted in 2008.

SEEU also piloted a preparatory year for students not ready yet for undergraduate studies. However, this did not recruit and has been discontinued.

### 1.4.3 Revised Bologna – Planned 3+2 modular system (2008 - )

#### **Second and Third Cycle of Studies**

The first generation of graduates in the 3+2 model will apply for masters (second cycle) programmes in 2008-9. These programmes will consist of 2 years (4 semesters) and are generally divided into two classes: academic and vocational. The former addresses discipline-specific theoretical issues to prepare students for further formal education or academic/research careers while the latter are of a more practical orientation and prepare students for immediate employment. In this regard, SEEU aims to match enrolment numbers to real employment opportunities. Employability is a primary goal of the Bologna process and awareness of and advice about the local labour market is an innovative feature of the design process at SEEU.

SEEU has developed three general models for the creation of the second cycle programmes:

- Joint Masters Programme
- SEEU National Masters
- SEEU International Masters

For each model and programme proposal, seven key criteria were considered:

- Employability of graduates
- Professional development needs
- Timetable for programme implementation
- Language issues
- Effect on first-cycle programmes
- Developmental costs
- Recognition of degrees and accreditation of programmes

The guiding principle in the design of our postgraduate programmes has been the *employability* of students graduating from these programmes. For this reason, great attention has been paid to the local and regional job market. Employability went hand in hand with the attractiveness of the programme and its popularity. SEEU also successfully exploited “niche markets” such as its Balkans location and EU accession. This has built an institutional advantage and faculty strength.

PhDs with Doctoral Thesis are being developed under a mentoring system. The PhD Studies (third cycle) are planned to be offered from year 2009.

### ***Modularisation***

As outlined above, SEEU has adopted the recommended model of 3+2 where the first cycle lasts three years (180 ECTS credits) and the second cycle two years (120 ECTS credits).

Until 2008, these courses are non-modularized. This means that each course unit has a different number of credits with a total of 60 credits per year. Starting from the academic year 2008/2009 the system is modularized, with most course units/modules having a fixed workload of 6 ECTS credits.

The workload of a module is based on the total amount of tasks a student is expected to do as part of the overall programme of study. Their achievement is defined by learning outcomes, and the time (work load) a student needs to achieve them in. The balance of theoretical, practical and independent study is determined flexibly according to the needs of the syllabus and the students.

The types of unit/modules are as follows:

*General or basic* – these are taken by all students regardless of their department or background.

They are skills based courses and are offered by various centers for example, IT skills provided by the Computer Center, English provided by the Language Center, Professional Development courses offered by the Career Center etc.

*Core* – mandatory courses specific to each department.

*Electives* – department specific courses. After students have chosen an elective course, it becomes mandatory.

*Free electives* – students can take these courses from any department if they find them useful.

*Advanced electives* – these are specific courses for each department. Students can take these in their last year of study and they prepare students for their preferred specialisation.

*Practical hours* – students put into practice what they learned and at the end they submit a report on their work.

The table below shows the recommended University structure and curriculum content in the modular framework. These are in addition to professional courses offered by each department:

<b>Recommended University structure and curriculum content in the modular framework from 2008</b>					
	<b>Law</b>	<b>BA</b>	<b>PA</b>	<b>CS</b>	<b>LCC</b>
<b>First Cycle (Bachelor)</b>	<b>Semester I</b> - English, Local languages (Albanian/Macedonian), Academic Writing, Advanced IT skills;				
	<b>Semester II</b> - English; Local languages (Albanian/Macedonian); - Free Elective;				
	<b>Semester III</b> - English/English for Specific Purposes (ESP); - Elective;				
	<b>Semester IV</b> - English/Advanced ESP; - Elective;				
	<b>Semester V</b> - Advanced Elective; <b>Semester VI</b> - Practical Project/Career Planning; - Advanced Elective;				
<b>Second Cycle (Masters)</b>	2 Years * 60 ECTS credits = 120 ECTS credits				

## 2.0 Implementation of the European Credit Transfer System (ECTS)

From its establishment, SEEU has adopted the European Credit Transfer System (ECTS), the first University in Macedonia to do so.

The actual curriculum in all disciplines consists of a full year of academic study which is represented as 60 ECTS credits. Consistent with the Bologna Declaration, students are awarded a bachelor's degree after three/four years' study (180/240 credits).

The University has assigned each course a credit value within that annual total and also adopted the good practice of examining each course at the end of the semester in which it is taught.

ECTS is designed to 'measure' the students' progress and assess knowledge and skills. It enables the University to manage successfully the resource issues in terms of teaching loads for professors as well as study loads for students. It also facilitates mobility, which is an important part in the creation of the EHEA (European Higher Education Area). Mobility for both students and staff is intended to increase understanding between diverse regions as well as to help meet the challenge of globalization.

The adoption of ECTS has allowed the University to adopt other innovative practices, in terms of teaching methodology, assessment and interaction with students. This has supported SEEU in becoming a "student-centered" institution. However, the main effect of ECTS has been in the design of curricula where the importance of learning outcomes of modules takes priority over the contact time.

In the University Policy on student grading, one credit refers to 30 hours work for one semester, including lectures and other forms of instruction as well as independent work. Course credits are determined according to the number of practical and/or theoretical hours required for in-class activity plus individual study. Thus, one theoretical hour entails at least 3 hours of independent study and evaluation. Consequently, a course of 30 theoretical hours plus 90 (30x3) hours of private study and evaluation results in a study load of 120 hours. The example in the table below presents part of a curriculum.

Courses	Winter/ Summer	Credits	Theoretical hrs.	Practical/ Tutorial hrs.	Study-load hrs.	Class Size
Intermediate spoken and Written English	S	4	0	30	120	20-30
European Studies II	S	4	30	0	120	200
Computer App in Communication I	S	6	30	15	180	20-30

## 2.1 Credits allocation

The allocation of credits is based on the different components of a study year on a realistic estimation of the student workload required for the average student to achieve the learning outcomes established for each of the components.

Therefore, procedures are in place to ensure that the total number of credits for one academic year is 60. The original allocation of credits is reviewed on a regular basis by gathering and analyzing bottom-up information on actual student workload.

## 2.2 ECTS coordinators

In order to facilitate the ECTS process, SEEU created the position of Student Advisors, with the role of ECTS coordinator. Each department employs a Student Advisor, who works closely with the Dean's office, to assist students with their academic queries and support them through different processes such as credit calculation, credit transfer etc.

## 2.3 Using IT to support ECTS

The University has developed an internal electronic administrative system, called **e-Service** which allows students and staff to access data, provide information and track academic progress accurately and efficiently according to ECTS.

In addition, the University uses '**Angel**', course management software, in order to facilitate information sharing and interaction with students; to enable data communication between lecturers and students and to allow for the systematic and ongoing evaluation and monitoring of students' work.

By using e-Service and Angel, the University has been able to develop the ECTS system successfully with respect to both the teaching and independent study elements.

## 2.4 Implementation of the 'Diploma Supplement'

The Diploma Supplement (DS) is an additional tool within the Bologna Process.

It recognizes students' achievements against their credits and harmonizes the certification process within the country and across the EHEA. It details students achievements against Learning Outcomes in a way which is useful to employers across Europe. SEEU fully embraces the use of

the Diploma Supplement which makes its students more mobile and employable and creates a transparent and easily understood record of the student's academic career. The University aims to use its electronic record keeping to facilitate the use of the DS. This allows all students to request and receive a DS in English free of charge.

The University is actively involved in final preparations for granting the Diploma Supplement. Following the model developed by the Commission, Council of Europe and UNESCO/CEPES, we have assigned a responsible officer, compiled relevant university regulations and submitted final plans to the Ministry of Education and Science. This will be in use from September 2007. See Appendix 6 for the SEEU Diploma Supplement format.

### 3.0 - The Quality Culture at SEEU

***“We cannot expect instructors to teach what they do not know, nor use yesterday's training, to prepare today's students, for tomorrow's future”.***

(Sparks & Hirsh 1999)

It is the intention of the University to comply with best European practice in quality assessment, evaluation, and accountability. The University is developing its curricula, programmes, and quality assurance mechanisms to ensure maximum compatibility with the development of the European Higher Education Area in line with other institutions in the Bologna Declaration.

SEEU is actively participating in a European University Association Quality Culture III project which supports the development of a culture of quality. It also keeps up to date with developments within the European Network for Quality Assurance and other bodies.

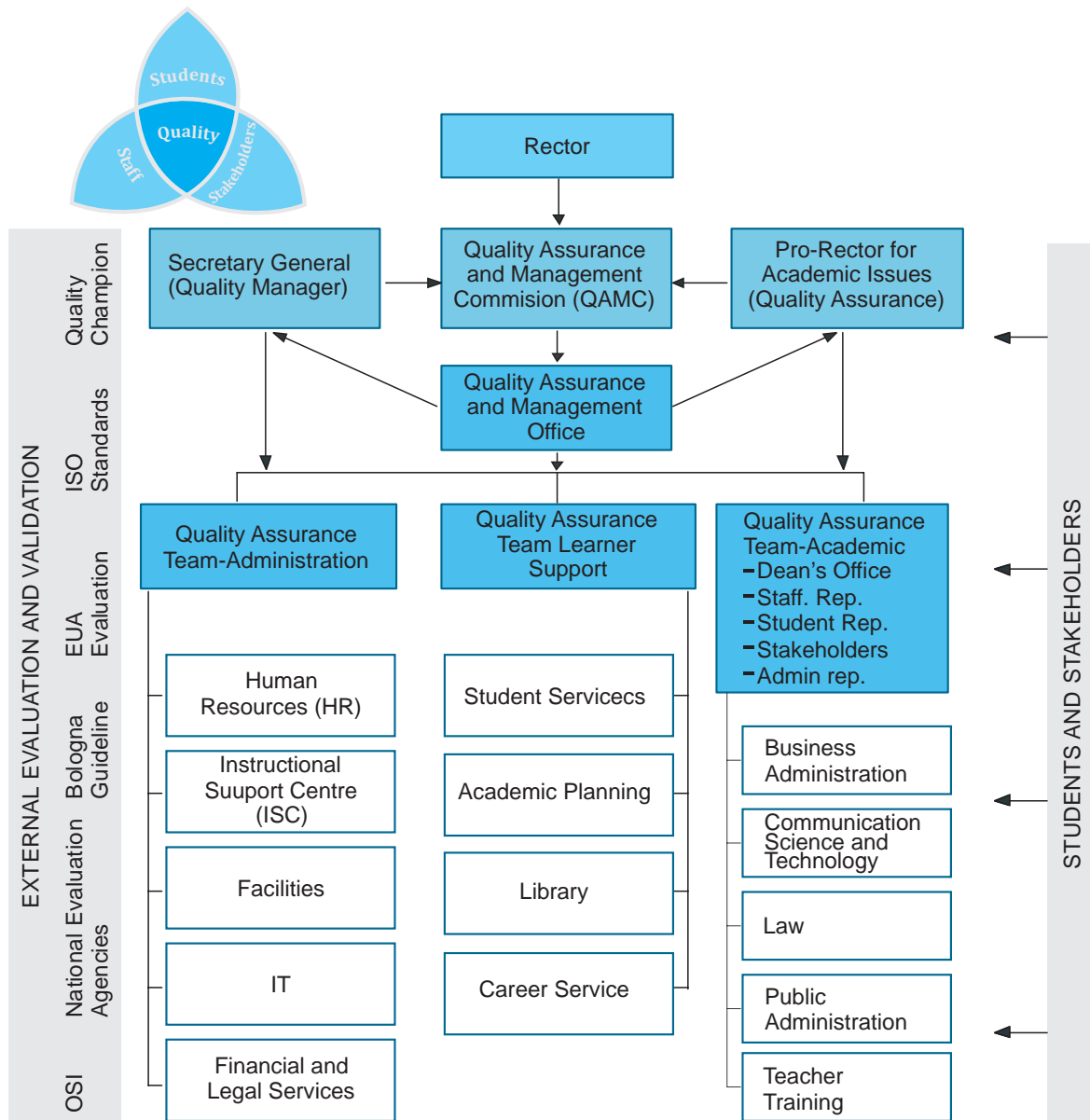
A detailed policy on quality assurance for teaching and learning is in place and the Quality Policy has been revised (See Appendix 7). SEEU has:

- updated its internal structure to meet this challenge;
- in terms of external evaluation :
- regularly received and acted on objective external reviews from our **“Quality Champion”**, who is working on continuous quality improvement with the assistance of a University level Quality Assurance and Management Commission, and Faculty Commissions including stakeholder representatives;
- actively used the external evaluation from the European University Association (EUA) Review Team which has produced recommendations that are helping the University to raise quality towards internationally recognised standards;
- Worked on International Organisation for Standardisation (ISO) standards and validation.

### 3.1 Internal Quality Assurance structure at SEEU

The University has established the administrative and managerial structure responsible for the process and outcome of Quality Assurance and Management (QAM). This is shown in the structural chart in the Quality Policy.

The chart below explains the QA managerial structure:



**The University Board** adopts the strategic plan, of which quality assurance is an important part, and has ultimate responsibility.

**The Rector** of the University leads the process of Quality Assurance and Management and is responsible to the University Board.

**The Pro-Rector for Academic and Student Issues** manages the Annual Quality Assurance Plan adopted by the Senate and prepares reports for decision-making bodies.

**The Secretary General** leads on the quality management of processes and procedures with an administrative focus.

**Quality Assurance and Management Officer (QAO)** - works closely with the Pro-Rector in order to coordinate the operation of quality assurance activities.

**Quality Assurance and Management Commission (QAMC)** - The Quality Assurance and Management Commission consists of the Rector, Pro-Rector, Secretary General, Quality with support from the Quality Assurance and Management Officer and external support from the Quality Champion and other evaluative bodies. The Commission prepares and monitors the implementation of the Annual QA Plan.

**Quality Assurance Teams (QAT)** – There are Quality Assurance Teams for each Faculty, composed of the Dean, Pro-deans, Academic Staff Representatives, a Student Representative, an External member (stakeholder) from the community with the profile that corresponds to the Faculty aims and the Administrative Assistant for the department. They implement the QA Plan within the Faculty. There are also teams for administrative and support departments.

### 3.2 External Quality Assurance

The University is also subject to external evaluation as follows:

**The European Universities Association (EUA)** evaluated SEEU in late 2004 and released a highly positive report in early 2005. The EUA team was composed of current and former rectors from the EU academic community. The report states that:

“It is clear from documents and discussions that the University has reached a crossroad in its development. In four short years it has grown into a viable higher education institution that has produced its first set of graduates”<sup>3</sup>

You can access the complete report on the University web site: <http://www.seeu.edu.mk/english/files/EUA%20all.pdf>.

**The Ministry of Higher Education** and other relevant bodies also act as National Evaluation Agencies and are responsible for carrying out external audits and evaluation under the conditions determined in the *Guidelines on Providing for and Assessing the Quality of the Higher Education Institutions and the Academic Staff in the Republic of Macedonia*.

The **Accreditation Board** – this government body licenses new programmes and re-approves existing ones.

<sup>3</sup> The EUA report was conducted in 2005 (pg 50).

The **Evaluation Agency** - beside the Accreditation Board, the Law on HE identifies an Agency to evaluate HE institutions, but this has not yet provided any evaluation report for the University.

**'Quality Champion' (QC)** – at least twice a year, the Quality Champion audits and reviews the QA processes and developments within each faculty in liaison with the QAC and the QAT. In addition, he makes recommendations for future quality developments. The QC also helps to increase awareness of the quality management process at all levels of the institution. The 'Quality Champion' reports directly to the QAC and the Rectorate on the quality management system operation and on areas for improvement and development.

In the July 2007 Report he highlights the following areas of successful development.

- improved Faculty management;
- efficient software services for registration;
- new pedagogical services for teachers offered by the Instructional Support Center;
- successful introduction of Student Advisors in every faculty;
- Positive developments in the Language Center with community courses;
- Introduction of teaching observation scheme;
- successful opening of the Business Development Center building;
- number of staff engaged in master and PhD studies
- high level of student satisfaction

International Organisation for Standardis (ISO) – the university has worked successfully on meeting these standards with the support of a Tempus project and external validation.

### 3.3 Key Internal processes to promote quality assurance/evaluation

***“Do we attempt to increase quality to improve the overall standard, or do we define standards to improve the quality?”***

(“QA: Theoretical Implications and Practical Implementation”, Zamir Dika – SEEU. Presented at the European Forum for Quality Assurance, Munich, November 2006)

The Law on Higher Education in the Republic of Macedonia does not offer a definition of quality assurance, but introduces external and internal systems for quality assurance.<sup>4</sup>

The University has developed its own strategy, rules and procedures for Quality Assurance as already stated based on the aforementioned standards, taking the concept that the drive for continuous quality improvement lies with the institution itself.

Based on the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, the University has made positive progress in the required areas as follows:

<sup>4</sup> Structure of Education System in R. Macedonia, [www.euroeducation.net/prof/macenco.htm](http://www.euroeducation.net/prof/macenco.htm)

### *3.3.1 Policy and procedures for QA*

SEEU has an approved overall Quality policy in place and a Quality Assurance Policy which includes the following sections:

- Evaluation commission
- Institutional development quality plan
- Evaluation modes
- Guidelines for evaluation of teaching
- Sources and methods for teaching evaluation
- The teaching dossier
- Review procedures

For a detailed version of Regulation on Quality Assurance please see the University web site <http://www.seeu.edu.mk/files/Policies2005.doc> (page 70).

### *3.3.2 Approval monitoring and periodic review of programmes*

SEEU periodically reviews its programmes, in order to standardize them and create curricula in conformity with national requirements and the Bologna process. Departments organize workshops to revise curricula according to clear guidelines. Substantial curriculum changes and new programmes are accredited externally by the Accreditation Board.

### *3.3.3 Assessment of students*

It is a policy of the University to assess students not only according to the time they spend in class but also independent study and learning outcomes. Assessing students' achievement is accomplished through weighted tests, classroom and take-home assignments, and assigned projects. Assessment is both formative and summative.

Grades are determined by the instructor based on his or her assessment of a student's classroom performance throughout the course and performance on take-home assignments, exams and other graded work. For an example, see Appendix 8. Students' knowledge and skills are assessed at least three times. Grades are accumulated throughout the course and are not determined by one final test. The Registrar's Office collates all final examination results.

The University has started to review the quality and appropriateness of assessment.

### *3.3.4 Quality assurance of teaching and administrative staff*

The University seeks to employ and retain high quality staff and to support continuous improvement in line with its Quality Assurance Policy.

For teaching staff, the University has introduced an annual teaching observation process, with a clear focus on active teaching methodology, sharing good practice and staff training. See Appendix 8 for the current procedure.

In addition, the University values the input from learners and uses two formal evaluations, one internal paper based and one on-line conducted externally by Indiana University. These provide information about the quality of teaching and learning. The results are fed back to individual staff by the Faculty Deans.

Another general process is individual review. Every year all staff including teachers complete a self evaluation form outlining key responsibilities, achievements and areas for development. These are reviewed by each line manager who adds his/her comments and are used centrally for contract renewal and promotion by the Executive Committee of the University Board.

### *3.3.5 Information systems*

SEEU maintains a leading position in the region with regard to Information Technology, due to a very progressive IT strategy and funding commitment to the development of an effective IT environment. The University enjoys a sophisticated computer network, which is supported by powerful servers.

The University offers a full and specialised range of software packages as well as intranet and internet access for students and staff. Many computers were updated in 2006 in a rolling programme. The system is connected through an advanced connection using optic fibres, providing high-speed data transfer at all times and enabling video-conferencing.

The main channel for the distribution of internal information at the University are its electronic services (E-services and Angel), through which students have access to course information such as syllabi, assignments, reading lists, and other class material. The University web-page ([www.seeu.edu.mk](http://www.seeu.edu.mk)) serves as an external communication channel, providing information on programmes, activities and much more for prospective students and other interested parties.

### *3.3.6 Creating the IT environment for QA*

To assist in Quality Assurance, the University has developed a focus on data management, software applications to manage student registration and information, and to support its educational purposes, as outlined below.

The Institutional Research Office (IRO) designs research studies, and collects and analyzes data to provide information for institutional planning, policy formation, and decision-making. Among IRO's primary responsibilities is ensuring the integrity of the data it provides to University offices, decision-makers, governmental agencies, and the other internal and external constituencies.

The University uses “**Angel**” a web-based course management and collaboration portal that helps teachers manage course material and communicate quickly, easily, and effectively. “Angel” is designed to be used as a complement to traditional courses and for distance learning. With “Angel”, you can take surveys, quizzes and tests, send and receive course mail, post to threaded discussions and chat rooms, upload assignments using drop-boxes, and more. Students can check their progress and grades at any time during the course and can create groups and teams for project or committee work. A significant part of “Angel” is its ability to be tailored to specific institutional needs. A number of staff have been trained and there is an ongoing programme of support.

<http://angel.seeu.edu.mk>

The University uses its own software package called **e-service** to integrate several university processes. This package allows the University to manage students from application to graduation. This service also enables staff and students to access appropriate individual details of transcripts, schedules, student information, course information, and much more.

<http://eservices.seeu.edu.mk>

### 3.3.7 *Public information*

The SEEU's Information Office provides factual information about the University and its functions to its stakeholders and the general public.

## 3.4 Publication of student success data

The University reviews key student data in order to analyse the success of the students and the University and to enable it to maintain quality and effect improvement.

Appendix 10 provides a summary of the headline information about student enrolment, achievement and employability and mobility.

## 3.5 Learner involvement

As stated in the EUA report of 2005, with regards to “students participation, the student engagement in SEEU's life and activities is clearly successful and appreciated by both sides, especially the student participation in the faculty councils is promising. To include student members in the faculty council is an important achievement, bringing a student voice into the discussion of

the development of the faculties.”

There are active Student Representatives on the University Senate, on each Faculty Council and on every Quality Assurance Team. In addition, the Student Union plays an important part in the University’s life.

Students actively complete evaluations and the Quality Champion’s July 2007 report that students are happy and “feel proud to be SEEU members”.



## 4.0 - Mobility, Employability and Student Involvement

### 4.1 Mobility

SEEU considers the mobility of students as an important factor in the implementation of the Bologna processes.

Based on SEEU's experience, mobility happens in two directions:

- transfer from ECTS area to another ECTS area (internal mobility)
- transfer from non ECTS (traditional) system to ECTS system (external mobility)

In order to facilitate the latter, SEEU has created a procedure that deals with recognition of knowledge in terms of ECTS.

When students apply to our university as transfer students, Mobility Evaluation Commissions established in each department work on recognizing the knowledge acquired previously, and on translating it into ECTS knowledge, based on learning outcomes. This includes a thorough analysis of the programmes from their current Universities. This ensures that transfer students are placed on the appropriate programme. The latter became possible after changes introduced in the new Law on Higher education and has contributed to the development of measuring learning outcomes.

### 4.2 Employability

The employability of graduates is central to our students' success and the University's future recruitment.

SEEU has created a Career Center (see below) and has procedures in place to keep in touch with its alumni. The initial figures for employment are encouraging for the number of graduates we have so far (See the July 2007 Career Centre Report). Maintaining employability is connected to some extent with the Republic of Macedonia's progress towards membership of the EU and the wider opportunities this will offer to graduates equipped not just with subject knowledge but also with personal and transferable skills: languages, IT, presentation, etc. The University continues to develop active links with employers, for example, through internships and involving employers more in university life.

### ***Career Services and activities***

The Career Center<sup>5</sup> mission is to:

- help students help themselves in finding and getting jobs and internships;
- create/identify job and internship opportunities through long-term relationships with companies;
- satisfy the employment needs of the employers.

In order to realize this mission, the Career Centre currently offers a variety of integrated services to students/alumni, faculty and employers. These are prioritized according to level of demand, human and time resources required and according to the level of impact on the mission.

#### ***Career courses (career education)***

The Career Centre has started to offer two career courses as electives to all students attending the 5<sup>th</sup> and 7<sup>th</sup> semester within the four-year programme. They are also offered in the final two semesters of the three year programme:

The courses are:

- “Professional Career Development”
- “Career Search Strategies“

Through these courses, students are equipped with various skills relating to self assessment, professional correspondence (CV, cover letters), interview skills, and job search skills.

#### ***Student career planning***

The Career Centre offers career planning advice to students in two ways: *one-to-many* (career courses) and *one-to-one*. The first approach (*one-to-many*) is provided by the individual instructors teaching the career course, with support from the Centre staff, while the latter approach (*one-to-one*) is provided by the Career Centre staff only.

#### ***Career Centre Publications***

The Centre has developed an internet web-page through which students, Alumni, employers and faculty has access to a variety of information and services. The webpage contains articles, presentations, job postings, announcements, course descriptions, information relating to the Centre, and other constructive information. The webpage targets individual groups, with links on the SEEU home page, the international Career Centre webpage (<http://www.international-careercenter.org>) and on a number of selected commercial and non-commercial WebPages.

The Centre publishes two different monthly electronic Newsletters, one of which is sent to SEEU students, alumni and faculty, and one to all employers currently cooperating with the CC. The newsletters contain announcements, articles, job postings, career tips, success stories, and other career relevant material.

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<sup>5</sup> Career Center Report

### ***Career Service Manager (CSM)***

CSM, sophisticated career management software, enables the management of all services provided by the CC. The software allows employers and students to communicate directly. All our students are entered into the database and over 100 companies are currently registered. The traffic on CSM is currently low but rising, which is due to the fact that it is very new to our stakeholders. Students are offered training on how to use the CSM and a user guide has been developed especially for them. Furthermore, companies have received training on how to use the CSM, with a user guide specifically designed for them.

### ***Organizational Presentations***

The CC organizes weekly company presentations from various industries related to the student profiles at SEEU, on topics related to job/internship opportunities within their company/industry and employment procedures.

### ***Internship/Job facilitation***

Currently, the CC administers all internships from the Business Administration and Public Administration Faculties. Contacts are established with the Macedonian Civil Servants Agency and a Memorandum of Understanding has been signed.

Furthermore, a number of internships and jobs have been facilitated. These include among others positions/internships in the following organizations:

- Procredit bank – jobs and internships
- Seavus - jobs and internships
- Stopanska banka - internships
- Ramstore Tetovo - jobs
- Macedonian Telekom AD - internships
- MCCann Eriskson - internships
- Euro Answer - Job
- PIOM- Job
- Moznosht - Job
- QBE - Internships
- T-mobile – Job

Most of these companies participated in a half-day workshops, where they were familiarized with the Centre and the services provided. This has resulted in a development of very good relationships with these companies.

### ***Career Fair***

SEEU's Annual Career Fair has turned in to a popular tradition, where companies from the country and the region are invited to participate in this event in order to fulfill their recruitment needs. This is also an opportunity for the students to explore and find possible employment before they graduate. So far, three career fairs have been held on campus and the number of participating employers has risen from 30 to more than 60 in 2007.

### ***Alumni Association***

The SEEU Alumni Association has been re-structured and the Statute has been revised to meet Alumni and University needs. An action plan has been developed and the association is now functioning according to plan.

### ***SEEU Alumni Employment Survey***

The CC executed for the first time a SEEU alumni employment survey with the purpose of attaining data on student employability and updated contact information. The survey was executed in early December 2006 through telephone interviews and cross references with existing databases. The Survey is expected to be executed on a continual basis once a year or semi-annually if resources allow for it.

The data analysis showed that the employment rate of SEEU graduates is relatively high. Approximately 66 % (77 out of 116 contacted) had found employment, while the remaining were either unemployed or taking a masters degree. The exact number of these is due to error during the data collection process not quite clear, but we strongly believe that at that time no more than 3 % were taking a masters degree, thus making the unemployment rate app. 31 %.

A very high percentage of the students contacted have found employment in the private sector (71%), while the remaining in the public sector (23%) and in NGO's (6%).

Based on the data analysis, it is also easy to conclude that BA, TT and CST -Comp. students are having it easier to find jobs, while CST-Comm, PA and Law students have it the most difficult.

### ***Professional Association of Colleges and Employers (PACE)***

The Career Centre has also taken initiatives towards the establishment of a regional professional association of colleges and employers, referred to as PACE. The aim of this is to bring together universities and companies, especially big companies, operating on a regional scale in an association which will cater to the needs of students and employers. In addition to conferences, workshops, publications, the idea is to organize one major annual Career Fair in Skopje.

## 5.0 – Research at SEEU

SEEU has started a programme of identifying promising young researchers whom we should support in both their own career interests and those of the University. Staff are supported in taking higher degrees, participating in research seminars and conferences, and through the releasing of time for pursuing research and scholarship.

The University is gradually promoting programmes of research and scholarship which are linked to its mission and in particular contributing to the economic and social development of Macedonia and the region, while not ignoring the element of research and scholarship purely for academic reasons.

The quality of research projects is assessed first through submission of proposals according to a template based on formal Regulations which set out clearly the required criteria. There is then discussion of draft proposals in the Research Committee, followed by an iterative process of amendment, re-submission and approval, with regular monitoring of the successful proposals by the Research Office. Finally, researchers present their conclusions in a way which can readily be disseminated outside the University through conferences, publication of texts or the SEEU Review.

The system of remuneration for research is gradually being transformed from the traditional system of payment simply through participation, to payment by results, through to a form in which salaries and conditions of most academic staff will take account of success in research. The ability to generate external funds to support research projects is a major criterion in allocation University funds. Administrative support and assistance to the Faculty Research Directors is provided by a Research Office.

## 6.0 - Plans for further success

*“With its first set of graduates the University is entering a new stage in its history. It now has to establish itself as a university not known only for its innovativeness but also for reputation for scientific and scholarly achievement. At the same time it has to face a number of structural changes as the University is still in a phase of expansion and is consolidating its financial footing”*

**(EUA Recommendation pg 64)**

As EUA recommended SEEU has to:

In terms of academic and research development

- must continue to focus on developing a highly qualified academic staff, by making it a core policy to train its staff, and exploring and training in new teaching methods

- develop the University's profile in research and teaching in line with local and regional needs and involve local and regional business and other stakeholders in programme development and execution
- consider the advantages of co-operation between faculties in teaching and research, especially with onset of interdisciplinary second (and third) cycle programmes

#### In terms of student access and services

- ensure the possibility of access to the best students by continuing to seek various sources of financial support for good students from the region
- Set a ceiling for expansion to safeguard teaching quality

#### In terms of Quality assurance

- Continue the work of the Quality Assurance and Management Commission and "Champion" to develop coherent, long term QA strategy in line with the University's overall strategy
- Drive home the advantages of student evaluation as a democratic exercise affecting the University as a whole

In addition, the University Strategic Plan 2007-2010 identifies the following priorities related to quality assurance:

- restructure its Faculties, curricula, course offers and language policy from September 2008, in the way described in this paper, to be more relevant to the employability of graduates
- market its courses using up to date information, targeting groups likely to be potential students
- introduce a University system of scholarships with the aim of improving access for well-qualified applicants from lower socio-economic groups and providing tuition at higher cost increasingly in the English language
- extend the pilot project on distance learning with the aim of introducing a wholly distance-learning part time programme by September 2008, with an intermediate stage at September 2007
- re-structure its HR service to provide a succession planning capability in all areas, and examine the remuneration policy to enable further stimulation to be given to research and scholarship in a cost-effective way
- review governance structures as and when the new Law on Higher Education is approved by Parliament and engage at that point in succession planning for senior positions
- examine models of successful administration in similar-sized European universities and prioritise future developments in this area.



## Appendix 1

### Bologna declaration 1999

It was in 1998 with the movement pushed by the EU to create the Joint Declaration on Harmonization of the Architecture of the European Higher Education System that catalyzed a move towards opening of those doors.<sup>6</sup>

The Declaration states that: The international recognition and attractive potential of our systems are directly related to their external and internal readabilities. A system, in which two main cycles, undergraduate and graduate, should be recognized for international comparison and equivalence, seems to emerge.<sup>7</sup>

The Bologna Declaration of 1999 continued this progressive movement.<sup>8</sup> It promoted the idea of creating a system that will produce easily comparable degrees, both in the graduate and in the postgraduate cycle. This idea developed into the direction of promoting mobility, as a logical consequence, of the easily comparable degrees that materialized through the ECTS, as its programmatic tool:

*“Establishment of a system of credits - such as the ECTS system - as a proper means of promoting the most widespread student mobility.”*

Credits could also be acquired in non higher education contexts, including lifelong learning, provided they are recognized by receiving Universities concerned.<sup>9</sup>

However, in order to achieve the aforementioned goals, more than a frame was needed. That is, a substantive base had to be designed that would provide a confirmation of the procedural progress. The creation of this substantive base became a major point of concern for the universities involved in the process of quality assurance. In this respect, the Dubrovnik Decision of 2002 of the European University Association *‘started drawing up comparable criteria of quality in higher education.’*<sup>10</sup> This was culminated by the publishing of Standards and Guidelines for Quality Assurance in the European Higher Education Area in 2005 by the European Association for Quality assurance in Higher Education Area<sup>11</sup> that implemented the guidelines from the Berlin Communiqué.

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6 Joint Declaration on Harmonization of the Architecture of the European Higher Education System by the four Ministers in charge for France, Germany, Italy and the United Kingdom, Paris, the Sorbonne, May 25 1998, found on: [www.bologna-berlin2003.de/pdf/Sorbonne\\_declaration.pdf](http://www.bologna-berlin2003.de/pdf/Sorbonne_declaration.pdf)

7 Joint Declaration on Harmonization of the Architecture of the European Higher Education System by the four Ministers in charge for France, Germany, Italy and the United Kingdom, Paris, the Sorbonne, May 25 1998, found on: [www.bologna-berlin2003.de/pdf/Sorbonne\\_declaration.pdf](http://www.bologna-berlin2003.de/pdf/Sorbonne_declaration.pdf)

8 The Bologna Declaration (1999) “The European Higher Education Area” Joint declaration of the European Ministers of Education convened in Bologna on the 19th of June 1999.

9 The Bologna Declaration (1999) “The European Higher Education Area” Joint declaration of the European Ministers of Education convened in Bologna on the 19th of June 1999

10 Andrei Marga, *On the External Quality Assurance*, paper presented at a Salzburg Conference organized by European Association for Education Law and policy, 21-22 April 2006.

11 European Association for Quality assurance in Higher Education Area, Standards and Guidelines for Quality Assurance in the European Higher Education Area, Helsinki, Finland 2005

However, the issue of quality assurance, despite all the progress and development, remains a contentious one on two levels; the question of quality and the question of assuring that quality.

### What does Bologna process consist of?

The Bologna process is about developing a European Higher Education Area by 2010. The process is a non binding inter-governmental initiative between its signatory countries, a voluntary collection of 45 countries.<sup>12</sup>

The Purpose of the Bologna process as stated in its formal priorities is to create a broad framework for higher education to enable comparability within flexible system and to promote the EHEA for the benefit of all countries involved.

Since 1999 Ministers of signatory countries have met three times to assess progress towards the creation of the EHEA – in Prague in 2001, in Berlin in 2003 and in Bergen in 2005

In order to have a better understanding of what SEEU has achieved and why below are the main principles for each conference:

### Bologna Declaration (1999)

- Adoption of a system of easily readable and comparable degrees
- Adoption of a system essentially based on two cycles
- Establishment of a system of credits
- Promotion of mobility
- Promotion of European cooperation in quality assurance
- Promotion of the European dimension in higher education

### Prague 2001

The Prague 2001 conference agreed to add three more action lines to the initial Bologna Declaration:

- Inclusion of lifelong learning strategies
- Involvement of higher education institutions and students as essential partners in the Process
- Promotion of the attractiveness of the European Higher Education Area (EHEA)

### Berlin 2003

In Berlin, Ministers agreed both to speed up the process by setting an intermediate deadline of 2005 for progress on:

- Quality assurance
- The adoption of a system of degree structures essentially based on two main cycles

<sup>12</sup> House of common education and skills committee – Fourth report of session 06-07 <http://www.publications.parliament.uk/pa/cm200607/cmselect/cmeduski/205/205.pdf>

- Recognition of degrees
- “Doctoral studies and promotion of young researchers” including specific mention of doctoral programmes as the third cycle in the Bologna Process.

## Bergen 2005

Ministers committed themselves for their next meeting in 2007 to reinforcing the social dimension and removing obstacles to mobility, as well as to making progress on:

- Implementing the agreed standards and guidelines for quality assurance
- Implementing national frameworks of qualifications
- Awarding and recognizing joint degrees
- Creating opportunities for flexible learning paths in higher education

## London 2007

Ministers reviewed progress made since Bergen in 2005. They recognised that developments had brought the process a significant step closer to the realisation of a European Higher Education Area (EHEA). They re-affirmed the purposes of the process and the underpinning criteria. Indeed, they re-affirmed their commitment to the completion of the project and to driving forward the agenda after 2010.

Ministers highlighted the following priorities for 2009 and beyond:

- **Mobility** – national reporting of improvements and methods of evaluation and the establishment of a network of national experts to share experience and ideas.
- **Social dimension** – reporting on national strategies and policies, including action plans and methods of evaluation, with support at national level.
- **Data collection** – improved data collection on the social dimension, student and staff mobility in all Bologna countries, participative equity and graduate employability. This should be carried out by Eurostat in conjunction with Eurostudent and the Bologna Follow Up Group (BFUG) with a report for the 2009 Ministerial conference.
- **Employability** – The follow up group (BFUG) to consider in more detail how to improve employability for each cycle within the context of lifelong learning. All stakeholders to be responsible, with governments and higher education institutions working more closely with employers and other interested parties. Ministers to work with their governments on the compatibility of their own degree structures and their public services.
- **The European Higher Education Area in a global context** – BFUG to report on overall developments in this area by 2009 with all partners taking due responsibility. Two priorities are the development of the Bologna Secretariat website and EUA’s Bologna Handbook; and the assessment of world wide qualifications to improve recognition.

- **Stocktaking** – BFUG to continue the stocktaking process, based on national reports, for the 2009 Ministerial conference, especially with regard to qualitative analysis in relation to mobility, the global Bologna context and the social dimension, along with the areas currently covered. The next exercise should also cover national qualifications frameworks, learning outcomes and credits, lifelong learning and the recognition of prior learning.
- **2010 and beyond** – a stated determination to ‘seize’ 2010 as an opportunity to re-affirm commitments, re-formulate vision, and further develop the EHEA, making our higher education establishments fit to take up future challenges.

## Appendix 2

### Vocationally relevant curriculum offer in each faculty from 2008/9

Faculties	First Cycle (120 ECTS)	Second Cycle (120ECTS)	Accreditation
<b>Law</b>	Legal Studies	<ul style="list-style-type: none"> <li>• Criminal Law</li> <li>• Civil Law</li> <li>• European Law and Integration</li> <li>• Business Law</li> </ul>	<p><u>NEW CURRICULA:</u> Since there are proposed some changes in the structure of the Faculties/Department and the New Curricular changes in all Study Programs for First and Second Cycle (3+2) the accreditation procedure should start on July 2007</p>
<b>Business Administration</b>	Branches/tracks on: Finance; Management and Entrepreneurship	<ul style="list-style-type: none"> <li>• Finance and Banking</li> <li>• Marketing and Management</li> <li>• Public Sector Economics</li> </ul>	
<b>Public Administration</b>	Public Administration	<ul style="list-style-type: none"> <li>• Comparative PA of the EU</li> <li>• Diplomatic Studies</li> <li>• Security Studies</li> <li>• Political Sciences</li> </ul>	
	Labor and Social Policy		
	Political Sciences		
<b>Faculty of Contemporary Science</b>	Computer Sciences	<ul style="list-style-type: none"> <li>• Software App. Development</li> <li>• Business/Management</li> <li>• Information Systems</li> <li>• Environmental Management</li> <li>• ICT</li> </ul>	
	Business Informatics (BI)		
	Environmental Management		
	ICT Engineering		
<b>Faculty of Languages, Cultures and Communications (LCC)</b>	English Language and Literature	<ul style="list-style-type: none"> <li>• English Language Teaching</li> <li>• Corporate Communication</li> <li>• Journalism and Media</li> <li>• Balkan Studies</li> <li>• Educational Leadership and management</li> </ul>	
	German Language and Literature		
	Communication Sciences		
	Translation and Interpretation (Alb-Mac)		
	European Languages and Studies: option French-German		

## Appendix 3

### Pre- reform Language Structure

<b>Third Cycle (PhD)</b>		English	English	English	English	Flexible use of Languages
<b>Second Cycle (MA)</b>		English and Albanian	English and Albanian	English and Albanian	Flexible use of Languages	
<b>First Cycle (BA)</b>	<b>IV year</b>	Albanian or English	Albanian or English	Flexible use of Languages (English in Private and Public International Law in Years 3&4)	Flexible use of Languages	Albanian, Macedonian and English
	<b>III year</b>	English	English			
	<b>II year</b>	Flexible use of Languages	Flexible use of Languages			
	<b>I year</b>					
		<b>BA</b>	<b>CST</b>	<b>LAW</b>	<b>PA</b>	<b>TT</b>

### Post- reform Language Structure

<b>Third Cycle (PhD)</b>		English	English	English	English	Flexible use of Languages
<b>Second Cycle (MA)</b>		English or Albanian	English or Albanian	English or Albanian	Flexible use of Languages	
<b>First Cycle (BA)</b>	<b>IV year</b>	Albanian English	Albanian English	Flexible use of Languages (English in Private and Public International Law in Years 3&4)	Flexible use of Languages	Flexible use of Languages
	<b>III year</b>	English	English			
	<b>II year</b>	Flexible use of Languages	Flexible use of Languages			
	<b>Preparatory year</b>					
		<b>BA</b>	<b>CST</b>	<b>LAW</b>	<b>PA</b>	<b>PMT</b>

Design and implementation of curriculum | explanation of the structure of curriculum management

## Appendix 4

### Curriculum development structure

Who	What	How
<b>Rectorate</b>	Leads all the process	Providing Action Plan of Activities (APA) including common guidelines (CG) for the curriculum design and unified 'skill' courses for proceeding and drafting the outcomes in the unique forms for reporting to the Rector and in the University organs (Council, Senate, Board) for decisions.
<b>Dean</b>	Implements; Lead Faculty Activities	Implements the APA and CG organizing and leading the activities in the faculty level.

Who	What	How
<b>Quality Assurance Teams (QAT)</b>	Workshops and debate on Learning Outcomes	QAT including external stakeholders leads the process of designing programme Learning Outcomes (LO) in terms of: Knowledge and understanding; Competences and skills; Attitudes and Concepts; and defining the Job Opportunities.
<b>Faculty Council</b>	Curriculum architecture and modules	Drafting the curriculum architecture for the ECTS Accumulation: ex. Core/Elective ratio, Free electives, Advanced Electives, Internship.

Who	What	How
<b>Academic staff</b>	The LO; Syllabus; and ECTS for the courses	Based on the Programme Learning Outcomes, Curriculum Architecture, Common Guidelines on the University Level academic staff appointed will propose Syllabuses, Learning Outcomes; including all aspects and requirement for allocation of the ECTS.
<b>University Council, Senate, Board</b>	Taking the Decision	Process will end with discussing draft curriculums in the University organs: - The Council: regulatory aspects; - The Senate: academic aspect; - The Board: strategic aspects.

## Appendix 5

### Guidelines for changes in curriculum

All departments work on their curricula according to a modularized system and use the following guidelines. Curriculum changes are then approved by the Board of Accreditation:

***The following instructions must apply:***

#### **1. Learning objectives of the curriculum**

Explain the profile of the graduate students from the Faculty including knowledge gained skills and competencies

#### **2. Job/academic opportunities**

Describe the employment potential and possibilities for continuing in the Second cycle.

#### **3. Semester 1**

The first semester should include languages, European Studies, advanced IT skills and knowledge on the introductory level about the specific subject area. The following structure of the common first semester curriculum is recommended:

SUBJECT	ECTS CREDITS
European Studies	4
Intermediate English I or Advanced English I	4
Albanian language or Macedonian language	3
Academic Writing in Albanian language or Academic Writing in Macedonian lang.	3
Advanced IT skills	4
Introductory courses in the specific subject area	
	30

- **Intermediate English 1** (BSE 2 or 3) and **Advanced English 1** (BSE 4 and EAP 1) are offered.
- Albanian language I –this course is designed for students enrolled in programmes in Mac.
- Macedonian language I –this course is designed for students enrolled in programmes Alb.
- Academic writing in Albanian language – this course is designed for students enrolled in programmes in Albanian
- Academic writing in Macedonian language – this course is designed for students enrolled in programmes in Albanian.

NOTE for electives:

- For the Semesters 2, 3, 4, 5, 6 the set of Elective courses should consist of 20% from each Faculty's curriculum. This means that 6 ECTS credits will be allocated for elective courses in each semester. An elective course can have a minimum of 3 ECTS credits (for all types of electives).
- In **Semester 2** the concept of 'Free electives' should be introduced for one subject. This means that the students must choose from the free elective subjects offered by other SEEU faculties, from other fields of study. NB: This applies to one subject only; the second subject will be a regular elective course, chosen from the list of the students' own faculty elective courses).
- In **Semesters 3 and 4** all elective courses should be chosen from the Faculty's list of electives; there will be no free electives.
- **Semesters 5 and 6** should include 'Advanced electives': courses that provide advanced, specific skills in the Faculty.
- Some guidelines for the electives are given in the tables below.

**Semester 2**

- Intermediate English 2 or Advanced English 2 4 credits
- Albanian for Specific purposes or MSP 2 credits
- Free elective course and one Elective course (2 courses) 6 credit

\* *Intermediate English 2 (BSE 3) and Advanced English 2 (BSE 4, EAP 1, or EAP 2) are offered.*

**Semester 3**

- - Advanced English 2 and/or English for Specific Purposes1 4 credits
- - Elective: 6 credits

\* *Faculties should include in the list of Elective courses a subject from foreign languages (French, German or Italian I).*

\* *Advanced English 2 (BSE 4) and ESP 1 are offered<sup>13</sup>.*

**Semester 4**

- - ESP 2 4 credits
- - Elective: 6 credits

\* *Faculties should include in the list of Elective courses a subject from foreign languages (French, German or Italian II).*

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<sup>13</sup> Students who complete BSE 3 in Semester 2 will take both BSE 4 and ESP 1 in Semester 3.

### **Semester 5**

- - Advanced Electives: 6 credits

*\* Faculties should include in the list of Elective courses a subject from foreign languages (French, German or Italian for Specific purpose I).*

### **Semester 6**

- - Practical project or Internships 6,8 or 10 credits depending from the field of study
- - Advanced Electives: 6 credits

*\* Faculties should include in the list of Elective courses a subject from foreign languages (French, German or Italian for Specific purpose II).*

#### **NOTE:**

- A subject from the course courses can not have less then 4 credits. For the required courses is preferred 6 credits.
- A subject from the elective course can not have less then 3 credits.
- The number of credits from the language subjects are not correlated with the number of instructional hours.

# Appendix 6

## Diploma Supplement Template



□ / □

This supplement is awarded for diploma no. ....

### DIPLOMA SUPPLEMENT

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION	
1.1.a.	Family name
1.1.b.	First name
1.2.	Given name
1.3.	Date (day/month/year) and place of birth
1.4.	Student identification number
1.5.	Year of enrollment

2. INFORMATION IDENTIFYING THE QUALIFICATION	
2.1.	Name of the qualification and the title conferred in the original language
2.2.	Main fields of study for the qualification:
2.3.	Name and status of awarding institution
2.5.	Language(s) of instruction and examination

3. INFORMATION ON LEVEL OF THE QUALIFICATION	
3.1.	Level of qualification
3.2.	Official length of programme
3.3.	Access requirements(s)

#### 4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

##### Mode of Study

4.1. Full-Time study

##### Programme requirements

Students complete all courses (compulsory and elective) according to a set curriculum described in the catalogue of the University. Attendance is mandatory. 240 ECTS credits in the Faculty of Communications Sciences and Technology is required for the degree. Students are assessed according to their attendance, participation in classroom exercises and discussion, exam, quizzes, research papers, and can not graduate if their GPA is lower than 7.0. The Diploma grade is an average grade of all credits obtained on completion of courses.

4.2. Upon graduation students will have the following basic skills, competences and knowledge needed to successful pursue the communication sciences / communication technologies profession

The students will be familiar with the basic principles of computing and information processing, which include the creation, representation, storage, transformation, and transmission of information. Students completing the computer science curriculum will have acquired a fundamental understanding of computing, programming and development, all aspects of computer networking, database management systems, client-server applications specifically geared to e-commerce and information communication.

The graduates study programming, software engineering, database administration, network design and administration, and e-commerce management. The overall course requirement for the current curriculum primarily comes from four areas: Communications, Computer Science, Analytical Skills (Mathematics), and General Education such as from Languages, Ethics, and IT/Law.

4.3. Programme details

See attached transcript

##### Grading Scheme

SEEU uses the following grading scheme:

4.4.

Grade	Value	ECTS SCALE
Ten	10	A (Magnificent)
Nine	9	A (Excellent)
Eight	8	B (Very Good)
Seven	7	C (Good)
Six	6	D (Sufficient)
Five	5	F (Fail)

##### Overall Classification of the qualification (in the original language)

4.5. I diplomuar në Shkenecat e komunikimit dhe të teknologjive /  
Дипломиран на Компјутерски науки и технологии

## 5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

Access to further study

5.1. Graduate have opportunity of applying for second cycle degree programs (Masters)

Professional status

5.2. The CST curriculum leads to the academic and professional status of graduated professional in CST

## 6. ADDITIONAL INFORMATION

Additional information

6.1. [www.seeu.edu.mk](http://www.seeu.edu.mk)

## 7. CERTIFICATION OF THE SUPPLEMENT

Date

7.1.

Signature

7.2.

Capacity

7.3.

Official stamp or seal

7.4.

## 8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

## Appendix 7

### Quality Assurance and Management Policy

<b>Date of Creation</b>	<b>September 2007</b>
Policy Number	XXX
Date of Review	September 2008
Review Body/Person	QAMC

#### 1. Background

The University's Mission Statement has at its centre the aims of excellence, equity, transparency and efficiency; and the development of a quality culture is embedded in the University's Strategic Plan 2007-10, the Policy for Quality Control and Assurance (Rule V-13) and in the Manual and the Procedure for Monitoring and Validation of ISO standards.

The policy encompasses the work of both quality assurance and quality management.

Quality assurance focuses on academic matters and teaching and learning and links closely with those services which directly support students, such as the Library, Student Services and the Career Center.

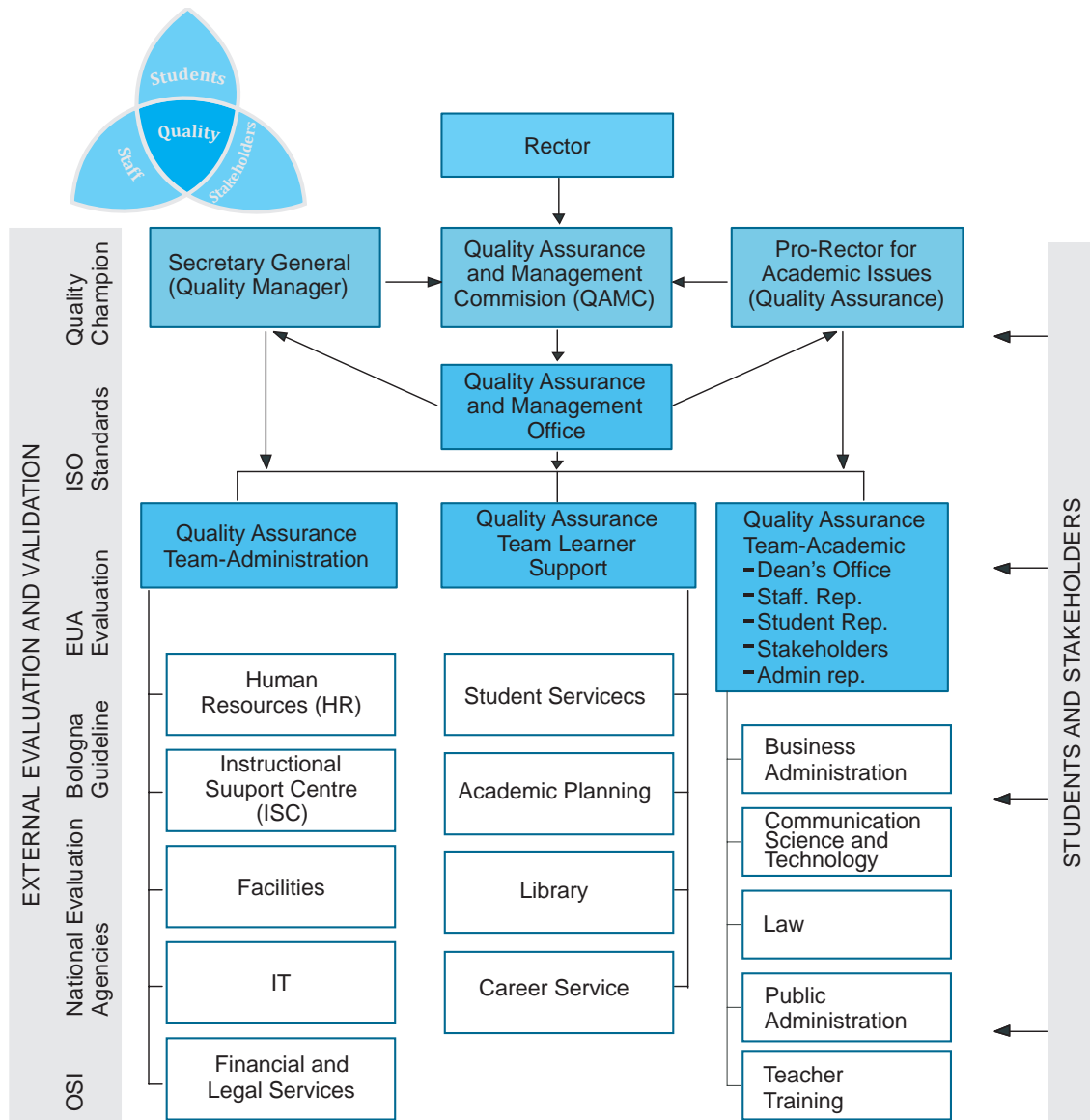
Quality management targets the effective development and monitoring of policies and procedures and the quality of administrative sections and services.

Quality is improved through a continuous process of self-assessment with targets and standards, reviewing and evaluating progress and implementing action plans. The policy, procedures, implementing processes and monitoring mechanisms are made known to all stakeholders with the aim of involving everyone in the development of a quality culture. In order to develop this quality culture, the University uses a range of ways to consult and inform and aims to continuously improve effective communication.

#### 2. Purpose

The purpose is to demonstrate the University's commitment to achieving and maintaining the highest level of quality assurance in its operation and management in line with national and international standards. It strives for this in every faculty and department and sees quality improvement as both an individual and collective responsibility.

### 3. Internal Structure



The University Board adopts the strategic plan, of which quality assurance and management are important parts, and has ultimate responsibility.

The Rector leads the quality process and is responsible to the Board.

The Quality Assurance and Management Commission (QAMC), consisting of the Rector, the Pro-rector for Academic and Student Issues and the Secretary General, monitors and implements

the Annual Quality Self-Assessment Plan. They also prepare the annual report to the Senate. The Secretary of the commission is the Quality Assurance and Management Officer.

Quality Assurance Teams in every Faculty and one team for Administrative/Support Departments (QATs) are responsible for the self-evaluation process and for implementing QA plans within their area. Faculty Teams consist of the Dean, Pro-Deans, Academic Staff Representative, Student Representative and an External member (stakeholder). The Administrative/Support team consists of Heads of Service. All report to the Quality Assurance and Management Commission.

A Quality Assurance and Management Office and Officer co-ordinates the operation of quality assurance activities and ensures that information is disseminated and the quality culture is promoted through a range of communication mechanisms, including a web page and the University Newsletter.

#### **4. Internal monitoring**

The University actively implements and monitors Quality Assurance and Management in different areas.

- The quality of teaching is maintained and developed through an annual Teaching Observation scheme, yearly student evaluations; individual staff evaluation and data analysis.
- Curriculum development and approval takes place according to strict guidelines. Accreditation bodies approve and revalidate learning programmes and students are assessed in line with assessment guidelines.
- Staff are provided with opportunities for professional development and the University applies procedures for staff evaluation and performance management.
- ISO standards for policies and procedures are monitored through trained internal audit teams on an annual basis, and are approved by external ISO validation.
- The University's Finances are monitored by the Internal Auditors Office supported by an Audit Advisor and are monitored also by a National External Audit Office which is internationally accredited.
- The use and development of facilities and resources is planned and monitored through an annual self assessment and planning process, with priorities linked to the strategic plan. Staff and student satisfaction is also reviewed through student evaluation and staff satisfaction surveys.

## 5. External monitoring

The University welcomes and positively uses both national and international evaluation and quality accreditation for continuous improvement. External bodies include:

- The European Universities Association (EUA) which provides objective external evaluation on a four year cycle.
- SEEU Quality Champion (QC) who provides at least twice yearly audits and reviews, with recommendations for improvements.
- ISO external standards are applied, with annual re-validation, in order to verify the effectiveness of key policies and procedures.
- The Ministry of Higher Education and other national bodies act as National Evaluation Agencies and Accreditation Board are responsible for carrying out external audits and evaluations, licenses new programmes and re-approve existing ones.
- Other national and international al bodies

### Review

This policy is reviewed annually. The Quality Office can be contacted at:  
quality@seeu.edu.mk

## Appendix 8

### Elements of students' assessment

(weight)	H o m e - work#1 (10 pts)	Midterm Exam (20 pts)	H o m e - work#2 (10 pts)	Research Paper (10 pts)	Attend- ance (10 pts)	Final Exam (40pts)	Total Points (100 pts)	Final Grade
Student								
Adrian	8	19	8	8	9	38	90	9
Bekim	7	15	4	4	7	33	70	7
Emilija	9	17	8	6	9	0	49	IN
Teuta	10	18	10	8	10	29	85	8

## Appendix 9

### Teaching Observation Procedure

#### Annual observation of the learning and teaching process

##### 1. *Background*

One of the most significant factors in ensuring that we are continuously improving and developing what we are providing to students is the quality of our teaching. There is a great deal of good teaching and learning within the University. We need to ensure that we are sharing good practice and supporting staff in the continuous development of skills and methodology.

##### 2. *Purpose*

The focus of the observation process is:

- to support the University's strategic aim of continuous improvement and development of learning and teaching
- to provide evidence of quality assurance at Faculty and University level
- to ensure that the students' learning experience is of the highest quality across each Faculty
- to acknowledge excellent practice and facilitate the sharing of good practice across each Faculty and the University
- to support continuous, individual staff development
- to inform other relevant processes, specifically, the annual self-evaluation process and the allocation of staff bonuses
- to ensure that learning and teaching is inclusive and addresses the University's commitment to equality of opportunity

##### 3. *What should be observed?*

As far as possible, a range of all the activities which constitute 'teaching' should be observed. This could be lectures, small group lessons, practical classes and classes in specialist rooms. The observer and observee will agree on the most appropriate session when they confirm observation dates.

##### 4. *Frequency of Observation*

- All staff will be observed once per year as part of the formal, supported process. Each Faculty may consider other ways of supporting learning and teaching, such as colleague observation, shared workshop sessions, good practice guidelines, training.
- Staff who are newly engaged to teach at the University will have two supported observa-

tions, using the University scheme and proformas.

- Observers should also carry out an additional un-announced observation for each member of staff during the academic year, in order to monitor teaching delivery, or follow-up on issues discussed during the formal, supported observation.

## **5. *Who will do the observations?***

- The Deans and the Pro-Dean for Academic Issues in each Faculty, with Deans co-ordinating the process. In order to ensure that the process is carried out effectively, each Faculty must nominate the observers annually and this will be agreed by the Pro-Rector for Academic Issues. This annual process may include alternative or other nominations for observers as appropriate.
- The Pro-Rector for Academic Issues or Rectorate nominees.
- Staff in the Instructional Support Centre with pedagogical expertise will co-observe in order to support the process and to collaborate with the Faculties in producing a coherent staff development plan and in disseminating good teaching practice.

NOTE: All staff will undergo training prior to carrying out observations or being observed

## **6. *Support and monitoring process***

Where possible, it is recommended that two people carry out each observation and

- all new observers will be supported by co-observation in the first year
- a percentage of observers will be supported by co-observation annually
- all re-observations will be supported by co-observation

## **7. *Can a lecturer object to an observer?***

It is anticipated that such situations will happen only in exceptional circumstances.

However, for the process to be effective there needs to be some trust and credibility between the observer and the observee. For this reason, if a lecturer objects to a particular observer, they should put these concerns in writing and discuss them with their Dean so that the Faculty can address the issue. If no satisfactory outcome is reached, then the matter should be referred to the Pro-Rector for Academic Issues, who may be asked to carry out the observation. A member of staff from the Instructional Support Centre or from outside the Faculty may also be asked to co-observe in such circumstances.

The choice of which class is observed rests with the observer but is subject to final agreement with the member of staff being observed.

## **8. *How much notice will be given?***

Observers will plan observation dates with staff well in advance but at least 5 working days notice of the observation must be given.

## **9. *The length and conduct of the observation***

Observations will last for between 45 to 60 minutes.

With prior agreement, either the observer or observee should explain to the students what is happening so that they understand and are comfortable with the process. During the observation, the observer should place themselves so that they can see what is going on but should not interfere in any way with the lesson, except on exceptional grounds where health and safety is threatened.

Where appropriate and practicable (for example, during practical lessons or where there is group work or project activity) the observer may look at students' work. At the end of the lesson, they may discuss the lesson with students.

## **10. *Will there be an opportunity to discuss the observation beforehand?***

It is essential that the observer meets with the observee before the observation to:

- discuss criteria to be used
- discuss the session plan for the observed lesson
- review documentation, for example, syllabus, student roster, records, bibliographies
- discuss any issues relating to the session/group/learner evaluation/students needing support
- clarify any organisational issues
- establish a time for feedback to be given

## **11. *How will feedback be given?***

The feedback meeting will take place as soon as possible and within 5 working days of the observation, and will take the form of a written Feedback Report and a dialogue between the observer and the observee. This should be conducted within a confidential and mutually respectful environment with the aim of recognising good practice and developing individual teaching skills. The details of this feedback remain confidential between the observer and observee. The report and dialogue will cover areas of strength, areas of development/action points, and staff development needs. The observee may add their own comments concerning the observation and then the Feedback Report will be signed by both observer and observee to confirm that the process has been completed and accepted.

## **What happens if there is no agreement on the feedback?**

This should happen only on very rare occasions, but where there remains a difference of view or interpretation between the observer and the observee, then the observer's comments are final but the observee may attach his/her comments to the record of the observation. If the observer and co-observer fail to agree on the feedback even after discussion, this should be referred to the Pro-Rector for Academic issues for resolution prior to feedback to the observee.

### **12. *Follow up action and support***

It is important that if the aims of improving the quality of students' learning experience, of sharing good practice and of supporting staff to facilitate learning are to be achieved, that comprehensive and accessible support is put into place, such as:

- an ongoing programme of professional development on Learning and Teaching, provided both by the Faculty and the Instructional Support Centre. All staff should be offered access to relevant professional development opportunities but if training is identified as essential on the Teaching Observation Feedback Report Form, then attendance and follow-up will be mandatory.
- support provided by the Dean's Office or a colleague
- where training needs have been identified and are common to several staff, specific group training
- good practice reports, workshops and team meetings

### **13. *Where does the record of observation go?***

The record of observation and any action points will be held by the Dean in a confidential Quality Assurance Folder in each Faculty. The observer and observee will retain a copy and a copy will be sent to the Pro-Rector for Academic Studies for quality assurance purposes. These will be checked centrally by the ISC for training issues. With co-observations, the Instructional Support Centre or other co-observers will retain copies of notes made and may forward these to the Dean of the relevant Faculty and to the Pro-Rector for Academic issues in confidence.

### **14. *What happens if the session observed is inadequate?***

The observer and the observee will discuss the significant areas where there is need for development and an action plan/time scale will be drawn up, including support to be provided. Staff will be supported by:

- The Dean's office and/or other relevant subject specialists
- the Instructional Support Centre

A re-observation will be carried out by the Dean or Pro-Rector for Academic Issues or a Rectorate nominee, co-observed by the Instructional Support Centre. The timing of this observation will reflect the nature of support identified. However, this would normally be within 8 weeks. The procedures for the second observation will be the same as those used for the first observation with the following difference:-

- The written feedback/action points produced following the first observation will be discussed during the pre-observation meeting.

In those instances where teaching performance remains inadequate following a second observation, then the issue will be referred to the Pro-Rector for Academic Issue for a decision about further support or action. As a last resort, the Pro-Rector for Academic issues may refer the matter to the Rector for contract review. This will only happen in exceptional circumstances and after a support process has been exhausted.

### **15. *Relevant Documentation***

The following guidance and forms should be used as part of the process:

- Teaching Observation – the Characteristics of Excellence (note and grid form)
- Teaching Observation Confirmation Request
- Lesson Plan Form (for observed lesson only)
- Teaching Observation Feedback Form
- Co-observation and Support Feedback Form
- Use of Language in Providing Teaching Observation Feedback (guidance notes)

### **16. *Comment and Review***

This procedure will be overseen by the Pro-Rector for Academic Issues, in liaison with the Deans of Faculty and the Instructional Support Centre. Staff will be consulted and trained on its implementation and review.

It will be reviewed annually so that it remains active and effective. Staff should make constructive comments (confidential if preferred) via their Faculty Dean or the Rector for Academic Issues for consideration.

## Appendix 10

### Headline student data

#### Enrolment of new Students

	2001/02	2002/03	2003/4	2004/5	2005/6	2006/7
<b>Enrolment</b>	876	1370	1773	1587	1493	1364

#### Achievement rate for students who graduated

	2001/02	2002/03	2003/4	2004/5	2005/6	2006/7
<b>Graduation*</b>	0	6	26	329	526	**

\* The university allows students to re-take their degree assessments.  
The results of re-take students are included in this table.

\*\* Results not yet complete.

#### Mobility – students who transferred to SEEU from other HE institutions

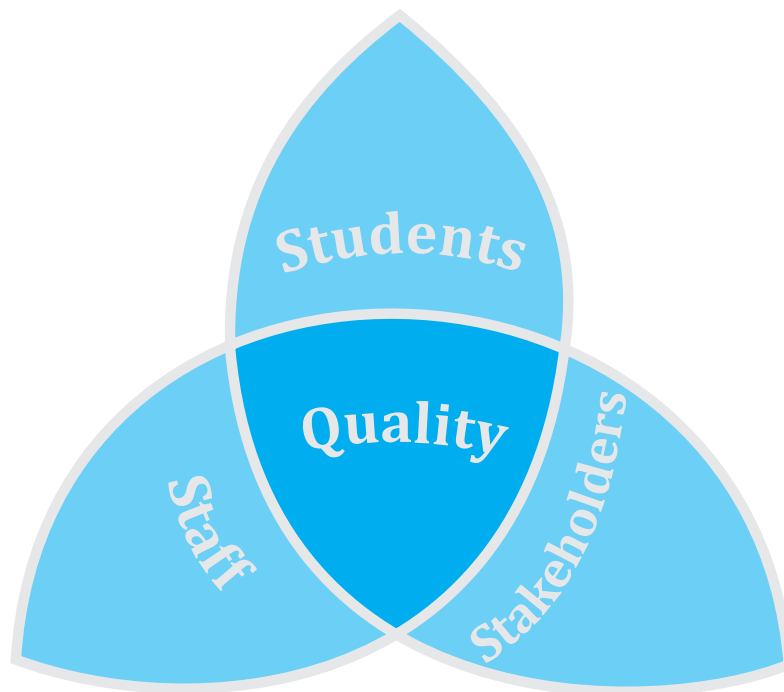
	2001/02	2002/03	2003/4	2004/5	2005/6	2006/07
<b>Mobility</b>	158	56	72	22	60	38

#### Employability – Pilot Graduate Survey December 2006

Out of 116 students who responded, 77 (66%) of them had found employment in the following sectors

<b>SEEU Alumni Employment Rate</b>		
	<b>Number of employed Alumni</b>	<b>Percent</b>
<b>Private</b>	55	71
<b>Public</b>	18	23
<b>NGO</b>	4	6
<b>Total</b>	<b>77</b>	<b>100</b>





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