



Annex 1 - Form for Self-Evaluation Report

To  
Evaluation Board  
Agency for Quality in Higher Education  
Quay Dimitar Vlahov 4,  
II-Floor (Old Komercijalna Bank)  
1000 Skopje

## SELF-EVALUATION REPORT

Data on the higher education institution	
Title	SOUTH EAST EUROPEAN UNIVERSITY
Headquarters	TETOVO
Contact information	
Authorized person of the institution (name and surname, official contact information)	<u>Abdylmenaf Bexheti</u> <u>A.BEXHETI@SEEU.EDU.MK</u>
Coordinator for external evaluation of the institution (name and surname, official contact information)	VERONIKA KAREVA <u>V.KAREVA@SEEU.EDU.MK</u>
Basis for the external evaluation	<input checked="" type="checkbox"/> Annual plan <input type="checkbox"/> Request of the higher education institution <input type="checkbox"/> Request of the National Council for Higher Education and Research <input type="checkbox"/> Request of the minister responsible for higher education
Period covered by the Report	Academic 2022.2023
Decision on the establishment of the expert commission (Decision number and date)	NR 08-4118/1 FROM 20.10.2023
Was an objection submitted to the composition of the expert commission for external evaluation?	YES/NO

Place, date

Seal  
(signature)

Authorised person of the institution

Guidelines for completing the form

All parts of the Report must be filled in correctly and in this form. The institution fills in the contents marked in white in the tables below. The responsible person of the institution is responsible for the accuracy of the information.

The Report is submitted in **English language**. The institution can also submit an additional version in the Macedonian language and in the language spoken by at least 20% of the citizens in the Republic of North Macedonia.

Arial Narrow font, size 10, without italic or underline, with single spacing is used to fill out the form.

The explanation of the fulfilment of the indicators of the quality standards **should not be longer than one page** per indicator in this form.

Information, acts and other relevant information for the last **five years** are presented for all indicators. Standards 2, 3, 5 and 6 evaluate the fulfilment of the indicators **for each study program** accredited at the higher education institution.

The Report and documentation are submitted in electronic form and in printed form in 2 copies. **For submission in electronic form, it is useful to keep all accompanying documents in one folder and link them to this form. The annexes, that is, the documentation for each indicator in this Report, are connected with a link to the specific document (Word, PDF, etc.). The folder with the documents and this report is submitted to the Evaluation Board.** *An example of an explanation of the fulfilment of an indicator and links to attachments is provided at the end of this form (Example 2).*

The naming of the documents is done as follows: Annex\_number of indicator\_document explanation (for example, Annex 1.2. Questionnaire from conducted evaluations).

If several documents are attached for one indicator, the same rule is applied by adding a letter in alphabetical order for each additional document (for example, Annex 1.2.A. Questionnaire of conducted evaluations). Naming is also used in the titles of documents in the folder and annexes/links referenced in this document.

When submitting the attachments, the institution saves them in a format that allows **simple use of the search options**. As an exception, scanned documents can be submitted in the attachments only if the same is necessary.

If necessary, in addition to the submitted documentation, the fulfilment of the specified indicators is checked during the visit to the higher education institution.

The Statement of accuracy and truthfulness of the data presented in the Self-evaluation Report is notarized (example 1).

## 1. GENERAL INFORMATION

<b>GENERAL INFORMATION</b> (to be completed by the higher education institution)	
Title of the higher education institution	South East European University
Headquarters	Tetovo
Web page	<a href="http://www.seeu.edu.mk">www.seeu.edu.mk</a>
Mission and vision of the institution	<p>SEEU seeks excellence in teaching and research within the higher education system in the Republic of North Macedonia, by offering equal opportunities for all based on impartiality and merit. One of the key elements of the mission of the University includes active cooperation with universities in the Republic of North Macedonia as well as with the international universities.</p> <p>SEEU aims to further diversify its academic programmes to enable graduates to pursue new opportunities in a rapidly-changing employment market. In addition to the mainstream programmes it has delivered and updated successfully since 2001, it will introduce new modern interdisciplinary courses in all Faculties and all cycles. It will increase the attractiveness of its graduates in the local, regional and international markets by providing enhanced training in languages, communications and other skills sought by employers. It will increase collaboration with the private sector, involving a wide range of commerce and industry in joint activities in teaching and learning, applied research and technological advances. The legacy of Max van der Stoel will be reinforced through the Institute bearing his name, and through maintaining and increasing SEEU's appeal to young people from all socio-economic groups in North Macedonia and the region.</p> <p>SEEU will uphold and develop its reputation as a university delivering academic programmes and research at the highest level of quality. In close collaboration with the Government, it will consolidate its position as a key and lasting part of the higher education system in North Macedonia, one devoted to increasing opportunities for young people, economic growth and the country's Euro-Atlantic future.</p>
Type of higher education institution (public, private-public non-profit institution and private non-profit institution)	Private-public, non-profit institution
Data on the last accreditation of the institution and the study programs of the first, second and third cycle of studies	<p>The South East European University was established in 2001 and accredited by the governmental institutions of North Macedonia. Annex A and Annex B provide the documents that support these decisions on accreditation of the University.</p> <p>During the last 5 years, we have accredited and/or re-accredited a total of 46 undergraduate programs, 53 graduate programs and 15 PhD programs. The list also contains duplicates, i.e. programmes that are re-accredited twice for the given period. It can be seen at Table 1 within Annex C. Report on SP accreditations for the last 5 years and following tables for each study cycle and each faculty. The report also contains links to the official website of the given program with additional documents of accreditation and decision to start the programme that can be downloaded easily from the website (these original documents are in Macedonian language).</p>

Number of employees appointed in teaching-scientific, teaching-professional, scientific, teaching and collaborator titles, who perform higher education activities	Please check Annex D below.
Number of students in the last academic year, by study cycle	Check Annex E below.
Briefly explain the development of your institution (no longer than 1 page)	<p>In spring 2000, OSCE High Commissioner for National Minorities initiated discussions for establishment of a new university in the Republic of North Macedonia, which was supported by international donors. The initiative aimed to resolve the lack of tertiary education opportunities for the Albanian population in North Macedonia who after the split-up of ex-Yugoslavia remained without the possibility of university education in their mother tongue.</p>
	<p>Following the adoption of the Law on Higher Education by the Parliament of the Republic of North Macedonia, that allowed the founding of universities that are not related to the state and supported higher education in Albanian language, in late 2000, OSCE High Commissioner for National Minorities started the planning of the University. Construction work started in March 2001, and South East European University (SEEU) opened its doors to the first 800 students six months later. From its inception the University started with five faculties (Law, Business and Economics, Contemporary Social Sciences, Faculty of Languages, Cultures and Communication and Contemporary Sciences and Technologies) and two skills centres (Language Center and Computer Center). In November 2002, the number of students was 2250, and in October 2003, the number of students was 3700.</p>
	<p>In 2007 the University opened its Skopje campus to enable young people from the Skopje region to study with low costs without the need to reside away from home. The majority of the study programmes are offered in the Skopje campus, too. In 2022 a new faculty was added to the existing five faculties, the Faculty of health studies, offering a qualitative higher education for young nurses and physiotherapists. Underway is the formation of the Faculty of polytechnics which is to be added to existing six faculties and is going to cover the ever increasing demands for young technicians and engineers.</p>
	<p>In terms of financing, the institution is mainly financed from student tuition fees, while at the same time its academic community benefits from a state budget subvention which since 2015, when the University got its first state subvention of 500 K€, has continuously increased and today it is in the range of 1,2 mio€.</p>
	<p>From opening its campus in Tetovo in October 2001, it has succeeded in establishing itself as a quality-led, financially sustainable university. It is now regarded as a model for multi-ethnic, multi-lingual higher education in South East Europe.</p>
	<p>Moreover, it has succeeded in combining the best of European and US experience, and has continued to benefit from academic collaborations sponsored by the EU Commission and USAID, among other donors. It is interesting to note that SEEU has reached this position of strength against a background of political and economic uncertainties in the region. Now SEEU reaches out to other institutions in promoting research collaboration, exchange of students and staff and its community.</p>
	<p>The University is equipped with many facilities that serve students in achieving their goals within the disciplines they have chosen. Wanting all graduates to benefit fully from their solid academic backgrounds, the University provides support and practical advice concerning their careers. To support this, the university has signed cooperation agreements with private and</p>

	<p>public enterprises that can incorporate students in continuous practical work where they can maximally use the knowledge and skills acquired at SEEU.</p>
What are your key institutional capacities? (no longer than 1 page)	<p><b>Institutional Capacities of Our University</b></p> <p>Our university stands as a beacon of academic excellence, with institutional capacities finely tuned to nurture both teaching and research endeavours. From its inception, our university has placed a premium on maintaining a high-quality academic staff, ensuring that student-professor ratios never exceed 20:1. This commitment to personalised education sets us apart from local universities and underscores our dedication to student success.</p> <p>One of our key strengths lies in our modern administration team, which surpasses regional standards in efficiency and effectiveness. This streamlined administrative framework provides vital support to our academic staff, enabling them to focus on their core responsibilities of teaching and research.</p> <p>Central to our educational mission is our state-of-the-art campus in Tetovo, spanning an impressive 200,000 square metres and comprising 41 buildings. Within this expansive campus, we boast 67 classrooms and four amphitheatres, providing ample space for diverse teaching and learning experiences. Additionally, our Skopje campus, although smaller in scale, offers 20 classrooms and one amphitheatre, strategically located in downtown Skopje for accessibility.</p> <p>The seamless integration of technology into our educational environment further enhances the learning and research process. Our IT infrastructure includes a sophisticated network with servers in both Tetovo and Skopje, ensuring robust connectivity and data management. With nine IT laboratories in Tetovo and two in Skopje, students have access to cutting-edge technology to support their academic endeavours.</p> <p>In support of practical work at the Faculty of Health Sciences, we have established four professional cabinets on the Tetovo campus, equipped with specialised resources to facilitate hands-on learning experiences. Moreover, our two libraries, located in Tetovo and Skopje, house an extensive collection of titles relevant to our study programs, supplemented by access to various scientific databases.</p> <p>Our commitment to student success extends beyond the classroom through the provision of comprehensive support services. The Career Office assists students in preparing for the labour market, equipping them with the skills and resources needed for professional success. Alumni seeking career advancement also benefit from these services, reflecting our ongoing commitment to lifelong learning and professional development.</p> <p>In summary, our university's institutional capacities encompass a diverse array of resources and facilities designed to foster excellence in teaching, research, and student support. By leveraging these strengths, we remain steadfast in our mission to empower future generations of scholars and leaders.</p>

<p>In which areas/topics/standards/indicators has your institution made the most progress over the last five years? (no longer than 1 page)</p>	<p>SEEU has achieved significant progress with regard to the quality of its services for students including the quality of teaching and learning and the quality of student support through the administrative services. It is further reflected in the level of employment of students as an indicator of their preparation for the job market. Our focus has not only been on professional preparation, but also on soft skills development, including communication, interpersonal skills, IT skills and knowledge of languages. This is generally what SEEU students have been recognized for and mostly appreciated by the employers.</p> <p>The area of digitalization has also received a lot of attention and focus in the last five years and it refers to the way technology is applied to teaching, especially in the post pandemic period and also to all the conditions and investments needed in equipment in order to be able to provide such technologically supported instruction.</p> <p>Our research capacity has increased and it is viewed through the number of projects that the University is currently part of either as a leader or a partner. The number of publications as well as their quality, observed through the quality of journals they are published in, is constantly growing.</p> <p>Our academic offer has expanded. Four years ago, we started with a new study program of Architecture and Design; one year ago we opened a new Faculty of Health Sciences with majors in Nursing and Physiotherapy; in the current academic year we opened a new study program in Psychology and a few new majors at the Faculty of Business and Economy, Law, Contemporary Sciences and Technologies and Contemporary Social Sciences.</p> <p>Through the offer of study programs in English, we have managed to attract quite a significant number of international students and successfully orient and integrate them into our system and the community.</p> <p>Last, but not least - our Total Quality Management (TQM) system reflected through the performance management policy provides conditions for motivation of the staff and their achievements.</p>
<p>What are your biggest challenges and weaknesses? (no longer than 1 page)</p>	<p>Maintaining the quality of teaching and keeping the standards of our requirements is challenging, taking into consideration the fact that we can not afford to establish entry criteria for students. It results in having very mixed ability classes with all the difficulties in matching the needs of the very good ones and the weaker ones. This is closely related to student retention during the studies.</p> <p>Expanding the academic offer requires new staff. It is challenging to identify well prepared teaching staff who will adapt to our working and teaching standards. It necessitates training and constant monitoring of their work.</p> <p>Remaining an attractive employer which will provide conditions for financial motivation, learning and progress is another challenge in the current circumstances with the brain drain and immigration to western countries.</p> <p>The internationalisation of the staff remains a big challenge. This refers to increasing the motivation of the SEEU academic staff to take part in Erasmus teaching exchange and also to finding ways to attract international experts for study visits and teaching at SEEU. This component is closely related to benchmarking the learning objectives to the international standards, which also poses a challenge.</p>

**List of annexes:**

- [Annex A. Decision for Accreditation of SEE University \(2001\)](#) - original documents are in Macedonian language.
- [Annex B. Decision to start the work of the SEE University \(2003\)](#) - original documents are in Macedonian language.
- [Annex C. Report on SP accreditations for the last 5 years.pdf](#)
- [Annex D. Numbers of academic staff](#)
- [Annex E. Number of students in the last academic year](#)

## QUALITY STANDARDS AND INDICATORS

### Standard 1

STANDARD 1: INSTITUTIONAL POLICIES FOR QUALITY ASSURANCE	
INDICATOR	DOCUMENTATION
1.1. The institution has a quality assurance policy that is published and publicly available.	Act of the institution or another act in which the quality policy is regulated; Link to a post on a website.
<b>Answer:</b>	
SEEU has adopted a Policy for Quality Assurance and Management available through the following link: <a href="#">RULE ON QUALITY ASSURANCE AND MANAGEMENT MM.pdf - Google Drive</a> . This policy underpins a functioning quality structure available on the University website. <a href="#">South East European University - Structure (seeu.edu.mk)</a>	
<b>Annexes</b> /	
1.2. The institution has an efficient and logical system for ensuring the quality of education. It uses various tools to assess and improve the quality of education and regularly conducts evaluations covering courses, teaching staff, the work of support/student services and the general level of satisfaction during studies. The activities are carried out on the basis of a determined calendar of activities.	Information on the tools used to evaluate and improve the quality of higher education (evaluation period, access, etc.); Questionnaire from all conducted self-evaluations or other tool used for self-evaluation; Annual calendar of activities related to quality assurance.
<b>Answer:</b>	
There are several instruments used for measuring the quality of teaching and learning and student and staff satisfaction of services: Teaching Observation process regulated with the Rule on teaching observation <a href="#">Rule on Teaching Observation.pdf - Google Drive</a> . The process aims at providing peer feedback on areas that need improvement and acknowledgement of good practice. Student evaluation of academic courses is supposed to offer students the possibilities to evaluate every course for every professor in a few important areas: preparation, course delivery, materials used, feedback and assessment. (Annex 1.2.B). Besides these measures and as a part of TQM, the University examines staff perceptions about satisfaction from the administrative services they use in fulfilment of everyday duties (Staff evaluation of administrative services (Annex. 1.2.E.)	
<b>Annexes</b> <a href="#">Annex 1.2.A. Teaching observation template - feedback form.pdf</a> <a href="#">Annex 1.2.B. Student evaluation form</a> <a href="#">Annex 1.2.C. Student satisfaction survey</a> <a href="#">Annex 1.2.D. Student evaluation of administrative services</a> <a href="#">Annex 1.2.E. Staff evaluation of administrative services</a>	
1.3. The management of the institution is dedicated to the development and improvement of the quality of education. There is a culture of coordination and cooperation between stakeholders in the process. The institution encourages and ensures the involvement of students, employers and other relevant institutions/organisations in the process.	Concrete examples and results, best practices; Relevant reports or recommendations; Examples of the involvement of students, employers and other relevant institutions/organisations in the quality assurance process.
<b>Answer:</b>	
Information gathered from student evaluation of academic courses (Annex 1.2.D) are considered at individual, Faculty and University level and used in the decision making process about creation of study programs, course content and staff engagement. Furthermore, the Employability Report <a href="#">Extract_Employability Report 2022 MM.pdf - Google Drive</a> (Point 1.5. Job market preparation of study program) contains data collected from employers and used for improvement of curricula. Furthermore, Faculty Quality Teams consist of members from the academic staff, student representatives and representatives from the community. They are being consulted regarding the structure of the new study programs. As evidence, minutes from the meetings of these teams are listed below as annexes (Annex 1.3.A; 1.3.B. and 1.3.C.). Students have their representation in the University Senate which is the body that brings the final decision about new study programs. Annex 1.4.D. - Senate meeting minutes as evidence of student participation when a decision about a study program is being adopted.	

**Annexes**

- [Annex 1.3.A. Minutes from the QA Team meeting I cycle](#)
- [Annex 1.3.B. Minutes from the QA Team meeting II cycle](#)
- [Annex 1.3.C. Extract from Minutes Law III cycle](#)
- [Annex 1.3.D. Minutes from the meeting of the University Senate](#)

1.4. Special body responsible for the development and implementation of the quality assurance policy functions within the institution.	Act of establishment of the body; Reports of its work or minutes of the meetings held.
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**Answer:**

The Commission for Quality Assurance and Management (QAMC) regulated in the Rule on QA [RULE ON QUALITY ASSURANCE AND MANAGEMENT MM.pdf - Google Drive](#) consists of the Rector, Pro-Rectors, Secretary General and the Executive Adviser for QA. The structure coincides with the structure of the Rector's Executive Team (RET) that meets every week and thus QA matters are being discussed at every meeting. This can be evidenced from the minutes of the RET team (Annex 1.4.A) RET minutes (QA items are under point 3.).

**Annexes**

- [Annex 1.4.A. Rector's Executive Team meeting minutes](#)

1.5. The institution regularly analyzes the information resulting from the quality assurance system, including statistical information, and takes measures to improve study programs based on that information. The Self-evaluation Report is published on the institution's website.	Report of the self-evaluations carried out in the last five years; Action plan or other relevant document for the implementation of the conclusions and/or recommendations from the self-evaluations; Link to reports from evaluations conducted in the last five years.
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**Answer:**

After the external evaluation by the Institutional Evaluation Program (IEP) of the EUA, SEEU continued carrying the annual self evaluations:

Self Evaluation Report 2018.2019 (<https://www.seeu.edu.mk/files/2019-2020/36/SER%20Draft%202018-2019%20MM.pdf>); Self Evaluation Report 2019..2020 (<https://drive.google.com/file/d/1SztamN-6ydmY5vsxSy2H7AtxTERczUK/view>); Self Evaluation Report 2020.2021 (<https://drive.google.com/file/d/1ef3LO9zFRYDPE4ljoxfleaqXuCMY3moH/view>); Self Evaluation Report 2021.2022 (<https://drive.google.com/file/d/1q8FX8iGSR4j7B6liFUbkTc424EeZr1Qy/view>)

University Action Plans are done for two years in order to be able to follow the progress. The last one is given as Annex 1.5. A.. (University Action Plan 2022.2024). The previous one was for the years 2020.2022 (Annex 1.5.B.)

**Annexes**

- [Annex 1.5.A.. University Action Plan 2022.2024](#)
- [Annex 1.5.B. University Action Plan 2020.2022](#)

1.6. Quality assurance in the institution is a continuous process that does not end with the report from the external evaluation or with the further monitoring of the institution. The recommendations of the previous external evaluations have been implemented. The progress achieved since the last external evaluation is clearly demonstrated. <sup>1</sup>	External evaluation report from the previous period; Action plan; Report on measures taken and activities for the implementation of the Action Plan.
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**Answer:**

SEEU had its last external evaluation by the IEP for the academic 2017.2018. ([https://www.seeu.edu.mk/files/2019-2020/37/IEP%20MK\\_SEEU%20report\\_final.pdf](https://www.seeu.edu.mk/files/2019-2020/37/IEP%20MK_SEEU%20report_final.pdf)) Based on the recommendations resulting from this evaluation, an implementation Action Plan was created and achievements followed and presented to the University Board. (Annex 1.6. A)

**Annexes**

- [Annex 1.6.A. Achievements IEP Recommendations](#)

<sup>1</sup> This indicator will be subject to evaluation after the completion of the first external evaluation, that is, during the next external evaluation of the institution.

## Standard 2

STANDARD 2: CREATION, APPROVAL AND MONITORING OF STUDY PROGRAMS	
INDICATOR	DOCUMENTATION
2.1 The institution has passed an act/s or rules regulating the procedure for the development and approval of the study programs for the first, the second and the third cycle of studies (if applicable).	Annexes provided below the answer.
<b>Answer:</b>	
<p>The South East European University has several acts and procedures that regulate the procedure for development and approval of the study programs in all cycles. The Annex 2.1 D. SEEU Internal Procedure for Accreditation describes the steps for initiation, development and production of final elaborates. The Annex 2.1. E. Calendar of Activities for Accreditation Process includes the dynamics of activities related to accreditation.</p> <p>The process starts with initiation of the Faculty Academic and Scientific Council in one of their meetings. This process starts at the council and the calendar of activities is well defined in the Annex 2.1 A. Rule on Faculty Teaching-Scientific Council.pdf, section "Faculty Academic Planning Schedule".</p> <p>The University Senate approves study programmes with the recommendation of the Teaching-Scientific Councils of Faculties and Scientific Institutes. This is defined in the Annex 2.1 B. Rule on organisation and work of university Senate 2019, section "IV.University Senate Competencies", Article 4, Paragraph 4.</p> <p>Curriculum development and approval take place according to strict guidelines. The National Accreditation and Evaluation Board approves and revalidates study programs and students are assessed in line with assessment guidelines. This is closely regulated in Annex 2.1 C. Rule on Quality Assurance and Management - Consolidated text (june 2022).pdf, section "II. Quality assurance and management", Article 5, and the Annex 3 A. Law on HE - Official Gazette nr. 82 from 8.5.2018.pdf, section "Competencies of the National Advisory board", Article 43 and section "Board for Accreditation in Higher Education - Official body for accrediting higher education institutions and programmes ", Articles 47, 48, and other related articles.</p> <p>The accreditation procedure is conducted regularly, within five years (for the first, second and third cycle study programs).</p>	
<b>Annexes</b> <a href="#">Annex 2.1 A. Rule on Faculty Teaching-Scientific Council.pdf</a> <a href="#">Annex 2.1 B. Rule on organisation and work of university Senate 2019.pdf</a> <a href="#">Annex 2.1 C. Rule on Quality Assurance and Management - Consolidated text (june 2022).pdf</a> <a href="#">Annex 2.1 D. SEEU Internal Procedure for Accreditation</a> <a href="#">Annex 2.1. E. Calendar of Activities for Accreditation Process</a> <a href="#">Annex Other A. Law on HE - Official Gazette nr. 82 from 8.5.2018.pdf</a>	
2.2 The content of the study programs carried out in the institution is well thought out and described. It is relevant to the purpose of the program and the achievement of the learning outcomes. The objectives of the subjects are defined and aligned with the outcome of the educational process (learning outcome). The study programs are designed in the direction of the unimpeded development of the student and enable students to acquire academic knowledge and skills, including those that can be transferable, which means that they can influence their personal development and can be applied in the development of their future professions.	<p>Study programs (all study programs accredited at the first, second and third cycles, if applicable, which have been carried out in the last five years are submitted);</p> <p>Subject programs (syllabi) for all study programs and all subjects at the Law Faculty are listed under Annex 2 below</p> <p>Description of the established outcomes of the educational process for all study programs at the Law Faculty (Annex 2 below) are included in the course syllabi.; Concrete examples and results, best practices.</p>

**Answer:**

The South East European University establishes new study programmes with the content of the study programs being thought out and described well as per the templates provided by the Board of Accreditation.

During the last 5 years, we have accredited and/or re-accredited a total of 46 undergraduate programs, 53 graduate programs and 15 PhD programs. The list also contains duplicates, i.e. programmes that are re-accredited twice for the given period. It can be seen at Table 1 within Annex 2.2 A. Report on SP accreditations for the last 5 years.

The study programs are designed in the direction of the unimpeded development of the student and enable students to acquire academic knowledge and skills, including those that can be transferable, which means that they can influence their personal development and can be applied in the development of their future professions. Details about the specifics of study programs can be seen in the Elaborates, specifically for Law faculty, see Annex 2.5 A for Undergraduate accredited programs, Annex 2.5 B for Master accredited programs and Annex 2.5. C for PhD accredited programs.

Subject programs (syllabi) for all study programs and all subjects are guided by a predefined template at the University level. See Annex 2.2 D. SYL001\_SyllabusTemplate\_EN.docx. A detailed list of all syllabuses, organised by study program can be found in the following Annex 2.2 C for Undergraduate studies, Annex 2.2 E for Master studies and Annex 2.2 F for PhD studies.

**Annexes**

[Annex 2.2 A. Report on SP accreditations for the last 5 years.pdf](#)

[Annex 2.2 C. Syllabuses Legal Studies 2018-2019.pdf](#)

[Annex 2.2 C. Syllabuses Criminalistics & Security UG 2020-2024.pdf](#)

[Annex 2.2 C. Syllabuses Criminalistics & Security UG 2018-2020.pdf](#)

[Annex 2.2 C. Syllabuses Legal Informatics 2019-2024.pdf](#)

[Annex 2.2 D. SYL001\\_SyllabusTemplate\\_EN.docx](#)

[Annex 2.2 E. Syllabuses Civil Law 60 ECTS - 2018-2022.pdf](#)

[Annex 2.2 E. Syllabuses Civil Law 60 ECTS - 2022-2024.pdf](#)

[Annex 2.2 E. Syllabuses Civil Law 120 ECTS - 2018-2022.pdf](#)

[Annex 2.2 E. Syllabuses Civil Law 120 ECTS - 2022-2024.pdf](#)

[Annex 2.2 E. Syllabuses Constitutional & Administrative 120 ECTS - 2018-2022.pdf](#)

[Annex 2.2 E. Syllabuses Constitutional & Administrative Law 60 ECTS - 2020-2024.pdf](#)

[Annex 2.2 E. Syllabuses Criminal Law 60 ECTS - 2018-2022.pdf](#)

[Annex 2.2 E. Syllabuses Criminal Law 120 ECTS - 2022-2024.pdf](#)

[Annex 2.2 E. Syllabuses International Law 60 ECTS - 2020-2024.pdf](#)

[Annex 2.2 E. Syllabuses International Law 120 ECTS - 2018-2022.pdf](#)

[Annex 2.2 E. Syllabuses International Law 120 ECTS - 2022-2024.pdf](#)

[Annex 2.2 E. Syllabuses Security Studies 60 ECTS - 2020-2024.pdf](#)

[Annex 2.2 F. Syllabuses Civil Law PhD - 2019-2023.pdf](#)

[Annex 2.2 F. Syllabuses Civil Law PhD - 2023-2024.pdf](#)

[Annex 2.2 F. Syllabuses Constitutional & Administrative PhD - 2017-2020.pdf](#)

[Annex 2.2 F. Syllabuses Constitutional & Administrative PhD - 2020-2024.pdf](#)

[Annex 2.2 F. Syllabuses Criminal Law PhD - 2018-2020.pdf](#)

[Annex 2.2 F. Syllabuses Criminal Law PhD - 2020-2024.pdf](#)

[Annex 2.2 F. Syllabuses International Law PhD - 2019-2023.pdf](#)

[Annex 2.2 F. Syllabuses International Law PhD - 2023-2024.pdf](#)

2.3. Study programs respond to the development needs of society and the economy.	Concrete examples and results, best practices; Relevant reports or recommendations.
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**Answer:**

The South East European University aims to further diversify its academic programmes to enable graduates to pursue new opportunities in a rapidly-changing employment market. In addition to the mainstream programmes it has delivered and updated successfully since 2001, it will introduce new modern interdisciplinary courses in all Faculties and all cycles. It will increase the attractiveness of its graduates in the local, regional and international markets by providing enhanced training in languages, communications and other skills sought by employers. It will increase collaboration with the private sector, involving a wide range of commerce and industry in joint activities in teaching and learning, applied research and

technological advances. The following aims are set in the University latest strategic plan that can be seen in Annex Other B. SEEU 5.0 STRATEGIC PLAN 2021-2025/

Existing study programmes have undergone any major redesign with the new curriculum reform that started in 2020. The new Curriculum Design Framework foresees a vertical integration where study programs are viewed as 3+1+1 (10 Semesters). Horizontal integration in the new framework foresees defining common degree requirements that are required courses across study programs and course standardisation and redundancy elimination. In Annex 2.3 A. Curriculum Design Framework more details about the new vision can be seen.

In addition to the traditional programmes, the University has initiated and developed several new programs in each unit (see List of Links for few examples). One of which is the study program "Architecture and design" is intended to meet the demand for greater compatibility with European and other world centres and universities where this type of study program is studied, at the same time, adapting it to the specific market needs. This program is supplemented by two 3-year closely related programs, one in "Interior Design" and one in "Polytechnics".

The study programs are designed in the direction of the unimpeded development of the student and enable students to acquire academic knowledge and skills, including those that can be transferable, which means that they can influence their personal development and can be applied in the development of their future professions. One of these programs is the study program of the first cycle in "Digital Design", a modern program, with a practical approach that combines digital technology with creative design.

During the planning period 2021-2025 the labour market will require further development of new interdisciplinary study programmes, especially during the negotiations for EU integration, in order to fulfil requirements of the Acquis Communautaire. Another example of this type of programme already developed and running is "Energy, Economy and Environment" and the master program in "Green Economy and Sustainable Development" as an integrated interdisciplinary programme with a goal to create a sustainable economy that uses natural resources efficiently and has less impact on the environment, developing new, sustainable models of production and consumption to ensure prosperity and a high quality of life for future generations.

The Law faculty has introduced a new study program in "Criminalistics and Security" in Master level that aims to provide a range of modules that will form the basis of information and advanced knowledge in the field of criminalistics and security studies aimed at training students to basic professions related to this field by providing solid specific and systematic knowledge on institutes and concepts of criminalistics and security, and on their situation and prospects in the region and world.

The Faculty of Languages, Cultures and Communications has introduced a new study program in "Educational Management and Leadership" with the aim to provide a range of modules that will form the basis of information and advanced knowledge on the process of transformation of education in our country and in the region.

With the establishment of the new Faculty of Health Sciences, the University has introduced two new degrees that fall under the Health Sciences, the programme in "Nursing" and "Physiotherapy" which have both same approach to prepare nurses and physiotherapist with practical education to meet the health needs of the individual, the group and the entire social community.

Recently, The Faculty of Contemporary Social Sciences has introduced a program in "Psychology" at undergraduate level from social science perspective and not medical perspective.

More details about the study programs can be found in Annex 2.2 A. Report on SP accreditations for the last 5 years, pages 2-16 that contain also live links of a few latest programs are shown in the List of links below.

The University conducts a survey with recent graduates with a purpose to monitor the employability of our alumni. The overall employment rate of SEEU graduates of generation 2021/2022 is 63.02% and the unemployment rate is 36.98%. If we remove the group of graduates (19.63%) who are not searching for a job (not willing to work by choice because of: maternity leave, master studies, research or personal issues), the unemployment rate of graduates of generation 2021/22 is 17.35%. In Annex 2.3 C. SEEU Alumni Destination Survey 2022 (Employability Report, link provided under standard 1.3) there are details on employability by our recent alumnus.

To further support the correlation of the study programs with the labour market, in Annex 2.2 C, Annex 2.2 E and Annex 2.2 F for full Syllabuses one can find detailed syllabuses for the degrees.

## Annexes

[Annex Other B. SEEU 5.0 STRATEGIC PLAN 2021-2025.pdf](#)

[Annex 2.3 A. Curriculum Design Framework.pdf](#)

[Annex 2.2 A. Report on SP accreditations for the last 5 years.pdf](#)

[Annex 2.3 C. SEEU Alumni Destination Survey 2022.pdf](#)

**List of links:**

- [Programme: Architecture and Design \(2020/2021\)](#)
- [Programme: Interior Design \(2023-2024\)](#)
- [Programme: Polytechnics \(2023-2024\)](#)
- [Programme: Digital Design \(2022/2023\)](#)
- [Programme: Energy, Economy and Environment \(2021/2022\)](#)
- [Programme: Green Economy and Sustainable Development \(2021/2022\)](#)
- [Programme: Criminalistics and Security \(2022/2023\)](#)
- [Programme: Educational Management and Leadership \(2022/2023\)](#)
- [Programme: Psychology \(2023-2024\)](#)
- [Programme: Nursing Studies - General \(2022-2023\)](#)
- [Programme: Physiotherapy Studies \(2022-2023\)](#)

2.4. Study programs are developed/revised in cooperation with students and other relevant stakeholders (business community, state authorities and other organisations). The collected information is analysed, and the program is adjusted in order to avoid its obsolescence. The process creates an effective environment for learning and supporting students.	Concrete examples and results of cooperation with students and other stakeholders, best practices; Relevant reports or recommendations; Minutes of meetings held with students and other participants in the process of changing the study programs;
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**Answer:**

The South East European University uses relevant information gathered from student evaluation of academic courses (Annex 1.2.D) that are considered at individual, Faculty and University level. This information is used in the decision making process about creation of study programs, course content and staff engagement. Furthermore, the Employability Report Extract\_Employability Report 2022 MM.pdf - (Point 1.5. Job market preparation of study program) contains data collected from employers and used for improvement of curricula. Furthermore, Faculty Quality Teams consist of members from the academic staff, student representatives and representatives from the community. They are being consulted regarding the structure of the new study programs. As evidence, minutes from the meetings of these teams are listed previously, in standard 1, as annexes (Annex 1.3.A; 1.3.B. and 1.3.C.). Students have their representation in the University Senate which is the body that brings the final decision about new study programs. Annex 1.4.D. - Senate meeting minutes as evidence of student participation when a decision about a study program is being adopted.

2.5. Study programs use external expertise and references. The program is aligned with the best foreign practices and experiences.	Subject programs (syllabi) for all study programs (with basic and additional literature shown); List of external/foreign teachers or experts who have been involved in the study programs in the last five years. Concrete examples of compliance of study programs with the best foreign practices and experiences.
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**Answer:**

Subject programs (syllabi) for all study programs (with basic and additional literature) and all components of syllabi can be seen as one document in Annex 2.2 C, Annex 2.2 E and Annex 2.2 F.

During the process of creating/revising study programs, course content and staff engagement, Faculty Quality Teams consist of members from the academic staff, student representatives and external experts as representatives from the community. They are being consulted regarding the structure of the new study programs. As evidence, minutes from the meetings of these teams are listed under standard 1, as annexes (Annex 1.3.A; 1.3.B. and 1.3.C.). In the examples provided (Annex 1.3.A; 1.3.B. and 1.3.C.) from the Faculty of LAW meeting minutes, one can see that the meetings include participation of external experts that provide insights to the new programs. In the given examples, a participation by Public Notary (external expert) and Public Prosecutor (external expert) is shown.

Concrete examples of compliance of study programs with the best foreign practices and experiences are shown in the Elaborates, specifically for Law faculty, see Annex 2.5 A for Undergraduate accredited programs, Annex 2.5 B for Master accredited programs and Annex 2.5. C for PhD accredited programs.

## Annexes

[Annex 2.5 A. 24-25-Criminalistics and Security-240ECTS.pdf](#)  
[Annex 2.5 A. 24-25-Customs Law and Insurance-240ECTS.pdf](#)  
[Annex 2.5 A. 24-25-Legal Informatics-240ECTS.pdf](#)  
[Annex 2.5 A. 24-25-Legal Studies-240ECTS.pdf](#)  
[Annex 2.5 A. Revidiran Elaborat-Kriminalistika i bezbednost-240.pdf](#)  
[Annex 2.5 A. Елаборат-Царинско право и осигурување-240-MK-ALB.pdf.pdf](#)  
[Annex 2.5. B. 24-25-Criminalistics and Security-240ECTS.pdf](#)  
[Annex 2.5. B. 24-25-Customs Law and Insurance-240ECTS.pdf](#)  
[Annex 2.5. B. 24-25-Legal Informatics-240ECTS.pdf](#)  
[Annex 2.5. B. 24-25-Legal Studies-240ECTS.pdf](#)  
[Annex 2.5. B. Revidiran Elaborat-Kriminalistika i bezbednost-240.pdf](#)  
[Annex 2.5. B. Елаборат-Царинско право и осигурување-240-MK-ALB.pdf.pdf](#)  
[Annex 2.5 C. 23-24-PhD-International Law-180ECTS.pdf](#)  
[Annex 2.5 C. 23-24-PhD-Civil Law-180ECTS.pdf](#)

2.6 The study programs clearly define the overall expected work engagement of the student and include well-structured external activities (trainings, practical work and other activities that do not take place in the institution, but allow the student to gain experience in the field of his studies). The workload allows the student to participate in external activities during the studies. Practical teaching is adequately valued in the workload and its implementation is regularly monitored.	Presentation of the expected student load (for all study programs shown in the number of hours (teaching, lessons, etc.), ECTS and expected load for mastering the subject programs); Presentation of the inclusion of practical teaching in the subject or study programs; Report on realised practical teaching and external activities (trainings, practical work and other activities that do not take place in the institution, but allow the student to gain experience in the field of his studies) in the last five years for all study programs
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## Answer:

The South East European University uses a minimum requirement for teaching delivery for all courses. This is set to at least 25% of the total workload of the student for a given course.

Overall expected engagement of students in class throughout one semester is foreseen to be a minimum of 225 hours on-campus for all degrees. Average on-campus engagement for all degrees is around 255 hours. Additional engagements are planned for homework and projects, including self study by students and exam preparation. Total workload per semester is set to 900 hours spreaded over 15 weeks of teaching and additional weeks for exam preparation. See Annex 2.6 A. An example of semestral hours distribution and workload for details.

Concrete examples of overall expected work engagement for the student of LAW faculty study programs are listed in the annexes, and they include:

Criminalistics & Security undergraduate degree - Annex 2.6 B  
Legal Informatics undergraduate degree - Annex 2.6 C  
Legal studies undergraduate degree - Annex 2.6. D.  
Law Faculty Master Hours Distribution - Annex 2.6. G.  
Law Faculty PhD Hours Distribution - Annex 2.6. H.

The practical teaching and external engagements facilitated by Business & Innovation Center - BIC outside the University have proven to be invaluable experiences for both students and faculty alike. Through hands-on learning opportunities, students have gained real-world insights, honed their skills, and developed a deeper understanding of their field of study. These engagements have not only enriched academic learning but also fostered meaningful connections with industry professionals, opening doors to future career opportunities. This is illustrated in Annex 2.6. Ev below.

In addition, LAW faculty provides a cumulative report on realisation of activities and practice in Annex 2.6. I.

Student Career Center exists in the frames of the University Business and Development (BIC) Center. Its role is to provide students with opportunities for practical work during their studies and to establish a link with potential employers. Annex

2.6.F below presents a report of the activities of the Career Center with external companies and concrete lists with names of students doing their internships at specific companies/firms.

#### Annexes

- [Annex 2.6. A. An example of semestral hours distribution and workload.pdf](#)
- [Annex 2.6. B. Semestral hours distribution and workload for Criminalistics&Security-UG](#)
- [Annex 2.6. C. Semestral hours distribution and workload for Legal Informatics-UG](#)
- [Annex 2.6. D. Semestral hours distribution and workload for Legal Studies-UG](#)
- [Annex 2.6. D. List of activities with employers and students outside the University.docx](#)
- [Annex 2.6. E. Career Center Report](#)
- [Annex 2.6. F. List of activities with employers and students outside the University.docx](#)
- [Annex 2.6. G. HoursDistribution\\_LawFaculty\\_Master.pdf](#)
- [Annex 2.6. H. HoursDistribution\\_LawFaculty\\_PHD.pdf](#)
- [Annex 2.6. I. Law Faculty - Cumulative report on realisation of activities and practice.pdf](#)

2.7. Information about the study program published on the institution's website corresponds to the official records. The information is also published in the language in which the program is realised.	Link to the website where the specified information is published. <sup>2</sup>
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#### Answer:

Information about the study programs is regularly published on the institution's website at [www.seeu.edu.mk](http://www.seeu.edu.mk) at the Faculties section and within the Study Programs sections. This material corresponds to the official records approved by the Board of Accreditation and translated in three local languages. The following Annex 2.2 A. Report on SP accreditations for the last 5 years.pdf, contains all accredited programs for the last 5 years in all faculties, with corresponding links to the University website.

Additional information related to study programs, scheduling, attendance, exams, grading, transcript of records, finances, and many other services are offered within the internal portal of the University at <https://my.seeu.edu.mk>. A screenshot of the internal portal is shown in Annex 2.7 A. MySEEU Internal Portal for Students and Staff.pdf

#### Annexes

- [Annex 2.2 A. Report on SP accreditations for the last 5 years.pdf](#)
- [Annex 2.7 A. MySEEU Internal Portal for Students and Staff.pdf](#)

2.8. Higher education institutions monitor and periodically revise their study programs in order to achieve the set goals and meet the needs of students and the social community. The audit is aimed at continuous improvement of study programs. All concerned participants should be informed about the activities that are planned or undertaken based on the audit.	Reports on conducted teaching or information on monitoring the performance of teaching; Indicators and conclusions; Presentation of revised study programs in the last five years with information on the nature of the change, the reasons for the implemented changes and the expected results.
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#### Answer:

Data collected from both processes of monitoring teaching (Teaching observation and Student evaluation) serve as indicators for determining the focus of the observation process for which all staff receive information at the beginning of every academic year after these areas have been treated during the annual staff training. Thus, some of the issues addressed have been student centred teaching and interactivity in the classroom, then continuous assessment, providing feedback to students, modern teaching methods such as flipped classroom, etc. The analysis goes further by analysing

<sup>2</sup> The expert commission can ask the coordinator at AQHE (Agency for Quality in Higher Education) to compare the published information with the official records in AQHE.

the course content on Google Classroom with regard to providing relevant and updated materials which has been the focus of the last teaching observation process. Please check the reports for the last five academic years in the annexes below.

The calendar of activities that are planned for revised study programs is shown in Annex 2.1 E. The revised study programs in the last five years with the details can be seen in Annex 2.5. A, Annex 2.5. B. and Annex 2.5. C.

#### Annexes

[Annex 2.8.A. Teaching Observation \(TO\) Report 2018.2019](#)

[Annex 2.8. B. TO Report 2019.2020](#)

[Annex 2.8. C. TO Report 2020.2021](#)

[Annex 2.8. D. TO Report 2021.2022](#)

[Annex 2.8.E. TO Data 2022.2023](#)

[Annex 2.1. E. Calendar of Activities for Accreditation Process](#)

2.9. Statistical data (the number of subjects that are implemented, the number of students, grades, number and reasons for leaving studies, etc.) are regularly monitored and systematically analyzed.	Statistical data (the number of subjects that are implemented, the number of students, average grades per subject, number and reasons for leaving studies, etc.) by academic year for the last five years.
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#### Answer:

Data collected from the processes of grading serve as indicators for determining the focus of the implementation of study programs and courses and it is conducted after each grading session after the completion of every academic year. The analysis goes further by analysing the root cause for retention rate, course failures and grade inflation (if applicable). Please check the reports for the last five academic years: Annex 2.9 A. Statistical data for subjects implemented, number of students, retention rate organized by study program.pdf shows cumulative analytics for student enrollment and retention rate organized by study program for each unit and academic year.

In addition to the cumulative data, we are also providing grade breakdown for all subjects individually. this can be found in Annex 2.9 B. Cumulative Statistical data for student retention and grade distribution for 5 years by study program.pdf

#### Annexes

[Annex 2.9 A. Statistical data for subjects implemented, number of students, retention rate organized by study program.pdf](#)

[Annex 2.9 B. Cumulative Statistical data for student retention and grade distribution for 5 years by study program.pdf](#)

### Standard 3

STANDARD 3: STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT INDICATOR		DOCUMENTATION
3.1. The institution has developed a mechanism that guarantees that the programs are carried out in a way that motivates students to take an active part in creating the learning process and that the evaluation of students reflects this process.		Presentation of the teaching delivery system at the institution level; Act/rules/standards or quality indicators in teaching; Concrete examples of active participation of students in the learning process.
<p><b>Answer:</b></p> <p>Strategic goal 2 of University Strategic Plan (<a href="#">SEEU 5.0 STRATEGIC PLAN 2021-2025 A.pdf - Google Drive</a>) is devoted to maintaining and enhancing the quality of teaching and learning. The Rule on Teaching Observation (<a href="#">Rule on Teaching Observation.pdf - Google Drive</a>) elaborates in more detail how monitoring of the quality of teaching is being carried out at University level. Examples of good teaching practices and indicators of teaching excellence are used as guidelines for the quality in teaching.(Annex 3.1.A). Active student participation is an excellence requirement in the two quality instruments used: Teaching Observation (see the feedback form in Annex 1.2.A) and student evaluation form (see Annex 1.2.B.)</p>		

Every syllabus from all three cycles contains some elements of active student participation as course grading requirements and all syllabi are written using the same template. Please check syllabus examples from all three cycles: Annex 3.1.B, Annex 3.1.C and 3.1.D.

#### Annexes

[Annex 3.1.A. Good teaching practices](#)

[Annex 3.1.B. Course syllabus I cycle](#)

[Annex 3.1.C. Course syllabus II cycle](#)

[Annex 3.1.D. Course syllabus III cycle](#)

3.2. The institution respects the diversity of students and their needs; it enables flexible learning approaches. Different models for realisation of teaching are used where possible, as well as a multitude of pedagogical methods.

Presentation of the implementation of teaching for each study program separately; Description of teaching methods for all study programs; Concrete examples of innovative teaching methods.

#### Answer:

A wide range of teaching methods is being used University wide. They vary from more traditional ones, like lecturing and class presentations, to individual, pair and group work, problem based learning, task based learning, role plays and simulations, case studies and online and blended learning. Flipped classroom and experiential learning are also being applied. Very frequently and with all study cycles, especially with students from the II and III cycle, the reading material is distributed to students prior to the class and then in class there is a discussion about it. A concrete example is the distribution of roles, where some students act as starters of the discussion, others as provocateurs and the rest as wrappers. The Legal Clinic at the Law Faculty is a place where students learn through the experience of providing free legal advice to members of the community. Students of language departments observe classes in high schools and then in cooperation with the high school professors and their University professors, prepare and conduct lessons for high school students. Blended learning is an excellent opportunity to provide instruction for those students that are unable to follow every class with physical presence. The Google Classroom content for the course Teaching English for Specific Purposes available from <https://classroom.google.com/c/NjI1Mzg4NDUzNDMy> illustrates the application of blended learning and flipped classroom.

#### Annexes

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3.3. The institution regularly adapts the teaching methods. Teaching is based on interactive learning and student-oriented learning. The learning approach is focused on the student, the development of his/her skills and competencies. The approach is interdisciplinary, based on case studies adapted to the cycle of studies. The study program also includes project-based learning.

Examples of case studies used in teaching, realized projects in teaching or other methods relevant to the study program, etc.; Examples/report for teaching monitoring and action on weaknesses; Examples of carried out adaptation of teaching methods.

#### Answer:

As described under STANDARD 1 of this form and evidenced through the two processes of monitoring teaching (Teaching Observation and Student evaluation, Annex 1.2 A and 1.2.B) information about areas for improvement are collected and reported regularly (Annex 3.3. A. Student Evaluation Report Spring 2022.2023 and 3.3.B. Student Evaluation Report Fall, 2022.2023) and they are considered at all levels: first by the Rector's Executive Team, then by the Rector's Directorate, the Faculty Councils and finally by every individual professor. At the end of the academic year, every professor is evaluated by the Dean, based on the information from these two processes, with a special focus on the weaknesses that need to be addressed Annex 3.3. C. (Individual Annual Evaluation Report with comments).

Additional examples of case studies used in teaching, realised projects in teaching and other relevant methods for LAW faculty can be found in Annex 2.6. I. More details can be found in individual syllabuses for given courses in Annexes 2.2 C.

#### Annexes

[3.3. A. Student Evaluation Report Spring 2022.2023](#)

[3.3. B. Student Evaluation Report Fall, 2022.2023](#)

[3.3. C. Individual Annual Evaluation Report with comments](#)

3.4. Everyone who participates in the assessment of students (teachers, colleagues, etc.), is familiar with the existing methods of testing and examination and receives support in developing their own skills in this field; assessment includes a variety of formal

An overview of the methods of assessment and examination of students for each subject of the study programs with a display of various formal assessment tools, laboratory exercises, assignments, projects, etc.

assessment tools, laboratory exercises, assignments, projects, etc.	
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**Answer:**

An overview of the methods of assessment and examination of students for each subject of the study programs with a display of various formal assessment tools, laboratory exercises, assignments, projects, etc. for LAW faculty can be found in Annex 2.6. I. More details can be found in individual syllabuses for given courses in Annexes 2.2 C.

**Annexes**

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3.5. The criteria and methods of evaluation and assessment of students are published and known in advance.	A link to a website or other document that describes the criteria and methods of evaluation and assessment.
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**Answer:**

The criteria and methods of evaluation and assessment of students are published at the beginning of each semester. We facilitate Google Classroom as a Learning Management tool to distribute the Syllabus that includes the methods and evaluation of assessments for the given course.

A concrete example of published evaluation and assessment methods on Google Classroom for the LAW faculty few courses can be seen in the Annex 3.5. The same approach is used in all courses in all departments, University wide.

More details can be found in individual syllabuses for given courses in Annexes 2.2 C, Annexes 2.2 E and Annexes 2.2 F

**Annexes**

[Annex 3.5. A. Concrete Examples of published evaluation and assessment methods on Google Classroom: Law faculty.pdf](#)

3.6 Assessment allows students to demonstrate the extent of learning outcomes achieved. Students receive feedback which, if necessary, is linked with advice on the further learning process. Assessment is conducted consistently and fairly for all students, in accordance with existing procedures. The results meet the expected learning outcomes. The assessment method is adapted to the objectives of the subjects. Where possible, assessment is carried out by multiple examiners.	Average grades achieved by students per subject for all study programs, per academic year for the last five years (if applicable) Information on the way to deliver feedback to students in the assessment section; Concrete examples of innovative approaches in assessment; Examples of subjects where assessment is carried out by multiple examiners.
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**Answer:**

Average grades achieved by students per subject for all study programs, per academic year for the last five academic years can be seen in: Annex 2.9 A. that shows cumulative analytics for student enrollment and retention rate organised by study program for each unit and academic year.

In addition to the cumulative data, we are also providing grade breakdown for all subjects individually. this can be found in Annex 2.9 B. Cumulative Statistical data for student retention and grade distribution for 5 years by study program.pdf

Students receive feedback in several ways: in-class, during office hours or electronically. In cases when it includes online assessment and feedback, Google Classroom is leveraged for this purpose. Below in the annexes an example of innovation approaches in assessment and feedback for Law faculty can be seen (Annex 3.6. A.). In addition when subjects are assessed by multiple examiners, which is the case of typical PhD courses, a similar approach is used in Google Classroom and this can be seen in the second part of annex 3.6. A.

**Annexes**

[Annex 3.6 A. Concrete Examples of innovation approaches in assessment and feedback: Law faculty](#)

3.7. The institution has a formal complaint procedure, including a form to report corruption by any of the students. The system is functional and efficient.	An act in which the procedure for complaints from students is regulated; Acts for the prevention of corruption of the institution; Presentation of submitted student complaints, including corruption reports, in the last five years with the percentage of positively and negatively resolved complaints; Display of reports of corruption in the institution.
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**Answer:**

To make sure that each student complaint will be dealt with and processed in a careful and standard procedure the institution operates a [Complaints procedure for students and members of the public](#), as well as a rule on receiving corruption allegations [Rule on receiving corruption allegations MM.pdf \(seeu.edu.mk\)](#). In addition to this, in accordance with the Law on higher education the institution has appointed a person in charge of receiving corruption allegations. The anti-fraud policy is another instrument of the institution to prevent fraud and promote anti-fraud culture.

**Annexes**

[Annex 3.7.A. Reports on Corruption](#)  
[Annex 3.7.B.. Anti - Fraud Policy](#)

## Standard 4

STANDARD 4: STUDENT ENROLLMENT AND ADVANCEMENT, DIPLOMAS AND CERTIFICATES	
INDICATOR	DOCUMENTATION
4.1. The higher education institution properly implements the pre-established and published regulations covering all phases of study, i.e., enrolment, progression during studies, diplomas and certificates. The regulations are publicly available.	Act in which the issue is regulated; Link to the post webpage.
<p><b>Answer:</b></p> <p>Enrolment of students at South East European University is governed by the <a href="#">Rule on Enrolment Requirements and Criteria</a> and the <a href="#">Call for Enrolment</a> both of which are approved by the University Senate for each academic year. These regulations are publicly announced on the university website.</p> <p>The progression of students in undergraduate, graduate, and doctoral studies is regulated by specific rules. The <a href="#">Rule on First Cycle Studies Student progression</a> governs undergraduate studies, the <a href="#">Rule on Second Cycle Studies</a> governs graduate studies, and the <a href="#">Rule on Third Cycle Studies</a> governs doctoral studies. The content and format of documents such as diplomas, diploma supplements, and certificates of graduation for each study cycle are regulated by the <a href="#">Rule on content and format of the diploma, diploma supplement, certificate and other documents</a>.</p>	
<p><b>Annexes</b></p> <p>/</p>	
4.2. The institution has developed a functional procedure and/or tools for collecting and monitoring the student's progress and acts on the basis of the information received.	Information about the existence of appropriate tools for monitoring the student's progress; Proof that the system is functional.

**Answer:**

The "Student Life Cycle," from application to graduation, is defined by a set of procedures seamlessly integrated into University's operational tools. These tools are specifically designed to meet the requirements for ensuring and enhancing the efficiency and quality of services provided to students and staff. [Admission Office Standard](#) and [Registry Office Standard](#) support this requirement.

Student data are initially collected at the entry point - application [Apply SEEU](#). Subsequently, the entire monitoring of a student's progress, including curriculum management, course registration, scheduling, attendance tracking, exam registration, grading, student finances, and other related processes, is primarily managed through the [My SEEU](#) portal, the 'University Management System [UMS.seeu.edu.mk](#) and the Learning Management System - [Google Classroom](#).

**Annexes**

/	4.3. The higher education institution has developed a procedure for recognition of periods of study and prior learning, which includes recognition of informal and formal learning, of students during their studies, including during student mobility.	Act in which the issue is regulated; List of students who have been recognized for informal and formal learning, including during mobility, for the last five years.
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**Answer:**

The University acknowledges the significant benefits of student and staff exchanges for both learning and professional development. It also recognizes the pivotal role of international mobility in fostering a knowledge-based society and driving economic development. The [Procedures for mobility](#) and a list of student mobility activities from the past five years can be found in Annex 4.3.B.

**Annexes**

[Annex 4.3.B. List of students mobility \[2018-2023\].pdf](#)

4.4. After completing the studies, the students receive documentation that clarifies the acquired qualification, competencies and learning results, the degree, the content and the status of the successfully completed studies. Documentation is clear, understandable and comprehensive.	Diploma, certificate and diploma supplement <b>Abaz done</b>
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**Answer:**

The University issues Diplomas and Diploma Supplements upon completion of university higher education at the undergraduate (first cycle), master's (second cycle), and doctoral (third cycle) levels. All qualifications awarded are in accordance with the European and National Qualifications Frameworks. Examples of the form and content can be found in the annexes.

**Annexes**

[Annex 4.4.A. Diploma \[Undergraduate\]](#)

[Annex 4.4.B. Diploma \[Graduate\]](#)

[Annex 4.4.C. Diploma \[PhD\]](#)

[Annex 4.4.D. Diploma Supplement \[Undergraduate\]](#)

[Annex 4.4.E. Diploma Supplement \[Graduate\]](#)

[Annex 4.4.F. Diploma Supplement \[PhD\]](#)

[Annex 4.4.G. Certificate of Graduation \[Undergraduate\]](#)

[Annex 4.4.H. Certificate of Graduation \[Graduate\]](#)

[Annex 4.4.I. Certificate of Graduation \[PhD\]](#)

[Annex 4.4.J. Transcript of Records \(sample\)](#)

**Standard 5**

STANDARD 5: TEACHING STAFF <sup>3</sup>	
INDICATOR	DOCUMENTATION
5.1. The higher education institution provides competent teaching staff for the implementation of the study programs. The qualifications of the teaching staff involved in the execution of the study programs are appropriate to the profile and concept of the studies as well as to the planned teaching subjects.	Biographies (CV) of the engaged teaching staff of all study programs in Europass format (with information on the last five years, profile information including completed study cycles and acquired title, data on accomplished scientific research work and results); Decisions for academic and teaching titles; Overview of subjects taught by the staff in the past five years in all study cycles of the institution (shown individually and in alphabetical order of the last name of the employee/engaged person).

<sup>3</sup> It refers to persons selected in teaching-scientific, teaching-professional, scientific, teaching and associate positions, who perform higher education activities.

**Answer:**

Biographies (CV) of the engaged teaching staff of all study programs can be found in Annex 5.1. A. below in Europass format. Decisions for academic and teaching titles can be found in Annex 5.1. B.

Overview of subjects taught by the staff in the past five years in all study cycles of the institution can be found in Annex 5.1. C.

**Annexes**

[Annex 5.1.A. Staff CVs in Europass Format](#)

[Annex 5.1.B. Decisions for Academic and Teaching Titles](#)

[Annex 5.1.C. Overview of subjects taught by the staff in the past five years](#)

5.2. The published papers of the teaching staff in reference scientific publications in the last 5 years are relevant and contribute to the development of quality studies, that is, the scientific field.	An overview of the number of published works in reference scientific publications (according to Art. 2 item 21 of Law on higher education) of the teaching staff in the last five years shown grouped by categories provided in Art. 2. item 21 (A-F) of ZVO. For each category, the results are presented in alphabetical order of the surname of the employee/engaged person, as well as the total number of papers for the higher education institution; List of published papers in reference scientific publications with a link to the publication/paper.
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**Answer:**

In the last five academic years the teaching staff at SEEU have published a total number of 1474 scientific publications. These publications are further categorised in books (73), book chapters (40), articles in scientific journals (642), articles in periodicals (20), articles in conference proceedings (669) and reports (30). All data regarding the scientific publications of the academic staff of SEEU are stored in the SEEU research database. All the publications are assessed in regular meetings of the SEEU Central Research Committee. A complete list of all publications categorised according to Art.2 item 21 of Law on higher education is available under Annex 5.2 A1. A complete list of publications in the Faculty of Health Sciences (a total of 60 publications not yet included in the SEEU Research Database) can be found under Annex 5.2 A2.

Starting from 2022, the SEEU research database includes a special category for articles published in journals indexed in Clarivate Analytics and Scopus databases. Between 2022 and 2024 the academic staff of SEEU has published a total number of 57 articles indexed in Clarivate Analytics or Scopus, out of which 30 articles in journals indexed in Clarivate Analytics Emerging Sources Citation Index, 11 articles in journals indexed in Clarivate Analytics Social Science Citation Index and 16 articles indexed in Scopus. A complete list of publications in journals indexed in Clarivate Analytics and Scopus can be found under Annex 5.2 B

**Annexes**

[Annex 5.2 A1: List of publications of the SEEU Academic Staff](#)

[Annex 5.2 A2: List of publications: Faculty of Health Sciences](#)

[Annex 5.2 B: Clarivate Analytics and Scopus journal articles 2022-2024](#)

5.3. The workload of the teaching staff is balanced. The teaching staff is hired in accordance with the legal provisions. The number of hours of the teaching staff on an annual level is adequate for the realisation of quality teaching.	Overview of the number of hours taught by the teaching staff and the subjects they taught in all cycles of studies (shown individually and in alphabetical order of the surname of the employee/engaged person for all cycles of studies (first, second, third cycle of studies, if applicable. <i>Account is taken of the application of Art. 161 paragraphs 9 and 10 of the Law on higher education.</i> <sup>4</sup>
	Decisions on the schedule of work and work assignments for all cycles of studies in the last five years; Reports on teaching conducted for all study cycles in the last five years (if applicable); Proof that the institution has at least 10 people in teaching-scientific positions in a full-time employment relationship.

**Answer:**

The reports on teaching conducted for all study cycles in the last five years have been included under [5.1.C.](#)

**Annexes**

[Annex 5.3.A. List of Academic staff across faculties](#)

<sup>4</sup> The person appointed in the teaching-scientific and teaching profession during one semester of the school year can teach a maximum of four teaching subjects in the first cycle of studies, at one or more universities and a maximum of four teaching subjects in the second cycle of studies, at one or more universities.

<p>5.4. The higher education institution has clear, transparent and fair employment processes, through working conditions that recognize the importance of teaching work. The process is based on academic qualifications and merit and offers equal opportunities to all candidates. The institution's practice corresponds to the established criteria.</p>	<p>Act of the institution (for example, the Rulebook for selection in teaching-scientific positions that is applied or another act that regulates the procedure and criteria for appointment in teaching-scientific, teaching-professional, scientific, teaching and collaborator title); Overview of persons appointed in teaching-scientific, teaching-professional, scientific, teaching and collaborator title (with an overview of the number of applying candidates, the number of selected candidates and the number of people who were not appointed for all competitions in the last five years). Link to the Bulletin in which the reviews for the selection of the teaching staff are published with a page number.</p>
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**Answer:**

The rulebook for selection in teaching-scientific positions that is applied or another act that regulates the procedure and criteria for appointment in teaching-scientific, teaching-professional, scientific, teaching and collaborator title and related rules can be found in Annexes 5.4. A.. The overview of persons appointed/not appointed can be found in Annex 5.4.B. The University issues regular editions of the bulletin where academic appointments are published [Bulletin\( Press the link: Reviews at bottom of page\)](#)

**Annexes**

[Annex 5.4.A. Act of institution \(Rule on Special Requirements Conditions and Procedure for Promotion to teaching-scientific, teaching-professional, scientific titles and collaborators\)](#)

[Annex 5.4.B. Overview of persons appointed/not appointed](#)

<p>5.5. The institution has developed a procedure for ensuring adequate working conditions for the teaching staff. The staff has appropriate information equipment, access to relevant electronic databases from the area/study program, appropriate spatial conditions as well as other resources relevant to their work.</p>	<p>Act of the institution or another act regulating the provision of appropriate working conditions for the teaching staff; Inventory of functional IT, laboratory, etc. type of equipment in the facility; Inventory of information, laboratory, etc. type of equipment in the institution, provided in the last five years (with the value of the equipment and the source of financing); Review of relevant electronic databases from the field/study program to which access is provided in the institution Overview and description of spatial conditions for the realization of the study programs.</p>
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**Answer:**

The institution regulates working conditions with a separate [Act for working conditions](#) To insure that staff and students have adequate support by the information technology the University employs a wide variety of IT equipment. Inventory of functional IT, laboratory, etc. type of equipment in the facility can be seen in Annex 5.5. A.

An inventory of the institution's library collection as well as an inventory of the library collection acquired in the last five years as well as the inventory of distance learning information resources are shown in the annexes 6.2 C. The catalogue of the library collection is organised by each study program.

In terms of spatial conditions the university boasts state of the art facilities which provide exemplary conditions for students and staff. An overview of these can be seen in Annex 5.5.C.

**Annexes**

[Annex 5.5.A. Inventory of IT equipment](#)

[Annex 5.5.B. Technical capacities](#)

[Annex 5.5.C. Spatial conditions for realisation of study programs](#)

<p>5.6. The institution offers opportunities for professional development of the teaching staff and to constantly motivate them; regularly organises trainings for the teaching staff in the function of developing proactive and innovative teaching methods, for their pedagogical and technical skills. The institution regularly monitors the technical skills of the teaching staff.</p>	<p>An act of the institution or another act in which the professional development of the teaching staff is regulated. List of trainings for the teaching staff in the function of developing proactive and innovative teaching methods realised in the last five years and financed by the institution with a list of participants and program; List of training/training for teaching staff in function of development of proactive and innovative teaching methods realised in the last five years financed by other institutions/institutions/organisations with list of participants and program. Concrete examples and results, best practices of motivating teaching staff in the last five years; Report/analysis of teaching staff technical skills (if applicable)</p>
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**Answer:**

The University continues to support the staff for professional development and constantly offer them various training. Some of these training also include technical skills that are carried out by the eLearning centre and IT Office. In the Annex 5.6. A. There is a list of recent trainings that are organised the last 5 years with the aim of enhancing the technical skills of the staff. Besides these initiatives, SEEU organises annual professional development sessions with all academic staff on current issues and relevant topics. Annex 5.6.B, C, D, E, F. present the annual Professional Development Programs in the last five academic years. The staff of SEEU has participated in numerous trainings organised in the process of implementing research projects with partner universities. A complete list of the members of SEEU staff who have participated in such training and conferences can be found under Annex 5.6 C1. Furthermore, as indicated in Annex 5.6 C2, a total number of 55 members of the SEEU staff is involved in the implementation of international research projects. SEEU has developed a Procedure for the allocation of the Research and Professional Development Fund. This procedure regulates the allocation of the individual staff *Fund for Research and Professional Development*, that for one academic year consists of the sum up to 700 Euro for one academic year. Starting from October 2021, if this fund is not used for participating in conferences, the Procedure provides the possibility to allocate this fund as an award for publication of articles in journals indexed in Clarivate Analytics and Scopus. The criteria for the allocation of this reward are explained in the procedure available under Annex 5.6 D1. SEEU allocated a sum a total sum of 5,655 Euros in 2020/21, 6,170 Euros in 2021/22 and 9,200 Euros in 2022/23 for rewards for publications in indexed journals. The complete list of staff who received this award can be found under Annex 5.6 D2.

#### Annexes

- [Annex 5.6 A. Act for regulation of professional development](#)
- [Annex 5.6.B. University Training Program September 2023](#)
- [Annex 5.6.C. University Training Program September 2022](#)
- [Annex 5.6.D. University Training Program August 2021](#)
- [Annex 5.6.E. COVID 19 University Professional Development Program Aug..docx](#)
- [Annex 5.6.F. University Training Program Sept 2019.docx](#)
- [Annex 5.6 C1: List of staff participating in project implementing conferences and trainings](#)
- [Annex 5.6 C2: SEEU staff engaged in research projects](#)
- [Annex 5.6.D. Performance based remuneration](#)
- [Annex 5.6 D1: Procedure for Allocation R&PDF](#)
- [Annex 5.6 D2: List of awards for publications in indexed journals](#)
- [Annex 5.6 E. Report on staffs trainings for technical skills.pdf](#)

<p>5.7. The institution engages visiting teachers, established scientists, artists and practitioners from the country and abroad within the realisation of the study program (type of engagement, area/subject and period) for the last five years;</p> <p>Biographies of the engaged visiting teachers, established scientists, artists and experts from the practice from the country and abroad within the realisation of the study program of all study programs (Europass format).</p>	<p>List of visiting teachers, established scientists, artists and practitioners from the country and abroad within the realisation of the study program (type of engagement, area/subject and period) for the last five years;</p> <p>Biographies of the engaged visiting teachers, established scientists, artists and experts from the practice from the country and abroad within the realisation of the study program of all study programs (Europass format).</p>
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#### Answer:

List of visiting teachers, established scientists, artists and practitioners from the country and abroad within the realisation of the study programs can be seen in Annex 5.7. A. Additional biographies of engaged visiting teachers can be seen in Annex 5.7. B.

#### Annexes

- [Annex.5.7.A. List of visiting teachers for the last five years](#)
- [Annex.5.7.B. Biographies of the engaged visiting teachers](#)

<p>5.8. Scientific work is encouraged in order to strengthen the connection between teaching and science. The system works well and is efficient.</p>	<p>Concrete examples and results, best practices.</p>
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#### Answer:

SEEU encourages the academic staff to do research that is related to the courses that are taught by professors. This connection between teaching and science can be observed in concrete examples and best practices presented by each faculty in Annex 5.8, where examples of the research work of the professors is directly connected to the courses that they teach.

#### Annexes

- [Annex 5.8: Connection between teaching and science](#)

<p>5.9. The higher education institution encourages innovation in teaching</p>	<p>Concrete examples and results of introduced innovations in teaching methods and in the use of new technologies.</p>
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methods and in the use of new technologies.	
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**Answer:**

SEEU supports and promotes the use of new technologies in the teaching process in both directions. One is focused on heavy investment in ICT technologies, networks and tools and second is the introduction of the separate performance indicator in digitalization profile linked directly to the remuneration policy. Please check Annex 5.6.D. Performance Based Remuneration for more details.

**Annexes**

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5.10. The institution has an established system of academic integrity and prevention of plagiarism.	Act of the institution for or another act in which the indicator is regulated; Reports of a plagiarism check carried out by the institution for textbooks, teaching aids or scientific papers published by the institution (reports for at least 5% of published publications in the last five years).
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**Answer:**

The Code of Conduct available from the website regulates the issue of academic integrity and prevention of plagiarism.

<https://www.seeu.edu.mk/files/2019-2020/18/Code%20of%20conduct%20for%20academic%20staff%20MM.pdf>

SEEU Review is an international, peer-reviewed, open-access, online scientific journal published by South East European University in the international academic publisher Sciendo, De Gruyter's platform. SEEU Review seeks to publish original work that demonstrates currency and relevance to the field of study addressed. Submitted papers are double peer-reviewed by blind reviewers from the specific fields included in the Review, as well as all the papers undergo the similarity system of Turnitin - Ithenticate. Only papers that have an acceptable percentage of the similarity index proceed to the peer review process. The acceptable rate of the similarity index is 5 %. Please check the published papers in [SEEU Review](#).

**Annexes**

5.11. The institution has a policy/document/act for scientific research work. Indicators for scientific research work have been determined and are regularly monitored.	Act of the institution for or another act in which the scientific research work is regulated and/or the indicators for the scientific research work are determined. Report/analysis of the fulfillment of the research work indicators (if applicable).
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**Answer:**

Act of the institution in which the scientific research work is regulated can be seen in Annex 5.11. A, 5.11. B and 5.11 C.

**Annexes**

[Annex 5.11 A: Rule on promotion to academic titles](#)

[Annex 5.11 B: Rule on scientific research](#)

[Annex 5.11 C: Rule on research ethics](#)

5.12. The scientific research work corresponds to the local, regional and/or national development goals as well as the socio-economic and cultural context. The effect of research work on local, regional and/or national development goals is regularly monitored, on the basis of which appropriate improvements are made.	Concrete examples and results, best practices; Relevant reports or recommendations
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**Answer:**

Concrete examples, results and best practice of the scientific research work corresponding to the local, regional and/or national development goals as well as the socio-economic and cultural context can be seen in Annex 5.12 A.

**Annexes**

[Annex 5.12: The scientific research work corresponds to the local, regional and/or national development goals as well as the socio-economic and cultural context](#)

**Standard 6**

<b>STANDARD 6: LEARNING RESOURCES AND STUDENT SUPPORT</b>	
<b>INDICATOR</b>	<b>DOCUMENTATION</b>
6.1. The institution provides adequate funding for learning and teaching activities and thus provides adequate and readily available resources for learning and student support. The system for financing the institution, that is, the study programs, is efficient and based on the needs of the students. The institution has a comprehensive and efficient system for financing scientific research activities.	Financial plan of the previous five years Financial statements of the previous five years Presentation of the financing of the scientific research activity (with a stated percentage of the total/own income that is set aside for scientific research work)

**Answer:**

The University has adequate procedures and instruments to provide funding geared towards excellence in teaching and learning. To assure this a timely budgeting process is launched early in the calendar year to include all units budget needs and requests. The final budget is approved by the University Board which is the principal governance organ. In addition to this, the University remunerates exemplary research published in international conference proceedings and impact factor journals from its own financial resources. Much of the research is also done through a variety of projects granted to the University from various sources from outside.

**Annexes**

[Annex 6.1.A. Financial plan of the previous five years](#)

[Annex 6.1.B. Financial statements of the previous five years](#)

[Annex 6.1.C. Research & Development for previous five years](#)

6.2. The technical resources of the institution (libraries, laboratories, work rooms, information equipment, etc.) are adequate for the realisation of the study program. Students and teaching staff, including persons with special needs, have access to all resources. The institution has adequate infrastructure for distance learning. Technical resources are subject to regular monitoring in the institution.	Total area (owned and rented space) with the area of facilities (lecture halls, classrooms, laboratories, organisational units, services); Inventory of functional informatics equipment intended exclusively for students; An inventory of the institution's library collection as well as an inventory of the library collection acquired in the last five years (the relevance of the library collection for each study program is assessed); Inventory of distance learning information resources; Information about resources available to people with special needs; Information on monitoring of technical resources in the institution.
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**Answer:**

The University is in possession of a land parcel of about 200000 m<sup>2</sup> and about 33000 m<sup>2</sup> of covered space in both campuses Tetovo and Skopje. A breakdown of these capacities can be seen in Annex 5.5.E. above. The inventory of IT equipment can be seen in Annex 6.2.B. Capacities for students with special needs are also way above average in the region and can be seen in Annex 6.2.E.

An inventory of the institution's library collection as well as an inventory of the library collection acquired in the last five years as well as the inventory of distance learning information resources are shown in the annexes 6.2 C. The catalogue of the library collection is organised by each study program.

**Annexes**

[Annex 6.2.B. IT equipment for students](#)

[Annex 6.2.E. Technical resources in the institution and resources for students with special needs](#)

[Annex 6.2.C. SEEU LIBRARY Titles by subject.xlsx](#)

[Annex 6.2.C. Max van der Stoel library General Information.docx](#)

[Annex 6.2.C. SEEU LIBRARY Online resources.docx](#)

6.3. The work of the auxiliary/administrative services is properly organized and is a function of internal quality assurance. In their work, the	Presentation of the possibilities that exist within the auxiliary/administrative services for the needs of the different student population, students older than 25
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<p>services take into account flexible ways of learning and teaching as well as the needs of different student populations (for example, students over 25 years old, part-time and working students, students from abroad and students with special needs). The number of employees in the auxiliary/administrative services and their profile is appropriate for the number of students in all types of studies. The auxiliary and administrative staff have the opportunity to develop their own competencies.</p>	<p>years, part-time and employed students, students from abroad and students with special needs;</p> <p>Display of number of employees and their profile in auxiliary/administrative services;</p> <p>List of employees in the auxiliary and administrative staff who attended training for the development of their own competencies in the past five years (with the specified period).</p>
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There is a part time study regime for students that are employed or live abroad. It means that they are not obliged to attend classes with physical presence, but they have full access to the course content through Google Classroom platform and they are encouraged to have regular contacts with the professors for consultations. Students with special needs are taken care of on an individual basis. For instance, the student with visual impairment at the study program of Psychology in the current academic year (2023/2024) attends classes with an assistant. This has been taken care of through the Ministry of Education.

**Annexes**

[Annex 6.3.A. List of administrative staff](#)

[Annex 6.3.B. List of trainings attended](#)

<p>6.4. The institution encourages the involvement of students in scientific research projects in all study cycles.</p>	<p>A list of students who have been engaged in a scientific research project in all study cycles in the past five years (with project title, project implementer, funding information and a link to the project results)</p> <p>Percentage of students involved in scientific research projects in relation to the total number of students by study cycle.</p>
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**Answer:**

Percentage of students actively involved in the implementation of research projects in the first and second cycles is at around %3 whereas in the third cycle is at about %5

**Annexes**

[Annex 6.4: Students engaged in research projects](#)

<p>6.5. Students have at their disposal specific forms of support including: an academic development advisor who monitors their development, provides support for career planning and other academic challenges and/or a functional Career Center, mentoring sessions, psychological support, etc.</p>	<p>Presentation of specific forms of support for students in the institution;</p> <p>Number of students who used specific forms of support in the last five years;</p> <p>Presentation of Career Center services and conducted activities in the last five years</p> <p>Number of students who followed training/training/internship or other type of support through the Career Center in the last five years.</p>
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**Answer:**

To facilitate student support the University employs a student adviser in each of the faculties. Apart from this there is a financial support for excellent students and students in need. The support for Career Center activities including the Report are presented under standard 2, Annex, 2.6.B.

**Annexes**

[Annex 6.5.A. Student financial support](#)

<p>6.6. The institution has a functional system for monitoring the members of the Alumni community. The alumni community is involved in the institution's development plans. The institution organises regular events and/or initiatives through which the contact with the graduated students is maintained.</p>	<p>A description of the Alumni Community tracking system (if applicable);</p> <p>Number of members of the Alumni community registered in the system (if applicable);</p> <p>Presentation of activities with the Alumni community in the last five years;</p> <p>Proof that the system is functional.</p>
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**Answer:**

Each year, a series of internal documents is updated with detailed information about the graduating class. These sheets include data such as student names, contact information, graduation year, degree obtained, and current employment status, and status of alumni. Within the series of internal documents, also is tracked whether students have transitioned to become alumni of our institution. This distinction allows tailoring communications and support services to meet the specific needs of alumni, such as networking events, career workshops, and job opportunities.

Another tracking system is through the Employability report where we track the professional progress of our alumni. This report is essential for understanding the outcomes of our graduates and improving services for current and future students. This report is compiled through phone interviews combined with google form questionnaires with alumni from the previous year's graduating class. During these interviews, we gather information on their current employment status, job titles, industries, and any further education they may have pursued, and if they have decided to be our alumni. So far, there are 11000 members of the alumni community registered in our system. The links below are leading to the information about the events with alumni on the University website. They mostly include gatherings on specific celebrations, but also lectures by SEEU alumni, as well as their engagement in the regular teaching process.

[https://www.seeu.edu.mk/en/information/news-events?id=2314&fbclid=IwAR1A4CpwUrX-FeAvbqa096sYVHusjsTirtKbZ7to6t84KHBchAVNQBqO2I\\_aem\\_AbbHoX2VoJJT3WWtYyKzDN3Ohijit9-RXqmR0SzL4mFIMgmXDHT6Qvx4oVuFln0skT0](https://www.seeu.edu.mk/en/information/news-events?id=2314&fbclid=IwAR1A4CpwUrX-FeAvbqa096sYVHusjsTirtKbZ7to6t84KHBchAVNQBqO2I_aem_AbbHoX2VoJJT3WWtYyKzDN3Ohijit9-RXqmR0SzL4mFIMgmXDHT6Qvx4oVuFln0skT0)

[https://www.seeu.edu.mk/en/information/news-events?id=1940&fbclid=IwAR10PrD6DMZ-LESEbxPweeO6MK2sZ18jsUIJ0PqxDdFG8LTDGrv1PUn3-XI\\_aem\\_AbYHfDLI7Qc5gM\\_e3jmrTYNoCD243rDf74tL7x0c19hOZgtfvJuvkKbp3ZJj93hlJ4](https://www.seeu.edu.mk/en/information/news-events?id=1940&fbclid=IwAR10PrD6DMZ-LESEbxPweeO6MK2sZ18jsUIJ0PqxDdFG8LTDGrv1PUn3-XI_aem_AbYHfDLI7Qc5gM_e3jmrTYNoCD243rDf74tL7x0c19hOZgtfvJuvkKbp3ZJj93hlJ4)

**Annexes**

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6.7. Students actively participate in the management of the institution. A student assembly and a student ombudsman, i.e., his deputy, function within the institution. The institution supports the social, cultural and sports activities of the students. It provides them with premises, support and an annual budget.

An act in which the issue of student participation in management is regulated; Presentation of the students' participation in the bodies of the higher education institution (with relevant indicators); Decision on the election of members of the Student Assembly and report of the last conducted elections; Decision on the election of a student ombudsman or his deputy; Presentation of supported social, cultural and sports activities of students by the institution (indicated by name of activity, time period, budget) for the last five years.

**Answer:**

Students elected by the SEEU Student Parliament and Association actively participate in the meetings of the SEEU Senate, Rector's Directory and Faculty Teaching-Scientific Councils.

**Annexes**

[Annex 6.7 A: Rule on organization and work of university Senate](#)

[Annex 6.7 B: Rule on organisation and work of Rector's Directorate](#)

[Annex 6.7 C: Rule on Faculty Teaching-Scientific Council](#)

6.8. Students are familiar with the services and opportunities available to them.

Presentation of the way in which students are introduced to the services and opportunities that are available; Promotional materials, publications or links to website publications.

**Answer:**

Before the start of every academic year, the University organises orientation/induction days (please check Annex 6.8.A and 6.8.B) during which students are introduced to all the services and opportunities that are available to them, as well as to the organisation and delivery of academic courses. Examples of promotional materials can be seen in Annex 6.8.C.

**Annexes**

[Annex 6.8. A. Induction Program I cycle](#)

[Annex 6.8. B. Induction Program II cycle](#)

[Annex 6.8. C. Examples of promotional material published](#)

## Standard 7

STANDARD 7: INFORMATION MANAGEMENT	
INDICATOR	DOCUMENTATION
7.1. The higher education institution regularly collects, analyses and uses information that is important for the successful implementation of study programs and other activities. Through an efficient process of data collection and analysis for study programs and other activities, the data is entered into the internal quality assurance system.	Description and presentation of the information collection and processing system Regulatory Act (if applicable) <span style="color: red;">x</span> Proof that the system is functional.

### Answer:

Our institution has made consistent investments in the development of proprietary electronic systems and commercial electronic solutions for the collection and processing of vital information. These systems are instrumental in supporting academic programs, administrative functions, and overall institutional effectiveness. An overview of these capacities is presented in Annex 7.1.A. The following links are a proof of function of these systems: <https://my.seeu.edu.mk/> <https://ums.seeu.edu.mk/> <https://i.seeu.edu.mk/default.aspx>

### Annexes

#### [Annex 7.1.A. Data Collection and Processing](#)

7.2. The information that is collected is relevant to the institution's profile, that is, the study programs and includes: key indicators of success; the profile of the student population; student progress, success and student withdrawal rates; degree of fulfilment of the expectations from the study programs by the students; learning resources and support available to students, graduate employment data and their careers, etc.  Students and employees are involved in the processes of data provision and analysis as well as in the planning of the activities resulting from them.	Display of data that is collected and the method of analysis from the collected data; Concrete examples of the involvement of students and employees in the process; Concrete examples of the use of the information provided in the process.
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### Answer:

Data collected from the processes of grading serve as indicators for determining the focus of the implementation of study programs and courses and it is conducted after each grading session after the completion of every academic year. The analysis goes further by analysing the root cause for retention rate, course failures and grade inflation (if applicable). Please check the reports for the last five academic years: Appendix 2.9 A. Statistical data for subjects implemented, number of students, retention rate organised by study program.pdf shows cumulative analytics for student enrollment and retention rate organised by study program for each unit and academic year.

In addition to the cumulative data, we are also providing grade breakdown for all subjects individually. this can be found in Appendix 2.9 B. Cumulative Statistical data for student retention and grade distribution for 5 years by study program.pdf

Student retention data are constantly analysed into micro level. For the purpose of this evaluation detailed reports are provided in annexes, including an analysis report for student retention which can be found in Appendix 7.2 A.

### Annexes:

[Appendix 2.9 A. Statistical data for subjects implemented, number of students, retention rate organized by study program.pdf](#)

[Appendix 2.9 B. Cumulative Statistical data for student retention and grade distribution for 5 years by study program.pdf](#)

[Appendix 7.2 A. Student retention analysis report for 5 years by study program.pdf](#)

7.3. The institution maintains a register of significant events, activities and processes. The data is collected, analysed and used for the needs of the strategic management of the institution.	Information about significant events, activities and processes.
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**Answer:**

The University maintains a register of important events for the institution and its students and staff. This can be seen from the Annexes of this section.

**Annexes**

[Annex 7.3. A. List of significant events, activities and processes](#)

[Annex 7.3. B. Examples of Calls for student enrollment](#)

[Annex 7.3. C. Examples of website clicks](#)

[Annex 7.3. D. Examples of social media visibility](#)

7.4. The security of information (in printed and electronic form) especially information related to student data, exam results, discussion on digital platforms, etc. is protected. The institution adequately protects the personal data of all stakeholders.

Act of the institution;  
Description of the practice for personal data protection;  
Other relevant documents or policies of the institution.

**Answer:**

Our institution has made significant strides in ensuring the security of information, particularly in relation to student data, exam results, and discussions on digital platforms. An overview of these achievements can be seen in Annex 7.4.A.

**Annexes**

[Annex 7.4.A. Security of Information](#)

[Annex 7.4.B. Deklaratë / изјава / statement](#)

**Standard 8**

STANDARD 8: INFORMING THE PUBLIC	
INDICATOR	DOCUMENTATION
8.1. The higher education institution regularly publishes data on its activities and study programs. The information published on the website and other media (printed, social media) of the institution is correct, clear, precise, objective, up-to-date and easily accessible. The institution regularly participates or organises fairs where it presents its activities and study programs. Information relating to the activities of higher education institutions is useful to prospective and current students, as well as to former students, others and the public.	<p>Link to announcements or delivery of printed materials through which activities of the institution are announced</p> <p>Report on activities carried out, press clipping or other relevant presentation about the presence in the media;</p> <p>Report on participation or organisation of fair/s</p> <p>Other relevant materials or specific examples.</p>

**Answer:**

The University takes special care of making the institution transparent and keeping it that way. All important activities for the students, staff and the institution are published through different channels. Examples of these activities can be seen in Annexes 8.1.A. and 8.1.B. Career fair is organised by the Career Center annually. The list of companies is available from Annex 2.6.B previously.

**Annexes**

[Annex 8.1. A. List of various links to announcements](#)

[Annex 8.1. B. Examples of posters of various activities](#)

8.2. The higher education institution has published data on its activities, including information on the study programs that they implement, the enrollment criteria, the intended learning goals, the qualifications that the student acquires as a result of the learning, the procedures that are applied in teaching, learning and assessment, pass rates and learning conditions available to students, information

Link to the specified elements in indicators;  
Links to the documents provided for in Article 21 paragraph 3 of the Law on higher education: The Statute of the unit (with all amendments and additions) and other acts regulating internal relations; 2. The Decision for accreditation of each study program separately and the Decision for starting work for each study program separately; 3. The act of systematisation; 4. The rules of procedure of the teaching-scientific, i.e. scientific council; 5. The rules for salaries and compensations of the unit; 6. Report and decision on the final appointment in a

on potential employment of graduates as well as the documents provided for in Article 21 paragraph 3 of the Law on Higher Education.	title for each teacher and associate published in the Bulletin, 7. The schedule of work tasks for the current academic year, 8. Final account, 9. Annual report, 10. Accepted topics for the preparation of master's theses; 11. Accepted topics for the preparation of doctoral theses; 12. Acts carried out by the unit in accordance with other laws and 13. The Code of Ethics.
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**Answer:**

The University has a statute of the institution. The following are the links to the statute [Statute of South East European University](#) and to other normative acts of the institution [Other Normative Acts](#). All accreditations are published on the University website the following link is an [Example of published link to accreditation](#). The same rule applies to the decisions to start work. The following is an [Example of published link to Decision to start work](#). Other important rules and policies such as the [Rule of Faculty teaching scientific council](#) are also published on the website. Each individual staff that is included in the teaching process has been formally selected in a teaching title [Decisions on appointment to title](#). Accepted topics for the preparation of master's theses for the last 5 years for all faculties can be seen in Annex 8.2. K. where accepted topics for the preparation of doctoral theses can be seen in Annex 8.2. L. The Code of conduct is yet another policy published on the website [Code of conduct](#)

**Annexes**

[Annex 8.2.B. Act of systematisation](#)  
[Annex 8.2.F. Rule for ranking and remuneration](#)  
[Annex 8.2.H. Work tasks current academic year](#)  
[Annex 8.2.I. Financial statement 2022](#)  
[Annex 8.2.J. Annual report 2022](#)  
[Annex 8.2. L. PhD Thesis Approval 2019\\_2024.pdf](#)  
[Annex 8.2. K. Master Thesis Approval 2019\\_2024.pdf](#)

8.3. Key learning and research outcomes are published on the institution's website. For example, before the defence of the doctoral dissertation, it must be published on the website of the higher education institution where the third cycle of studies is conducted (if applicable).

Link to relevant announcements on the institution's website related to learning outcomes or research work;  
Link to published doctoral dissertations and other relevant learning outcomes (if applicable).

**Answer:**

Master and Doctoral theses defences are announced 7 days in advance and the defence is public. Example available from the following link: [South East European University - Public defences \(seeu.edu.mk\)](#)

Every doctoral thesis is available in electronic form from the following link [Online catalogue Library "Max van der Stoel" \(seeu.edu.mk\)](#)

**Annexes**

## Standard 9

STANDARD 9: INTERNATIONAL COOPERATION AND INTERNATIONALIZATION INDICATOR	DOCUMENTATION
9.1. Students actively use student mobility opportunities. Mobility is properly valued and recognized.	Number and list of students who used mobility shown by study programs in the last five years for all study cycles (with information of mobility period, host institution, study program) including mobility through the Erasmus+ program; Percentage of students who used mobility as part of the total number of students (for the last five academic years, for all study cycles); Information on the practice of appropriate assessment and recognition of student mobility (act/s or concrete examples).

**Answer**

**2018/19:** total number of outgoing students for the winter and summer semester: 47

Computer Sciences and Technologies: 21 (9 winter semester and 12 summer semester)  
Contemporary Social Sciences: 3 (1 winter semester, 2 summer semester)  
Law: 2 ( summer semester)  
Languages, Cultures and Communication: 13(5 winter semester and 8 summer semester)  
Business and Economy: 8(4 winter semester and 4 summer semester)

**2019/20:** total number of outgoing students for the winter and summer semester: 44

Computer Sciences and Technologies: 18 (winter semester)  
Contemporary Social Sciences: 6 (1 winter semester, 5 summer semester)  
Law: 3 ( winter semester)  
Languages, Cultures and Communication: 11(winter semester)  
Business and Economy: 6(winter semester)

**2020/21:** total number of outgoing students for the winter and summer semester: 24

Computer Sciences and Technologies: 11(summer semester)  
Contemporary Social Sciences: 1 ( summer semester)  
Law: 2 ( summer semester)  
Languages, Cultures and Communication: 6(summer semester)  
Business and Economy: 4(summer semester)

**2021/22:** total number of outgoing students for the winter and summer semester: 83

Computer Sciences and Technologies: 31 (16 winter semester and 15 summer semester)  
Contemporary Social Sciences: 6 ( summer semester)  
Law: 7 ( 2 winter semester and 5 summer semester)  
Languages, Cultures and Communication: 29 (12 winter semester and 17 summer semester)  
Business and Economy: 10 (6 winter semester and 4 summer semester)

**2022/23:** total number of outgoing students for the winter and summer semester: 61

Computer Sciences and Technologies: 30 (23 winter semester and 7 summer semester)  
Contemporary Social Sciences: 4 (2 winter semester and 2 summer semester)  
Law: 3 ( winter semester)  
Languages, Cultures and Communication: 16 (11 winter semester and 5 summer semester)  
Business and Economy: 8 (4 winter semester and 4 summer semester)

#### Annexes

##### [Annex 9.1 List of students who used mobility 2018-2023](#)

The institution has developed a policy for international cooperation and internationalisation. It has established indicators for fulfilling the priorities of international cooperation and internationalisation. These indicators are regularly monitored. A special body responsible for international cooperation and internationalisation within the institution has been determined.	Act/policy for international cooperation and internationalisation; Indicators for fulfilling the priorities of international cooperation and internationalisation; Report on monitoring the indicators for fulfilling the priorities of international cooperation; Act on the establishment of a special body responsible for international cooperation and internationalisation; Minutes of held sessions or another document that shows that the body is functional (annual plan, report of conducted activities, etc.).
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#### Answer:

SEEU recognizes the value of student and staff exchange for learning and professional career development therefore has developed a Procedure for Mobility available in Annex 9.2. Institutions involved in organising, implementing and supervising student and staff mobility are the following: the Vice-rector for Research and International Relations, the International Relations Office, the Faculty Dean's office, the Faculty Student Advisor, the Faculty Student Mobility Coordinator, the Student Services and the Human Resources Office (for staff mobility). There are separate processes for incoming and outgoing student and staff mobility.

#### Annexes

##### [Annex 9.2 Procedure for outgoing and incoming mobility](#)

Additional information in the following links:

<https://www.seeu.edu.mk/en/current-students/international-relation>

<https://www.seeu.edu.mk/en/current-students/international-relation/incoming-students-staff>

<https://www.seeu.edu.mk/en/current-students/international-relation/outgoing-students-staff>  
<https://www.seeu.edu.mk/en/current-students/international-relation/erasmus>  
<https://drive.google.com/file/d/1YxKtQD4qespTfqSbEF8eKSovYcoAteBW/view>

<p>9.3. The institution has at its disposal adequate financial resources for the realisation of international cooperation. For the needs of international cooperation, the institution allocates financial resources from its own income, but also uses funds from the national budget, foreign donors and programs, local self-government, etc.</p>	<p>Overview of planned and used financial resources for international cooperation of the institution in the last five years with a presentation of the source of funding (budget, own income, etc.).</p>
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**Answer:**

In the academic year 2018-19 SEEU has received 1,604,236 MKD from government funds, agencies and foundations which includes the National Agency for European Educational Programs and mobility. The funds have been used to implement a total number of 47 outgoing student mobilities.

In the academic year 2019-2020 SEEU has received 16,066,709 MKD from government funds, agencies and foundations which includes the National Agency for European Educational Programs and mobility. The funds have been used to implement a total number of 44 outgoing student mobilities. These funds include funds for developing research projects under Erasmus+ and other categories of projects.

In the academic year 2021-2022 SEEU has received 22,708,552 MKD from government funds, agencies and foundations which includes the National Agency for European Educational Programs and mobility. The funds have been used to implement a total number of 83 outgoing student mobilities. These funds include funds for developing research projects under Erasmus+ and other categories of projects.

In the academic year 2022-2023 SEEU has received 20,233,936 MKD from government funds, agencies and foundations which includes the National Agency for European Educational Programs and mobility. The funds have been used to implement a total number of 61 outgoing student mobilities. These funds include funds for developing research projects under Erasmus+ and other categories of projects.

The funds received from the state agencies and foundations can be found in Annex 9.3 in the budget line: Resources for RD from government funds, agencies, foundations.

**Annexes**

[Annex 9.3 Funds for mobility and other resources](#)

<p>9.4. The institution cooperates with other institutions in the country and abroad in order to realise the study programs. It implements joint projects with foreign universities (conferences, mobility and other collaborations), and the results of those projects are relevant to the study programs. The institution implements joint programs with foreign universities.</p>	<p>List of agreements for international cooperation, including for the Erasmus+ program;  Presentation of specific collaborations (conferences, mobility and other collaborations) with other institutions in the country and abroad (presentation of the last five years with a description of the collaboration and relevance for the study programs);  Number and list of teaching staff who participated in forms of international cooperation (shown by year for the last five years);  Information on the implementation of joint programs with foreign universities.</p>
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**Answer:**

SEEU has signed agreements of cooperation with over 120 universities. Some are mutual agreements for interuniversity cooperation, whereas others are Erasmus+ agreements which use European funds for student and staff exchange. A complete list of the cooperation agreements can be found in the link below.

The SEEU staff has participated in research projects developed with partner universities. Detailed information on projects can be found in the link below.

Members of the academic and administrative staff of SEEU have participated in Erasmus+ exchange programs for training and teaching. In 2018-19, 11 members of the staff have participated in exchange programs, in 2019-20, 7 members, and in 2021-22 18 members, in 2022-23 11 members. In 2018-19 there were 4 incoming mobilities at SEEU, in 2019-20 there were 6 incoming mobilities, in 2020-21 there were 2 incoming mobilities, in 2021-22 there were 9 incoming mobilities and in 2022-23 there were 27 incoming mobilities.

Incoming mobilities include Erasmus+ mobilities and Fulbright scholarships. In the last five years SEEU has hosted eight (8) Fulbright scholars, specialists, assistants or students. A complete list of outgoing and incoming mobilities with host institutions and nature of mobility can be found in Annex 9.4.

#### Annexes

##### [Annex 9.4. SEEU incoming and outgoing staff 2018-2023](#)

Additional information in the following links:

<https://www.seeu.edu.mk/en/current-students/international-relation/list-of-partners>

<https://mvdsi.seeu.edu.mk/projects/>

9.5. The institution has established a system for attracting teachers and students from abroad. Foreign professors are regularly involved in teaching, they are hired as mentors or members of committees for the evaluation of master's and doctoral theses, etc. The number of foreign students is increasing.

List of teachers from abroad who teach or are involved in teaching (with information on the scope of participation in teaching, the period and the parent higher education institution).

List of teachers from abroad included as mentors or members of committees for evaluation/defence of master's and doctoral theses;

Number of enrolled foreign students per study program for all study cycles in the past five years.

#### Answer:

SEEU has established cooperation with many universities in the region and beyond. Faculties have involved teachers from partner universities in the teaching process as well as in the process of assessment Master and PhD dissertations. Some of the visiting professors have taught at SEEU through international programs such as Fulbright or Erasmus+. Other visiting professors have been invited by the SEEU as guest lecturers. Complete lists of teachers from abroad that have been involved as visiting faculty or as external members of MA or PhD commissions can be found under Annexes 9.5 A and 9.5 B.

In the past five years a total of 753 students from abroad have studied at SEEU. Most of those students come from the countries in the region (Kosovo, Albania, Serbia). Moreover there have been specific programs developed for students from Turkey, whereas currently, a group of 100 students from Tajikistan and Pakistan study at SEEU as a result of the collaboration between SEEU and the Shams Family Foundation from Dallas, USA. A complete list of international students can be found under Annex 9.5 C.

#### Annexes

##### [Annex 9.5 A: List of teachers from abroad who teach or are involved in teaching](#)

##### [Annex 9.5 B: List of teachers from abroad included as mentors or members of committees for evaluation/defense of master's and doctoral theses](#)

##### [Annex 9.5 C: List of international students at SEEU](#)

## 2. ADDITIONAL INFORMATION

### ADDITIONAL INFORMATION

Additional information relevant to the quality of higher education can be provided in this section. This section should not be longer than 3 pages.

Should any concrete additional information be required, we would be happy to provide it upon request.

### Statement

Under full material and criminal liability, I, Abdylmenaf Bexheti with National Identification Number 0207959470018 responsible person in the higher education institution, Rector of the South East European University, state that all the data

shown in the Self-evaluation Report of the higher education institution, South East European University, for the period 2019 - 2024 are true and correct.

STATED BY,

Academician, Prof. Dr. Abdylmenaf Bexheti  
(Name and surname)

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(handwritten signature)



