



EURO COLLEGE

ECTS, Curriculum and Delivery of Programs Guide

Kumanovo, 2011

This ECTS, Curriculum and Delivery of Programs Guide provides guidelines for Euro College academic structure, based on ECTS, programmes offered by the institution and the curriculum. The Guide is offered to assist students, academic and administrative staff, as well as researchers, appraisers and other interested parties.

**The Academic Office of Euro College
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Contents

Introduction	3
1. Euro College, ECTS and the Bologna Process	4
2. ECTS	4
2.1. ECTS system and credits	4
2.2. Use of ECTS credits	5
3. Explaining the ECTS	6
3.1. Student-centred credit system	6
3.2. ECTS and Learning Outcomes	7
3.3. ECTS, levels and level descriptors	8
3.4. ECTS credits and workload	9
4. ECTS in Euro College	9
4.1. ECTS credit allocation	9
4.2. Awarding ECTS credits	13
4.3. Credit accumulation and progression through the programme	14
4.4. Euro College Credit transfer	15
4.5. Euro College and lifelong learning	17
5. Quality assurance of programmes and qualifications	19
6. Euro College programmes	20
6.1. Academic Mission Statement	21
6.2. Research Mission Statement, Utilisation, Publication and Dissemination	22
6.3. Programme advancement, regulations and support	25
6.4. Grading system	30
7. Curriculum	33
7.1. Bachelor of Business Administration (BA)	33
7.2. Master of Business Administration (MBA)	41
8. Glossary	48
9. Appendix A	52
9.1. Appendix A1	52
9.2. Appendix A2	52

Introduction

This ECTS, Curriculum and Delivery of Programmes Guide provides guidelines for Euro College academic structure, which is based on ECTS, programmes offered by the institution and the curriculum. The Guide is offered to assist students, academic and administrative staff, as well as researchers, appraisers and other interested parties.

The ECTS section had been created to take account of developments in the Bologna Process, to elaborate the structure of educational systems in Euro College and Europe and the growing importance of lifelong learning, the formulation of qualifications frameworks and use of *Learning Outcomes*. The ECTS part of this Guide has been written based on the *ECTS User's Guide* from the European Commission. The purpose of this section will be to introduce concerned parties to the ECTS system, which is at the core of Euro College's academic constitution and operations.

The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes programmes and qualifications more transparent and facilitates the recognition of qualifications from Euro College degree programmes. ECTS can be applied to all types of programmes, whatever their mode of delivery (school-based, work-based), the students' status (full-time, part-time) and to all kinds of learning (formal, non-formal and informal).

In the first section of the Guide, ECTS is placed in the context of the European Higher Education Area, created through the Bologna Process. This section also refers to the role of ECTS in the Framework for Qualifications of the European Higher Education Area (referred to as the Bologna Qualifications Framework in this Guide).

The second section contains the ECTS key features. These constitute a concise overview of ECTS and its main functions within Euro College academic environment.

Section three provides a detailed explanation of the key features of the ECTS and provides a vivid portrayal of Euro College's academic interior. Section four gives guidance on how ECTS is

implemented in Euro College, while section five discusses how ECTS complements Euro College's quality assurance frame.

Section six shows the arrangement of Euro College first cycle (undergraduate) and second cycle (graduate) academic programmes, its academic and research mission statement, while section seven provides the curriculum of all the modules (courses) constituting the academic programmes.

The final section present a glossary of the terms used in this Guide.

1. Euro College, ECTS and the European Higher Education Area (Bologna Process)

ECTS is the credit system for higher education used in Euro College and the European Higher Education Area, involving all countries engaged in the Bologna Process, including the Republic of Macedonia. ECTS is one of the foundations of the Bologna process. Most Bologna countries have adopted ECTS by law for their higher education systems, a practice employed at the moment in the higher education in Macedonia.

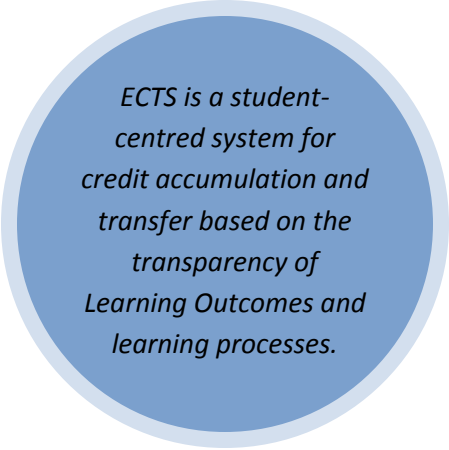
Euro College is the first higher institution in the country to have adopted the ECTS system, even prior to the reforms in education system from 2004. Among other purposes, the Bologna Process aims at the *“establishment of a system of credits as a proper means of promoting the most widespread student mobility”*.

2. ECTS

2.1 ECTS system and credits

“ECTS is a student-centred system for credit accumulation and transfer based on the transparency of Learning Outcomes and learning processes.” It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility. ECTS is widely used in formal higher education and can be applied to other lifelong learning activities.

ECTS credits are based on the workload students need in order to achieve expected Learning Outcomes. Learning Outcomes describe what a student is expected to know, understand and be able to do after successful completion of a process of learning. They relate to level descriptors in national and



ECTS is a student-centred system for credit accumulation and transfer based on the transparency of Learning Outcomes and learning processes.

European qualifications frameworks. Workload indicates the time students typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations) required to achieve the expected Learning Outcomes. 60 ECTS credits are attached to the workload of a fulltime year of formal learning (academic year) and the associated Learning Outcomes. Euro College prescribes student workload from 1,500 to 1,800 hours for an academic year, whereby one credit corresponds to 25 to 30 hours of academic work.

2.2 Use of ECTS credits

Euro College allocates credits to entire qualifications or study programmes as well as to their educational components (such as course units, dissertation work, work placements and laboratory work). The number of credits ascribed to each component is based on its weight in terms of the workload students need in order to achieve the Learning Outcomes in a formal context. Credits are awarded to individual students (full-time or part-time) after completion of the learning activities required by a formal programme of study or by a single educational component and the successful assessment of the achieved Learning Outcomes. Credits may be accumulated with a view to obtaining qualifications, as decided by Euro College. If students have achieved Learning Outcomes in other learning contexts or timeframes (formal, non-formal or informal), the associated credits may be awarded after successful assessment, validation or recognition of these Learning Outcomes.

Credits awarded in one programme may be transferred into another programme, offered by Euro College or another institution. This transfer can only take place if Euro College recognizes the credits and the associated Learning Outcomes. Euro College invites partner institutions and affiliates to agree in advance on the recognition of programmes, periods of study abroad or other activities. Credit transfer and accumulation are facilitated by the use of the ECTS key documents (Course Catalogue or programme with clearly defined Learning Outcomes, Student Application Forms and Transcripts) as well as the Diploma Supplement.

3. Explaining the ECTS

In this section, Euro College offers explanation on the ECTS key features, which give a brief outline of the *European Credit Transfer and Accumulation System*. This section provides more detailed explanation of concepts and functions related to ECTS. It also shows how these concepts and functions interact with and complement each other and thus enable the core functions of academic credits: accumulation (progression) and transfer.

3.1 Student-centred credit system

ECTS is a student-centred system because it helps institutions to shift the emphasis in programme design and delivery from traditional teacher-centred approaches to approaches that accommodate for students' needs and expectations. In traditional teacher-centred approaches, subject requirements, knowledge and the teaching process itself were considered the main elements of educational programmes.

Euro College firmly believes that student-centred learning puts learning at the heart of curriculum design and delivery, and gives our students more choice in content, mode, pace and place of learning. Within such a student-centred approach, Euro College has the role of facilitating and supporting students in shaping their own learning pathways and helping them to build on their individual learning styles and experiences.

By using Learning Outcomes and students' workload in curriculum design and delivery, Euro College embraces the ECTS system in order to place the student at the centre of the educational process. By allocating credits to educational components it facilitates the creation of flexible learning pathways. Moreover, according to the *ECTS User's Guide*, "ECTS in conjunction with outcome-based qualifications frameworks:

- establishes a closer link between educational programmes and labour-market requirements through the use of Learning Outcomes, thus enhancing informed students' choices;
- encourages wider access to and participation in lifelong learning, by making programmes more flexible and facilitating the recognition of prior achievement;

- facilitates mobility within a given institution or country, from institution to institution, from country to country, and between different educational sectors and contexts of learning (i.e. formal, non-formal and informal learning). “

3.2 ECTS and Learning Outcomes

“Learning Outcomes are verifiable statements of what students who have obtained a particular qualification, or completed a programme or its modules, are expected to know, understand and be able to do.” Thus, they emphasise the link between teaching, learning and assessment. Learning Outcomes statements are typically characterized by the use of active verbs expressing knowledge, comprehension, application, analysis, synthesis and evaluation, etc. The use of Learning Outcomes makes the objectives of learning programmes clearer and more easily understandable for students, employers and other stakeholders. They also make it easier to compare qualifications and facilitate the recognition of achievements.

“In ECTS, the formulation of Learning Outcomes is the basis for the estimation of workload and hence for credit allocation.” When the Academic Counsel of Euro College designs educational programmes and establishes the qualification profile and the expected Learning Outcomes of the programme and its components, ECTS credits help them to be realistic about the necessary workload and to choose learning, teaching and assessment strategies wisely. Euro College invites stakeholders, such as former students/alumni and relevant industry sectors, to provide useful feedback and input to the formulation of Learning Outcomes. The meeting of the Academic Council on the topic of Learning Outcomes, before the start of each academic year, is an important mechanism for the official approval of Learning Outcomes for each module (component).

The successful assessment of Learning Outcomes is the pre-condition for the award of credits to a student. Therefore, statements of Learning Outcomes for programme components are always accompanied by appropriate assessment criteria for the award of credits, which allow Euro College to ascertain whether the student has acquired the desired knowledge, understanding and competences.

Euro College uses two approaches in writing Learning Outcomes: Learning Outcomes may be either threshold statements (showing the minimum requirements to obtain a pass), or written as reference points describing a representative model (showing the expected level of achievement of successful students). Statements on Learning Outcomes make clear which definition is being used.

Learning Outcomes are at the core of Euro College module programmes. Euro College firmly believes that learning outcome-based approaches, especially in the area of business and economics, enable knowledge, skills and competences gained in contexts other than formal higher education (non-formal or informal learning) to be assessed, to have credits awarded and hence to be recognised for the purpose of awarding qualifications and degrees.

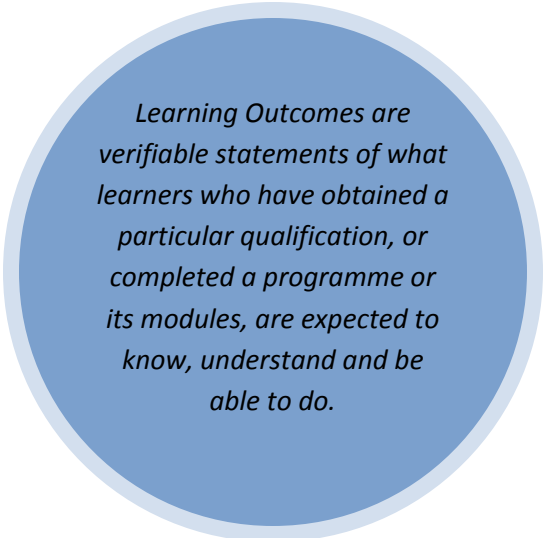
3.3 ECTS, levels and level descriptors

Euro College and other universities and higher education institutions in Macedonia are currently preparing the national qualification framework, which is based on agreed level descriptors, with Learning Outcomes and credits related to such levels. The higher education in Macedonia is working in complementing its cycle descriptors to the Bologna Framework's agreed cycle descriptors with Learning Outcomes and credit ranges, known as the 'Dublin Descriptors'.

The first two cycles at Euro College (undergraduate and graduate) are associated with the following ECTS credits:

- First cycle qualifications include 180 ECTS credits;
- Second cycle qualifications include 120 ECTS credits.

These credits follow the ECTS key feature stating that 60 ECTS credits are attached to the workload of a typical full-time academic year of learning within a formal learning programme. This rule applies to all higher education qualifications of Euro College, independent of their level. Credits are always described by the level at which they are awarded, based on the level of Learning Outcomes of the programme or



Learning Outcomes are verifiable statements of what learners who have obtained a particular qualification, or completed a programme or its modules, are expected to know, understand and be able to do.

component. Only credits awarded at the appropriate level can be accumulated towards a qualification. The appropriate level is stipulated by Euro College and the Academic Counsel of Euro College.

3.4 ECTS credits and workload

Prior to estimating the workload associated with a programme or an educational component, the Learning Outcomes are defined. These Learning Outcomes are the basis for choosing suitable learning activities and for a consistent estimation of the workload necessary to complete them.

Euro College estimation of workload is not based on contact hours only (i.e. hours spent by students on activities guided by teaching staff). It embraces all the learning activities required to achieve the expected Learning Outcomes, including the time spent on independent work, compulsory work placements, preparation for assessment and the time necessary for the assessment. In other words, a seminar and a lecture may require the same number of contact hours, but one may require significantly greater workload than the other because of differing amounts of independent preparation by students.

The estimation of workload is regularly refined through monitoring and student feedback.

4. ECTS in Euro College

This section provides information and illustrations of how Euro College tackles the main steps in implementing ECTS. The objective is to show how Euro College uses ECTS to generate maximum added value for students.

4.1 ECTS credit allocation

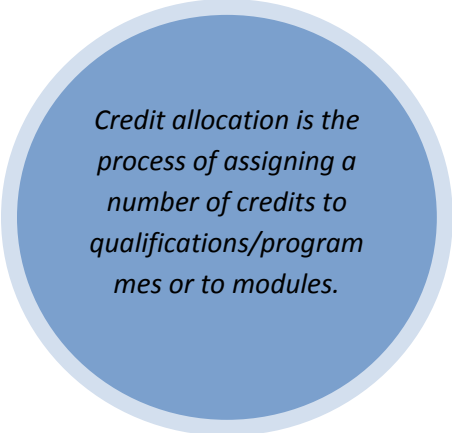
Credit allocation is the process of assigning a number of credits to qualifications/programmes or to modules. ECTS credits are allocated on the basis of the typical workload necessary to achieve the required Learning Outcomes of the module.

Based on the ECTS key feature that 60 credits are allocated to the workload of a full-time academic year, Euro College allocates 30 ECTS credits to a semester. Qualifications with formal programmes lasting three fulltime academic years (like our Bachelor in Business Administration programme) are allocated 180 ECTS credits.

Each academic year and semester is split into educational components. An educational component is understood to be a self-contained and formally structured learning experience, which Euro College calls modules. Each module has a coherent and explicit set of Learning Outcomes, appropriate assessment criteria, defined workload and specified number of ECTS credits in our programmes.

4.1.1 Credit allocation to modules

The allocation of credits to single modules is performed as part of curriculum design with reference to the National Qualification Framework of the Republic of Macedonia, level descriptors and qualifications descriptors. Euro College assigns this responsibility to the Academic Counsel. Prior to allocating credits to modules, an agreement is reached on the 'profile' of the specific study programme and the associated Learning Outcomes. By profile is meant the description of the programme in terms of its main features and its specific aims. Euro College accepts it as a good practice to define this profile after consultation with relevant stakeholders (like students/alumni, industry and employers). On the basis of the qualification profile, the staff and members of the Academic Counsel design the curriculum by defining the Learning Outcomes and allocating credits to the programme components. Credit allocation to educational components/modules is based on their weight in terms of the workload needed for students to achieve the Learning Outcomes in a formal context. There are several approaches to credit allocation. The method presented below illustrates Euro College's approaches to allocating credits:



Credit allocation is the process of assigning a number of credits to qualifications/programmes or to modules.

Euro College has decided from the start to standardize the size of modules, giving each one the same credit value (e.g. 10) or multiples of it (e.g. 5, 6 or 10), and thus predefine the number of credits to be allocated per modules. Within this predefined structure, the teaching staffs define appropriate and feasible Learning

Outcomes and describe the learning activities, on the basis of the standard size of the modules. The estimated workload is consistent with the number of credits allocated to that module. By standardising the size of modules, Euro College allows more flexible, multidisciplinary and interdisciplinary pathways among programmes.

Euro College pays special attention that the definition of Learning Outcomes within a module is not constrained by the pre-defined number of credits that sets a priori the workload for each module. The Academic Counsel of Euro College recommends modules to not be too small, to avoid fragmentation of a programme, and not to make modules too large, as that may inhibit interdisciplinary studies and restrict the choices available within study programmes. Experience has shown that very large modules are problematic for mobile students at all levels – institutional, national or international. The main element determining the number of credits is the estimated workload needed to achieve the expected Learning Outcomes. The numbers of contact hours alone are not used as a basis to allocate credits, since contact hours are only one element of students' workload. Proper credit allocation is a part of the internal and external quality assurance for Euro College and its Affiliates.

4.1.2 Estimation of workload in ECTS

In estimating students' workload, Euro College considers the total time needed by students in order to achieve the desired Learning Outcomes. The learning activities may vary from academic year to academic year and subject areas, but typically the estimated workload will result from the sum of:

- the contact hours for the module (number of contact hours per week multiplied by the number of weeks);
- the time spent in individual or group work required to complete the module successfully (i.e. preparation beforehand and finalizing of notes after attendance at a lecture, seminar or laboratory work; collection and selection of relevant material; required revision, study of that material; writing of papers/projects/dissertation; practical work, e.g. in a laboratory);
- the time required to prepare for and undergo the assessment procedure (e.g. exams);

- the time required for obligatory placement(s).

Other factors Euro College takes into consideration for estimating students' workload in the various activities are, for example: the entry level of students for whom the programme is designed; the approach to teaching and learning and the learning environment (e.g. seminars with small groups of students, or lectures with very large numbers of students) and type of facilities available (e.g. computer laboratory, multi-media resources).

Since workload is an estimation of the average time spent by students to achieve the expected Learning Outcomes, the actual time spent by an individual student may differ from this estimate. Individual students differ: some progress more quickly, while others progress more slowly. Nevertheless, the objective is to design a process which will ensure that the "end products", i.e. the qualified students, don't differ significantly in their minimum required knowledge and abilities provided by a programme and to create measurable assessment criteria for the same, all in order to ensure a standardised outcome.

4.1.3 ECTS credits and work placements

If work placements or internships are required to complete the programme (or a module) they are part of students' Learning Outcomes and workload and necessitate an allocation of credit. When such a case appears, Euro College includes the number of credits allocated to the work placement within the overall number of credits for the particular academic year.

The same as any other module, the teaching staff define the Learning Outcomes to be achieved through work placements when designing the curriculum. These Learning Outcomes are accompanied by the appropriate assessment methods and criteria. In such a way, Euro College insures that the assessment methods are compatible with the nature of work placements (e.g. observation and evaluation by a tutor or production of a report by the student).

Euro College only awards credits for work placements when the Learning Outcomes have been achieved and assessed. If in the future a work placement becomes a part of organised mobility (e.g. an Erasmus placement), a Learning Agreement for the placement will indicate the number of credits to be awarded if the expected Learning Outcomes are achieved.

In the case of placement experiences undertaken during a formal learning process but not required by the programme, Euro College Academic Counsel, nevertheless, defines the Learning Outcomes and the workload in a Learning Agreement. The College has signed such agreements with different companies from its local environment (Stopanska Banka, Komercijalna Banka, Tutunska Banka, etc.). A report card with experiences and outcomes achieved through non-compulsory work-placements are then documented in the student's records. The Academic Office has the authority to propose an award of corresponding ECTS credits which will in that case become additional to the standard number of 60 ECTS credits for the academic year.

4.1.4 Monitoring of credit allocation

The credit allocation to a new programme or module is validated according to The Ministry of Education and Science of The Republic of Macedonia. During programme delivery, the credit allocation is delegated to the Academic Office, which uses various reports from the academic Quality Assurance policy to establish whether the estimated workload realistically ensures the accomplishment of the Learning Outcomes.

Euro College firmly believes that both student and staff feedback constitute an important element for checking and revising credit allocation. Euro College administration staff encourages lecturers and students to offer comments and opinions on this subject during lecture delivery, in order to promote a productive debate on the optimum of Learning Outcome compared with workload.

If the Academic Office of Euro College, the lecturers or students notice a discrepancy between the anticipated workload and the time actually taken by the majority of students to achieve the expected Learning Outcomes of modules or programme, a revision of the workload, Learning Outcomes or learning and teaching methods becomes necessary. This revision is not done during an academic year, but applied to the following academic year.

4.2 Awarding of ECTS credits

Euro College students are awarded ECTS credits only when appropriate assessment has shown that they have achieved the required Learning Outcomes for a module of a programme or for the qualification. Credits are awarded by *The Academic Office of Euro College*. If the required Learning

Outcomes are achieved in non-formal or informal contexts, the same number of credits as foreseen in the formal programme is awarded following the appropriate assessment. To validate non-formal or informal learning, Euro College can put in place similar or different forms of assessment than those used for students enrolled in the formal programme.

Award of credits certifies that a student has complied with the requirements of the module and its Learning Outcomes. The number of credits awarded to the student is the same as the number of credits allocated to the module. The full number of credits is always awarded if the student achieves a passing grade; it is never adjusted according to the student's level of performance. ECTS credits do not express how well the student performed in satisfying the requirements and the Learning Outcomes for the award of credit. The quality of the student's performance is expressed by Euro College's grading system, which is designed to satisfy national criteria.

4.3 Credits accumulation and progression through the programme

Euro College, in accordance with the National Qualifications Framework, defines the number of credits that a student is required to accumulate in order to receive a qualification corresponding to the first and second cycle (first cycle – undergraduate level; second cycle – graduate level). The number of credits for qualifications within the National Qualifications Frameworks is compatible with the Bologna Process credit ranges.

At institutional level, Euro College's progression rules and programme requirements enable students to progress within a given cycle in order to obtain a specific qualification. These stipulate the credits, for what Learning Outcomes, at what level, can be accumulated and how. Progression rules are expressed in terms of the numbers of credits required at different stages within a programme of study (e.g. a minimum number of credits required to pass from one academic year/ semester to another).

The progression rules of Euro College for the academic year 2010/11 define how students progress within the learning pathway to achieve a predetermined number of credits in a progressive manner and be awarded Euro College accredited qualification:

- *In the first cycle (undergraduate studies) the first (I) and the second (II) academic year, full-time students need to win all of the prescribed ECTS credits from the core modules in order to continue to follow modules in the next academic year. When core modules are completed, but not electives, students are able to visit and*

participate in modules from the next academic year, but only after the prescribed 60 ECTS credits are accumulated from the previous academic year, can the student be awarded credits for the next academic year. Part-time students need to win all 60 ECTS credits per academic year before they can continue on the next. There are on semester progression rules on first cycle studies.

- *In the second cycle (graduate studies) semester progression rules apply. Full-time and part-time students need to win all the credits from the core modules in the semester (minimum 10 ECTS credits) before they can visit, participate and be awarded credits in modules from the next semester. Only after all 90 ECTS credits from the first three (3) semesters are won, can students progress on the fourth (4th) semester, i.e. the Master Thesis (Dissertation)/Project.*

The progression rules are also formulated in terms of rules on what modules must and/or can be taken at what stage and of what level (e.g. core modules and electives). Progression rules also relate to the number of credits to be obtained at different levels within the National Qualifications Framework. The National Qualifications Framework of the Republic of Macedonia is also a credit framework, meaning that it defines the number of credits per type of qualification (e.g. Master). Thus, the National Qualifications Framework sets the number of credits which are awarded after the achievement of required Learning Outcomes, but is in full compliance with the ECTS system and the Bologna Process.

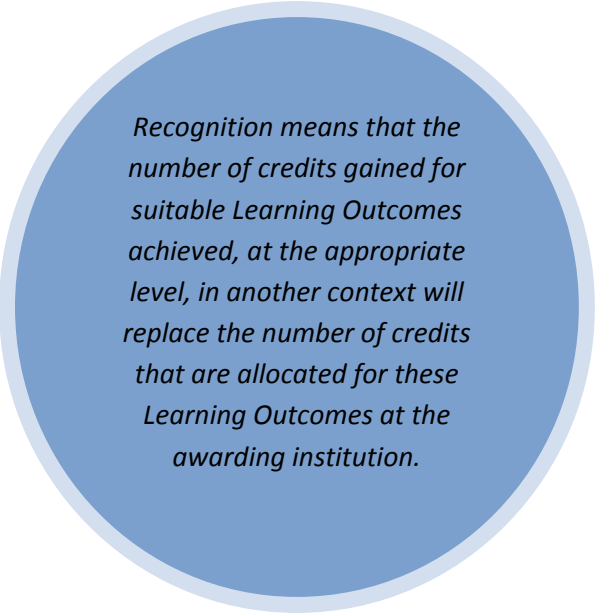
Accumulation of credits is documented in an official Euro College Transcript (*Уверение*), so that students can have a proof or confirmation of what they have achieved at each stage of their educational pathway.

4.4 Euro College credit transfer

The basis for a successful credit transfer is academic recognition of credits. *Recognition of credits is the process through which an institution certifies that certain Learning Outcomes achieved and assessed in another institution satisfy certain requirements of one of the programmes they offer.* Given the diversity of programmes and higher education institutions, it is unlikely that the credits and Learning Outcomes of a single module in different programmes will be identical. Therefore, Euro College takes a flexible approach to recognition of credits obtained in another context or environment. 'Fair recognition' rather than perfect equivalence is sought. Such 'fair recognition' is based on the Learning

Outcomes rather than on formal procedures that have led to the completion of a qualification or specific modules.

Euro College strives to make the recognition process as transparent as possible. A Transfer Commission is created each academic year with the sole purpose of recognition of credits from other institutions. One of the guiding principles of the *Transfer Commission* is the recommendation on *Criteria and Procedures for the Assessment of Foreign Qualifications* as adopted by the *Lisbon Recognition Convention Committee* which states that:



Recognition means that the number of credits gained for suitable Learning Outcomes achieved, at the appropriate level, in another context will replace the number of credits that are allocated for these Learning Outcomes at the awarding institution.

“Recognition of foreign qualifications should be granted unless a substantial difference can be demonstrated between the qualification for which recognition is requested and the relevant qualification of the State in which recognition is sought. In applying this principle, the assessment should seek to establish whether:

(a) the differences in Learning Outcomes between the foreign qualification and the relevant qualification of the country in which recognition is sought are too substantial to allow the recognition of the foreign qualification as requested by the applicant.”

Recognition means that the number of credits gained for suitable Learning Outcomes achieved, at the appropriate level, in another context will replace the number of credits that are allocated for these Learning Outcomes at the awarding institution. (For example in practice a 4 ECTS credit component in one institution can replace a 5 ECTS credit component in another institution if Learning Outcomes are equivalent. The student will then be awarded 5 ECTS credits.)

Decisions on credit recognition and transfer are taken by the *Transfer Commission* on the basis of reliable information on the Learning Outcomes achieved, from which educational components/modules, as well as on the means of assessment and their validation.

Credit recognition for the purpose of accumulation and transfer at Euro College is facilitated by documents like *Course Catalogues, Learning Agreements, Articulation Agreements* and *Transcripts*.


In instances that the transfer institution does not use Learning Outcomes as the basis for module progression, the *Transfer Commission* decides on the similarity between the programmes and the possibility of corresponding Learning Outcomes.

4.5 Euro College and Lifelong learning

The improved pace of globalisation and technological change as well as the changing nature of work and the labour market, the ageing of populations, are among the factors emphasising the need for continuing advancement and upgrading of work and life skills throughout life. Euro College believes that lifelong learning's core values of *learning, exploring, and serving*, coupled with benefits for the mind, body and spirit make it an incredibly powerful tool for personal transformation and enhancement. Throughout the academic and administrative work environment, Euro College either requires or encourages lifelong learning. Euro College is currently introducing the use of the ECTS system for lifelong learning. The system will enhance the transparency of learning programmes and achievements not only when it comes to the main higher education degrees (bachelor, master or doctorate) but for all types of learning activities provided or Learning Outcomes recognised by Euro College and other higher education institutions. The fact that all learning achievements are documented and awarded a corresponding number of ECTS credits makes it possible for learners to have this learning recognised with a view of achieving a qualification, when these Learning Outcomes satisfy the requirements of the qualification.

4.5.1 Euro College and continuing education

Euro College is fully aware that not all learners are full-time students enrolled in regular learning programmes. A growing number of adult students follow individual training, without necessarily pursuing a specific qualification. Education institutions face increasing demands to satisfy the needs of adult students and employers and to provide individual learning pathways.



As an institution, Euro College fulfils the objective of facilitating access to students from professional life and a range of non-traditional learning environments, and thus contributes to making lifelong learning a reality.

Thus, when dealing with tailor-made academic programmes (credit transfer, training and seminars) and continuing education, Euro College is using the same ECTS principles for credit allocation, award, transfer and accumulation apply. Like for credits allocated to modules which are part of programmes, credits allocated to continuing education are based on the workload typically needed to achieve the expected Learning Outcomes.

Credits awarded for continuing education may be recognised and accumulated towards a qualification or not, depending on the desire of the learner and the requirements for the award of the

qualification. Some students may only be interested in following a particular educational module without wishing to obtain the qualification, or to continue their education towards a qualification subsequently.

4.5.2 Euro College and recognition of non-formal and informal learning

Individuals often possess valuable competences acquired outside formal education through other types of learning activities, work or life experience. Euro College acknowledges that there is no reason why non-traditional students should not benefit from the transparency and recognition which it can provide by using ECTS. Recognition of non-formal and informal learning opens up the possibility to achieve a higher education qualification to those who have not been able or have not wished to do so in the traditional way.

Euro College has the competence to award credits for Learning Outcomes acquired outside the formal learning context through work experience, hobbies or independent study, provided that these Learning Outcomes satisfy the requirements of its qualifications and modules. The recognition of non-formal and informal learning is automatically followed by the award of the number of ECTS credits attached to the corresponding part of the formal programme. The number of credits awarded is the same as the credits allocated to formal modules with comparable Learning Outcomes.

As with formal education, the award of credit is preceded by an assessment to verify the achievement of Learning Outcomes. The assessment criteria and associated methods are constructed so as to measure the achievement of the required Learning Outcomes at the appropriate level, without reference to specific learning activities. For example, classroom discussion of the subject matter is no longer considered in assessment, whereas the corresponding learning outcome of constructing arguments while interacting with a group becomes relevant.

As a policy, Euro College offers feedback to students on the results of the assessment and the possibility for students to appeal. The Euro College Academic Office is the competent body for advice, counselling and recognition of non-formal and informal learning. The Higher Education Law in the Republic of Macedonia is also being reformed to support non-formal and informal learning.

By implementing procedures for the recognition of non-formal and informal learning, Euro College believes that it serves a higher social dimension. As an institution, it fulfils the objective of facilitating access to students from professional life and a range of non-traditional learning environments, and thus contributes to making lifelong learning a reality.

5. Quality Assurance of programmes and qualifications

Euro College internal quality assurance ensures that the quality of the programmes and qualifications meet its own specifications and those of other bodies legitimately empowered to make specifications. External quality reviews undertaken by quality assurance agencies such as The Ministry of Education and Science, provide feedback and information to Euro College and its stakeholders. Taken together, internal quality assurance and external quality review aim to implement standards and guidelines for quality assurance at Euro College.

Euro College maintains standards and guidelines for quality assurance of programme and qualifications in the following manner:

- Euro College uses formal mechanisms for the approval, periodic review and monitoring of its programmes and awards. The quality assurance of programmes and awards includes:

- development and publication of explicit intended Learning Outcomes;
- careful attention to curriculum and programme design and content;
- Euro College publishes up-to-date, impartial and objective information, both quantitative and qualitative, about the programmes and awards it is offering.

6. Euro College Programmes

Euro College's formal programmes, its vision of itself and its core values find their essence in its Mission Statement:

“Euro College is a higher educational university college dedicated to excellence in teaching and service. Through its Undergraduate and Graduate programs in Business Administration, Euro College seeks to stimulate intellectual curiosity, imagination, rational thinking, and thoughtful expression in a broad range of disciplines and professional fields.


Of prime importance is the group's commitment to undergraduate teaching. The humanities comprise the core of the undergraduate curriculum. Graduate programs at the master's level complement the undergraduate curriculum. Euro College considers scholarly practice, research, and creative activities essential for effective learning.

Euro College is committed to diversity, international perspectives, community and regional service. It strives to create a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. Euro College seeks to make optimum use of available resources and to

celebrate, study, and protect the rich heritage, the quality of life, and the environment of the Balkan region in which it is located.”

6.1 Academic mission statement and research

Euro College has as its primary responsibility to serve its students, community and stakeholders by offering high quality education, research and service. The ultimate goal of Euro College is to equip its students with a deep understanding and wisdom which will aid them in becoming able and responsible citizens and future economic and business leaders of a democratic society. These goals, however, are not meant to be confined within the boundary of a nation or a region. Euro College students come from a variety of cultures and nations and as future factors in the global economy and business, their personal development would imply advancement of the nation in thought, culture, technology and welfare and would ultimately be instrumental in international and global cooperation in varieties of socio-cultural endeavours. Euro College’s emphasis on continuous education and Lifelong Learning is ultimately aimed at helping students to keep attaining intellectual abilities, skills, and lofty standards of behaviour, which are all essential to not only skills, knowledge and education, but also to a moral and humanist progress of every individual. It is estimated that instruments to such personal development are abilities and skills in reasoning, critical judgment, communication, good habits of study and of independent investigation, and abilities of sound judgment in matters of social responsibility.



The ultimate goal of Euro College is to equip its students with a deep understanding and wisdom which will aid them in becoming able and responsible citizens and future economic and business leaders of a democratic society.

A further emphasis is laid on efforts to make a contribution to the total body of knowledge through original investigation and creative research. Also recognized is the special moral obligation of the Institution to give special concern to the specific major business problems of the Republic of Macedonia and Europe. To these ends Euro College encourages its students and faculty to engage in research, scholarship, and creative activities by providing facilities in an atmosphere dedicated to achievements and continuous development. Euro College strives to make available the findings of

research and creative activities to the public through publications, business forums, and seminars and symposiums (Euro College business forums are open for the general public).

On another note, by sponsoring exhibits, lectures, forums, and a variety of artistic and musical performances on and off its main campus ('Kumanovo Jazz Festival', the 'Days of Comedy' theatre programme), Euro College seeks to make a significant contribution to the cultural life of Kumanovo and the Republic of Macedonia.

From all of the above, Euro College sees its function to be the leading business College in the region in education, research and service. The mission of the College is to cultivate, prepare and enable its students to improve the business environment and the proliferation of capital and to lead major business enterprises by:

- embracing the knowledge and practical skills provided by the College business programmes through its lecturers, visiting professors and practical experiences in a professional environment;
- conducting social science research that will lead to important scientific understandings and development of business theories;
- exhibiting a high standard of the ethical, civic, and honourable responsibilities of the profession.

Euro College, as a Higher Education Professional Institution for Business Studies, is designed to offer programmes from the field of Business Administration. The undergraduate and graduate (first and second cycle) programmes are specifically tailored to offer students insight of leading, global business experiences and practices and compare and contrast them with each-other.

6.2 Research Mission Statement, Utilisation, Publication and Dissemination

In the 21st century, the right for knowledge, together with the rights for life and private property, has become an essential right on a global scale and thus the most sought after product in every country striving towards prosperity and improvement of the quality of life. Furthermore, the great Macedonian philologist, historian and visionary, Krste Petkov Misirkov, sent a clear message one hundred years ago, that in the future there would be two kinds of people – one knowledgeable, who will rule and lead the world, and the other unknowledgeable, ignorant, who will be ruled and led.

6.2.1 Research Mission Statement

Building on this, Euro College, in accordance with its Vision and Mission, as a Higher Education, University and College community dedicated to quality in teaching and service and aware of the fact that education, schools, faculties and universities are the foundation of society, a beacon for the future and the basis for prosperity of all its people and future generation – is promoting clearly focused higher education through its undergraduate and graduate programmes in Business Administration, striving to stimulate intellectual curiosity, imagination, rational thinking and expressiveness of thought in a large number of disciplines and professional fields, not only domestically, but regionally and globally through development of international perspectives and regional services.

Because faculty practice, research and other creative activities are essential for effective studying, because they encourage intellectual and cultural diversity and nurture and value individual growth and development, Euro College has incorporated research methodologies as a means of preparation of its undergraduates and graduates for a future filled with progress, accomplishments, improvement and continuous development of self and the community. The basis of our philosophy is the belief in optimal treatment of available resources and the celebration, study and protection of the rich heritage, the quality of life and the environment of the Balkan Region, in which Euro College is situated.

The research mission and philosophy of Euro College would not be complete if its aim is only the offer and transfer of knowledge. It's objectives are complemented by efforts of dissemination of knowledge in the region and wider, through cooperation with universities, educational institutions, social and science groups, academics, scientists and students with the purpose of presentation and exchange of experiences and discoveries, which would help solve problems or offer new perspectives and viewpoints and thus leave a positive mark on all cohabiting spheres and beings, and which on the basis of discoveries and realisations on the meaning of life will lead to an approach that will improve the quality of life and envisage a certainty of the future and will be a landmark for building proper expectations of things to come.

6.2.2 Research Records

For this reasons, Euro College through its research mission and philosophy leaves behind, not only in hard copy in its archive libraries, but also in electronic form, all the thesis, dissertations and seminar papers of its students (undergraduate and graduate), as well as the scientific works of its

professors and lecturers, which were completed in cooperation with their colleagues and the students.

Euro College's libraries and archives contain titles from successful master thesis, seminar papers presented by undergraduates and graduates divided by modules and topics, as well as relevant literature written by the professors and lecturers in accordance with modules' interests and the scope of their teaching.

Within the framework of Euro College is the work of the research activities on the Centre of Integrative Bioethics, first NGO of its kind in Macedonia, member of the Bioethics forum for Southeast Europe with headquarters in Bochum (Germany), and soon a member of the Bioethics Network of UNESCO.

6.2.3 Utilisation of Research Results

On this universal path of knowledge seeking and new ethics, the path of innovation, change, progress, Euro College has made an obligation to itself and to the students and the future Masters - the reason for its existence, to foster qualitative regional, continental and global cooperation with other relevant institutions – universities, faculties, institutes and research centres, above other.

In support of this philosophy, a great deal of Euro College's academic staff and faculty are working on improving and upgrading their knowledge and understanding on visits and trips on science conventions, symposiums, seminars and other forms of academic exchange and cooperation in the country and abroad, where they use this opportunities to present the results of their research. (See *Appendix A1, page 52*)

These activities provide a decent foundation for acquiring, widening and transfer of key knowledge for this modern age occupied with the process of globalization, a knowledge that needs to be conveyed to future generations more than ever. In this context, Euro College's professors and lecturers have had numerous visits to international science meetings, conferences and symposiums, witnessed in their rich professional curriculums and the way and method of delivery of lectures through which discoveries are implemented in their work with students.

6.2.4 Publication and Dissemination

A great of the experience of our teaching staff is written in the publications that appear, home and abroad, in science journals, magazines and papers as well as module lecture books, intended as class reading for undergraduates and graduates. (See *Appendix A2, pages 52-53*)

6.3 Programme advancement, regulations and support

6.3.1 Induction, Enrolment, Mode of Study and Withdrawal

Induction

Induction sessions are an opportunity for students to meet with the academic staff and other students on the same programme and to learn about Euro College and their programme of study. Students are introduced with the programmes, the curriculum of each programme, the core modules and the electives, as well as their Learning Outcomes.

Enrolment

Students must enrol in accordance with Euro College procedures. Euro College Application Form and local agreements with Euro College affiliates set out the terms on which Euro College accepts students. After enrolment, students receive 'The Student Handbook' and the 'Euro College DVD'. The Handbook explains every detail of students' time at the College, from academic rules and regulations to students' rights and prospects. The DVD contains all the books and materials from the modules of the students selected programme, documents such as 'The Catalogue of Past Examinations and Answers', 'The Academic Calendar', 'Lecture Schedule', etc.

Enrolment Requirements

Euro College first cycle (undergraduate level) requirements: Students must complete four (4) years of high school education before entering the Bachelor of Business Administration Programme.

Euro College second cycle (graduate level) requirements: Students must complete three (3) years of higher education, 180 ECTS (credits), before entering the Master of Business Administration Programme.

In order to enrol fully students must complete certain documentation. This documentation is made public each academic year five (5) months before the enrolment sessions. They are required to bring with them the documentation and return it in advance (if requested). The Academic Office will give full details about the required documents.

Selection Process

Before the start of each academic year, Euro College determines the number of students it can enrol, appropriate to its academic capacity. If the planned quotas for arriving students are not met, the College selects all student candidates who satisfy enrolment criteria. If the enrolment candidates exceed planned enrolment quotas, selection is conducted on the basis of academic performance criteria.

Mode of study

During the enrolment process and latter at the start of the next academic year, students will be offered two modes of study:

- Full-time;
- Part-time.

Full-time mode of study is open to all potential students and is the primary mode of study. Part-time mode of study is open to future students that are:

- Employed during the time of enrolment, and will continue their working relationship for at least the next three (3) months from the time of enrolment for each academic year;
- Suffering from an illness for a period longer than (3) months; or
- Abroad for a period longer than (3) months.

Each argument must be supported with relevant documents.

Part-time students are exempt from attending classes, but require more completed coursework (essays and assignments) than full-time students for awarding of credits.

Withdrawal

After the Academic Office is informed, the student must immediately proceed by completing a *Withdrawal from Programme Form*.

The *Withdrawal from Programme Form* must be completed, signed by a representative of the Academic Office. After the Academic Office of Euro College receives the completed *Withdrawal from Programme Form*, it will send an official Euro College Transcript containing the academic work of the student until the point of withdrawal. The official date of withdrawal is the date on which the completed form is received and signed by the Academic Office.

6.3.2 Progression

Assessments and progression

The programme is divided into stages that usually consist of modules at the same level. To progress to the next stage or obtain a qualification, students must study the number of modules at each relevant level required for that qualification, and make a serious attempt at passing the module by attending the teaching sessions and by undertaking the assessments.

Each module is assessed separately and students must attempt to pass all modules. The assessment is intended to measure achievement of the Learning Outcomes for the module.

The general rule is that each single module is assessed on the basis of a final examination, an essay or case study examination as a method of assessment and additional coursework. The final examinations are closed book, except in the case of “case study examinations” which are open book.

Handing in coursework

Where this is required, students will be required to complete coursework, which contributes to the module grade and eventually to their progression to the next stage, or to the degree or diploma.

If a student does not attend an examination, or do not submit coursework by the deadline or by any extended deadline that has been given, he/she will be awarded the 5 grade (or 0%) and will fail the module.

To progress from one year of study to the next or to qualify for an award, students must make a serious attempt to pass all the required modules by attending the teaching sessions and by undertaking the assessments. Students have to pass the assessment to advance in the programme and get their qualification.

Failing a Module

If a student has fails a module taken at the current stage of his/her programme (or semester), the Academic Office may give the student the opportunity:

- To re-do one or more of the components of the assessment of a failed module within the same academic year and if successful progress without loss of time. A student can re-sit an examination at the next examination session with a 6 months gap. This will allow students enough time to prepare for the re-sit examination. A student can re-sit an examination for as many times as it is needed to successfully complete the qualification. (*Referral*)
- If a student fails to do the referral after the elapse of two (2) additional examination sessions, then he/she should pay the full fee for the module, attend the taught sessions and do all the assessments for the module including any that he/she may have passed at his/hers first attempt in the following academic year. (*Repeat Module*)

Attendances

Students' systematic presence in all the modules plays an important role to the progression and success of their study. Analyses have shown that insufficient attendances in courses, frequently lead to failure or low records. Attendance is highly recommended and if it falls below 75% of the total module taught hours for full-time students, Euro College Academic Office may decide to exercise the provisions related to referral apply. Students are strongly advised to participate regularly, and if they have to be absent from a class to provide the academic secretariat with documentation from a medical authority.

Students requiring alternative arrangements for assessment

The modules of study need to be assessed in such a way that the assessors can judge whether a student has met the Learning Outcomes. Sometimes, alternative assessment arrangements may be possible for students who have a disability. Any such alternative assessment arrangements must still make it possible to assess whether a student has met the Learning Outcomes.

6.3.3 Academic Policies and Graduation Requisites

Euro College Academic Office

There are Officers for each sphere of academics located in the Academic Office of Euro College. They are responsible for the programmes and will maintain and update students' records of all enrolled students. The Academic Office has a duty to answer students' questions or refer them to the appropriate support services.

Academic Year and the Academic Calendar

An Academic Year starts on the 15th of September each year and closes on the 14th of September the following year, and is organised in accordance with the Academic Calendar of Euro College and the Ministry of Education and Science of The Republic of Macedonia.

The Academic Year is divided in two semesters, winter and summer semester. The winter semester starts from September the 15th and ends on December the 31st; the summer semester starts on February the 1st and ends on June the 15th.

Euro College Examination Session

Examination Registration Sessions are pre-determined and approved time periods during an academic year when students of Euro College and its affiliates are permitted to complete the Exam Registration Sheets, which make them entitled to participate in an Examination Session.

Examination Sessions are pre-determined and approved time periods during an academic year when students of Euro College and its affiliates are eligible to take their exams. The examinations sessions last at least three (3) weeks and allow at least two (2) examination terms for the same Module.

There are three (3) regular and two (2) additional examination sessions during one academic year:

- February Examination Session (regular);
- June Examination Session (regular);
- September Examination Session (regular);
- April Examination Session (additional);
- December Examination Session (additional).

The exact dates for each Examination Registration Session and Examination Session are stated in the Academic Calendar for a particular academic year.

Graduation (Academic) Requisites

Euro College first cycle (undergraduate level) graduation requirements: *Students must complete the predetermined programme of Euro College and earn 180 ECTS for the Bachelor of Business Administration title.*

Euro College second cycle (graduate level) graduation requirements: *Students must complete the predetermined programme of Euro College, earn 300 ECTS (120 credits from second cycle and 180 credits from the first cycle) and successfully defend their Master Thesis in order to win the Master of Business Administration title.*

Euro College Alumni Network and Career Office

Euro College Alumni Network is comprised of all the students that used to be part of its programmes. The College updates contact information with its alumni continuously and follows the progress of their professional careers. The alumni are in communication with the *Career Office of Euro College*, which has contacts with the industry and employers and by sending them information (graduation info, etc.) represents a link between them and the students, and often provides placement for Euro College students and graduates in companies and on projects ('Cosmofon'/'One', 'Iskra', 'Ohridska Banka', 'Alpha Banka', 'Stopanska Banka', etc.). The College has a policy of encouraging its alumni to contribute and give a non-formal feedback on the curriculum and on the Learning Outcomes of its educational components/modules.

6.4 Grading System

According to the Euro College grading system, the module pass grade is: 50% + 1 point, for undergraduate and graduate programmes.

Students are separately assessed in each programme module. To pass, a student must achieve at least the 6 (pass grade) grade for the module as a whole. Programme or module regulations may also set a threshold grade that students must achieve in each component of assessment (in relevance with the Learning Outcomes) in order to pass the module. If they did not achieve the threshold in each component, they will fail the module even if the aggregate of all components is above the pass grade.

Assessment results are considered by the Academic Office of Euro College. The Academic Office confirms students' final module grades and evaluates whether they may progress to the next stage of the programme. When all modules required for the award have been completed, the Academic Office will make a decision on the award that a student will receive.

The grading system at Euro College is based on two different grading methodologies. The first methodology is a nationally accepted and required for all universities functioning in the Republic of Macedonia. The second methodology is based on the ECTS system and is accepted throughout European Education. Exams and coursework at Euro College is graded by the national grading methodology, but when issuing an official Transcript, the ECTS parallels of the national grades are written as well.

6.4.1 National Grading System

According to the National Grading System, Euro College normally classifies the grades of both Bachelor and Master Degree Programmes based on the following bands:

Euro College criteria	Points	Grades	ECTS Grade Comparables
Show excellent results over criteria	91-100	10	A
Overpass the criteria	81-90	9	B
Overpass the criteria	71-80	8	C
Satisfy the criteria	61-70	7	D
Satisfy the criteria	51-60	6 (Pass Grade)	E
Do not satisfy the criteria. The module must be repeated	<50	5 (Fail)	F

6.4.2 ECTS Grading System

The ECTS grading system is defined within the ECTS framework by the European Commission. Since many different grading systems co-exist in Europe and interpretation of grades varies considerably from one country to another, Euro College and the majority of Higher Education Institutions in Europe use the ECTS grading scale in order to provide a common currency and facilitate the transfer of students and their grades between institutions, by allowing the different national grading systems to be interchangeable.

The ECTS grade does not replace the grade given according to the National Grading System used by Euro College, but is used optionally and additionally in order to effectively "translate" and "transcript" a grade from one institution to another. The ECTS grade is indicated in a separate field alongside the grade awarded by Euro College on the student's Transcript (Уверение).

The ECTS grading scale is based on the class percentile of a student in a given assessment, or how he/she performed relative to other students in the same class. Grades are reported on a carefully calibrated and uniform A – F scale. The ECTS system initially divides students between pass and fail groups, and then assesses the performance of these two groups separately. Those obtaining passing grades are divided into five subgroups: the best 10% are awarded an A-grade, the next 25% a B-grade, the following 30% a C-grade, the following 25% a D-grade and the final 10% an E-grade.

Those who have not achieved a performance sufficient to allow a passing grade are divided into two subgroups: FX (Fail – some more work required before credit can be awarded) and F (Fail – considerable further work is required). This distinction allows differentiation between those students who have been assessed as almost passing and those who have clearly lacked the required knowledge and skills.

This system can be represented in a table, as follows:

Grade	Percentage of students who normally achieve the grade	Definition
A	10 %	
B	25 %	
C	30 %	
D	25 %	
E	10 %	
FX		Fail - some more work required before the credit can be awarded
F		Fail - considerable further work is required

7. Curriculum

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system, international business and culture. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy. Course work includes business concepts such as accounting, business law, finance, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. Through these skills, students are provided with a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in multinational companies or government agencies as well as financial institutions and large to small business or industry.

Programme curriculum is proposed before the start of each academic year by the Academic Council and approved by the Dean of Euro College. Before proposition of the curriculum, module lecturers, who have vested much of their time throughout the previous academic year consulting relevant industry factors, partner institutions, significant authorities in the area, students and alumni and investigating new relevant research and practice, invite debate about the appropriateness of the curriculum and module Learning Outcomes with regards to recent developments and advancements.

7.1 Bachelor of Business Administration (BA)

In accordance with the Bologna Declaration and the ECTS system, the Bachelor of Business Administration programme at Euro College is composed of core and elective modules with unique codes. The modules are divided by semesters and workload and each carries certain amount of ECTS credits: 30 credits per semester, 60 credits for the academic year (consisting of two semesters) or 180 ECTS credits overall, for the three year programme. The lecture delivery, besides the employed faculty by the Institution who are doing most of the delivery, is also done by visiting professors from the country and abroad, as well as specialists from the areas of economy, finance, management and other business relate domains. Besides regular lectures, the students are offered educational seminars as well as mandatory practical classes encompassed in individual modules.

Generally, it is a rule that at least one of the assessing components of a module is a written exam. For individual modules on the programme an alternative way of assessing is possible, the methodology of which is further regulated by internal bodies.

After the completion of the programme students gain the title ***Bachelor of Business Administration***.

7.1.1 Programme curriculum and module syllabus

I YEAR - I semester						
#	Module code	Module name	Lecture hours	Lecture hours per week	ECTS credits	Workload
1	B101	Business Environment	100	4+2	10	300
2	B102	Business Communications	100	4+2	10	300
3		Elective (a module is selected):	100	4+2	10	300
	B105	English Language 1				
	B106	Management of Information Technology				
Overall			300	18	30	900

I YEAR - II semester						
#	Module code	Module name	Lecture hours	Lecture hours per week	ECTS credits	Workload
1	B103	Business Management	100	4+2	10	300
2	B104	Business Accounting	100	4+2	10	300
3		Elective (a module is selected):	100	4+2	10	300
	B107	Business Statistics				
	B108	Cultural Studies in Business 1				
Overall			300	18	30	900

II YEAR - III semester						
#	Module code	Module name	Lecture hours	Lecture hours per week	ECTS credits	Workload
1	B201	Strategic Management	100	4+2	10	300
2	B202	Management Accounting	100	4+2	10	300
3		Elective (a module is selected):	100	4+2	10	300
	B205	English Language 2				
	B206	Human Resource Management				
Overall			300	18	30	900

II YEAR - IV semester						
#	Module code	Module name	Lecture hours	Lecture hours per week	ECTS credits	Workload
1	B203	Marketing	100	4+2	10	300
2	B204	Business Law	100	4+2	10	300
3		Elective (a module is selected):	100	4+2	10	300
	B207	Management of Financial Resources				
	B208	Cultural Studies in Business 2				
Overall			300	18	30	900

III YEAR - V semester						
#	Module code	Module name	Lecture hours	Lecture hours per week	ECTS credits	Workload
1	B304	Organisational Psychology	60	2+2	6	180
2	B302	Risk Management	60	2+2	6	180
3	B303	Corporate Finance	60	2+2	6	180
4		Elective (a module is selected);	60	2+2	6	180
5		Elective (a module is selected):	60	2+2	6	180
	B310	Leadership and Ethics				
	B314	Computer Network				
	B311	General Cultural Studies 1				
Overall			300	24	30	900

III YEAR - VI semester						
#	Module code	Module name	Lecture hours	Lecture hours per week	ECTS credits	Workload
1	B308	Quality Perception and Management	60	2+2	6	180
2	B309	Management of Operations and Logistics	60	2+2	6	180
3	B306	International Finance	60	2+2	6	180
4		Elective (a module is selected);	60	2+2	6	180
5		Elective (a module is selected):	60	2+2	6	180
	B316	Business Ethics				
	B305	Computer Applications				
	B315	General Cultural Studies 2				
Overall			300	24	30	900

All the modules have individual syllabus, built around the expected Learning Outcomes and preapproved by the Academic Council of Euro College. A syllabus sample is provided below. (For complete module syllabuses please see Appendix B1)

Syllabus sample:

Marketing Management

Learning Outcomes

2nd Year Module

Department: Business Administration

Programme: Bachelor of Business Administration

Module: Marketing Management

Module Code: B203

Lecturer: Dejan Velickov

On successful completion of this module, students should be able to:

- *Understand the broader context of marketing and its specific application*
- *Appraise the forces impacting the value offered to the consumers in form of products and services*
- *Conduct research and assessment of market conditions and internal setting as well*
- *Understand the significance of marketing plan, develop and apply a marketing plan*
- *Use different marketing media and understand the on-line marketing (its concept and application)*
- *Demonstrate marketing management competencies*

Teaching Strategy

The course is planned on the basis of a series of lectures and tutorials. Assessment will be made on the basis of a major marketing research project to which course work will be related and which will require

the student to demonstrate his or her understanding of the relevant marketing techniques. The other aspects of the modules will be tested on exam, as well.

Syllabus

1. Marketing and Market Orientation

Development of marketing as an exchange process, a philosophy of business, and a managerial function; Contribution of marketing as a means of creating customer value and as a form of competition; The importance of a market orientation to organizational performance; The impacts of marketing actions on society and the need for marketers to act in an ethical and socially responsible manner; The significance of buyer-seller relationships in marketing; The structure of an outline marketing plan.

2. Analyzing Marketing Opportunities

Gathering information and measuring market demand; Scanning the marketing environment; Porter five forces model; Analyzing consumer markets and buyer behaviour; Analyzing business markets and business buying behaviour; Differences between consumer decision making and business decision making process; Competition analysis and dealing with competition; How to make conclusions; How to identify trends, opportunities and threats.

3. Marketing Research, Market Segmentation and Marketing Audit

Marketing audit as an appraisal of the external marketing environment and an organization's internal marketing operations; The role of various analytical tools in the marketing auditing process; The value of marketing research and information in developing marketing plans; The concept of market segmentation and distinguish effective bases for segmenting consumer and business-to-business markets; Creating the questionnaire, gathering information, analyzing the results, generate findings, creating presentation of the findings.

4. Business Strategic Planning

Business mission and vision; Financial and marketing objectives; SWOT analysis and MAP (Main Attention Points); Internal analysis and how to identify relevant strengths and weaknesses; External analysis and how to identify opportunities and threats; Strategy formulation; Operation planning and implementation; Feedback and Control.

5. Developing New Products

Managing the development process; Idea generation and idea screening; Concept development and testing; Market strategy development; Business analysis; Product development, market testing and commercialization; Consumer adoption process; Stages and factors in the adoption process.

6. Positioning the Market Offering

What is Positioning and Positioning statement; Differentiation tools; Product lifecycle marketing strategies: introduction, growth, maturity and decline stage; Market evolution

7. Managing the Marketing Mix

The essential elements of targeting and positioning, and the creation of an integrated and coherent marketing mix; Describing the tools and techniques available to marketers to satisfy customer requirements and compete effectively; Explaining the development of the extended marketing mix concept to include additional components in appropriate contextual settings: product, price, place (distribution), promotion (communications), people, processes, physical evidence and customer service; The effects of information and communication technology on the development and implementation of the marketing mix; Importance of measuring the effectiveness of the selected marketing effort and instituting appropriate changes where necessary.

8. Product and Services

Developing awareness of products as bundles of benefits that deliver customer value and have different characteristics, features and levels; Explanation and illustration of the product life cycle concept and recognition of its effects on marketing mix decisions; Explanation and illustration of the principles of product policy: branding, product lines, packaging and service support; The importance of introducing new products, and describe the processes involved in their development and launch.

9. Price

The range of internal and external factors that influence pricing decisions; Identification and illustration of the range of different pricing policies and tactics that are adopted by organizations as effective means of competition.

10. Place

Definition of the channels of distribution, intermediaries and logistics, and understanding the contribution they make to the marketing effort; Stating and explaining the factors that influence channel decisions and the selection of alternative distribution channel options, including the effects of new information and communications technology

11. Promotion

Description of the extensive range of tools that comprise the marketing communications mix, and examine the factors that contribute to its development and implementation; The importance of measuring the effectiveness of the selected marketing effort and instituting appropriate changes where necessary; Managing the sales force; Creating product awareness; Creating efficient media mix for successful promotional campaign; The specifics of ATL and BTL communication; Advertising objectives; Advertising budget; Advertising message; Decisions of reach, frequency and impact of the promotion; Sales promotions and public relations.

12. Managing Direct and On-line Marketing

Growth and benefits of direct and on-line marketing; Channels of direct marketing; Face to face selling, direct mail, catalogues, telemarketing; The on-line consumer; On-line marketing: advantages and disadvantages; The impact of social medias and the impact of technology on the on-line marketing; Facebook campaign; Google's Adwords and Adsense.

13. The International and Global Marketing

The role of culture when marketing abroad; The Hofstede's cultural dimensions; International entry strategies for doing business abroad.

Assessment

- | | | |
|----------------------|---|--|
| Class participation: | - | Class attendance and class participation will each account for 20% of the overall marks. |
| Assignments: | - | An individual assignment concentrating on market research and which will account for 40% of the marks. |
| Examinations: | - | A 2 hours examination in which students answer 4 from 8 questions which will account for 40% of the marks. |

Indicative Reading

Marketing Management, Millenium Edition, by Philip Kotler (Prentice Hall);

Principles of Marketing, 6th Edition by Kotler & Armstrong (Prentice Hall);

Marketing in Practice, by W.G. Leader & N. Kyritsis (Stanley Thornes Publishers Ltd);

Essentials of Marketing, by G. Lancaster & L. Massingham (McGraw Hill);

Marketing Research, by P.M. Chisnall (McGraw-Hill);

Modern Business Marketing, by T.L. Powers (West Publishing).

7.2 Master of Business Administration (MBA)

The aim of the Euro College MBA programme is to develop business leaders with cross-cultural insights and creative problem-solving skills - leaders who together with their peers will redefine the future of business practice and who will have an impact on their organisations and their wider community, leaders who have the courage, in challenging times, to lead both ethically and responsibly.

The Euro College MBA is a combination of innovative ideas already proven throughout business schools and teaching methodologies with relevance to business, focused on individual needs, delivered in a unique learning environment in two academic years. Although the rewards of the Euro College MBA are immense, to succeed requires a serious commitment and an open mind. Our students say that the intensity of the programme significantly enriches their MBA experience, both from an academic and extracurricular perspective.

In accordance with the Bologna Declaration and the ECTS system, the Bachelor of Business Administration programme at Euro College is composed of core and elective modules with unique codes. The modules are divided by semesters and workload and each carries certain amount of ECTS credits: 30 credits per semester, 60 credits for the academic year (consisting of two semesters) or 120 ECTS credits overall, for the two year programme.

The study period is based on a structured series of 5 core courses. These courses cover some of the key management disciplines, as well as focusing on the environment in which business takes place. Modules such as 'Multinational Business' and 'Organisational Theory and Development' enable students to understand the drivers of change that will affect their future careers.

The other part of the programme can be customised. Choosing 6 electives from a portfolio of 12 creates a unique mix of topics that will support individual educational and professional goals. The programme allows students to pursue a generalist path towards management and business.

The lecture delivery, besides the employed faculty by the Institution who are doing most of the delivery, is also done by visiting professors from the country and abroad, as well as specialists from the areas of economy, finance, management and other business relate domains. Besides regular lectures, the students are offered educational seminars as well as mandatory practical classes encompassed in individual modules.

After the competition of the programme students gain the title ***Master of Business Administration***.

7.2.1 Programme curriculum and module syllabus

I YEAR - I semester						
#	Module code	Module name	Lecture hours	Lecture hours per week	ECTS credits	Workload
1	MB201	Research Methodology	40	2+2	10	300
2	MB202	Business Modelling	40	2+2	10	300
3		Elective (a module is selected):	40	2+2	5	150
4		Elective (a module is selected):	40	2+2	5	150
	MB203	Management of Information Systems				
	MB204	International Trade and Finance				
	MB205	Industrial Economics				
	MB206	Project Management				
Overall			160	16	30	900

I YEAR - II semester						
#	Module code	Module name	Lecture hours	Lecture hours per week	ECTS credits	Workload
1	MB207	Organisational Theory and Development	50	3+2	10	300
2		Elective (a module is selected):	50	3+2	10	300
3		Elective (a module is selected):	50	3+2	10	300
	MB208	Global Marketing				
	MB209	Financial Planning				
	MB210	Corporate Communications				
	MB211	Sales Management				
Overall			150	15	30	900

II YEAR - III semester						
#	Module code	Module name	Lecture hours	Lecture hours per week	ECTS credits	Workload
1	MB212	Multinational Business	50	3+2	10	300
2		Elective (a module is selected):	50	3+2	10	300
3		Elective (a module is selected):	50	3+2	10	300
	MB213	Foundation of Leadership and Teamwork				
	MB214	Ethics and Responsibility				
	MB215	Managerial Economics				
	MB216	Tools for Effective Managers				
Overall			150	15	30	900

II YEAR - IV semester						
#	Module code	Module name	Lecture hours	Lecture hours per week	ECTS credits	Workload
1	MB220	Master Thesis (Dissertation)	/	/	30	900
Overall					30	900

All the modules have individual syllabus, built around the expected Learning Outcomes and preapproved by the Academic Council of Euro College. A syllabus sample can be seen below (*For complete module syllabuses please see Appendix B2*)

Syllabus sample:

Global Marketing

Learning Outcomes

1st Year Module

Department: Business Administration

Programme: Master of Business Administration

Module: Global marketing

Module Code: MB208

Lecturer: Dejan Velichkov

On successful completion of this module, students should be able to:

- Recognize cultural differences in various global regions and their effect on the conduct of international business and be able to analyze these cultural differences in terms of opportunities and inherent risk in conducting marketing activities and in segmenting global markets. Students will examine how and where products are purchased and used by consumers in other countries;

- Understand the benefits in engaging in international trade in relation to political economic factors such as free trade or regional agreements, and learn how to target regions/countries based on their membership in a free trade agreement;
- Understand how to compete in international markets and the need for “global team” organizational structures designed to manage global companies and opportunities;
- Develop more of a global mentality and demonstrate comprehension of the economic and marketing aspects/outcomes of globalization;
- Develop global strategies and plans for a product launch, market entry and implementation for a company in a foreign country and be able to quantify that opportunity and justify the revenue;
- Analyze the challenge of global marketing strategies and managing international marketing operations in a domestic corporation;
- Summarise strategy, tools, frameworks and techniques for conduct of opportunity assessments, identify high potential regions, size markets and develop channel pricing strategy.

Teaching Strategy

The course is planned on the basis of a series of lectures and tutorials using a theoretical, historical, and case-study approach; guest speaker presentations; in-class discussion - discussion breakout groups; in-class programming assignments; in-class presentations; group project development and presentation; student presentations, video and other media, use of Internet to search for data and information.

Syllabus

1. Course Introduction

- Reading & Assignments: *A guide to case analysis*.

2. The marketing mix

- Reading & Assignments: *Creating a Marketing Plan: An Overview (2564BC)*.

3. Segmenting, targeting and positioning

- Reading & Assignments: *Market Customization: Market Segmentation, Targeting, and Positioning (2580BC)*.

4. Overview of global marketing

- Reading & Assignments: *Chapter 1&2, Marketing Across Borders: It's a Big, Big World (2653BC)*.

5. Overview of global marketing

- Reading & Assignments: *Samsung Electronics Co (HBS #9-504-051)*.

6. Macro environment

- Reading & Assignments: *Chapter 4 & 5*.

7. Macro/micro environment

- Reading & Assignments: *Four Seasons Goes to Paris (HBS #9-803-069)*.

8. Designing an optimal organisational structure

- Reading & Assignments: Determined by the Lecturer.

9. Global entry strategy

- Reading & Assignments: *Mary Kay Cosmetics: Asian Market Entry (HBS #9-594-023)*.

10. Global product strategy I

- Reading & Assignments: *Chapter 11 & 12; How Global Brands Compete (HBR R0409D)*.

11. Global product strategy II

- Reading & Assignments: *Real Madrid Club de Futbol (HBS #9-504-063)*.

12. Global pricing strategy I

- Reading & Assignments: *Chapter 13*.

13. Global pricing strategy II

- Reading & Assignments: *DHL: Worldwide Express (HBS #9-593-011)*.

14. Global promotion strategy I

- Reading & Assignments: *Chapter 14*.

15. Global promotion strategy II

- Reading & Assignments: *British Airways (HBS #9-585-014)*.

16. Global distribution strategy

- Reading & Assignments: *Toys R Us Japan (HBS #9-796-077)*, and *Chapter 16*.

17. Global marketing control

- Reading & Assignments: Determined by the Lecturer.

Assessment

Class participation:	-	Class attendance and class participation will each account for 20% of the overall marks.
Assignments:	-	An individual or team assignments concentrating on writing essays and seminar works as well as doing research and projects, which will account for 40% of the marks.
Examinations:	-	A 2 hour examination in which students answer 4 from 8 questions which will account for 40% of the marks.

Indicative Reading

Main Textbook:

Global Marketing Management, 3rd Ed., Masaaki Kotabe and Kristiaan Helsen, John Wiley & Sons, Inc.

*This course will also use Harvard Business School case studies and selected articles and chapters. Readings and cases for each class are listed in this syllabus and should be used as a guide for reading and preparation.

<http://harvardbusinessonline.hbsp.harvard.edu/relay.jhtml?name=cp&c=c15888>

Additional Reading:

International Marketing, 14th edition, by Cateora, Gilly, and Graham, McGraw-Hill/Irwin, (2009);

Global Marketing, 4th edition by Svend Hollensen, Prentice Hall in (2007);

Global Marketing, Third Edition, Warren J. Keegan and Mark C. Green, Prentice Hall, N.J. (2003);

The Lexus and the Olive Tree: Understanding Globalization, Thomas L. Friedman, Anchor Books, (May, 2000).

8. Glossary

The following glossary defines terminology for the purpose of this ECTS Users' guide.

Accumulation - The process of collecting credits awarded for achieving the Learning Outcomes of educational components or other learning activities.

Allocation of Credit - The process of assigning a number of credits to qualifications/programmes or to other educational components.

Assessment - The total range of methods (written, oral and practical tests/examinations, projects and portfolios) used to evaluate students' achievement of expected Learning Outcomes.

Assessment criteria - Descriptions of what the student is expected to do, in order to demonstrate that a learning outcome has been achieved.

Award of Credit - The act of delivering students the number of credits that are assigned to the component or a qualification. The award of credit recognises that students' Learning Outcomes have been assessed and that the student satisfies the requirements for the educational component or the qualification.

Competences - A dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, ethical values and attitudes. Fostering competences is the object of all educational programmes. Competences are developed in all course units and assessed at different stages of a programme. Some competences are subject-area related (specific to a field of study), others are generic (common to any degree course). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.

Condoning - Condoning is the term used in some national contexts when an examination board exempts a student from reassessment in a failed (or marginally failed) component if other related components are passed with sufficiently high grades.

Contact Hour - Hours (typically a period of 45-60 minutes) spent by students on activities guided by teaching staff.

Credit (ECTS) - Quantified means of expressing the volume of learning based on the workload students need in order to achieve the expected outcomes of a learning process at a specified level.

Cycle - All qualifications in the European Higher Education Area are located within three cycles. One of the objectives indicated in the Bologna Declaration in 1999 was the “adoption of a system based on two main cycles, undergraduate and graduate.” In 2003 doctoral studies were also included in the Bologna structure and referred to as the third cycle.

Cycle (Level) Descriptors - Generic statements of the broad expected outcomes of each of the three cycles. A good example of general cycle (level) descriptors are the so-called Dublin Descriptors, which have served as one of the foundations (along with ECTS) for the Framework for Qualifications of the European Higher Education Area.

Educational Component - A self-contained and formally structured learning experience (such as: course unit, module, seminar, work placement).

Formal learning - Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the student's perspective.

Informal learning - Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or "incidental"/random).

Student - An individual engaged in a learning process (formal, non-formal or informal learning).

Student-centred (approach or system) - An approach or system that supports the design of learning programmes which focus on students' achievements, accommodate different students' priorities and are consistent with reasonable students' workload (i.e. workload that is feasible within the duration of the learning programme). It accommodates for students' greater involvement in the choice of content, mode, pace and place of learning.

Learning Outcomes - Statements of what a student is expected to know, understand and be able to do after successful completion of a process of learning.

Level Descriptor - General statements of the typical achievement of students who have been awarded a qualification at a certain level in a qualifications framework.

Module - A course unit in a system in which each course unit carries the same number of credits or a multiple thereof.

Non-formal learning - Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the student's perspective.

Programme (educational) - A set of educational components, based on Learning Outcomes, that are recognized for the award of a specific qualification.

Progression - The process which enables students to pass from one stage of a qualification to the next and to access educational programmes that prepare for qualifications at a higher level than those he/she already possesses.

Progression rules - Set of rules that define conditions for students' progression within qualifications and towards other qualifications.

Qualification - Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a recognised programme of study.

National Qualifications Framework (higher education) - The single description, at national level or at the level of an education system, which is internationally understood and through which all qualifications and other learning achievements in higher education may be described and related to each other in a coherent way and which defines the relationship between higher education qualifications.

Quality Assurance - The process or set of processes adopted nationally and institutionally to ensure the quality of educational programmes and qualifications awarded.

Recognition of credit - The process through which an institution certifies that Learning Outcomes achieved and assessed in another institution satisfy (some or all) requirements of a particular programme, its component or qualification.

Recognition of non-formal and informal learning - The process through which an institution certifies that the Learning Outcomes achieved and assessed in another context (non-formal or informal learning) satisfy (some or all) requirements of a particular programme, its component or qualification.

Student - Student enrolled in a formal educational programme.

Transfer - The process of having credits awarded in one context recognised in another context for purposes of obtaining a qualification.

Workload - Indication of the time students typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations) required to achieve the expected Learning Outcomes.

9. Appendix

9.1 Appendix A1

In such manner Euro College has noted cooperation with the University of Belgrade – Technical Faculty in Bor, in the area of strategic management; with the University of Zagreb – Philosophical Faculty in Zagreb and Split, as well as the affiliates of the Croatian philosophical society in Zadar, Split and Zagreb, the University in Rieka, the Faculty of Medicine in Rieka and the Department of Social and Humanist Sciences in medicine in Rieka in relation to bioethical research and formation of global ties with other institutions and resources outside the region; the University of Novi Sad, the Philosophical Faculty and the Faculty for Journalism and media from Novi Sad, with the Catholic University from Ingolstadt-Eichstat, the Croatian bioethics society, the Serbian Bioethics society, the European Agency of Sociology, with UNESCO – the department for sustainable development and the department for ethics in science and technology, the Austrian office for connections in science and research in Ljubljana, the Reference Bioethical Centre in Zagreb; The Austrian Development Agency, department for higher education; various visits to South-East Asia and the United States of America, etc...

9.2 Appendix A2

Some of the journals, magazines and papers where Euro College faculty contributes: “The Serbian Journal for Management”, “The Croatian Philosophical Investigations”, “Philosophy Synthesis”, The UNESCO publications on Bioethics, “FISP”, “YAHR”, “Political Thought”, “Philosophy”, “Global HR”, etc...

Books written by Euro College's professors and lecturers with publishing sponsored by Euro College:

- Nikola Krleski, PHD, *"Trade Law"*, published by Private Higher Education Institution for Business Studies EURO COLLEGE – Kumanovo, Ohrid, 2010;
- Aleksandra Sinadinovska Shumar, PHD, *"Risk Management"*, published by Private Higher Education Institution for Business Studies EURO COLLEGE – Kumanovo, Skopje, 2010;

Books soon to be published by Euro College and which are the results of long-term research in specific area of interest of its faculty:

- Savo Efremovski, PHD Candidate, *"Management of Information Systems"*, expected to be published in 2011;
- Dejan Donev, PHD, *"Leadership and Ethics"*, expected to be published in 2011; *"Business Ethics"*, expected to be published in 2011; *"Managerial Philosophy, sustainable development and bioethical consequences"*, expected to be published by 2012;

Other books written by Euro College professors and lecturers:

- Dejan Donev, PHD, *"The Non-government Sector as an Ethical Corrective of a Society"*, Published by Macedonian Centre for International Cooperation, Skopje, 2008;
- Sinisha Naumoski, PHD Candidate, *"Financial Reports Within The Function of Management"*, Published by Grafomak, Skopje, 2009;
- Petar Taleski, MS, *"The New Pension System"*, published by Makedonska Rech, Skopje, 2005.