

FACULTY OF ECONOMICS,
BUSINESS AND TOURISM
UNIVERSITY OF SPLIT



EFMD PROGRAMME RE-ACCREDITATION
SELF-ASSESSMENT REPORT 2025
UNDERGRADUATE PROGRAMME IN BUSINESS STUDIES

Split, March 2025



EFMD PROGRAMME RE-ACCREDITATION
SELF-ASSESSMENT REPORT 2025

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University of Split

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Undergraduate programme in Business Studies (UPB)

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Statement of Accuracy

As representatives of the Faculty of Economics, Business and Tourism, University of Split, we hereby confirm the accuracy of the report.



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LIST OF ACRONYMS

ASHE	Agency for Science and Higher Education
BC	Business Council
CAO	Central Admissions Office
CROQF	Croatian Qualifications Framework
CSO	Civil Society Organisation
EHEA	European Higher Education Area
EQF	European Qualifications Framework
ERS	Ethics, Responsibility and Sustainability
ESCO	European Classification of Skills, Competences, Qualifications and Occupations
FC	Faculty Council
FEBT	Faculty of Economics, Business and Tourism
HE	Higher education
HEI	Higher education institution
HEIIS	Information System of Higher Education Institutions
IaH	Internationalisation at Home
IQAC	Internal Quality Assessment Committee
ISEF	FEBT 's internally developed information system
LLP	Lifelong Learning Programmes
MSEY	Ministry of Science, Education and Youth
NGO	Non- governmental organisation
QAC	Quality Assurance Committee
QAM	Quality Assurance Manager
QMS	Quality Management System
QP	Quality Policy
SAB	Strategic Advisory Board
SEI	Student Entrepreneurial Incubator
SGE	State Graduation Exams
SIP	Student Internship Programme
SIP-SL	Student Internship Programme - Service Learning
UniST	University of Split
UPB	Undergraduate Programme in Business Studies

The structure of the online Base Room follows the structure of chapters and subchapters. If the text in SAR is supported by documentation in the Base Room, the symbol “(

Executive Summary

In 2019, the [Faculty of Economics, Business and Tourism \(FEBT\), University of Split](#), was awarded the EFMD accreditation for its two study programmes in Business Studies at undergraduate (UPB) and graduate (GPB) level for a period of three years. In 2022, the UPB was re-accredited for a period of three years and the GPB for a period of five years. This report describes the actions and progress made by FEBT in the UPB since then in the areas that the EFMD peer review team identified for improvement. It also presents the challenges and plans for the future, particularly with regard to the new management's focus on internationalisation and the institution's social impact. All chapters include a report on activities since 2022 that contributed to improve various dimensions of internationalisation, formalise relationships with strategic/business partners and increase academic rigour.

To clarify the context: FEBT is a **public, non-profit higher education institution, and the second largest institution of its kind in Croatia**. As of 15 March 2025, FEBT had **118 employees**, of which 87 are academic and 31 are administrative positions. Currently, almost **2,500 students** are studying in one of the **twelve study programmes** offered by FEBT, at the level of undergraduate and graduate university and professional study programmes, and postgraduate specialist and doctoral study programmes. In academic year 2022/23, FEBT introduced its **first study programme in English** (Management of Healthcare Organisations) at postgraduate level. In November 2024, the national authorities (ASHE) accredited FEBT and its programmes for a period of five years. **The accreditation is valid at institutional level, for programmes delivered in-person and in the Croatian language.**

FEBT is the **largest constituent of the University of Split (UniST)**, but retains its autonomy in academic governance. Its strategic framework, outlined in its Strategy 2030, emphasises excellence in teaching, research, social impact and talent development. FEBT's funding structure includes state budget funds and market activities. The largest source of funding is government grants for full-time students. FEBT promotes international collaborations, including **joint programmes with European universities and partnerships such as the SEA-EU Alliance**. FEBT's commitment to quality assurance follows the standards of the European Higher Education Area (EHEA) and includes continuous updating of all study programmes based on the Croatian Qualifications Framework (CROQF) and the European Qualifications Framework (EQF). FEBT's international engagement also includes hosting the **FEBST International Conference and organising summer school programmes with international partners**. Thanks to the **Student Entrepreneurial Incubator (SEI), the Student Internship Programme (SIP) and the Student Internship Programme – Service Learning (SIP-SL)**, the links with the corporate world and the commitment to initiatives in the field of ethics, responsibility and sustainability (ERS) are at a high level. In terms of national reputation and positioning compared to programme competitors, FEBT is one of the four best universities in Croatia.

Over the years, FEBT UPB has evolved to include international content and attract both domestic and international students. The programme aims to provide students with the skills and knowledge they need to succeed in the business world. **UPB's main objectives** include instilling a progressive entrepreneurial mindset in students, **balancing international, practical and academic content, and fostering a commitment to diversity, ethics, responsibility and sustainability**. The programme is designed to align with the needs of the business world as endorsed by professional associations and the corporate world. UPB's curriculum is comprehensive and offers a blend of theoretical knowledge and practical application. It covers core areas of business such as finance, accounting, management and marketing, but also important horizontal skills such as analytics, IT and foreign languages. UPB's expected learning outcomes and all elements of the study programmes are aligned. All courses contribute to the achievement of UPB's ILOs, while UPB's ILOs are clearly defined and mutually harmonised. UPB is nationally accredited as a programme in Croatian language, and was originally aimed at domestic students. However, it has changed over the years in terms of the international content offered and has received a lot of attention from international/exchange students. The international focus of the programme aims to provide important business-related knowledge and skills that are offered in similar programmes worldwide. In addition, the curricula are designed to reflect contemporary business-related course content. The literature is mostly international and supplemented by recent research papers that address contemporary topics in specific



areas. With the support of the BC and the Alumni Association, FEBT offers its students **extracurricular content and encourages study visits, guest lectures and internships** at renowned Croatian and international companies and organisations.

Over the past three years, FEBT has taken a number of important steps and improvements in the implementation and operation of the UPB study programme. In the area of IT support for students, FEBT has switched to the online platform HEIIS, a complex information system that provides support and helps with standard management and administrative tasks. In terms of the attractiveness of the UPB programme to the target market, a record number of graduates have officially applied for the programme over a ten-year period two years ago. Last year FEBT also **set a record for the number of students enrolled in the UPB programme**. Another important step was the adoption of the Digital Strategy 2030, a document that will guide all of FEBT's current and future digitalisation efforts, particularly in the pedagogical area of the UPB programme. In the area of personal development of UPB students, FEBT has **institutionalised career counselling through the Centre for Career Development**. Great efforts are being made to expand the range of extracurricular activities available to UPB students for their upskilling and career development through various approaches and levers, such as *SEI* activities and events, organised lectures and seminars/webinars, and hosting and/or providing access to national and international personal development events. In addition, FEBT has also focused on internationalisation and strengthening cooperation with the world of practise. The intensification of cooperation with foreign partner institutions is reflected in increasing mobility figures. UPB faculty spend several months at renowned foreign institutions, young researchers earn their doctorate abroad and FEBT enters into new partnerships and networks, with all the positive effects that these developments have on the UPB programme and the students. Finally, FEBT's focus on entering into new agreements and closer cooperation with prominent domestic as well as highly internationally oriented Croatian companies has also had a positive impact by increasing the direct inflow of business practise into the programme.

FEBT continuously carries out an objective and transparent assessment and evaluation of the different forms of student work according to the established rules and procedures to ensure the achievement of all ILOs, both at course level and at the level of the whole study programme. The quality of student work within the UPB programme is closely monitored through statistical analysis, leading to initiatives aimed at its improvement. **Particular attention is paid to the results in terms of pass rates, drop-out rates and progression rates on the programme**. To support the career development of current and former students, FEBT management and supervisory board of FEBT Alumni Association significantly contributes to strengthening cooperation, jointly enhancing the vision for institutional development, and expanding opportunities and perspectives for students. These activities improve the academic and professional quality of students and strengthen the reputation of FEBT. This is recognised by national and international accreditations and FEBT's ranking on global university lists.

Since 2005, FEBT has established a robust Quality Management System - QMS - which was aligned with ISO 9001 standards until 2018 and thereafter with the ESG. This system ensures continuous improvement through structured planning, implementation, monitoring and refinement of academic and operational processes. FEBT's **QMS integrates stakeholder perspectives through systematic feedback mechanisms**. Students contribute through evaluations of teaching, administrative services, internships, and thesis supervision, while employers, alumni, and businesses contribute through surveys. **Programme design and review processes follow a rigorous protocol**, incorporating minor and major changes approved by the FC and external bodies such as the UniST Study Committee and ASHE. Recent updates to curricula and teaching methods reflect advances in academic research, digital learning tools and the demands of the labour market. Operational quality assurance emphasises transparency and accountability. The QAC and IQAC oversee strategic alignment with institutional goals. Digital transformation, including e-forms and the Moodle/Merlin platform, enhances administrative efficiency and data integrity. FEBT's commitment to excellence is also reflected in its focus on internationalisation, ethics, and sustainability, which is embedded in its Quality Policy and operational framework.



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Chapter 1: The Institution in its National and International Context

Summary

The Faculty of Economics, Business and Tourism (FEBT) is an established public institution with around 2,500 students enrolled in study programmes. It operates under the University of Split (UniST), but retains its autonomy in academic governance. Its strategic framework, outlined in its Strategy 2030, emphasises excellence in teaching, research, social impact and talent development. FEBT's funding structure includes state budget funds and market activities. The largest source of funding is government grants for full-time students. FEBT promotes international collaborations, including joint programmes with European universities and partnerships such as the SEA-EU Alliance. FEBT's commitment to quality assurance follows the standards of the European Higher Education Area (EHEA) and includes continuous updating of all study programmes based on the Croatian Qualifications Framework (CROQF) and the European Qualifications Framework (EQF). FEBT's international engagement also includes hosting the FEBST International Conference and organising summer school programmes with international partners. Thanks to the Student Entrepreneurial Incubator (SEI), the Student Internship Programme (SIP) and the Student Internship Programme – Service Learning (SIP-SL), the links with the corporate world and the commitment to initiatives in the field of ethics, responsibility and sustainability (ERS) are at a high level. In terms of national reputation and positioning compared to programme competitors, FEBT is one of the four best universities in Croatia.

Plans and actions for future development

- **Internationalisation:** In addition to institutional partnerships with prominent global associations (EFMD, AACSB, PRME, CLADEA, IBSEN), steps have been taken to increase FEBT's influence in the region. In recent discussions with representatives of the Academy of Management (AOM) - the leading US professional association for management and organisation scholars that spans over 120 countries - it is agreed to include FEBT as an institutional partner in the South East Europe/Western Balkans region.
- **Diversification of income:** In order to become more financially independent from the state budget, FEBT aims to diversify its income through professional and commercial international projects, lifelong learning programmes and self-financed postgraduate specialist programmes.
- **Structure of the faculty:** The structure of the faculty, with the large proportion of full professors, is currently favourable for the teaching process. However, it also requires the recruitment of young researchers in the medium term.
- **Infrastructure:** The contribution to the green transition includes the completion of the installation of the solar power plant on the roof of the Faculty building. Its putting to use in 2025/26 will increase energy efficiency and reduce FEBT's carbon footprint. The increase in car parking capacity for employees through additional parking spaces will also include the installation of charging stations for electric vehicles.
- **Digital transformation:** FEBT demonstrates its social and environmental responsibility through the trend towards paperless operations. Digitization of FEBT has almost been achieved, but the digital transformation is not. The additional effort will be taken to keep up with the trends of digitalisation and digital transformation (e.g. digital signatures for all employees, integration of various business software, etc.).

1.1. Institutional Strategy and Management

Higher education (HE) in the Republic of Croatia is fully aligned with the Bologna system. The education is based on a three-cycle study model, including undergraduate, graduate and postgraduate levels of study. Croatia has a twofold HE system, meaning that potential students can choose between two types of HE studies: a) university studies, consisting of academic programmes that are conducted solely at universities, and b) professional studies, consisting of professional programmes conducted at polytechnics or colleges of applied sciences and universities.

The most important laws and regulations for HE in the Republic of Croatia are systematically presented in the [EURYDICE portal](#). The main body in charge of quality assurance in HE is the Agency for Science and Higher Education (ASHE) – a public, independent and internationally recognised body, established by Government Decree (Official Gazette 101/04, 08/07) pursuant to the Recommendation of the European Parliament and of the Council (2006/143/EC). ASHE provides the [legal and regulatory framework](#) for institutional accreditations and HE statistics.

According to the Act on Higher Education and Scientific Activity (Official Gazette 119/22), funding for HEIs that have been founded by the state (public institutions) is provided **mainly from the state budget**. State budget funds that FEBT receives for subsidies for full-time students are used to cover student study expenses, maintain FEBT infrastructure, and acquire durable assets necessary for study programmes. Funds received for the basic financing of scientific activities are primarily allocated for the scientific and professional development of faculty, as well as for the acquisition of databases and software support required for their scientific and professional work. A portion of FEBT's business revenue is generated through international and domestic scientific research and professional projects, rentals, lifelong learning and executive education programmes, etc. and from donations. Part-time students cover tuition fees themselves and are not subsidized through the state budget. Regarding ratios, the total funding structure in 2020-2024 comprises of **75% budget funds, 17%-22% revenues from FEBT market activities, and 2%-8% other public sources** (donations, refunds, etc.) ([📁 1.1.2](#)).

FEBT is a **public non-profit HEI** officially registered in the Commercial Court in Split for: HE programmes in economics, business and tourism; scientific research; business and management consulting; expert, scientific and professional work; publishing and printing activities; library activities for FEBT's purposes; professional development programmes addressing lifelong learning and adult education. In the National Registry of Researchers and Research Organisations and the Registry of Higher Education Institutions, **FEBT's registration number is 0055/1995 in the field of social sciences**.

FEBT is the **second-largest institution of its kind in Croatia**. It enrolls around 2,500 students in its study programmes of Business, Economics and Tourism at the undergraduate, graduate and postgraduate levels. In terms of the relevance of the business study programme that is under re-accreditation, it attracts the largest number of students and has the highest enrolment quota in FEBT (no change here from the previous reporting period). Thus, the success of the **Undergraduate Programme in Business (web page [UPB](#))** has a direct impact on institutional performance. From its inception in 2003, programme has been aligned with the Bologna system. The compatibility of the programme and the credit transfer arrangements have enabled the **steady interest of students at the international level**.

FEBT is **the largest constituent of the UniST** regarding the number of students. Even though the UniST is not functionally integrated, i.e. FEBT is a **separate legal entity**, decisions related to capital investments, employment and promotion of faculty, introducing new and significant changes to study programmes, student quotas and similar, have to be approved by the university management and/or by the University Senate. Thus, all FEBT strategic documents are aligned with those of UniST ([📁 1.1.1](#)). In accordance with FEBT's Statute, FEBT academic self-governance and autonomy encompass: establishing the rules for student enrolment and studies; electing the Dean and selecting faculty members; managing FEBT's resources in accordance with regulations and the principle of public accountability; organizing its internal structure; defining educational, scientific, and professional programmes; maintaining financial autonomy as prescribed by law; making decisions on project approvals and international cooperation; and upholding the academic community's responsibility towards the society it serves. Additionally, the management and its functioning are further defined by supplementary documents such as Work Regulations, Regulations on Internal Organisation and Job Structure, Regulations on the Structure of Teachers' and Associates' Workloads, Regulations on Salaries and other Income, Quality Policy - QP, Rules of Procedure of the FC and Permanent Committees, Decision on the Appointment of the Members of Permanent Committees, and others Faculty Acts ([📁 1.1.3](#)).

FEBT **closely follows EHEA Standards and Guidelines for Quality Assurance**, as is presented in Chapter 5. In addition, regular changes to study programmes, particularly in **alignment with the [CROQF](#)** and the EQF have been introduced. With regards to addressing European educational policies, FEBT, especially through its **SEI issues digitally-certified qualifications** with clear demarcation of acquired European Classification of Skills, Competences, Qualifications and Occupations (ESCO), **and validates**



digitally-acquired skills with Europass, as is foreseen in the Digital Education Action Plan of the European Commission - Priority No. 1.

FEBT is committed to maintaining a high level of quality in all aspects of its operations, guided by its key strategic document titled Strategy for the Development of the Faculty of Economics, Business and Tourism until 2030 (hereinafter referred to as the Strategy 2030 ([📄 1.1.1](#))). The adoption of the Strategy at the end of 2023 was preceded by a long and comprehensive drafting process, which reflected its participatory dimension through the involvement of all faculty, student representatives, and key stakeholders appointed to the Business Council – BC. In the period from 2020, when the ten-year strategy expired, until the adoption of the new Strategy 2030, operations were guided and evaluated according to the Dean's Work Programme for the period 2021-2024 from April 2021 and the Action plan for quality improvement in the 2nd cycle of FEBT reaccreditation process for the period 2020-2024 from December 2021. ([📄 1.1.1](#)).

The Strategy 2030 outlines FEBT's mission, which reads: "**The Faculty of Economics, Business and Tourism in Split is dedicated to the creation and dissemination of knowledge in the field of business and economics by promoting excellence in teaching, scientific and professional work, fostering affiliation with contemporary European trends for the benefit of society as a whole.**" To fulfil the mission the Strategy underlines four strategic goals of FEBT: 1. Education – Education for a Better Society; 2. Research – Research for Positive Change; 3. Social Impact – Cooperation and Openness to a Knowledge-Based Economy; and 4. Talent Development – Creating an Environment for Potential Development).

The mission, strategic goals, activities and corresponding KPIs demonstrate strategic alignment of FEBT with European standards and trends. The Strategy with all its important components is also publicly available on the official website of FEBT, which further contributes to the transparency and accountability in the work of FEBT. The publicly published Strategy serves as a guideline not only for students and faculty, but also for the wider public, including prospective students, the business community and other stakeholders. In doing so, FEBT demonstrates its commitment to the continuous improvement of educational and scientific processes and to the sustainable development of society as a whole, without forgetting its affiliation to the European Research Area. The first strategic goal - **Education for a better society** - specifically focuses on education as the core function of FEBT, and is therefore described in more detail, without neglecting the other three strategic objectives.

1.1. Align study programmes with targeted societal needs. - In the process of constant updating and revising, the existing study programmes have been continuously aligned with societal needs by consulting employers as the target group. This alignment is evidenced by certificates confirming the compliance of these programmes with the requirements of professional associations (see 2.1.). Also, the topic of the alignment of study programmes with societal needs is periodically discussed in the BC meetings ([📄 1.1](#)). FEBT obtains and updates information on employers' needs, which are then incorporated into the courses content. For example, FEBT maintains ongoing communication with employers through various activities, that provide continuous feedback on study programmes, as well as necessary changes in content, teaching methods and approaches. These activities include the Student Internship Programme (SIP), Student Internship Programme –Service-Learning (SIP-SL), SIP Day, SIP-SL Day, the Your Employer event, the preparation of real-world case studies, fieldwork, mentoring in the SEI, commercial projects and internationally funded competitive research, and development projects involving representatives of potential employers. Other activities include lifelong learning programmes - LLPs, numerous guest lectures, and meetings.

1.2. Strengthen the relevance of the teaching programmes in an international context. - With regard to this strategic objective, a key element is the international EFMD accreditation held by FEBT for its undergraduate and graduate Business programmes in Croatian. This accreditation confirms the globally recognised quality and standards of these study programmes. It should be emphasised that experience, best practices and models from this accreditation are also incorporated into all other programmes of FEBT. Other activities that ensure the international relevance of the study programme include: the design and enhancement of study programme ILOs and corresponding course ILOs through comparability with relevant international studies, the use of current, contemporary, and internationally relevant literature in course curricula, the application of modern teaching methods and tools (further details in 3.1.); guest lectures by



internationally recognised experts from the academia and industry professionals with relevant international experience and expertise.

1.3. Activate the synergetic potential of developing joint teaching programmes with international partners and other HEIs in the Republic of Croatia. This strategic objective is reflected primarily in the development of curricula for joint study programme with partners from the SEA-EU alliance, the Erasmus+ European University Alliance (📁 1.1.4) within [TURQUOOISE](#) project and headed by the University of Malta. The result of this collaboration, the programme is accredited by the High Council for the evaluation of research and HE – Hcéres in January 2025, as joint master programme “Sustainable Management of Organisations: Sustainability Transition for Organisations and Resilience Management (STORM)” (📁 1.1.7). The Programme is headed by the University of Western Brittany (France) and will be offered jointly by University of Malta (Malta), University of Cadiz (Spain), University of Gdansk (Poland), UniST (Croatia), and Nord University (Norway) from 2026/27 academic year.

1.4. Strengthen the integration of FEBT's scientific and professional work into the study programmes. This goal is reflected in the integration of teachers' research and project activities into the curriculum by incorporating their relevant works into the course literature (see course curricula 📁 2.2). Moreover, the innovative course SIP-SL was developed from a project financed by the Social Fund, for which FEBT employees received recognition from the UniST 2021 (see 2.3). The continuous commitment of FEBT to excellence in the international environment is visible through the improvement in the quality of scientific papers (see Table 4) and the increase in the value of development and competitive projects over the past period. FEBT organises the oldest and largest international scientific conference in the Republic of Croatia - [Challenges of Europe](#), which is the only one in this part of Europe that regularly hosts Nobel laureates in economics, such as Prof. Stiglitz, Prof. Tirole, Prof. Maskin, Prof. Hart and Prof. Roth. In 2025, on the occasion of the 50th anniversary of the establishment of FEBT, the Challenges of Europe **has been renamed into FEBST International Conference**. FEBT also organises the extensive summer programme – [FEBT Summer School](#), a summer programme in collaboration with the University of North Carolina, USA, Erasmus BIP programmes, and a series of activities of the SEI.

In addition to these activities, FEBT also signed the **Memorandum of Understanding** (📁 1.1.4) in **July 2021 (refined in March 2022) with the Centre for Economic Research and Graduate Education - Economics Institute (CERGE-EI Foundation)**, a joint workplace of Charles University and the Economics Institute of the Czech Academy of Sciences. CERGE-EI offers Western-style, US-chartered graduate education. The memorandum is a framework that encourages and develops the scientific cooperation and delivery of lectures that live-streams bachelor's and master's level courses to universities across Eastern Europe and Central Asia from Prague. Since 2021 almost 30 courses have been streamed to FEBT's students and supported by local instructors leading to new procedures whereby the extracurricular activities were awarded ECTS credits.

Regarding FEBT's strategic and transformation plans in view of *NextGenerationEU* opportunities, in July 2021, an in-depth analysis of the needs regarding the infrastructure and other provisions, particularly for technology-enhanced learning, was conducted, resulting in a conceptual design of the new, digitally mature FEBT. **Strategic Plan for Digitalization and Digital Transformation of the Faculty of Economics, Business and Tourism in Split by 2030** (hereinafter referred to as the Digital Strategy 2030 (📁 1.1.1)) was adopted in September 2024 as a key document that directs all further mid-term and long-term efforts of FEBT regarding its digital transformation. The digital transformation plan further enhances digital competencies among both teachers and students, ensuring an effective, modern, and sustainable educational process tailored to the individual needs of students.

Organisational Structure of FEBT

The internal organisation of FEBT includes FEBT Management (comprising the Dean and four Vice-Deans), the Faculty Council (FC) in both narrow and wider assemblies, academic departments as scientific and teaching units, professional services, the library, and FEBT's permanent working bodies (Figure 1). As of October 2024, FEBT is represented by **Dean, professor Bruno Ćorić**. The Dean is elected for a three-year period, and the same person can be elected to the position for two consecutive terms. The FC in a narrow assembly acts as a decision-making body; however, the FC in a wider assembly makes decisions of strategic importance for FEBT. **Vice-Deans** assist the Dean: professor Lena Malešević Perović as **Vice-**



Dean for Research and International Cooperation, professor Snježana Pivac as **Vice-Dean for Education and Student Affairs**, professor Željana Aljinović Barać as **Vice-Dean for Quality**, and associate professor Željko Matelj as **Vice-Dean for Business Affairs and Industry Relations**.

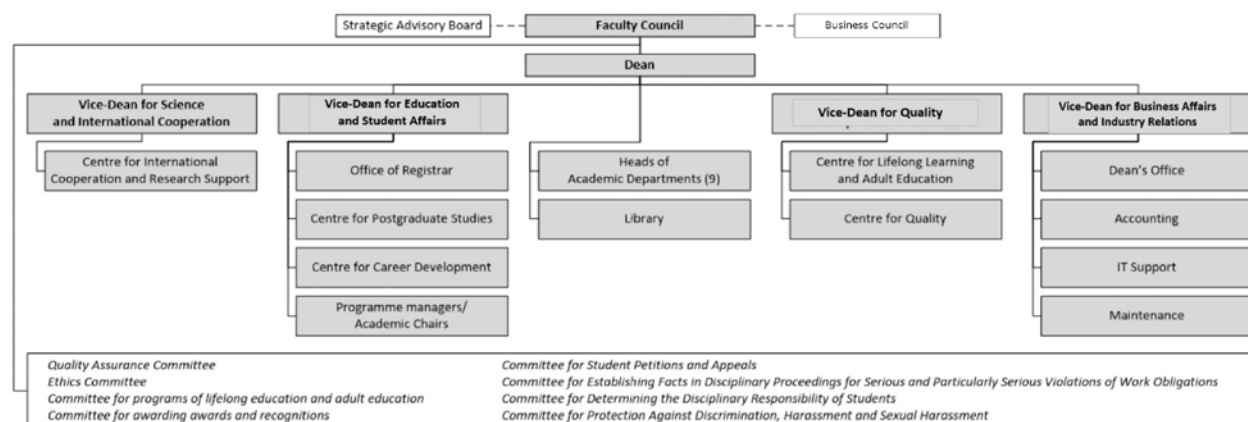


Figure 1 FEBT's governance structure

The Dean prepares and chairs FC meetings and coordinates everyday activities and the overall functioning of the institution. Vice-Deans assist the Dean and are in charge of specific tasks within their scope and responsibilities (education and student affairs, research and international cooperation, business affairs and industry relations, and quality assurance).

The **Faculty Council** - FC is the main academic body of FEBT that makes decisions on academic, research and operational issues. This, among others, includes decisions concerning changes to the study programmes. The meetings of the FC are held monthly. Meeting minutes are recorded and archived in the internal part of FEBT's website. From there, various documents are accessible either to the public, all employees, or FC members depending on granted access. **The FC in the narrow assembly has 30 members** and consists of the Dean, Vice-Deans, department chairs, elected department representatives, elected representatives of administrative staff, and two elected student representatives (10% of the Council, the same percentage as for the wider assembly). Decisions of strategic importance, such as the adoption of the Statute and Strategy, the election and dismissal of the Dean and Vice-Deans, and the adoption of decisions on the discontinuation of existing and the introduction of new study programmes, are made by the **FC in its wider assembly**. This broader body includes the Dean, Vice-Deans, all faculty and associates, one representative of non-teaching staff, and nine student representatives. Representatives of the student body are also engaged in other permanent bodies and committees (e.g. Ethics Committee, Quality Assurance Committee, and so on).

The Dean appoints the **Strategic Advisory Board** - SAB. It comprises eight members from both the academic and corporate worlds that have achieved recognizable results in the international context (1.1.6). The Board provides strategic counsel to FEBT management regarding research, international cooperation and study programmes.

The **Business Council** - BC comprises eleven representatives of the key stakeholders from the business world (1.1.6). Most are in top management positions (board members, directors) of the largest employers in the region. The BC advises and critically review of FEBT's study programmes from the perspective of employers' needs and, in several cases, as alumni. In addition, through the business connections of their members, the BC helps FEBT to organise and improve internship programmes and organises round tables for addressing key economic problems from both practice and science perspectives.

Regarding decision-making and the management of the study programmes, a **process approach** was implemented according to the ISO 9001 standards and the Standards and Guidelines for Quality Assurance in the EHEA. The **Vice-Dean for Education and Student Affairs** is responsible for the management of the study programmes. For the UPB, the Vice-Dean is supported by the Academic Chair since January 2024. Under the supervision of the aforementioned Vice-Dean are the administrative offices that support



the teaching process and study programmes: the **Office of Registrar, the Centre for Postgraduate Studies and Expert Associate for Teaching. Career Development Center** monitors the careers of graduates, provides opportunities for future career development of students and is at their disposal for their future career progression needs. As of October 2021, the Vice-Dean is furthermore supported by two faculty acting as appointed liaisons with business and civil sector organisations that provide internship opportunities to students.

The Centre for Quality Assurance (described in detail in Chapter 5) deals with the various aspects of a quality culture at FEBT by implementing the standards and quality assurance guidelines based on the established FEBT QP. **The Centre for Postgraduate Studies** manages and coordinates the activities related to programmes at the postgraduate level. Two faculty that are appointed as managers of the doctoral programmes in Business Studies and Economics, also participate as representatives in the **Central, East and South-East European PhD Network – CESEENet**.

FEBT provides lifelong learning programmes (LLP) through its **Centre for Lifelong Learning and Adult Learning**. This educational segment involves professional development programmes offered on the open market, "in-house" programmes, summer schools, programmes of education for regulated professions (e.g., Tax Advisors), professional development programmes in cooperation with professional associations of accountants, tax assessors, as well as additional programmes for further education.

The Centre for International Cooperation and Research Support employs an expert advisor for international cooperation and an expert advisor for research support. The expert advisor for international cooperation manages and coordinates all the activities related to international matters, including providing [orientation for incoming](#) and outgoing international exchange students and actively coordinating relations with a global network of HEI partners. The expert advisor also supports international activities such as organisation of the international conference. The expert advisor for research support provides administrative support for research projects.

Faculty is affiliated to **nine Departments, a research and teaching units**. Heads of Departments are elected by members of departments in internal departmental elections, while members of permanent working bodies are elected by the FC in a narrow assembly, upon the Dean's proposal. The Departments plan and approve scientific and teaching workloads and, in particular, maintain and deliver study programmes, i.e., courses in their field.

FEBT has defined the internal organisational structure and processes that provide strong quality assurance, as well as responsible, efficient, and effective management, with all relevant HE stakeholders involved in the decision-making processes, as presented in Table 1. Accordingly, FEBT also has **Permanent Committees** which deal with specific lines of work necessary for the functioning of the core processes; these are: the Statutory Issues Committee, Committee for Student Petition and Appeals, Committee for Publishing Activity, Ethics Committee, Committee for Lifelong Learning Programmes and Adult Education, Committee in Disciplinary Proceedings for Serious and Particularly Serious Breaches of Duty of Employees, Committee for Awards and Recognitions, Committee for Determining Student Disciplinary Responsibility, Committee for the Recognition of Foreign HE qualifications, Quality Assurance Committee, Internal Quality Assessment Committee, and Committee for Protection against Discrimination, Harassment and Sexual Harassment.

Table 1 Stakeholder Involvement in the Faculty's Operations and Decision-Making Processes

Stakeholders	Involvement in Operations and Decision-Making Processes	
	Mode of Inclusion	Body
Students	10 % of the total number of members (nine representatives)	<i>Faculty Council in a Wider Assembly</i>
	10 % of the total number of members (two representatives)	<i>Faculty Council in Narrow Assembly</i>
	Two representatives	<i>Committee for Student Petitions and Appeals (a total of seven members)</i>
	One representative	<i>Committee for Publishing Activity (a total of seven members)</i>



	One representative	<i>Ethics Committee</i> (a total of five members)
	Two representatives + Two substitute members	<i>Committee for Determining Student Disciplinary Responsibility</i> (a total of five members)
	One representative	<i>Quality Assurance Committee</i> (a total of seven members)
	One representative	<i>Internal Quality Assessment Committee</i> (a total of five members)
	One representative	<i>Library Board</i> (a total of six members)
	One representative* + One substitute member	<i>Committee for Protection against Discrimination, Harassment and Sexual Harassment</i> (a total of three members)
The world of practice	One representative	<i>Quality Assurance Committee</i> (a total of seven members)
	Two representatives	<i>Strategic Advisory Board</i> (a total of eight members)
	Eleven representatives	<i>Business Council</i> (a total of eleven members)
Academic community	Six representatives	<i>Strategic Advisory Board</i> (a total of eight members)

To enhance the efficiency of management of its core processes, FEBT regularly collects, processes, analyses relevant data, and generates reports with the ultimate aim of making informed decisions and conclusions at the appropriate bodies and administrative positions of FEBT. Within the **Information System of Higher Education Institutions – HEIIS**, as well as its own information system ISEF, FEBT continuously collects and organises data and maintains records on its students, including records on: personal data; enrolled students; graduates; examination results; the numbers of examinations the students have passed; the number of enrolled and earned ECTS credits; responses to student requests/petitions; certificates issued to students; records of disciplinary proceedings against students, etc.

In its operations, FEBT also places great emphasis on the efficient, transparent, purposeful, and sustainable management of financial resources. Financial planning is conducted annually through the adoption of a Financial Plan for the upcoming year, accompanied together with projections for the following two years (1.1.2). In the event of deviations in income or expenditure, the plan is revised during the current year to ensure flexibility and responsiveness to new circumstances. Both the financial plan and its revisions are approved by the FC, which also approves mid-year and end-of-year implementation reports and the annual financial report. Furthermore, FEBT prepares the annual procurement plan that is aligned with the Financial Plan; all key financial documents are publicly available on FEBT's official website. FEBT regularly publishes monthly reports on fund expenditures, which ensures transparency at every stage of its operations. The financial resources collected and generated are directed towards maintaining the high quality of teaching, scientific research, and professional work, with continuous investments in infrastructure modernization and process digitalization. This approach fosters long-term financial sustainable operation taking into account current challenges, such as inflation and changes in HE funding in Croatia. FEBT consistently adheres to legislative and accreditation requirements, ensuring the rational and responsible use of all available resources.

Programme Portfolio

As of 2005/2006, FEBT offers five **undergraduate programmes**, of which three are at the university level (Economics, **Business Studies (UPB)** and Tourism) and two are at a professional level (Small Enterprise Management and Tourism Operations) with appropriate concentrations within each. At the **graduate level**, FEBT offers three study programmes at the university level (Economy, **Business Studies** and Tourism) and one at the professional level (Project Management). FEBT also offers a **doctoral programme** in Economics and **Business Studies**. In addition to its two **postgraduate specialist** university study programmes in Economics and **Business Studies**, starting from the academic year 2022/23, FEBT offers



its first study programme in English – [Management of Healthcare Organisations](#). A portfolio of FEBT university and professional study programmes is presented in Figure 2 and Figure 3.

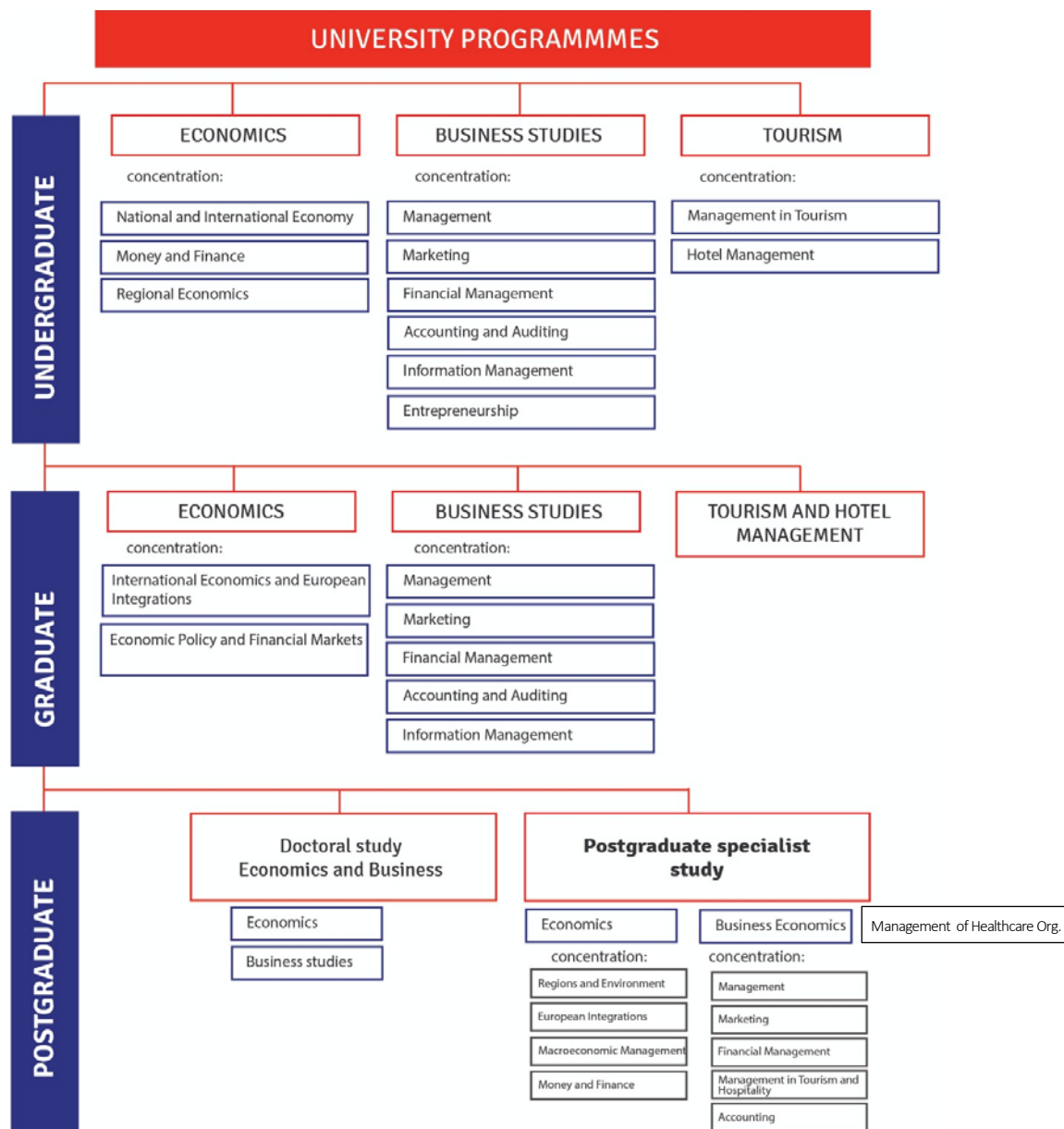


Figure 2 FEBT University study programmes





Figure 3 FEBT Professional study programmes

National Standing and Positioning Relative to Programme Competitors

FEBT operates within a competitive environment among 32 HEIs in the Republic of Croatia that offer more than 70 university undergraduate or integrated undergraduate and graduate study programmes in business and related areas (📁). On a national level, public institutions are generally considered to provide higher quality programmes than privately owned ones.

In geographical terms, the main competitors are those institutions that compete for the same pool of potential students in the broader region (e.g. UniST's Department of Professional Studies, University of Zadar's Department of Economics, Polytechnics in Šibenik, Faculty of Economics and Business Dubrovnik, and Faculty of Economics from the University of Mostar). Compared to these institutions and departments FEBT is better resourced, ranked better and delivers programmes both at the university and at professional levels. At the national level, FEBT's most significant competitors in terms of the comparability of the study programmes are the **Faculty of Economics and Business from the University of Zagreb** (largest and ranked first in Croatia) and the **Faculty of Economics from the University of Rijeka** (the second or third place is shared with FEBT, depending on the comparison criteria). Both institutions are EFMD accredited. FEBT cooperates intensively with them at the institutional level. Programmes of all three institutions are aligned to CROQF, so the qualifications that institutions deliver in study programmes are standardised. From the perspective of the wider region of the institutions that have high-quality programmes and are internationally recognised, at the forefront and ranked better than Croatian HEIs, are the Faculty of Business Administration from WU Wien (Austria) and School of Economics and Business from the University of Ljubljana (Slovenia). The environment in which FEBT operates is becoming more competitive every year.

FEBT's performance is comparable to others from the top four public institutions in Croatia delivering the same programmes: Faculty of Economics in Rijeka, Faculty of Economics and Business in Zagreb and Faculty of Economics in Osijek. Figure 4 provides a summary results of the performance of the best four HEIs that deliver study programmes in Business Studies in the Republic of Croatia. It is important to stress that the latest available summary data are from the 2020, ASHE Report on accreditations of HEIs in the field of economics.

Out of 38 evaluated standards, expert panel that re-accredited FEBT in 2018 (📁 1.1.7) found that a high level of quality has been achieved for five assessment standards (e.g. HEI understands and encourages the development of its social role, ensures support to students from vulnerable and under-represented



groups; resources necessary for a high-quality study, research and teaching are at the high level), a satisfactory level of quality for 21 assessment standard and a minimum level of quality for seven assessment standards (same as Faculty of Economics and Business in Zagreb and Faculty of Economics in Osijek). Lower quality of standard was achieved in the areas that have been addressed in the meantime (e.g. the promotion of FEBT's activities, introducing the internship programme, supporting scientific activities and so on) and in the areas that are impossible to manage or significantly upgrade considering the environmental context (e.g. funding mechanism).

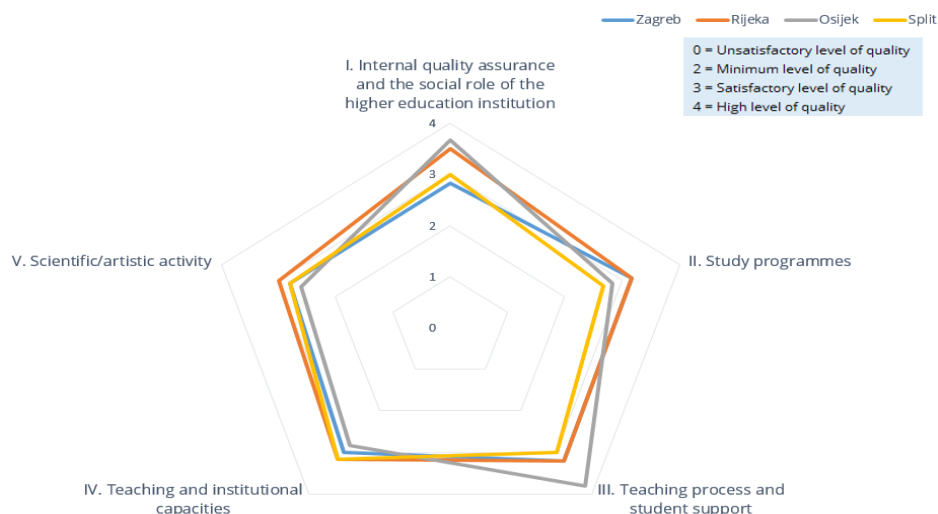


Figure 4 Performance of HEIs that deliver study programmes in Business Studies (data based on the latest available ASHE report on accreditations of HEIs in the field of economics, 2020)

However, **significant improvements are notable as a result of the recent ASHE institutional re-accreditation of FEBT in 2024** (1.1.7). A high level of quality has been achieved for **six** standards, which the Expert Panel graded as **completely fulfilled**:

- Responsible, efficient and effective management of internal organisational structure and processes
- Inclusion of HEI's stakeholders in the decision-making processes;
- Support of ethics and transparency, academic integrity and freedom;
- Prevention of all types of unethical behaviour, intolerance, and discrimination;
- Inclusion of SIP in study programmes
- Student-centred learning and teaching that ensure all ILOs achievement;
- Suitability of premises, equipment and the complete infrastructure for teaching, scientific and professional activities,
- Application of the open science principles in activities, processes and acts.

To increase internationalisation FEBT has thoroughly revised current and made new Erasmus+ agreements with partner HEIs from the EU and beyond. The number of partner HEIs and the number of incoming and outgoing students is constantly increasing. **The number of Croatian student enrolments in courses delivered in English ('Internationalisation at home', IaH) is stable as well as the number of courses delivered in English in UPB.** More detail is provided in the following chapters.

Besides increasing the student international learning experience through mobility, partnering was seen as an essential platform for interacting with researchers from these partner institutions. For example, many of the researchers from the partner institutions joined the editorial board of FEBT's journals [Management – Journal of Contemporary Management Issues](#) and [Croatian Operational Research Journal \(CrORR\)](#) (both SCOPUS and Web of Science indexed) and the programme committee of the international conferences [Challenges of Europe \(CoE\)/ renamed into FEBST International Conference in 2025](#), and [International Conference on Operational Research \(KOI\)](#).

The internationalisation efforts have extended to international summer school programmes. The summer schools provide an exceptional opportunity for FEBT faculty and junior scholars participating in the



programme to meet and plan collaborations with faculty, many of whom are renowned scholars. Two additional international summer school programmes were offered for the first time in 2022 as Blended Intensive Programmes (BIP). The first one precedes and ends with STup!, a programme for student start-ups that exposes students to a global start-up scene. Another one, Transform to sustain: Sustainable future enabled by digital transformation is delivered with the Faculty of Organisation and Informatics from the University of Zagreb, ESIEA - Ecole d'ingénieurs en informatique, Paris - Laval, and Hogeschool van Amsterdam (HvA).

From the strategic perspective, another key apparatus for internationalisation is a **compiled list of international contacts** ([📁 1.1.4](#)) collated to faculty in the period 2021-2025, that served as a resource to recruit national and foreign researchers for guest lectures and future joint research proposals.

Internationalisation is also evident in the **visit of Fulbright scholar** Rita Anne Balaban, who stayed at FEBT from September to October 2023. Hosting Fulbright Scholars brings academic excellence, promotes international collaboration and cultural exchange, and introduces innovative perspectives that enhance the reputation and quality of education. Two new Fulbright scholars are planned for 2025: Prof. Steve A. Varela from Holy Cross College in Notre-Dame, Indiana, USA, and Prof. Katie Thiry from the Forbes School of Business and Technology, College of Arizona, USA.

Since 2021, FEBT has been involved in more than 10 EU-funded projects, with partners from Spain, Portugal, Italy, Germany, the Netherlands, France, Poland, Norway, Belgium, Finland, Austria, Turkey, Slovenia, the United Kingdom, Ireland, Armenia, Georgia, Slovakia, Romania, Latvia, Hungary and the Czech Republic.

FEBT has a long-standing cooperation and business relation with the corporate world, entrepreneurs, public institutions, local and regional governments, ministries and international institutions. For a number of decades FEBT provides various development strategies, plans for restructuring, business/marketing plans, investment studies, asset valuations, state-support models, cost-benefit analyses (CBA), and professional expert services for these companies and institutions, formalized through **27 agreements on cooperation** ([📁 1.1.4](#)). The business relationships of FEBT work in the opposite direction as well. They are streamlined through FEBT study programmes where business practitioners are engaged in the teaching process and field trips are organised, and most notably, through the **SIP which encompasses 165 partner organisations in 2025, 138 from the corporate world ([list](#)) and 27 CSOs/NGOs ([list](#))**. The SIP has been running successfully since 2016. Students are monitored and evaluated by two mentors during the internship, one from the host organisation and one from FEBT. The detailed results and the progress of the programme are presented in Chapter 3.

FEBT's strong commitment to an entrepreneurial agenda is evident in many extracurricular activities (conferences, workshops, guest lectures) organised through the activities of the **SEI**. The SEI was established in 2015, as an extension of the successful **Student Business Academy - SBA programme**. The SBA is a six-week programme for University students that introduces them to the world of business through entrepreneurship courses and practical work and that helps students learn how to develop a successful business plan for their entrepreneurial projects. Since its inception, the SBA programme has been completed by 7 generations with **153 programme participants**, resulting in **27 newly opened business entities and the withdrawal of more than 130,000 euros in grants**. SEI's activities have earned FEBT recognition "as the best faculty in Croatia for promoting start-ups" ([article in Jutarnji list, one of the largest and most influential newspapers in Croatia](#)).

Socially responsible behaviour is one of FEBT's top priorities, and it is horizontally streamlined through all core activities: teaching, research and lifelong learning. A number of our business courses have an integrated ERS agenda through regular lectures, case studies or student group projects (presented in the subsequent chapters). FEBT has been a pioneer among HEIs from business to implement a **service-learning concept** that has been replicated, widely promoted and [awarded](#). The implementation started by including service-learning initiatives within specific courses where students are exposed to specific cause-related issues in collaboration with various NGOs and public organisations. As a result, students are required to deliver specific business/marketing plans for ventures that have social and sustainable impacts ([📁 3.5](#)). **Centre for Service Learning** was then set up (through an ESF project) to create a more significant ERS footprint and institutionalise service-learning. Besides enhancing the student experience



with the ERS agenda within a specific course, the Centre facilitates **student internships within NGOs and CSOs**.

It is also noteworthy that ERS initiatives extend beyond the classroom. Namely, the students and faculty engage in voluntary work and student competitions (see Chapter 4 for details). FEBT also fosters the ERS culture by being involved in: 1) social-related initiatives, 2) donations to the NGO sector, 3) various EU-funded projects that promote social responsibility and sustainability agendas, 4) membership in the international organisation **Principles of Responsible Management Education (PRME)** since 2017; 5) on behalf of the UniST, FEBT faculty lead and coordinated the development of the **Strategy for the City of Split**, with over 80 experts participating on a **pro-bono basis**; 6) since 2017 SEI organises **Hack4Split**, a hackathon to develop socially innovative solutions and since 2018 another hackathon with the financial support and active participation of local public administration and FEBT teachers, the **Smart City Challenge**.

1.2. Physical Resources and Facilities

With almost 11,000 m² of working space, FEBT has the top-notch infrastructure needed for teaching and research activities. There are **three large auditoriums at FEBT, 18 lecture halls and four IT labs** (📁 1.2). All lecture halls and labs are equipped with A/V equipment that could be used for hybrid learning.

Within FEBT's premises, there is a **restaurant and cafeteria**. The restaurant is managed by [Student Centre Split](#), another constituent of the UniST. Next to FEBT's building is the modern [student dormitory](#) with rooms for almost 600 students and excellent facilities, also managed by the Student Centre Split. Within the student dormitory, there are **40 rooms reserved for incoming students**.

FEBT has its **library**, which stocks literature, periodicals, and the information required for the faculty and students' research, teaching, and professional activities. It is **ranked second in Croatia by the number of titles in economics and business**. With a total area of 858 m², the library has 30,000 bibliographical units and over 150 national and international periodicals. Moreover, the library fund includes dissertations, theses, and numerous encyclopaedias, dictionaries, and reference books. The library also provides the interlibrary loan service, for the cases when FEBT library does not have a specific publication that teachers or students require. Besides the FEBT library, the students have the large new University library at their disposal located next to the FEBT building. FEBT's library incorporates the [European Documentation Centre \(EDC\) Split](#), with the library manager in charge of promoting publications and a member of the faculty appointed as **EDC Split manager**.

Furthermore, the library staff maintains an [institutional digital repository](#). In addition to printed publications, there are electronic sources at FEBT's disposal. Through **CARNet and the Centre for Online Databases**, the library ensures access to all the databases, electronic periodicals and books which are offered to the Croatian academic and research communities by the MSEY. Currently, it includes access to many bibliographic services and databases via [proxy](#). It enables access to **relevant databases for multidisciplinary resources, social sciences and humanities** (APA PsycInfo, Econlit, JSTOR, Springer Nature Complete Collection, Taylor & Francis Subject Collections, Wiley Online Library, Web of Science Core Collection, Web of Science Citation Connection, Journal of Highly Cited Data, Scopus, HeinOnline and Oxford Journals)(📁 1.2)

Apart from licences for bibliographic services and databases, FEBT invests significant funds in **business-related databases**, which support students and faculty in research, work on scientific and professional projects, international collaboration, as well as, on the work on the student theses. **In 2024, FEBT renewed the licenses for the following databases:**

- **Thomson Reuters – EIKON:** A database that includes global economic, company and financial data – FEBT regularly renews this license. It is used by faculty and students. The subscription is renewed automatically, and it is valid until canceled.
- **FINA – Info.BIZ service:** A comprehensive database covering legal, financial and management information for more than 750,000 business entities. It is used by faculty and students. The current license expires on 9 December 2025.



- **Orbis Europe:** A database of comparable financial and business information on Europe's largest 600,000 public and private companies by total assets. 43 countries are covered. Orbis Europe is published by Moody's Analytics (formerly published by Bureau van Dijk as 'Amadeus'.) The data is used for scientific work and theses development by students. The current license expires on 30 April 2025.

FEBT also invests in tools and software essential for various analytical activities carried out by students and researchers. Licenses for statistical software packages that are renewed annually comprise: **Statistical Package for Social Sciences (SPSS), Statistica, Smart PLS, and Stata**. An annual subscription for **Qualtrics**, software for surveying and experimental studies both for students and researchers, is also renewed annually. Alternatively, students and researchers can use LimeSurvey [provided by the University Computing Centre SRCE](#). In addition, SRCE offers [many additional digital, centralised services and resources that FEBT uses](#) (for both researchers and students) under different categories: computer and network infrastructure, data and collaboration systems, software applications, repositories, tools, and educational services. SRCE also maintains [a distribution centre for Microsoft products](#) financed by the MSEY through academic agreements (e.g. Office 365 licences for all). As of October 2024, FEBT subscribed to InstaText – an advanced editing assistant that helps non-native speakers to write in English. FEBT is in the process of acquiring the license for the pro version of the Chat GPT.

FEBT used Moodle LMS as a platform for technology-enhanced learning for all study programmes and all courses. It was maintained at the FEBT level (as opposed to centrally managed LMS provided by SRCE) to keep the flexibility in selecting features and responsiveness to the needs of the teachers. Resources set up by teachers are complemented with the above-listed databases and tools. The transition from Moodle to **Merlin system** ([1.2](#)) took place **at the beginning of the 2024/2025 academic year, to provide additional capabilities and optimisations, particularly in terms of integration with the HEIS system.**

Every year, FEBT invests in the maintenance of the building, computer equipment and other resources necessary for day to day operations. **The annual average of the investments is 96 thousand EUR for the 2019 to 2024 period. In addition, significant funds are invested in digital transformation efforts in 2022 and 2023.** A Wi-Fi connection is available throughout the building, and the equipment for hybrid learning is available; however, it needs significant upgrades. To ensure modern teaching methods are implemented, each classroom is equipped with a computer and projector. In addition to the 150 computers available in four IT labs and the computers in the FEBT Library, a mobile lab with 20 laptops is also in operation in the Library. The equipment is continuously upgraded and in September 2024, **100 new desktop computers** are installed as replacements **in IT labs** to enable students further enhancement in a digital environment. At the same time, **67 used desktop computers** are upgraded with new hardware parts (memory card) **and 30 new tablets are distributed free of charge to employees for personal use**, and to increase the use of digital technologies and to enhance employees' digital skills.

In June 2024, a **multimedia recording studio** content was equipped and put into operation in the rooms next to the library. Students are already using this facility to create multimedia content for FEBT's social media platforms. The full potential of the studio will be acquired in the next years, when faculty fully employ its capacities for live streaming of classes, recording interactive teaching materials, podcasts, etc. A **contribution towards the green transition plan** was made in late 2021. The project for solar energy production is finalised in 2024 and the solar power plant on the roof of the FEBT building is under construction at the moment.

FEBT infrastructure is fully accessible to students with mobility impairments (lifts, ramps). As of 2015, FEBT has appointed a Commissioner for Students with Disabilities. The commissioner works closely with the University's Office for student activities and improving student standard, i.e., the Expert associate for students with disabilities. With the increasing numbers of students who need a personalised approach due to various difficulties (15 students in the academic year 2022/23, 19 students in 2023/24, and 23 students in 2024/25; with an increasing number of students with physical damage >60%), the Commissioner encourages them and informs colleagues about their specific needs as the first point of contact. Based on the Commissioner's instructions the teaching and assessment process is adapted to the needs of disabled students.



1.3. Faculty

With the latest hires of faculty in 2023 and 2024 (one assistant professor, two teaching assistants, and one junior researcher), the total number of employees at FEBT as of 31st December 2024 is 118, out of which **73% are academic staff**. FEBT's hiring policy recommends completing doctoral studies in a foreign institution (for young researchers) and favour recruiting senior researchers with international experience. Compared to the previous SAR report period, the number of associate professors decreased significantly (13), with the equivalent increase in number of full professors, due to elections to a higher scientific-teaching position. Six full professors tenure are retired in the same period. As FEBT hired more faculty, the need for adjunct faculties decreased. The number of adjunct faculty decreased for two, from 15 to 13 on the institution level, and 8 to 6 on UPB. The composition of the FEBT faculty is presented in Table 2.

Table 2 The composition of FEBT faculty

	Institution-wide	UPB
Core faculty		
Number of faculty members	87	70
Faculty by academic rank		
Full professors	44	36
Associate professors	19	15
Assistant professors	13	11
Other	11	8
Full-time equivalent (FTE)	86.5	69.5
% of female core faculty	64%	66%
% holding a doctoral degree	92%	94%
% holding only foreign passports	/	/
Number of nationalities	1	1
% of core faculty with foreign professional or study experience	12.60%	10%
Ratio FTE students / FTE core faculty	22	8.3
Number of core faculty hired (FTE) over the last 3 years	9	4
Number of core faculty departed (FTE) over the last 3 years	7	6
Adjunct faculty		
Total number of adjunct faculty	13	6
% of total teaching hours taught by adjunct faculty	5.11%	6.67%

Croatian law does not recognise and regulate the position of visiting professors from abroad.

Therefore, even though foreign professors have delivered lectures within the study programmes under re-accreditation, this has been voluntary and in cooperation and participation of the core faculty. For example, since 2021/22, fifteen academics from foreign institutions (e.g. Loyola University Chicago, Copenhagen Business School, University of Vermont - Grossman School of Business, Prague University of Economics and Business - Faculty of Management, The University of Queensland - Business School in Brisbane, Australia) delivered lectures within the 'From a scientific point of view' lecture series and SEA-EU bilateral classrooms.

Approximately half of the faculty has significant work experience in the business world, between 3 to 4 years on average, and currently hold or previously held in total close to 100 advisory, board member, or expert panel positions in governance bodies of Croatian companies and organisations. The faculty appreciates opportunities for international experiences, and from 2021/22, **44 employees (over a third of employees) visited a foreign institution**. The number of outgoing mobilities increased by 70% to previous period (from 80 to 137), and 46 agreements were for the purposes of teaching in an international study programme.

FEBT management is planning the workload for teaching, research, and institutional service in alignment with the [Collective Agreement for Science and Higher Education](#) (Official Gazette 9/2019) which prescribes that working hours should be divided into **45% for teaching, 45% for research and 10% for institutional service**. At the level of departments, research and teaching activities are planned, and the reports are sent to MSEY on a year-by-year basis. The structure and teaching workload are based on the financing model



of public HEIs in the Republic of Croatia. Enrolment numbers of full-time students are directly linked to the funding that would cover all the fixed and variable costs related to its core activities. **The average teaching load at the FEBT level is 45%, standard deviation of $\pm 4\%$.** The workload in research and institutional components is also distributed as evenly as possible among faculty members.

The faculty is highly qualified in the fields they teach. Besides teaching, they are responsible for preparing teaching materials, managing their online materials provided on Moodle/Merlin courses, and assessing student knowledge through various examination methods. They are strongly encouraged to introduce new and innovative teaching methods to enhance students' learning experience.

It is important to emphasise the consistency in promoting the development of talents at prestigious international institutions, which is also reflected in the realized number of long-term faculty mobility with a focus on doctoral studies at the most prestigious European universities. Almost all faculty have developed their knowledge and skills at renowned international institutions in the past period through: long-term mobility (e.g. at KU Leuven College, University of Ljubljana), PhD supervision (e.g. Prof. João Romão, Japan) and finally formal participation in doctoral studies (e.g. Vrije Universiteit Amsterdam, Netherlands; University of Girona - Faculty of Tourism, Spain; and University of Klagenfurt, Austria). It is important to highlight that the selection of international institutions took into account their ranking on the ARWU list in the relevant field, as well as their accreditation by the most prestigious international bodies, primarily EFMD and AACSB.

Among the faculty who are employed at FEBT, **five have both master's and PhD degrees from HEIs abroad. Additionally, seven faculties have finished their MSc or PhD education abroad** (Table 3). Besides, many FEBT faculty members have resided for more than one semester at foreign institutions. At least 48 have been hosted by an HEI abroad for longer than a month. These visits were for research training (research projects and graduate/doctoral theses), teaching activities or studies.

Table 3 International institutions that have awarded PhD and Master degrees to FEBT's faculty

Institution	PhD	Master	Total
Alpen Adria University of Klagenfurt	1	0	1
Mediterranean Institute of Management, Nicosia, Cyprus	0	1	1
Temple University, Philadelphia, USA	1	0	1
Staffordshire University, Stoke-on-Trent, UK	5	4	9
University degli Studi di Siena, Italy	1	0	1
Harvard University, USA	0	1	1
School of Economics and Business, Univeristy of Ljubljana	0	3	3
Faculty of Law, University in Munich LMU, Germany	1	1	2
KMU, Universitaet St. Gallen	0	1	1
University of Colorado, Denver, USA	0	1	1
University of Innsbruck, Austria	1	0	1
University of Strathclyde, Glasgow, Scotland	1	0	1
Vienna University of Economics and Business Austria	1	0	1
Erasmus University Rotterdam	0	1	1
Total	12	13	25

FEBT employs **six [CERGE-EI Teaching Fellows](#)** (researchers who have finished their graduate training from leading Western universities and returned to Central and Eastern Europe) to teach modern, market-based economics. FEBT's teachers actively attend international conferences through which they frequently interact with foreign researchers (list of the visits and programmes [1.3](#)).

The teaching performance of each faculty member is monitored, evaluated, and improved continuously every semester through student surveys (subchapter 5.2.), and teachers with low scores discuss their results with the Dean. After that, the Dean reports to UniST measures for improvement agreed with teachers.



Excellence in Science and Teaching

FEBT employs two recipients of the most prestigious State Award for Science awarded by the Ministry of Science, Education and Youth of the Republic of Croatia, assist. prof. Stjepan Srhoj for 2019 (in the category of young researchers) and assoc. prof. Dario Miočević for 2020, both teaching at UPB. Stjepan Srhoj is also the winner of the Danubius Young Scientist Award in 2023 and the Award for Science awarded by UniST in 2024. He spent the 2023/2024 academic year at the Massachusetts Institute of Technology as a Fulbright visiting researcher, and as of July 2024, he is on a research stay at Bocconi University, Italy.

According to the data provided by the Croatian Scientific Bibliography (Table 4), **FEBT scores first in the Republic of Croatia in terms of articles in publication outlets indexed in the Web of Science database per academic.**

Table 4 Publication output in (Web of Science) by FEBT and three major competitors from 2021-2024

Institution	No of Publications	No of academics	Publications per academic
Faculty of Economics, Business and Tourism, Split	209	87	2.40
Faculty of Business and Economics, Zagreb	615	260	2.36
Faculty of Economics and Business, Rijeka	180	80	2.25
Faculty of Economics, Osijek	93	68	1.37

Source: Croatian Scientific Bibliography (<https://www.croris.hr/>)

From 2021 onwards, FEBT has published more than 550 publications in total (among which 455 scientific papers, 25 professional papers, 6 textbooks, and 8 scientific monographs) (📁 1.3.) In addition, nine employees from the core faculty defended their PhD theses in this timeframe (📁 1.3.). Regulations have been introduced to foster high-quality publishing efforts and award faculty who publish in top-tier journals. FEBT also provides financing support of open access for papers published in journals indexed in Q1 Web of Science to core faculty.

The research programme has foreseen **the dissemination of knowledge that originated from research activities to the public.** FEBT introduced a new source, the web portal [popekonomija](#), for the popularization of scientific research (under redesign at this moment). Teachers are encouraged to include their papers in their curricula via regular calls for course curriculum improvements (the latest one in February 2025). To date, more than 95% of courses taught in all of FEBT's study programmes (Economics, Business Studies and Tourism) at all levels included various academic articles, reports and studies that are given as supplemental reading for the course.

The sample of recent papers from FEBT's faculty that have impacted the programme content the most are presented below. The list also confirms the faculty's commitment to internationalisation and the development of collaboration with renowned scientists, resulting in joint papers published in top-tiered journals. The (co)authors who are core faculty at FEBT are emphasised:

1. **Miočević, D.** & Arslanagić-Kalajdžić, M. (2024). The Role of Agility and Sales Orientation Ambidexterity in SME Sales Growth: Transition Country Perspective. *Journal of Business-to-Business Marketing*, 31 (3); 303–321. <https://doi.org/10.1080/1051712x.2024.2358238>
2. Anić, I.-D., **Kursan Milaković, I.**, & Hirogaki, M. (2024). The impact of legitimacy types on customer loyalty and the moderating role of the perceived COVID-19 threat: cross-country comparison between Japan and Croatia. *Journal of Marketing Management*, 40 (9–10); 772–794. <https://doi.org/10.1080/0267257x.2024.2338207>
3. **Malešević Perović, L.** (2024). Teaching behavioural macroeconomics—Examples and applications. *The Journal of Economic Education*, 55 (3); 249–262. <https://doi.org/10.1080/00220485.2024.2329139>
4. **Srhoj, S.**, Vitezić, V., Giannozzi, A., & Mikulić, J. (2024). Tourism SME default: A note on predictors. *Tourism Management*, 103 (104910). <https://doi.org/10.1016/j.tourman.2024.104910>.



5. Hernaus, T., **Juras, A., & Matic, I.** (2024). Cross-echelon managerial design competencies: Relational coordination in organisational learning and growth performance. *BRQ Business Research Quarterly*, 27(2), 164-181. <https://doi.org/10.1177/23409444211022749>
6. **Čorić, B.** (2023). Consumption Disasters: A Global Dataset. *Emerging Markets Finance and Trade*, 60 (7); 1498–1510. <https://doi.org/10.1080/1540496x.2023.2278661>
7. **Ljubica, J.**, Shaffer, M., & Baker, C. (2023). Breaking bad: A model of expatriate managerial misbehaviour. *Applied Psychology*, 73 (3); 1261–1286. <https://doi.org/10.1111/apps.12512>
8. Altman, E. I., Balzano, M., Giannozzi, A., & **Srroj, S.** (2023). The Omega Score: An improved tool for SME default predictions. *Journal of the International Council for Small Business*, 4(4); 362–373. <https://doi.org/10.1080/26437015.2023.2186284>
9. **Mijač, T., Jadrić, M., & Čukušić, M.** (2023). The role of user experience and co-creation in measuring the success of digital services in higher education. *Behaviour & Information Technology*, 43(6), 1219–1240. <https://doi.org/10.1080/0144929x.2023.2206924>
10. Slapničar, S., **Vuko, T., Čular, M.**, & Drašček, M. (2022). Effectiveness of cybersecurity audit. *International Journal of Accounting Information Systems*, 44 (100548). <https://doi.org/10.1016/j.accinf.2021.100548>
11. **Mandić, A.** & Kennell, J. (2021) Smart governance for heritage tourism destinations: Contextual factors and destination management organisation perspectives. *Tourism Management Perspectives*, 39 (100862). doi:10.1016/j.tmp.2021.100862
12. Williams, A.M., Rodríguez Sánchez, I. & **Škokić, V.** (2021) Innovation, Risk, and Uncertainty: A Study of Tourism Entrepreneurs. *Journal of Travel Research*, 60 (2); 293-311. doi:10.1177/0047287519896012

The teaching process at FEBT is enhanced with the usage of the Moodle/Merlin e-learning platform where students can access all the materials related to the courses they attend. The material is updated continuously. Teaching and delivery methods include business simulations, the use of business software, multimedia, role-playing, mock presentations, etc., as will be presented in subsequent chapters.

Connections with the Corporate World

FEBT's faculty have strong and profound connections with members of the corporate and entrepreneurial ecosystems. **Over 50% of the faculty have previous work experience outside academia**, in the corporate, NGOs or public sector (CVs in [📁 1.3.](#)).

Further, FEBT faculty are members of the supervisory boards of utility companies. For instance, Prof. Marina Lovrinčević and prof. Marko Čular are members of the supervisory board at Lovrinac Ltd, a company responsible for municipal activities such as maintenance, arrangement, and construction of cemeteries and funerals; and prof. Paško Burnać is a member of the supervisory board at Promet Ltd, an urban and suburban passenger transport in the Split area. Also, prof. Ivica Pervan is a member of the supervisory board at Tommy Ltd, the largest retailer in this region and prof. Željko Mrnjavac is a member of the supervisory board at Stanouprava, a company for the management and maintenance of residential and commercial buildings in Split-Dalmatia County. Four accounting professors are on the board of the Association of Accountants and Financial Professionals, and one professor is a President of the supervisory board of the Croatian Academy of Management. FEBT faculty are also actively involved in **national, international, professional, and public advisory bodies and committees** as active stakeholders in the public discourse. They do this to contribute to the better management of the public and state sectors and to social well-being in general. At present, among others, [national scientific field committees](#), the [Economic Council of the President of the Republic of Croatia](#), and many others ([📁 1.3.](#)).

FEBT faculty fosters an entrepreneurial culture among students. Apart from inviting renowned and successful business managers and entrepreneurs to deliver lectures, corporate interactions are streamlined through the **SEI** and the **SIP**.



Faculty Engagement with ERS Initiatives

In addition to teaching and research, FEBT's faculty are strongly engaged in the local and national community. Mrs. Jelica Fabris, president of the **FEBT Voluntary Blood Donors Association** and prof. Neven Šerić, technical manager regularly organise blood donation campaigns through which faculty and students are encouraged to **donate blood for the University Hospital Centre in Split**. The campaign has been ongoing with an excellent response from students and faculty. In several projects, one that started in 2022, **faculty cooperates with Association Sunce, one of the leading organisations for the protection of nature and the environment in Croatia**, through which many students have been engaged in projects that have the goal of promoting a sustainable footprint in society as a whole. Prof. Ivana Bilic is a management board member of the [National Foundation for Civil Society Development](#) (a leading public institution for the cooperation, linking and financing of civil society organisations in Croatia. Prof. Željko Mateljak (Vice-Dean for Business Affairs and Industry Relations) is the President of [Croatian Association of Healthcare Managers](#) which strives to improve the management of healthcare systems in Croatia and enable better access and development of the quality of healthcare for all users. The list of notable engagements is available ([📁 1.3.](#)).

Since 2019, FEBT's faculty and student are deeply involved in projects that have a **social impact** when SIP – SL courses are introduced in study programme. Students work in teams with two mentors, one from the faculty and one from the organisation to solve real-life issues for NGOs and CSOs. They address and help solve specific societal problems by applying the generic and functional business skills acquired in their studies.

Chapter 2: Programme Design

Summary

Over the years, FEBT UPB has evolved to include international content and attract both domestic and international students. The programme aims to provide students with the skills and knowledge they need to succeed in the business world. FEBT UPB programme website is <https://www.efst.unist.hr/en/programs-and-mobility/full-time-programs/undergraduate-programmes/business-studies>. UPB's main objectives include instilling a progressive entrepreneurial mindset in students, balancing international, practical and academic content, and fostering a commitment to diversity, ethics, responsibility and sustainability. The programme is designed to align with the needs of the business world as endorsed by professional associations and corporate world. The programme's curriculum is comprehensive and offers a blend of theoretical knowledge and practical application. It covers core areas of business such as finance, accounting, management and marketing, but also important horizontal skills such as analytics, IT and foreign languages. UPB's expected learning outcomes and all elements of the study programmes are aligned. It is clear that all courses contribute to the achievement of UPB's ILOs, while the ILOs of the study programme are clearly defined and mutually harmonised. UPB is nationally accredited as programme in Croatian, and was originally aimed at domestic students. However, it has changed over the years in terms of the international content offered and has received a lot of attention from international/exchange students. The international orientation of the programme aims to deliver key business-related knowledge and skills that are offered in similar programmes worldwide. In addition, the curriculum is designed to reflect contemporary business-related course content. The literature is mostly international and supplemented by recent research papers that address contemporary topics in specific areas. With the support of the BC and the Alumni Association, FEBT offers students extracurricular content and encourages study visits, guest lectures and internships at renowned Croatian and international companies and organisations.

Plans and actions for future development

- **Programme redesign:** FEBT has initiated the process of redesigning UPB programme in Croatian. The aim is to align the study programme with the latest developments in business and society and to place more emphasis on critical keywords in the entrepreneurial learning process, such as



- international orientation, digital transformation and social responsibility. The process is currently in the phase of adjusting the redesigned study programme's ILOs to fully align them with the EFMD methodology. In addition, stakeholders such as representatives of the business sector, the local community and students are involved in the process to provide feedback on the programme proposals to ensure they are fully aligned with labour market and societal needs.
- **Promotion and internationalisation:** FEBT has started preparing FEBT Summer School, which consists of eleven new five-week courses. The courses will be designed primarily for the US market to expand FEBT's global presence and strengthen its international reputation. The goal is to position FEBT as a competitive educational institution on the global stage, attracting students from the United States and offering them a unique experience of European education and culture. For the recruitment of students from the USA, a cooperation agreement has been signed with UCIM-Abroad LLC, a company dedicated to the promotion of global education in Croatia. The above mentioned summer schools will be advertised and also offered to our undergraduate, graduate and doctoral students.
- **Digital transformation:** FEBT management will continue to work towards a high level of digital literacy at institutional level. FEBT will provide training for faculty to enhance their digital competences increase the use of digital materials and interactive learning tools in courses to engage students. In addition, faculty will be encouraged to incorporate digital literacy topics into the enhancement of their course curricula to provide students with skills in digital communication and information and media literacy as part of their subject teaching.

2.1. Objectives and Target Markets

The primary objective of the UPB is to provide students with the capacity and skills they need to succeed in the business world and to be able to make wise decisions while working in various roles in the public, private, and non-profit sectors. As a result, UPB emphasises the development of horizontal skills, such as socially conscious behaviour, a global perspective, IT analytical abilities, an entrepreneurial mindset, as well as specific functional skills (through core and elective courses and concentrations). In this regard, the **primary objectives of the UPB** are:

- **Provide** UPB students with advanced **business and economic mindset, competencies, and leadership abilities** necessary for a **smooth transition into the business world**, the launch of **new business ventures**, and the **ability to compete in local, global, and digital contexts**.
- Offer UPB students an **appropriate balance of international, practical, and academic content** to make them ready for the **global business environment**.
- **Foster a strong commitment to diversity, ethics, responsibility, and a sustainability perspective** among UPB students while offering **solutions** to business problems.

As a step in the commitment to ensuring the quality of the UPB study programme, **since January 2024 full professor Ivana Tadić has been appointed to the role of Academic Chair for the UPB, a position very similar to the classic Programme Director role.**

The current UPB is in line with the [EQUAL Guidelines: Undergraduate degrees in General Business and Management and the need of the world of business](#). During the creation of the programme and its **key updates**, the following professional associations were contacted to ensure that the UPB was in line with the **needs of the business world** ([📁 2.1.](#)):

- Croatian Institute of Internal Auditors
- Croatian Chamber of Tax Advisors
- CISEX - Croatian Independent Software Exporters
- Association of Croatian Accountants
- Association of Accountants and Financial Managers Split

According to their perspective, the objectives and ILOs of the UPB are in line with the labour market requirements and improve the employability of graduates.

FEBT is committed to ensuring that its study programme design and ILOs **continue to meet the expectations of future employers, the institutional context, and the needs of the business sector**. FEBT continuously works to improve the quality of the current UPB study programme. At the beginning of each academic year, in accordance with the *Decision on the Revision of Curricula* ([☞ 1.1.3](#)), the **teachers propose, elaborate, update and modernise** the curricula of the courses in their field of expertise. These curricula are then approved at FC sessions and are publicly published on the FEBT website ([☞ 2.2](#)). The development and revisions of the programme are carried out through changes and additions to the curricula, which include modifications to teaching methods and the proportion of e-learning; adjustments to course-level learning outcomes; course content and course literature; variations in types of teaching; definitions of student responsibilities and methods of monitoring student work; methods of assessing and evaluating student work during classes and at the final examination; and quality assurance methods that ensure achievement of the competences. Moreover, **the development and revision of the study programme are continuously based on feedback from students during their studies, from graduates and their employers, as well as on the analysis of graduates' employment outcomes**. Feedback from students is collected through daily communication with teachers in class, during office hours and at mentoring activities. In addition to these indirect and informal methods of collecting feedback, there is also a formal process for gathering student feedback during and after their studies through surveys which are described in 5.2. in more detail.

As it is described in subchapter 1.3., **UPB is heavily dependent on its faculty, with 22% holding MSc or PhD degrees obtained abroad and 55% having undergone training and/or additional teaching and scientific specialisation at foreign universities and business schools, enhancing the international context of programme**. It is also supported through the integration and ongoing monitoring of recent research, studies, and case studies, international guest lectures, courses conducted in English in collaboration with foreign institutions and professors, courses conducted in English in cross-cultural teaching groups with incoming Erasmus+ students, and extensive opportunities for outgoing study and internship placements, and so on ([☞ 2.1](#)).

The target market for FEBT's UPB is candidates who have completed a four-year high school programme coming primarily from gymnasiums and high schools that offer Economics, Tourism and Trade programmes. Before the State Graduation Exams - SGE, which is a prerequisite for FEBT enrolment, FEBT conducts extensive preparation and promotional activities to inform about and promote UPB study programmes to potential students. The most notable activities are:

- Setting the requirements from the State Graduation Exams - *Mathematics – level B, Croatian Language –level A, until the year 2022/2023 when the levels are abolished, English language – level B*
- Setting the UPB's enrolment **quota** for the next academic year.
- **Promotional activities** including ([☞ 2.1](#)): 1) FEBT's '**Open Door event**' and FEBT's website promotional announcements such as '*Why FEBT*', in which future students can receive all necessary information on UPB study programme and on various aspects of studying on FEBT; 2) FEBT's '**Ask about FEBT – online event for high school graduates**', Alumni testimonials and other promotional videos on FEBT's official YouTube channel; 3) **FEBT's social media promotional campaigns** aimed at attracting potential candidates to choose UPB; 4) promotional articles **in national newspapers and web portals**. 5) Participation in the '**University of Split Educational Fair**'.
- Announcement of enrolment quota and clear and explicit enrolment criteria through UniST's public call. The public call is advertised in all the major newspapers in the Republic of Croatia, *Universitas* – Croatian University newspaper, and FEBT's and UniST's websites.

FEBT has taken a **proactive approach to showcasing the research and expertise of its professors** and faculty in various **influential media** through varied PR activities. FEBT has official Tiktok (@efst.unist), Instagram (efst_unist), Facebook (efst.unist.hr), and LinkedIn profiles as well as EFST youtube channel in order to reach different age groups. FEBT has also enhanced its media profile by establishing a collaboration with *Slobodna Dalmacija*, the region's largest newspaper which regularly reports on all relevant [FEBT activities](#). Associate Professor Paško Burnać delivers a weekly column [Burnaćeva posla](#)



that sheds fresh light on current economic matters. FEBT has also enhanced **its media presence through various relevant channels**; for instance, a major article was published on the internet portal *srednja.hr*, the largest national portal aimed at high school students (📁 2.1). Moreover, **FEBT has consistently allocated funds for promotional activities**, with financial reports showing that its annual spending over the last three years (2022-2024) has ranged between 10,000 and 20,000 euros.

Due to its **geographical position**, FEBT also aims to attract students from neighbouring Bosnia and Herzegovina. Its excellent geographical position, mild climate, attractive nature and cultural heritage richness make Split a popular destination globally and, as a result, a desirable place for living and studying. Thus, Split is already **attracting a substantial number of incoming students**. Combined with a study programme marked by high quality, FEBT sees it as its **comparative advantage in attracting foreign-based students** when FEBT starts offering full-time programmes in English. Currently, 1/3 of all Erasmus+ students coming to the UniST are coming to FEBT.

Potential UPB entrants are ranked based on their overall success in the high school and SGE. As FEBT aims to attract higher quality students, the required entrance criteria are set to achieve that. The quota, i.e., the number of free slots available for the first-year students in UPB is set every year and was approx. 250 in the recent four years. UPB is aimed dominantly at full-time students who are subsidized i.e. their tuition fee is paid by the Ministry of Science, Education and Youth of the Republic of Croatia. Part-time students cover the tuition costs by themselves, but their interest and enrolment numbers are much lower.

UPB prepares students to **take on lower and middle management positions** in the respective industries, institutions and sectors, for their entrepreneurial endeavours and for the successful continuation of their studies at the graduate level. As detailed in sub-chapter 4.2, the UPB category is not adequately recognised by the employer market or by the graduates themselves, most of whom go on to further study. However, those entering the profession are expected to have the appropriate skills and competences to integrate successfully into the contemporary business world in early positions and to have the knowledge required for competent decision making as they progress into lower and middle management in various private, public and NGOs. Therefore, UPB graduates are expected to possess not only specific functional business skills, but also horizontal skills, including soft skills, socially responsible behaviour, a global perspective, IT and analytical skills, and core entrepreneurial competencies.

2.2. Curriculum Design

The UPB is a comprehensive and well-designed study programme aimed at enhancing students' **functional business skills, international mindset, and socially responsible behaviour**. The curriculum meets these objectives by offering a balanced mix of theoretical knowledge and practical application. In the first two years, all students build a solid foundation in core business areas (finance, accounting, management, and marketing) and critical horizontal skills (analytics, IT, foreign languages, and methodologies), including soft skills (such as critical thinking, leadership, and project management). The target market (candidates from four-year high schools) possesses a necessary interest in business and economic studies, while the programme's rationale aims to enhance this foundation by offering a scholarly and practically oriented curriculum. The guidelines of EQUAL and PRME were taken into account in building UPB.

Intended Learning Outcomes (ILOs)

FEBT has adopted a methodology according to which **ILOs are defined on three levels**, as it is presented in Figure 5.



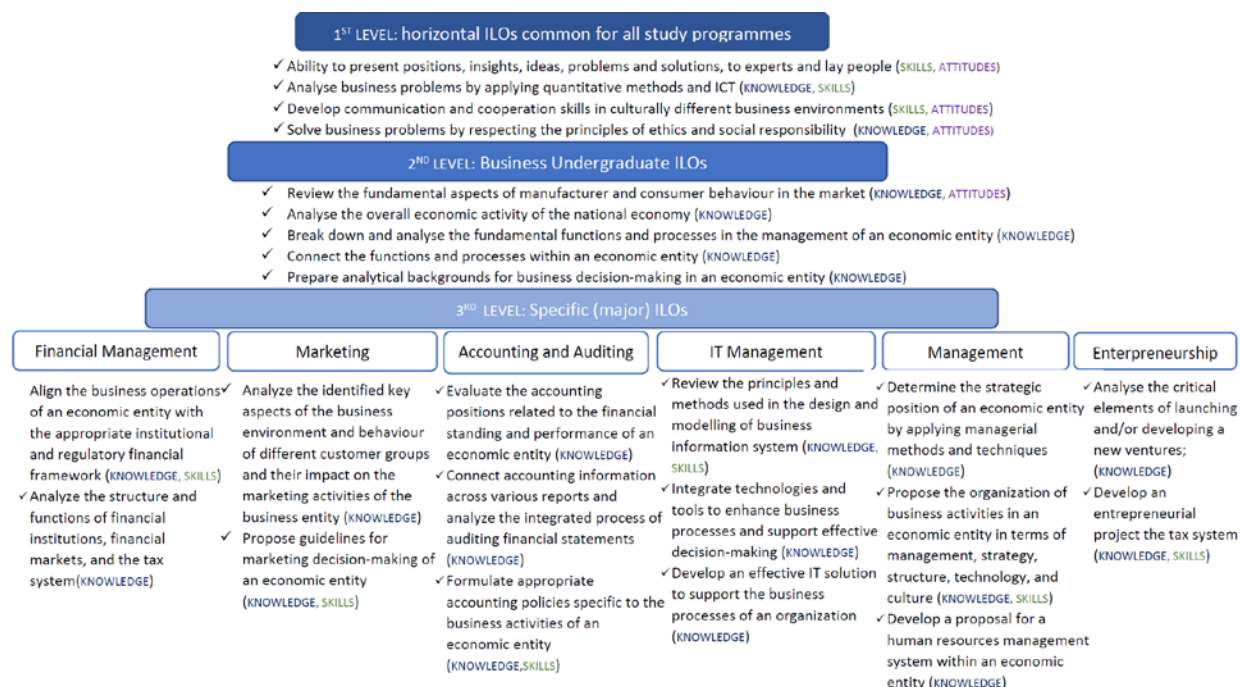


Figure 5. FEBT UPB ILOs matrix

The **first level** comprises ILOs that provide students with the **knowledge and attitudes** they need to be successful leaders in the global business world while respecting the **principles of ethics and social responsibility**. The **second level** comprises ILOs that are **specific to the UPB programme**, and the **third level** includes the ILOs **specific to the concentrations offered in UPB**. These relate to the “**hard**” **skills** of the chosen profession, i.e. skills and knowledge of the core aspects of economics and business operations, and the transferable, generic, **soft skills** (horizontal ILOs). Understanding of the business world and its development and the broader trends in society are also included in these ILOs. Beyond the knowledge within the narrow scope of the student's expertise, these ILOs provide students with **intellectual skills** (decision making, critical thinking), **practical skills** (problem solving, communication, teamwork), and **transferable skills** (creativity, collaboration). The **international perspective** is reflected in the topics covered for achieving ILOs related to the international literature, case studies, vignettes, and guest practitioners.

A list of all ILOs in terms of what the students should know, how to behave and be able to do is provided in Table 5. where, **K** relates to "knowledge", **S** to "skills", and **A** to "attitudes".

Table 5 Definition and type of FEBT UPB ILOs

Horizontal ILOs common for all study programmes	K	S	A
1. Ability to present positions, insights, ideas, problems and solutions to experts and lay people (G1)		✓	✓
2. Analyse business problems by applying quantitative methods and ICT (G2)	✓	✓	
3. Develop communication and cooperation skills in culturally different business environments (G3)		✓	✓
4. Solve business problems by respecting the principles of ethics and social responsibility (G4)	✓		✓
UPB ILOs			
1. Review the fundamental aspects of manufacturer and consumer behaviour in the market (SP1)	✓		✓
2. Analyse the overall economic activity of the national economy (SP2)	✓		
3. Break down and analyse the fundamental functions and processes in the management of an economic entity (SP3)	✓		
4. Connect the functions and processes within an economic entity (SP4)	✓		



5. Prepare analytical backgrounds for business decision-making in an economic entity (SP5)		✓		
Concentration-specific ILOs				
Financial Management	1. Align the business operations of an economic entity with the appropriate institutional and regulatory financial framework (FM1)	✓	✓	
	2. Analyse the structure and functions of financial institutions, financial markets, and the tax system (FM2)	✓		
Marketing	1. Analyse the identified key aspects of the business environment and behaviour of different customer groups and their impact on the marketing activities of the business entity (MKT1)	✓		
	2. Propose guidelines for marketing decision-making of an economic entity (MKT2)	✓	✓	
Accounting and Auditing	1. Evaluate the accounting positions related to the financial standing and performance of an economic entity (AA1)	✓		
	2. Connect accounting information across various reports and analyse the integrated process of auditing financial statements (AA2)	✓		
	3. Formulate appropriate accounting policies specific to the business activities of an economic entity (AA3)	✓	✓	
IT Management	1. Review the principles and methods used in the design and modelling of business information system (IT1)	✓	✓	
	2. Integrate technologies and tools to enhance business processes and support effective decision-making (IT2)	✓		
	3. Develop an effective IT solution to support the business processes of an organisation (IT3)	✓		
Management	1. Determine the strategic position of an economic entity by applying managerial methods and techniques (MNG1)	✓		
	2. Propose the organisation of business activities in an economic entity in terms of management, strategy, structure, technology, and culture (MNG2)	✓	✓	
	3. Develop a proposal for a human resources management system within an economic entity (MNG3)	✓		
Entrepreneurship	1. Analyse the critical elements of launching and/or developing a new ventures (EP1)	✓		
	2. Develop an entrepreneurial project within the tax system (EP2)	✓	✓	

Based on the defined ILOs of the UPB, the ILOs of the individual elements that make up the UPB (courses, modules, exercises, seminars, practical work, etc.) were defined. **The expected learning outcomes of the UPB and all the elements of the study programmes are aligned with each other.** The information on the UPB, in addition to the curricula of all courses, includes the learning outcomes of the study programme, methods for assessing the expected learning outcomes at the course level, a description of the opportunities for continuing studies and other relevant information are available on the [FEBT web page](#). The process of constructive alignment is updated regularly for all courses on an annual basis through the **matrix linking course outcomes and ILOs of the study programme** ([2.2](#)).

All courses contribute to the realization of the ILOs of the UPB, while the ILOs of the study programme are clearly defined and mutually harmonised. In order to ensure the alignment of individual elements of the study programme not only with the learning outcomes of the UPB but also with each other, during the development of the constructive alignment matrices, intensive communication was conducted primarily at the level of the relevant departments. This process involved the harmonisation of individual learning outcomes and course content to eliminate and prevent any overlap in the content. Furthermore, this ensured that the relevant outcomes, topics, and content of individual studies and modules were achieved by mastering the learning outcomes of all elements, i.e., the courses within the UPB. **By mastering the learning outcomes of individual teaching units, students achieve the learning outcomes of the course, which in turn contribute to the attainment of the ILOs of the study programme.**



A significant contribution to achieving the learning outcomes of the study programme is made through the preparation of the final thesis, which includes **the development of both generic (general/key/transferable) and profession-specific competencies**. In addition, the preparation of the Final thesis strengthens ethical awareness and the ability to engage in ethical reasoning and apply ethical principles in decision-making, both in relation to professional issues and broader ethical concerns.

Programme Coverage and Content

The UPB is delivered in **3 years in full-time mode and carries 180 ECTS**. The total sum of ECTS credits equals 5,400 working hours of student learning engagement and is **designed to balance in-class and out-of-class learning**.

The programme is nationally accredited as a study program in the Croatian language, but a number of courses are, in addition to Croatian, delivered in English. A semester-based outline of the UPB is presented in Table 6 along with the ECTS assigned to each course. **Each ECTS carries 30 working hours of in-class and out-of-class activities**.

Table 6 The UPB semester-based outline

1st year (Common for all concentrations)	
Semester 1	Semester 2
<u>Compulsory</u> 1. Principles of Economics (6 ECTS) 2. Information Technology (5 ECTS) 3. Mathematics (5 ECTS) 4. Fundamentals of Accounting (6 ECTS) 5. Statistics (6 ECTS) 6. Business English I (4 ECTS) 7. Physical Education and Sports (1 ECTS)	<u>Compulsory</u> 1. Mathematics in Economics (5 ECTS) 2. Macroeconomics I (5 ECTS) 3. Microeconomics I (5 ECTS) 4. Basic Finance (4 ECTS) 5. Business English II (4 ECTS) 6. Workshop I (5 ECTS) 7. Physical Education and Sports (1 ECTS)
2nd year (Common for all concentrations)	
Semester 3	Semester 4
<u>Compulsory</u> 1. Microeconomics II (5 ECTS) 2. Macroeconomics II (5 ECTS) 3. Management (6 ECTS) 4. Marketing (6 ECTS) 5. Business English III (4 ECTS)	<u>Compulsory</u> 1. Statistical Analysis (5 ECTS) 2. Croatian Economy (6 ECTS) 3. Financial Management I (5 ECTS) 4. Managerial Accounting I (5 ECTS) 5. Student Workshop II (5 ECTS) <u>Electives (student choose minimally 8 ECTS)</u> 1. Business Planning (4 ECTS) 2. Commercial Law (4 ECTS) 3. Banking (4 ECTS) 4. Business English IV (2 ECTS)
3rd year	
Semester 5	Semester 6
Concentration: Financial Management	
<u>Compulsory</u> 1. Quantitative Methods for Management (5 ECTS) 2. Human Resources Management (5 ECTS) 3. Tax System and Policy (5 ECTS) 4. Financial Accounting I (5 ECTS) <u>Electives (student choose minimally 9 ECTS)</u> 1. Financial Institutions Accounting (4 ECTS) 2. Business Communication (4 ECTS) 3. Stock Exchanges and Securities (5 ECTS) 4. Consumer Behaviour (5 ECTS) 5. Business English V (2 ECTS)	<u>Compulsory</u> 1. Financial Institutions and Markets (5 ECTS) 2. Final Thesis (15 ECTS) <u>Electives (student choose minimally 10 ECTS)</u> 1. Cost Accounting I (5 ECTS) 2. Entrepreneurial Planning (5 ECTS) 3. Business English VI (2 ECTS) 4. Risk Management (5 ECTS) 5. Business German (5 ECTS) 6. Business Italian (5 ECTS) 7. Internship (6 ECTS) 8. Service Learning Internship (6 ECTS)



Concentration: IT Management	
<u>Compulsory</u> 1. Quantitative Methods in Management (5 ECTS) 2. Human Resources Management (5 ECTS) 3. Business Information Systems (5 ECTS) <u>Electives (student choose minimally 9 ECTS)</u> 1. Financial Institutions Accounting (4 ECTS) 2. Business Communication (4 ECTS) 3. Introduction to Programming (5 ECTS) 4. Managerial Decision-Making (5 ECTS) 5. Business English V (2 ECTS)	<u>Compulsory</u> 1. E-Business (5 ECTS) 2. ERP Systems (5 ECTS) 3. Final Thesis (15 ECTS) <u>Electives (student choose minimally 10 ECTS)</u> 1. Relational Databases (5 ECTS) 2. Entrepreneurial Planning (5 ECTS) 3. Financial Institutions and Markets (5 ECTS) 4. Business English VI (2 ECTS) 5. Business German (5 ECTS) 6. Business Italian (5 ECTS) 7. Internship (6 ECTS) 8. Service Learning Internship (6 ECTS)
Concentration: Management	
<u>Compulsory</u> 1. Quantitative Methods in Management (5 ECTS) 2. Human Resources Management (5 ECTS) 3. Strategic analysis (5 ECTS) <u>Electives (student choose minimally 9 ECTS)</u> 1. Financial Institutions Accounting (4 ECTS) 2. Business Communication (4 ECTS) 3. Managerial Decision-Making (5 ECTS) 4. Business Information Systems (5 ECTS) 5. Business English V (2 ECTS)	<u>Compulsory</u> 1. Enterprise Organisation (5 ECTS) 2. Operations Management I (5 ECTS) 3. Final Thesis (15 ECTS) <u>Electives (student choose minimally 10 ECTS)</u> 1. Marketing Strategies (5 ECTS) 2. Cost Accounting I (5 ECTS) 3. ERP Systems (5 ECTS) 4. Business English VI (2 ECTS) 5. Business German (5 ECTS) 6. Business Italian (5 ECTS) 7. Internship (6 ECTS) 8. Service Learning Internship (6 ECTS)
Concentration: Marketing	
<u>Compulsory</u> 1. Quantitative Methods in Management (5 ECTS) 2. Human Resources Management (5 ECTS) 3. Marketing Research (5 ECTS) 4. Consumer Behaviour (5 ECTS) <u>Electives (student choose minimally 9 ECTS)</u> 1. Financial Institutions Accounting (4 ECTS) 2. Business Communication (4 ECTS) 3. Business Information Systems (5 ECTS) 4. Brand Management (5 ECTS) 5. Business English V (2 ECTS)	<u>Compulsory</u> 1. Marketing Strategies (5 ECTS) 2. Final Thesis (15 ECTS) <u>Electives (student choose minimally 10 ECTS)</u> 1. E-Business (5 ECTS) 2. Financial Institutions and Markets (5 ECTS) 3. Product Management (5 ECTS) 4. Business Negotiation (5 ECTS) 5. Business English VI (2 ECTS) 6. Business German (5 ECTS) 7. Business Italian (5 ECTS) 8. Internship (6 ECTS) 9. Service Learning Internship (6 ECTS)
Concentration: Entrepreneurship	
<u>Compulsory</u> 1. Quantitative Methods in Management (5 ECTS) 2. Human Resources Management (5 ECTS) 3. Entrepreneurship (5 ECTS) <u>Electives (student choose minimally 9 ECTS)</u> 1. Financial Institutions Accounting (4 ECTS) 2. Business Communication (4 ECTS) 3. Family Business (5 ECTS) 4. Accounting for Craftsmen (5 ECTS) 5. English for Business V (2 ECTS)	<u>Compulsory</u> 1. New Venture Strategies (5 ECTS) 2. Entrepreneurial Planning (5 ECTS) 3. Final Thesis (15 ECTS) <u>Electives (student choose minimally 10 ECTS)</u> 1. Principles of Auditing (5 ECTS) 2. Marketing Strategies (5 ECTS) 3. Financial Institutions and Markets (5 ECTS) 4. Business English VI (2 ECTS) 5. Business German (5 ECTS) 6. Business Italian (5 ECTS) 7. Internship (6 ECTS)



Concentration: Accounting and Auditing	
<u>Compulsory</u> 1. Quantitative Methods in Management (5 ECTS) 2. Human Resources Management (5 ECTS) 3. Financial Accounting I (5 ECTS) <u>Electives (student choose minimally 9 ECTS)</u> 1. Financial Institutions Accounting (4 ECTS) 2. Business Communication (4 ECTS) 3. Accounting for Craftsmen (5 ECTS) 4. Business Information Systems (5 ECTS) 5. Business English V (2 ECTS)	8. Service Learning Internship (6 ECTS) <u>Compulsory</u> 1. Principles of Auditing (5 ECTS) 2. Cost Accounting I (5 ECTS) 3. Final Thesis (15 ECTS) <u>Electives (student choose minimally 10 ECTS)</u> 1. Accounting for Non-Profit Organisations (5 ECTS) 2. Financial Institutions and Markets (5 ECTS) 3. Entrepreneurial Planning (5 ECTS) 4. Business English VI (2 ECTS) 5. Business German (5 ECTS) 6. Business Italian (5 ECTS) 7. Internship (6 ECTS) 8. Service Learning Internship (6 ECTS)

Most courses have 5 ECTS related to 52 hours in class and 98 out-of-class working hours. The UPB provides students with a **blend of practical and theoretical knowledge and perspectives**. To assure this, various innovative teaching techniques are used in the classroom. Besides providing a mix of functional knowledge and skills in terms of the concentration chosen, the UPB also entails workshops aimed at enhancing students' critical thinking, leadership, project management and other relevant "soft skill" competencies. More details are available in subchapter 3.2.

The programme spans three years, with the **first two years being common to all UPB students**. During these two years, the curriculum emphasises courses that **provide core knowledge in economics and business**, along with fundamental skills across the primary functional areas of modern business entities, namely finance, accounting, management, and marketing. Moreover, in the **initial two years**, the focus is on content that facilitates the development of **key horizontal skills**, including analytics, foreign languages, information technology, and diverse methodologies essential for modern business decision making. Upon finishing the foundational courses in the initial two years, students select their **specific concentration** in the third year. The programme structure **enables students to tailor the curriculum to meet their personal developmental goals through the diversity of elective courses offered**. In the design of the UPB, FEBT places substantial focus on **foreign languages** to integrate students into the EU labour market effectively. In the initial two years of the study program, **three English language courses designed for business (I, II, and III) are compulsory**. In the summer semester of the second year and in the final year, students may select **three additional Business English courses (IV, V and VI)** and/or **opt for Italian or German language courses tailored for business**. Additionally, all students have the opportunity to attend courses in English that are offered to incoming international students on mobility programmes. Students who choose this option receive additional points during the evaluation of their application for outbound mobility. Since studies in English in Croatia are typically fee-based, it is important to highlight that **attending English-taught courses is free of charge for students of FEBT**.

In general, FEBT's UPB is comparable to the programmes of Wirtschaftsuniversität Wien - triple crown accredited and the University of North Carolina, Chapel Hill, Kenan-Flagler Business School - AACSB accredited. **International content** is integrated into the curriculum through globally recognised literature and teaching materials, featured as either compulsory or supplementary in course curricula. Additionally, the focus on global business environments is reinforced through case studies, vignettes, and guest practitioner insights. By utilizing numerous pedagogical methods and techniques (explained in detail in 3.2.), interactive and inquiry-based learning, problem-solving, and creative and critical thinking are encouraged. Assessment in the UPB aims to determine the attainment of intended ILOs defined for every course on the programme. Thus, the assessment methods are designed according to each course's specifics and include midterm and final written and oral exams, individual and team projects, individual assignments and activity in the course content. In addition, each course has a detailed description of assessment methods and grading written in the curriculum ([📁 2.2](#)).

FEBT focuses on providing a good **blend of academic, research, and managerial perspectives in its UPB and has continuously made efforts in this direction** since the programme inception. In striving to achieve an optimal balance between scholarly rigour and business practice, **UPB relies on its faculty,**



which has a **substantial international academic background**. Additionally, more than half of FEBT's faculty has **significant work experience in the business world, holds advisory, board member or expert panel positions**, and continuously **works on developmental and commercial projects for the local community and business subjects**. Exposure of one third of FEBT's faculty to scholarly rigour and teaching practices abroad and sharing acquired knowledge with their colleagues, combined with practical experience and inputs from FEBT's faculty and adjunct faculty, guest practitioners' lectures, practical teaching materials, etc., provides a solid foundation for achieving the desired balance between academic and practitioners-oriented perspectives.

Connecting FEBT's professional and academic endeavours with business practices at large is the responsibility of the **BC** (1.1.6). The focus is on **strengthening collaboration between local and national companies and FEBT**, as well as including companies' representatives in the upcoming reform of the study programmes. Some of the most notable collaborations **include the long-term partnerships that FEBT has established with companies** such as *Cemex Hrvatska* and *Tommy* (over 10 years), *Optika Anda* (5 years), *Viator* (4 years), and *AD Plastik* (4 years). These collaborations involve professional projects, internships, and training programs that improve the quality of the UPB programme and provide students with practical experience, employment opportunities, and competitive challenges. A large part of the BC's members are also members of the FEBT **Alumni Association**, which has had new management since February 2024, headed by Mr. Vinko Ursić Glavanović, President of the Management Board of Slobodna Dalmacija (the biggest and the most influential regional newspaper) and a former UPB and GPB graduate. FEBT Alumni Association supports FEBT's initiatives through various forms of collaboration (projects, mentorship, guest lectures, etc.).

In practical terms, several activities have been implemented to ensure that the latest research is incorporated into the teaching process. Firstly, faculty are prompted to include **scientific publications** (papers in journals, collections, and monographs) as literature in courses in the UPB (examples 2.2). These publications are either published by faculty or by academicians who are considered top thinkers and leaders in the field. Secondly, FEBT professors are engaged in **joint publishing activities with undergraduate students, with 13 papers published** in professional and academic journals, or conference proceedings books in the last three years (a list of papers with examples 2.2).

To reinforce the international environment, **FEBT students had the opportunity to participate for free in FEBT international summer schools**, which gathered more than 180 participants and featured over 60 international lectures on various topics. In 2024, the following topics were covered: *Regional Development in a Post-crisis and Post-global World*; *Regional Policy – Reality Check and Perspective*; *Advanced Research Methods in Regional Science*; *Entrepreneurship, Innovation, and Creativity*; *Behavioural Economics*; *Short-Term Rentals in a Touristic Cityscape: Opportunities and Challenges*; and *Informality in the Global South and Beyond: Qualitative and Quantitative Research of Informal Economies*. In 2025, FEBT initiated the preparation of 11 new five-week courses. The courses are going to be designed primarily for the American market, with the aim of expanding FEBT's global presence and strengthening its international reputation. Over the three years the overall number of lecturers, as well as the number of international lecturers and attendees who participated in LLP programmes increased (Table 7; list of programmes 2.2).

Table 7 LLP programmes in the last three years

ACADEMIC YEAR	No of programmes	No of lecturers	No of international lectures	No of attendees
2023-2024	9	111	35	185
2022-2023	9	82	31	140
2021-2022	9	65	16	119

Students are encouraged to participate in various student competitions, whether related to practical solutions or academic pursuits. For example, in cooperation with some of the largest local companies (Viator, Optika Anda, Deltron), FEBT organised a competition to solve a real-life business challenge, in which several student teams were awarded (2.2). On the other hand, UPB student Roko Lukačević won the 2024 Annual Award of the Croatian Financial Services Supervisory Agency (Hanfa) for the best scientific and expert student paper. The goal of such competition is to encourage young people to engage in research



and prompt the student community to gain a closer, practical understanding of developments in the financial markets.

Other Curriculum Design Aspects in the UPB

In delivering UPB content as part of integrated learning and to enhance the student experience, FEBT uses the Moodle/Merlin platform with a particular focus on integrating digital tools into the teaching process to fulfil the Digital Strategy 2030 (□ 1.1.3). This includes the use of multimedia content and online learning systems that foster flexible, interactive education and sustainable educational processes tailored to the individual needs of students. All courses have dedicated pages on the Moodle platform (since 2023/2024 Merlin cloud) on the FEBT website, providing access to e-learning, forums, chats, tests, paper submissions, self-evaluation quizzes, and constant interaction with teachers (□ 1.2.2). In addition, FEBT employs various software packages such as Microsoft Office, STATA, SPSS, Statistica, Smart PLS, MS Teams, Qualtrics and Teamviewer. Lectures are supported by projectors that display PowerPoint presentations or other digital content, while all course materials are uploaded to the online platform. Moreover, by using digital tools like Python for programming, Google Analytics for internet data tracking, and generative AI tools (e.g., ChatGPT, PerplexityPRO) for content generation, accompanied by adequate prompt engineering, the faculty equips students with a wide range of digital skills, from data analysis to creative expression.

FEBT supports any voluntary work and individual initiatives from students and faculty in **ERS**. The beginnings date to 2015 when **systematic initiatives** were undertaken with the formal introduction of SIP and the formation of the **Centre for Service Learning**, through which a dozen FEBT faculty were trained on how to integrate and embed service-learning within their courses by experienced professors from Penn State University, USA. Recently, the Erasmus+ project worth 250,000 euros the **University Green Digital HUB** was developed within SEI from 2022 to 2024. The main goal of the project was **to develop and advance the digital, green, and entrepreneurial (DGE) skills** of students, faculty, and university start-ups through reskilling and upskilling DGE programs and a start-up support program in green and digital innovation. During 2023/2024, more than 70 participants from FEBT, including UPB students and teachers, participated in the upskilling program of the University Green Digital HUB.

Furthermore, UPB students have numerous opportunities to attend practitioner-led events organised by SEI. **SEI supports not only FEBT's UPB students, but all students and young people from UniST, through counselling, education, and mentoring in realizing their entrepreneurial ventures.** By becoming a member of the SEI, students get access to a well-equipped workspace at FEBT. In addition to working independently, they have the opportunity to share ideas with peers and to work in teams on developing their business ideas. SEI has also provided **UPB students with insight into the process of realizing an entrepreneurial idea from the perspectives of marketing, finance, and management through more than 115 educational sessions and workshops.** The SEI includes contributions from experts who volunteer their expertise in specific areas of business management to help students build the competencies necessary for a successful entrepreneurial career.

UPB programme offers a **wide range of opportunities for studying and doing internships/working abroad** through Erasmus+ study and internship schemes offered through FEBT's extensive partnership network. UPB students gain access to outgoing mobility opportunities. For students, especially undergraduates, **Erasmus+ mobility offers international experience, language improvement, and the development of cross-cultural competencies, making them more competitive in the job market while supporting academic, personal, and professional growth.** Thus, FEBT is continuously revising and signing new agreements with partner institutions across the EU and beyond, with FEBT **now holding over 80 collaboration agreements in 26 countries under the Erasmus+ programme** (📁 3.4).

As internationalisation of the UPB is one of the main strategic goals of FEBT, in 2023 and 2024 FEBT has continued to develop a cooperation network of business organisations with significant international backgrounds (foreign-owned companies, companies with business activities significantly or predominantly abroad, etc.), such as Coca-Cola, Infobip Ltd., Orbico Ltd, and Endava Netherlands, where UPB students have the opportunity to apply for paid internships, on heavily internationally oriented marketing and operations positions. FEBT continues its successful initiatives of **1) FEBT International Summer School and 2) CERGE-EI Distance Learning Programme**, both available to FEBT UPB students. These are entirely international learning events with the majority of lecturers being from abroad, lectures being delivered in English and with a strong influx of foreign students. **3) UPB students and faculty also can**



exploit all the benefits of FEBT's membership in international organisations such as CLADEA, IBSEN, AACSB, EFMD, among others.

2.3. Design of Delivery Modes and Assessment Methods

Delivery modes and assessment methods in UPB courses are in line with ECTS assigned to a certain course. To ensure the alignment, **internal and external assessments** are performed on a regular basis. Internally, faculty are introducing changes in delivery modes, literature and assessment methods in their courses based on the input they got externally through periodic **quality feedback provided by the students**. In explanation, in the second half of each semester, students assess the quality of each course in the UPB they attend by giving feedback on several aspects including the student perception of whether the assigned ECTS are in line with: 1) what is delivered in class and 2) what is demanded through assessment methods. This feedback is effectively communicated to faculty, and if necessary specific changes in a course curriculum are made to meet standards in delivery modes and assessment methods. A detailed outlook on the quality assurance process is provided in Chapter 5.

The UPB is delivered in a full-time mode with the possibility of part-time enrolment. The UPB is a **standard, in-class study programme** with courses entailing a smaller percentage of online learning mainly delivered in-class in IT labs. As most students are full-time students, the delivery teaching mode is spread throughout the day (programme schedule [2.3](#)). The *Rulebook on Study Programmes and Studying* ([1.1.3](#)) defines that part-time students are required to attend 50% of classes compared to full-time students, and teachers are prompted to offer them other ways of covering the course materials instead such as seminars, review papers, individual assignments, etc. Working part-time students can get the exemption from attending classes by submitting their full-time work contract. To compensate for the attendance, teachers are instructed to devise other activities such as seminars, review papers, individual assignments, etc. Teachers are required to be at students' disposal for two consultation hours a week, with one of them being in the afternoon. **Furthermore, professors are required to answer all written student queries within 48 working hours of their receipt.**

Every course has a detailed **curriculum** which comprises: objectives, the ILOs, delivery methods, a week-by-week plan, assessment methods, and a bibliography in Croatian and English available on the FEBT website. Students have real-time access to all the (updated) course materials through the Moodle/Merlin e-learning platform where faculty upload course material. The majority of courses in this study programme include case study analysis, interactive discussions, multimedia, guest practitioners, company visits, and the use of software tools (more details in [3.2](#)).

Besides direct teaching activities (lectures, exercises, seminars), ECTSs are allocated to all other activities (individual learning, data analysis, writing homework, preparation for exercise/seminar sessions, conducting field research, reading compulsory and additional literature sources at home and in FEBT library, etc.). The **instructions** on what is expected within each task are laid out in the **course's Moodle/Merlin**.

Students complete the UPB by handing in a Final thesis. It is a research project where students address and analyse a chosen theoretical concept in a real business context by applying the proper methodology (e.g., secondary data analysis, case study or survey where appropriate). In this process, the student is directly supervised by a mentor (examples [2.3](#)), and after the completion student provides feedback on administrative procedures and mentoring through survey.

Programme Management, Administration and Quality of Student Handbooks

The teaching process is directly **supervised by the Vice-Dean for Education and Student Affairs** prof. Snježana Pivac, supported by the **Academic Chair for UPB** on organisational and operational level, a position that mirrors the traditional role of a Programme Director. Ivana Tadić, full professor at FEBT, Department of Management with more than 23 years of work experience in teaching managerial courses and conducting scientific research took on this role in January 2024. Her primary areas of interest in both teaching and scientific research are human resource management and career development. She is a member of *FEBT's Committee for the Lifelong Learning Programmes and Adult Education* and *FEBT's Committee for Career Development*. In the upcoming period, Prof. Tadić will focus on strengthening the



international aspect of the UPB study programme, including enhancing promotional efforts aimed at international students and expanding the opportunities for extracurricular learning and professional development for UPB students by cooperating more closely with practitioners and the local community.

The Expert Associate for Teaching and the team from the Office of the Registrar are also under the Vice-Dean's supervision. The Office of the Registrar deals with enrolment, complaints, and the requirements that affect a student's experience at the UPB. The Expert Associate for Teaching handles everything regarding the structure and delivery of the study programmes and communicates directly with professors/the faculty. All the issues regarding studying and teaching are regulated through the comprehensive *Rulebook on Study Programmes and Studying* ([📁 1.1.3](#)), which defines students' rights and responsibilities during studying.

The **Office of the Registrar** employs five people at the disposal of UPB students throughout their studies. The Office of the Registrar works with students on Monday to Friday from 10:00 to 12:00, and on Tuesday from 16:00 to 18:00. During the enrolment periods (mid-July and late September), the working hours are extended according to the needs of the students. Furthermore, students can request services they might need from FEBT's legal secretary, while all legal documents (laws, rulebooks and decisions) are publicly available from FEBT's website.

When **first enrolled in this study programme**, UPB students are provided with key information about all aspects of studying at FEBT. Furthermore, a brochure is prepared with all the essential academic and non-academic **information for first-year** students in *Guidebook for Freshmen* and all the information available on the FEBT website. On the first day of each academic year, **an opening ceremony** is organised. First-year students are greeted by the Dean and FEBT management and introduced to first-year professors, support staff and informed about all opportunities offered during the study on FEBT (SEI, student associations, SIP, SIP-SL, Erasmus+ opportunities, etc.).

With the aim of improving the management of the UPB, in October 2024 FEBT finished the project of transition to a new information system – HEIIS. HEIIS consists of 12 separate modules (e.g. Studomat, Teacher's portal, Studies and students, Exams, Admin Coordinator, etc.) and is a complex information system that provides support and helps perform standard management and administrative tasks in a HEI. With additional implementation-related interventions and upgrades and overall fine-tuning during the winter semester of the academic year 2024/2025, HEIIS is now the main operating system for FEBT's Office of Registrar for students' enrolments and keeping track of all students' records, whereas teachers use HEIIS primarily for direct access to all relevant data on students, courses, exams, etc. Related to this, a transition from Moodle to a new learning management system (cloud Merlin) was realized at the start of the academic year 2024/2025 to provide additional capabilities and optimizations, particularly in terms of integration with the HEIIS system.

Finally, FEBT has continued to develop new regulations and initiatives, intended to positively affect the UPB study programme and facilitate its effective management. In this sense, in September 2024 FEBT introduced new *Regulations on studying and studying system on bachelor and master study programmes* and new *Regulations on graduation and master thesis on bachelor and master study programmes*. Additionally, as a part of effective UPB management, in the 2022-2024 period FEBT ([all available 📁 1.1.3](#)):

- developed and introduced a new *Regulation on the Student Internship programme* (September 2022)
- developed and introduced a new *Regulation on Student Internship Programme – Service-learning* (March 2023);
- appointed new Coordinator for *Student Internship Programme – Service-learning* (September 2023);
- developed and adopted new *Strategic Plan for Digitalization and Digital Transformation of the Faculty of Economics, Business and Tourism in Split by 2030* (September 2024);
- continued regular practice at the start of each semester of considering and, if accepted, implementing improvement changes and amendments in curriculum designs, modes of delivery and assessment methods on specific UPB courses (for the academic year 2022-2023 this was done in September 2022 and in February 2023, and for the academic year 2023-2024 in September 2023);



- reviewed UPB's offer of courses delivered in English for the academic year 2022/2023 (September of 2022), and adopted initial UPB's offer of courses delivered in English for the academic year 2023-2024 (March of 2023)
- created and publicly announced new *Instructions for writing graduation theses to UPB students* (September 2024)
- with the support of FEBT's Quality Assurance Committee, developed and introduced a new procedure for student evaluation of thesis administrative procedures and mentoring;
- with the support of FEBT's Quality Assurance Committee, continued regular practice of semester and annual evaluation of: 1) quality of UPB courses teaching methods and organisation (including Student Internship Programme and Student Internship Programme – Service-learning courses and courses delivered in English) and 2) quality of UPB content, delivery modes and supporting operations and resources.

Since the ILOs of the UPB are directly related to the ILOs of the courses that are being delivered within it, **course-specific assessment methods support the achievement of ILOs of the overall UPB**. The assessment methods used in courses are under the discrete choice of faculty who had gone through education on designing the assessment methods for achieving ILOs. Specialised professors in pedagogy held the education. Course instructors, when presenting topics and content, inform students in advance about the learning outcomes they will achieve by mastering a particular teaching unit and the methods for continuously assessing individual outcomes. Examples of how students are introduced to the learning outcomes that are achieved by mastering specific topics or content, as well as the methods for evaluating student achievements necessary to meet the learning outcomes of each study programme element, are available ([📁 2.3](#)).

In the design of the UPB, the emphasis was on **achieving the alignment between ILOs and the assessment methods used** for testing them. To assure that, the Matrix of constructive alignment was designed for each UPB course ([📁 2.2](#)). All courses have a defined process and method for assessing learning outcomes through curricula, which best fit the nature of a given course. In each course, a student's attainment of ILOs is **evaluated continuously** during the semester and the final grade is the sum of points/grades that the student achieves through different assessment methods. The final grade for the course, which takes into account all activities during the semester and confirms the acquisition of all intended learning outcomes of the course. This method of assessing learning outcomes aims to motivate students to work continuously during the semester. It also enhances the student's ability to master the material and achieve a better overall academic performance. The **assessment methods include** term project assignments, presentations, seminars, papers, quizzes, tests, mid-term tests, written and oral exams, work/practical assignments, homework assignments and self-evaluation activities that verify that the ILOs have been achieved.

The majority of the courses have a form of written and/or oral **exam**, through the design of open-ended, multiple-choice, or essay questions (examples of exams, project assignments, term papers, and presentations ([📁 2.3](#)). Each **course** has a **clear definition of the passing grade**, i.e., the percentage/points/grade required for passing the exam. If the student fails the exam, they can re-sit the exam. Students **can re-sit an exam four times** during exam periods in one academic year (February, June/July and August/September). Students who pass the exam but are not satisfied with a grade can retake the exam and file a complaint if they find the assessment not objective/adequate. All the procedures are given in the *Rulebook on Study Programmes and Studying*.

The UPB ends with a positively graded **final thesis**, the final student assignment required to complete the study programme. FEBT puts in much effort to ensure the final thesis is of **adequate quality and integrity**. Students choose their mentors between the end of November and mid-February in a two-cycle selection process through the FEBT internally developed information system - ISEF. **Mentors support and guide students in preparing their thesis continuously** throughout the writing period in **one-on-one consultations**. Instructions on writing and content are provided in the *Guidelines for student thesis writing*, available to all students in Moodle/Merlin.

Furthermore, FEBT, by engaging two professors specialised in methodology and scientific writing, has organised workshops for thesis writing since 2023 ([📁 2.3](#)). In addition, the University library organises **courses for preparing student assignments** and is at the disposal of any help. In conjunction with this,



a lot of effort is put into the **mechanisms to prevent potential plagiarism situations**. Thus, **anti-plagiarism software Turnitin** is acquired, and its usage is **required before the thesis submission**. It is also used for assessing other student papers within individual courses. FEBT's *Rulebook on Study Programmes and Studying* clearly defines the stance towards plagiarism and intellectual property violations, and also specifies other aspects of a student's code of conduct, such as ethical and social behaviour, in relation to duty breaches, failure to fulfil responsibilities, and behaviour toward colleagues and FEBT faculty. The procedure is conducted by the *Committee for Determining Student Disciplinary Responsibility* consisting of the Vice-Dean for Education and Student Affairs, two professors and two students, and involves a hearing and appeals procedure.

Chapter 3: Programme Delivery & Operations

Summary

Over the past three years, FEBT has taken a number of important steps and improvements in the implementation and operation of the UPB study programme. In the area of IT support for students, FEBT has switched to the online platform HEIIS, a complex information system that provides support and helps with standard management and administrative tasks. In terms of the attractiveness of the UPB programme to the target market, a record number of graduates have officially applied for the programme over a ten-year period in the last two years. Last year also set a record for the number of students enrolled in the UPB programme. Another important step was the adoption of the Digital Strategy 2030, a document that will guide all of FEBT's current and future digitalisation efforts, particularly in the pedagogical area of the UPB programme. In the area of personal development of UPB students, FEBT has institutionalised career counselling through the Centre for Career Development. Great efforts are being made to expand the range of extracurricular activities available to UPB students for their upskilling and career development through various approaches and levers, such as *SEI* activities and events, organised lectures and seminars/webinars, and hosting and/or accessing domestic and international events for personal development. In addition, FEBT has also focused on internationalisation and strengthening cooperation with the world of practise. The intensification of the cooperation with foreign partner institutions is reflected in increasing mobility figures. UPB faculty spend several months at renowned foreign institutions, young researchers earn their doctorate abroad and FEBT enters into new partnerships and networks, with all the positive effects that these developments have on the UPB programme and the students. Finally, FEBT's focus on signing new agreements and closer cooperation with prominent domestic as well as highly internationally oriented Croatian companies had positive effects by increasing the direct inflow of business practise into the programme.

Plans and actions for future development

- **Development of new programme in English:** To further open up to international students and gain international relevance, FEBT has initiated the process of developing and introducing a new UPB programme in English. The necessary steps in this direction have already been taken: an analysis of comparable programmes from six renowned foreign universities has been conducted as a benchmark for the initial structure of the programme courses and the proposed ECTS. The programme will be fully aligned with the EFMD standards and criteria and thus submitted for EFMD accreditation.
- **Expanding links with world of practice:** To expand connections with the world of practise, FEBT management plans to increase the list of prominent national and international companies with which memoranda of understanding or on cooperation agreements will be signed. This will increase the capacity to integrate high-quality guest lectures into UPB courses or extracurricular events. There will also be more opportunities for the organisation of student competitions to solve real cases, internships, events bringing together UPB students and potential employers, and the involvement of practitioners in the quality improvement and redesign of the programme.



- **Expanding links with academics:** FEBT management's commitment to expanding links with academics is reflected in ongoing efforts to expand the list of prominent international universities with which memoranda of understanding or agreements have been signed. These agreements include faculty exchanges through various mobility activities such as guest lectures, teaching, training or research visits.
- **Digital transformation:** The digital transformation in programme operations will include full online enrolment for studies. FEBT management will continue to work on enhancement of technological infrastructure and expanding the list of available software and other digital resources.

3.1. Student Recruitment

In the Republic of Croatia, enrolment in the first year of a public undergraduate study programme is carried out by the [Central Admissions Office - CAO](#), which conducts the SGE and compiles the ranking lists of applicants completely independently of the HEIs. As the CAO is solely responsible for the SGE, FEBT does not pass on or publish any information on this procedure. In April each year, as part of the [UniST's public call](#) for applications for enrolment in its undergraduate degree programmes, a public call for applications for enrolment in the UPB degree programme is also published. In this call, FEBT provides information about the online admission procedure at the CAO, announces the enrolment quotas and admission requirements for the UPB degree programme and provides information and guidelines for the enrolment procedure after graduation at FEBT. FEBT also publishes UniST's public announcement, including UPB-specific information, procedures, quotas and admission requirements on its own [website](#). In mid-July, immediately after the CAO announces the state final rankings and usually 5-10 days before the announced UPB enrolment dates, FEBT publishes [step-by-step instructions and information](#) on UPB enrolment itself. UPB enrolment is conducted by the Office of Registrar on specific dates in the last third of July via the HEIS platform.

The entry requirements for enrolment in the UPB study programme are: 1) completion of 4-year high school and 2) passing the following three courses of the SGE: Croatian language – level A, until the year 2022/2023, when the levels were abolished; English language – level B; and mathematics – level B. These requirements are determined by FEBT, taking into account the range of courses offered in the Croatian secondary school system and the desirable range of knowledge and skills of potential UPB candidates. Since UPB is a study programme offered mainly in Croatian and only in a few courses in English, and most potential candidates are recent high school graduates, FEBT does not apply criteria related to professional experience at home or abroad when classifying candidates.

In order to assess its current market position and the effectiveness and targeting of its marketing efforts and recruitment process, FEBT continuously analyses the entry profile of its student body (Table 8). After a declining year in 2022/2023, **interest in the UPB study programme has increased dramatically in the last two years**, reaching record numbers by a wide margin throughout the last decade (2014-2024). In this sense, the number of interested applicants has increased by 62% in the last three years (1100 vs. 677), especially among full-time candidates, and UPB as the first option for the state degree has increased by 26%. The number of students enrolled at UPB has increased by 5% (258 vs. 245). Regarding the quality of newly enrolled UPB students, there is also a positive trend in the average grade of high school (up 4%) and students coming from high schools, which are of higher quality in Croatia compared to other types of schools (up 36%).

Table 8 Entry profile of the UPB's student body

Academic year		2021/2022	2022/2023	2023/2024	2024/2025
Applicants for UPB*	Number of applicants	677	652	912	1100
	Full time	632	604	849	1020
	Part time	45	48	63	80
	UPB as a first choice	250	n/a**	242	314
Enrolled in 1 st	Enrolment numbers	245	204	230	258
	Full time	238	199	225	251
	Part time	7	5	5	7



year of UPB	Gender (% of women)	62.4%	63.4%	61.8%	61.2%
	Average grade – high school (enrolled)	3.72	n/a**	3.81	3.87
	# coming from gymnasium	102	n/a**	109	139
	# coming from other schools	152	n/a**	122	119
	% of UPB students outside Croatia***	3.29%	n/a**	11.7%	10.7%
UPB overall (all 3 years)	Number of students enrolled	810	790	821	858
	Number of female students enrolled	66.2%	63.8%	64.6%	62.0%

*Data were taken from CAO on 20.02.2025.

**Missing data due to the technical problem with CAO database and FEBT's access to those data.

*** Including foreign students with Croatian citizenship (dual citizenship)

Although the figures in Table 8 are very encouraging and show a clear upward trend, FEBT is always aiming at recruiting an even more desirable entry profile of the UPB student body. In this sense, the unfavourable demographic trends in the Republic of Croatia and surrounding countries are not doing FEBT and its UPB study programme any favours. According to the calculations of leading Croatian demographic experts (e.g. Akrap, 2025), in the last 10 years, the number of high school graduates in Croatia has decreased by 13-15%, and the Split-Dalmatia County region, as the main market for UPB high school graduates, follows these figures closely. The situation is even worse in the neighbouring countries where Croatian and very similar languages are spoken (e.g. Bosnia and Herzegovina), thus also in UPB's potential baccalaureate markets. Another worrying trend is the increase in the cost of housing and living in Split, caused by the rapid increase in tourism in Split and the Dalmatia region in the last 5-6 years. Split is the most expensive city to live in Croatia and is among the 15 most expensive cities in Southern and Eastern Europe, just behind cities such as Barcelona, Madrid, Rome and Prague (Numbeo, 2025). In view of these burdensome framework conditions, the proven significant increase in the attractiveness of the UPB and its enrolment figures over the last two years appears to be an even greater achievement of FEBT. Nevertheless, with its marketing efforts and general improvements in the design and delivery of the UPB study programme, FEBT is constantly striving to attract as many highly qualified high school graduates as possible from the existing pool. With this in mind, in addition to public appeals for enrolment and very positive word-of-mouth from former students, FEBT conducts numerous promotional activities to attract potential UPB students. These include FEBT's Open Days, UniST's Annual Presentation of Study Programmes and Faculties, promotional announcements (e.g. promotional articles in the newspaper/portal Slobodna Dalmacija, portal Srednja.hr, etc.) and documents published on FEBT's website, especially in a section dedicated to high school graduates/potential first-year students Enroll FEBT!, such as Why FEBT?, Ask about FEBT. In addition, FEBT publishes testimonials from successful alumni (FEBT YouTube channel - Testimonials of Alumni; Why FEBT?) and runs advertising campaigns on Instagram and Facebook (3.1). A podcast focusing on FEBT's study programmes is currently being developed by FEBT and is scheduled to be launched in spring 2025.

As previously noted, the UPB study programme has been issued permission by the MSEY and was institutionally accredited by the ASHE for the delivery of the programme solely in Croatian language and in-person mode. For this reason, there is no international student mix at UPB, apart from a certain number of foreign students who have chosen to study in Croatian (10.7-11.7% of all UPB students enrolled in the first academic years 2023/2024 and 2024/2025). However, with its continuous emphasis on the spectrum of internationalisation efforts (e.g. student mobility) and fostering the delivery of courses in English, FEBT seeks to **broaden UPB's target market as much as possible and internationalise the learning context at UPB**. In this sense, the delivery of the entire UPB study programme in English is FEBT's medium-term goal, with the ultimate aim of opening UPB to foreign students and thus significantly internationalising UPB's target market.

FEBT has been committed for years to increasing student (and faculty) mobility, particularly through the ERASMUS+ programme, creating an international learning experience for UPB students. FEBT and UPB as its flagship programme are **one of the leading providers of student mobility in the Republic of Croatia**. 30% of all incoming students to Split, the second largest city in Croatia, are FEBT students (Table



9). FEBT's website (subsection Programs and Mobility), together with FEBT's YouTube channel, is the main source for all documents, promotional materials and guidelines related to student mobility, with links to important websites, forms and documents. FEBT has also announced mobility calls and calls for expressions of interest for short-term intensive programmes on its website and Instagram page and organises ERASMUS+ Info Days two to three times a year (3.1). Additionally, the student can directly contact Mrs. Coppola, a FEBT's expert associate for international cooperation and coordinator for ERASMUS+ and CEEPUS programs, with their mobility related inquiries and questions.

Table 9 Student mobility and Croatian students enrolled in English taught courses at UPB

Student mobility and English taught courses					2021/2022	2022/2023	2023/2024				
FEBT incoming overall					131	151	169				
UPB incoming					78	81	83				
FEBT outgoing overall					85	91	92				
UPB outgoing					16	14	23				
Courses offered in English on FEBT					43	46	42				
Courses taught/delivered in English on FEBT					34	41	37				
Courses offered in English on UPB					15	17	17				
Courses delivered in English on UPB					14	15	15				
Students on English taught courses (domestic and incoming) – FEBT overall					212	225	234				
Cumulative attendance (enrolments) on all English taught courses on UPB					545	439	418				
UPB domestic/Croatian students					214	224	186				
UPB incoming					331	215	232				
Mobility structure of UPB students by country											
Country (rise/fall in number of students in the period)		Incoming 2018/2019-2020/2021		Incoming 2021/2022-2023/2024		Country (rise/fall in number of students in the period)		Outgoing 2018/2019-2020/2021		Outgoing 2021/2022-2023/2024	
France ↑		37	15.7%	56	23.1%	Portugal ↑		12	31.6%	15	28.3%
Portugal ↑		40	16.9%	42	17.4%	Spain ↑		2	5.3%	14	26.4%
Spain ↓		33	14.0%	31	12.8%	The Netherlands ↑		/	/	8	15.1%
Poland ↑		25	10.6%	29	12.0%	Italy ↑		4	10.5%	6	11.3%
Germany ↓		13	5.5%	11	4.5%	France ↑		1	2.6%	3	5.7%
Lithuania ↑		6	2.5%	11	4.5%	Poland ↑		1	2.6%	2	3.8%
Italy ↓		16	6.8%	10	4.1%	Czech Republic ↓		7	18.4%	2	3.8%
The Netherlands ↑		/	/	9	3.7%	Turkey ↑		/	/	1	1.9%
Turkey ↑		/	/	6	2.5%	USA ↑		/	/	1	1.9%
Austria ↑		2	0.8%	5	2.1%	Montenegro ↑		/	/	1	1.9%
Slovakia ↑		3	1.3%	5	2.1%	Austria ↓		4	10.5%	/	/
Belgium ↑		/	/	4	1.7%	Belgium ↓		2	5.3%	/	/
Finland ↑		/	/	4	1.7%	Estonia ↓		2	5.3%	/	/
Switzerland ↑		/	/	3	1.2%	Other		3	7.9%	/	/
Latvia ↓		7	3.0%	2	0.8%	Total		38	100%	53	100%
Slovenia ↓		6	2.5%	2	0.8%						
Azerbaijan ↓		6	2.5%	2	0.8%						
Greece ↑		/	/	2	0.8%						
Kazakhstan ↑		/	/	2	0.8%						
Serbia ↑		/	/	2	0.8%						
North Macedonia ↓		8	3.4%	1	0.4%						
Ireland ↓		6	2.5%	1	0.4%						
Other		28	11.8%	/	/						
Total		236	100%	242	100%						



In the last three years, the total number of first-year students at FEBT has increased by 29%, in the UPB programme by 6. The ratio of incoming students to local students at UPB is on average 1:10. The total number of outgoing students at FEBT has increased by 8%, while at UPB there has been a very significant increase of 53%. In terms of the structure of student mobility by country, the majority of UPB's mobility is with partner institutions from Western Europe. Most incoming students come from France, Portugal, Spain, Poland, Germany, Lithuania and Italy. Portugal, Spain and Italy are once again the most attractive destination countries for UPB students. In the last three years, the largest increase in incoming students has come from France and the largest increase in outgoing UPB students has come from Spain. Mobility with the Netherlands has particularly intensified in the last three years with 17 mobility students (incoming and outgoing), whereas there was no mobility with the Dutch partner institutions in the previous three years.

Incoming students can choose from a pool of more than 40 courses taught in English when they arrive at FEBT, of which about 15 courses are offered as part of the UPB study programme. In this sense, more than 10% of all UPB courses listed are offered in English (compulsory and elective). Taking into account the preference of domestic UPB students for elective courses, which results in a certain number of UPB elective courses not being offered in a given academic year, the proportion of courses offered in English to the total number of courses offered at UPB is close to 20%. Over the past three years, an average of 11 to 16 students have been enrolled in each English taught course at UPB, of which 49-61% are international students. Together with other aspects of internationalisation discussed later in this chapter, the fact that **UPB's domestic students interact with their counterparts from other countries in up to 20% of courses, with the class structure consisting on average of 45% domestic and 55% international students**, speaks to the existence of a significant international learning context at UPB.

Upon their enrolment in the UPB study programme, first-year students are offered relevant documents, guidelines and events to effectively and smoothly introduce them to UPB studies at FEBT and life in Split. On its website, FEBT has created a dedicated section just for students, where all important regulations, forms, instructions and general information about studying and living in Split can be found. First-year students can take a virtual tour of FEBT buildings and halls ([📁 3.1.](#)) and access the Freshmen Guide ([📁 3.1.](#)). A 31-page document contains all relevant information about FEBT and the means and methods of implementing the UPB programme, the assessment of ILOs and ILOs, as well as the information and instructions related to Student ID and account, the online learning platform Moodle/Merlin, student organisations, student rights, student restaurants, transport in Split, etc. In addition, on the Moodle/Merlin e-learning platform, there is a section dedicated to instructions and information for new UPB students, with orientation videos, instructions for the HEIIS platform, presentations by the University of Zagreb Computing Centre SRCE, information and announcements from the School and Adolescent Medicine Service and other relevant information([📁 3.1.](#)). On the first day of each academic year, FEBT organises an Opening ceremony for UPB students. The first-year students are welcomed by the Dean and FEBT management and introduced to the first-year professors and support staff and informed about all the opportunities offered during their studies at FEBT (SEI, student associations, SIP, SIP-SL, Erasmus+ opportunities, etc.). Similar to this event, FEBT also organises an Orientation Day for Freshmen, where new UPB students can get all the necessary information about their UPB studies. Finally, there are a number of videos on the FEBT YouTube channel to welcome new students, such as the short education Time management and communication skills, and instructions High-school pupil vs student and The basics of studying on FEBT ([📁 3.1.](#)).

Incoming students can find all the necessary information about their arrival, their stay in Split and their studies at FEBT on the FEBT website (e.g. section *Programs and Mobility/Student Exchange Opportunities/Study at FEBT as a visiting student*). One month before their arrival in Split, FEBT's expert associate for international cooperation sends each incoming student a 10-page document entitled Important incoming notes ([📁 3.1.](#)), which contains all the important information for a smooth introduction to studying and living in Split. In addition, a welcome event for incoming students is organised at the beginning of each semester by FEBT, UniST's Office for International Cooperation and the Erasmus Student Network Split (ESN Split). During the introductory events, information about all extracurricular events in English at FEBT and UniST is distributed to incoming UPB students.



3.2. Pedagogy

To transform young talents into capable business professionals prepared for the global business world, UPB seeks to achieve an **optimal balance between academic and practise-oriented perspectives** in its programme structure and in each course. To achieve this balance and provide students with a comprehensive experience of value-added education to support the achievement of UPB's programme objectives, the teaching and learning approach is characterised by **deployment of a range of different teaching and learning methods** (Table 10).

Almost all courses have one part being delivered as traditional ex-cathedra lectures. These lectures are complemented by the practical part of the course, which is taught through exercises and out-of-class student practical assignments (usually projects). In the vast majority of UPB courses, the teaching hours are equally divided between lectures and exercises, which together account for 29-35% of the students' total workload. While lectures focus more on theoretical background and practical examples on a specific topic, including interactive discussions, presentations and critical reflections by students on the specific topic or concept, exercises are focused on practical assignments, case study analyses, video materials, student teamwork, IT lab/software use tasks, role-playing, etc. In many courses, students have academic papers that are part of its core or supplementary reading, discuss and reflect on short domestic and international case studies and business vignettes, work in teams on problem-solving assignments and student projects, play a role in in-class assignments, solve self-evaluation quizzes, etc. (examples of courses materials [3.2](#)).

All UPB curricula are developed in the same form as defined by the UniST. In addition, **FEBT has established guidelines for the definition of learning outcomes, the structure of the curriculum, and the range of possible and desirable teaching and assessment methods**. All curricula are publicly available in Croatian and English on FEBT website. They include the course objectives, enrolment requirements and competences, one general and four to seven specific learning outcomes, weekly lesson content, applied teaching and assessment methods, student responsibilities, a list of required and optional literature, and applied quality assurance methods.

Courses' learning materials have a strong emphasis on practical and international perspectives. They include contemporary literature (preferably and predominantly textbooks up to 5 years old), supplemented by faculty PowerPoint presentations (handouts), practical examples and assignments, additional reading in the form of academic and professional articles, and empirical contributions such as short case studies, business vignettes, video materials, etc. (examples of course materials [3.2](#)).

Apart from the **textbooks available in the FEBT Library, most learning materials are uploaded in the form of Adobe PDF and MS Office documents on the individual course pages** on the e-learning platform Moodle/Merlin and are accessible via internet resources. If required, the learning materials are made available to students in the FEBT photocopy shop. To provide international learning materials and literature, **FEBT Library enables students with free access to all important databases** such as Web of Science, SCOPUS, JSTOR Business, Springer, Wiley, Cambridge Journals, Oxford journals, ProQuest - ABI/INFORM Complete, Directory of Open Access Journals as well as direct access to around 150 academic journals and specialised magazines. In addition, the National and University Library in Zagreb provides access to all HEIs in the Republic of Croatia access to more than 8,000 journals in the field of social sciences and multidisciplinary field on the Portal of Electronic Resources for the Croatian Academic and Scientific Community ([3.2](#)). These resources can be accessed by UPB students from FEBT's network and Library premises.

Table 10 Dominant teaching and learning methods and digital technology in UPB

Teaching and learning methods (listed in descending order according to the frequency of use)	Student-centered teaching and learning methods
1) Lectures (using PowerPoint presentations and handouts)	<i>Student project papers – project based learning, active learning</i>
2) Additional reading, presentations and critical reflections (seminars, interactive discussions, role-playing, flipped classrooms, forums,...)	<i>Practical assignments – problem based learning</i>



3) Individual practical assignments	<i>Case studies analysis</i>
4) Case studies	<i>Students' teamwork and collaboration</i>
5) Self-evaluation quizzes (usually via Moodle/Merlin learning platform)	<i>Writing and presenting seminar papers and final thesis (learner developing content, discovery learning)</i>
6) Student projects and practical teamwork	<i>Discussions/critical reflections</i>
7) Multimedia/Video materials	<i>Flipped classrooms</i>
8) Use of specialised software	<i>Self-evaluation quizzes</i>
9) Simulations	<i>Role playing</i>
10) Guest lectures	<i>Simulations</i>
Digital technology in delivery and operations	
Software and applications in programme delivery: <i>Microsoft PowerPoint, Microsoft Excel, Microsoft Project, Microsoft Navision, Microsoft Web Expression Studio, SPSS, Statistica, Matlab, Excel Solver, Aris Express, Synesis, Google Analytics, Sketch Engine, Kahoot, Quizlet, generative AI tools (e.g. ChatGPT, PerplexityPRO), Turnitin, Microsoft Teams, Zoom, WhatsApp groups, Adobe Acrobat</i>	
Platforms: <i>Moodle LMS, Merlin e-learning platform, HEIS on line platform (Information System of Higher Education Institutions)</i>	
Databases: <i>Web of Science, Scopus, Science Direct, Emerald e-Journals Premier, JSTOR Business, Springer, Wiley, Cambridge Journals, Oxford journals, Orbis, InfoBiz, etc.</i>	

FEBT, especially in the UPB programme, **strongly emphasises student-centred learning**. In this sense, student-centred teaching and learning methods (Table 10) are used throughout the programme, especially in the **2nd and 3rd year of the programme**, where courses are more specialised and practise-oriented and class groups are smaller, allowing for more effective implementation of student-centred learning. Compared to e.g. Mathematics, Fundamentals of Accounting, or Principles of Economics in the 1st year, more specialised courses such as Marketing, Market Research, Enterprise Organisation, Business Planning, Family Business, Stock Exchanges and Securities, etc. use significantly more student-centred teaching and learning methods, especially **teamwork and student collaboration, student projects and case study analysis**. Similarly, **practical assignments, role playing and simulations focused on problem-solving learning, as well as field trips and guest lectures**, usually involving members of the FEBT Alumni Association, are also included in the 2nd and 3rd years of the programme. On the other hand, **self-evaluation quizzes, discussions, critical reflections, writing and presenting seminar papers** are widely used in all years of the programme thus providing learners developing content and discovery learning. Students are regularly asked to discuss key theoretical concepts and business situations amongst themselves, facilitated by teachers where appropriate, while teachers use quizzes to allow students to continually test their knowledge. Case studies, on which the faculty relies heavily as a teaching and learning method, have proven to be a very useful tool for student-centred learning, as they stimulate students' discussion, **develop their critical thinking skills, and offer solutions** applicable in real business situations (e.g. Business Information System, Management, Strategic Analysis). Student teamwork and collaboration, whether in-class assignments where UPB students form a short-term team to complete specific group assignments or out-of-class project assignments where students form a team to complete a specific course-related project that can last from two weeks to an entire semester and focus on theoretical or more often practical research, provides students with **project and problem-based, active and discovery learning**. As part of these assignments, UPB students must link key theoretical contributions to real-world business situations and contexts in order to make informed business decisions, and they must reflect, usually in the form of a written or oral report, on the accuracy of their decisions (e.g. Consumer behaviour, Product Management, Enterprise Organisation). In this way, students' teamwork, communication, collaboration, **individual and group decision-making, planning, organisation, and presentation skills**, are developed and encouraged. While carrying out the above learning activities, students receive immediate feedback from their peers. They are challenged to **self-organisation, self-control, self-reflection and social awareness, which leads to social-emotional learning** as a pillar of student-centred learning (examples of courses materials [📁 3.2.](#)).



In order to raise the overall quality level of study programmes and make it easier for teachers to keep up with current trends in HE in terms of course delivery, such as student-centred learning, **FEBT provides financial support and offers a range of options for pedagogical training and upskilling**. FEBT provides each faculty member with a certain amount of money each year that he/she can use for his/her academic activities, such as attending conferences, or for his/her professional development. In recent years, in addition to other **seminars, webinars and workshops** offered, faculty members have had the opportunity to participate in professional training, such as: Improving Teaching Competences for Higher Education Teachers (part of ESF founded project Excellence and Efficiency in Higher Education in the Field of Economics - E4), Pedagogical Course for Distance Learning Program Local Instructors (in cooperation with CERGE-EI Foundation), English as a Medium of Instructions (in cooperation with the University of Bretagne), Integration of AI Tools in the Curriculum and Student Learning (in cooperation with CLADEA association) and Digital, Green and Entrepreneurship Upskilling Programme (in cooperation with University Digital Hub), and workshops such as ASHE Workshop on Active Learning, EFMD workshop EFMD GN Workshop, oriented on programme internationalisation and ILOs, and Innovativeness in Classroom by Implementing Pedagogical Approach Flipped Classrooms workshop. FEBT also organises Merlin and HEIIS related workshops for its faculty and e-mails them step-by-step guidelines. Additionally, FEBT disseminates to its faculty, mainly via Merlin platform in Zbornica (eng. Assembly Hall) and via e-mail, all available information on professional training and pedagogy and teaching methods-related events, opportunities and invitations. These training opportunities are primarily organised by other institutions related to FEBT, such as education and training at the University level, webinars organised by the University of Zagreb Computing Centre SRCE, etc.

As a part of FEBT's **Digital Strategy 2030**, special attention is given to the integration of digital tools into programme delivery and operations. In this sense, the **HEIIS online platform** is being used for courses and exams administration, and for tracking students' overall progress and status. The entire teaching process is supported by the **e-learning platform Merlin** (previously Moodle platform). Merlin platform is integrated with the HEIIS platform and enables more flexible and interactive learning for students. By using personal e-account assigned to them by the FEBT IT department, on Merlin students can easily access each course's page with course-related information, learning materials, assignments and self-evaluation quizzes, assessments, important announcements and news, and generally interact with faculty if they have any questions or unresolved issues. Finally, **a range of software and applications is being used in delivering courses and assessing ILOs' achievements**, such as *Synesis* for accounting-related courses, *SPSS* and *Statistica* for statistics-related courses or *Microsoft Project* for *Business Planning* course. Software and applications such as *Microsoft PowerPoint*, *Excel*, *Kahoot*, *Microsoft Teams*, *Zoom*, *ChatGPT*, *Perplexity*, *WhatsApp* are used in number of courses. By encouraging the use of digital technology in programme delivery, FEBT strives to prepare faculty to be technologically up-to-date with their students and to implement modern teaching and learning methods, which are heavily supported by information technology. In this way, FEBT is also assuring that their **UPB graduates are well prepared to effectively function in the digital technology powered contemporary business environment**, thus contributing to the accomplishment of overall UPB programme objectives.

FEBT continuously works at improving its study programmes and teaching experience for its students, and UPB and its students are no exception. FEBT management makes and updates several decisions and guidelines for UPB faculty to ensure that the teaching process takes place on a standardised and high-quality level, with the use of effective teaching and learning methods. These include decisions on minimum weekly consulting hours, students' e-mail/Merlin message response time, students' work assessments response time, guidelines on course curriculum' necessary elements, its design and desirable teaching and assessment methods, guidelines, important dates and deadlines on mentoring UPB students, etc. (3.2). **FEBT introduces improvements to its programme design and delivery** through course curriculum adjustments at the beginning of each semester, **based on feedback received from the stakeholders**, primarily students via student evaluations and student representatives in FEBT's councils and committees, and feedback from external and internal quality assurance evaluations.

To monitor and improve the overall quality of the programme, **FEBT regularly conducts student evaluations of different aspects of programme delivery** (Table 11). Some of the assessments are being conducted in cooperation with the Quality Centre of the UniST, such as *Survey on Performance of administrative and professional services*, and *the quality of other aspects of student life*, surveyed mainly



of UniST as a whole, and only partially on the FEBT level. Throughout each academic year, students evaluate, in respective surveys, the quality of each UPB course teaching methods and the overall organisation of the course, the quality of application procedure and mentoring of the final thesis, SIP and SIP-SL. Students also evaluate the overall quality of programme. In addition, FEBT regularly surveys its alumni, focusing on their current career status, employment, and their experience with and perceived usefulness of FEBT's study programmes they have completed (including UPB), particularly about their professional development, whereas in 2023/2024 *UPB Academic Chair* has started conducting a separate survey on current UPB students regarding their satisfaction with various aspects of the programme. Obtained results and qualitative feedback expressed in comments sections (UPB students) and in provided answers (Alumni) are then analysed and discussed at the level of FEBT's QAC. If necessary, FEBT management, based on conducted analysis and conclusions made by FEBT's QAC, has constructive conversations with individual professors to improve their teaching approach and methods. Produced reports, together with QAC's conclusions and recommendations for improvements, are subsequently forwarded to the FC in narrow assembly for further discussion and adoption. (Student evaluations; Alumni survey, *Academic Chair* survey; QAC meetings' documentation and minutes; FC meetings' minutes [3.2](#)).

Table 11 Results of students' assessments (annual average)

Type of student assessment		Frequency	2021/2022	2022/2023	2023/2024
UPB course teaching methods and organisation (for each UPB course)	Croatian	semestral	4.7	4.8	4.6
	English	semestral	4.6	4.6	4.5
Quality of Student Internship Programme		semestral	4.7	4.6	4.7
Quality of Student Internship Programme – Service Learning Programme		semestral	3.9	3.9	4.2
Application process and the quality of mentorship of the final thesis (upon graduation)		upon graduation	n/a**	4.7	4.6
Performance of administrative and professional services (FEBT level), and quality of other aspects of student life (UniST level)		annual	3.9	3.2	3.6
Quality of UPB programme overall		upon graduation	4.2	n/a***	4.4

*Scale 1-5; where 1 – unsatisfactory, 5 – excellent

** Assessment started in the year 2022/2023.

*** Assessment not conducted due to the technical error.

In general, the quality of programme courses' delivery is at a **very high level (4.5-4.8)**. When it comes to the overall process of final thesis writing and the quality of *SIP*, students are also highly satisfied. *SIP – SL* is also on a high level and records a rising trend, whereas FEBT's administrative and support services and the quality of student life at the University level (University library, restaurants, dorms, etc.) have room for improvement. The overall quality of programme, including administrative processes and supporting services aspects, evaluated by the students upon their graduation, is on a high to a **very high level (4.2-4.4)**, thus additionally confirming very positive results for programme, obtained from conducted separate surveys. Results presented in Table 11, are the **continuation of a long-term trend of high to very high levels of UPB students' satisfaction with the UPB programme**.

3.3. Personal Development of Students

FEBT pays a lot of attention to providing adequate support to its students regarding the quality of studying and developing learning skills, both within the study programmes design and through its offer of supporting services and extracurricular activities aimed at the personal development of students. **UPB programme design**, in accordance with its overall objectives, horizontal ILOs and general ILOs **strongly emphasises the development of a balanced portfolio of skills that students need to be competitive in the global marketplace**. In UPB, introductory courses are designed to familiarize its students with basic business and economics concepts (the holistic aspect), whereas six concentrations lead to more specific and in-depth knowledge of specific areas of business (the functional aspects). These aspects and areas are horizontally connected with horizontal skills such as 1) explicit argumentation and presentation of attitudes, ideas,



problems and solutions, 2) analysing business problems by applying quantitative methods and ICT, 3) developing communication and cooperation skills in culturally different business environments and 4) solving business problems by respecting ERS principles. Five compulsory courses related to quantitative methods (e.g. *Mathematics, Statistics, Quantitative Methods in Management*) equip students with the required **quantitative analytical skills** necessary to draw conclusions based on a rigorous and analytical approaches. Compulsory *Information Technology* course develops the ICT skills in future graduates necessary for working in the digital environment, whereas IT-specific courses (compulsory and elective, e.g. *Business Information Systems, ERP Systems*) in 3rd year of the programme provide them with advanced **ICT knowledge and skills**. Three compulsory and three elective *Business English* courses equip students to **effectively communicate in an international context and culturally different business environments**. Other elective courses such as *Business Communication, E-Business, Business German* and *Business Italian* language provide additional sources for developing UPB's horizontal skills.

Within UPB programme design and courses' content, special attention is also given to **enhancing students' teamwork effectiveness, creative and critical thinking, planning and problem-solving skills, project management skills, and to understanding and dealing with ERS-related challenges and issues**. Compulsory course *Workshop I*, with its content focused on the nominal group technique, brainstorming method, and world café method, followed by compulsory course *Workshop II*, with its content related to project management methodology essentials, quality circle technique, cost-benefit analysis and benchmarking, aim at developing above listed horizontal skills, which they can effectively use in their upcoming, more concentration-related courses and student obligations. ERS-related topics and dilemmas are discussed many courses, from lectures dedicated to sustainability and social responsibility issues (e.g. *Principles of Economics, Croatian Economy, Management*), to lectures, topics, case studies and video material dedicated to ethics, ethical dilemmas and ethical/unethical behaviour (e.g. *Management, Accounting, E-Business, Entrepreneurship, Enterprise Organisation*) – for more details see subchapter 3.6. Additionally, with teaching and learning methods applied on the level of specific courses, UPB strives to install student **individual and team project work as an integral part of achieving ILOs, as well as to put a strong emphasis on practical and international perspectives** in courses. In this way, delivery modes also significantly contribute to the development of specific aspects of above listed horizontal skills. Namely, student project papers, performed individually or as a team effort, are among the leading modes of student-centred learning in UPB (see Table 10). Furthermore, within specific courses (e.g. *Croatian Economy, Enterprise Organisation*) students are required to perform other learning activities that are project-oriented in their nature, such as practical assignments and preparing and presenting seminars. It demands the use of project management skills to perform short-term project work lasting several days or weeks (examples of course materials [3.2](#)). Finally, UPB strongly emphasises the **importance of practical project work, work-based learning**, and awareness of and dealing with ERS-related challenges through its **elective SIP and SIP – SL courses**. These courses require students to spend 176 working hours in a company (SIP) or 125 working hours in an NGO/CSO (SIP - SL), performing scheduled business tasks and activities under the mentorship of the assigned employee, and afterward writing short reports. A mentor from the host institution confirms the completion of the internship with a signature, and a mentor from the UPB faculty cohort evaluates the report by assigned.

Table 12 *Implementation of UPB's SIP*

Student Internship		2021/2022	2022/2023	2023/2024	2024/2025
Number of students enrolled		53	34	35	53
Number of UPB faculty mentors assigned		24	20	23	30
Number of chosen companies employers		36	25	23	36
Examples					
<i>Company</i>	<i>Internship area</i>	<i>Internship description</i>			<i>UPB Concentration</i>
AD Plastik PLC	Accounting	<ul style="list-style-type: none"> ○ Bookkeeping of Invoice Received and Invoice Issued ○ VAT calculation ○ Bookkeeping of giro account transactions ○ Records of fixed assets ○ Records of projects ○ Account balance of customers and suppliers; 			Accounting



		<ul style="list-style-type: none"> Salaries accounting Travel order settlement 	
OTP bank PLC	HRM	<ul style="list-style-type: none"> Education process (preparation, implementation and monitoring of the annual education plan) Learning process and knowledge transfer methods Development and implementation of the education program (case study) Monitoring the success of the education program Selection process 	Management
Deltron Ltd.	Supply and sales	<ul style="list-style-type: none"> Web survey of supply market Communication with potential suppliers via e-mail and telephone Business negotiation Records of supply Orders and sales activities 	Management Marketing

Table 13 Implementation of UPB's SIP-SL

Student Internship – Service Learning		2021/2022	2022/2023	2023/2024	2024/2025
Number of students enrolled		22	21	14	13
Number of UPB faculty mentors assigned		20	8	8	8
Number of chosen NGOs/CSOs		16	8	8	8
Examples					
NGO/CSO	Internship area	Internship description			UPB Concentration
Naša Dica, DYXY, and HDOI	Marketing	<ul style="list-style-type: none"> Designing a crowdfunding campaign. Creating a promotional activity plan with a focus on both offline and online communication channels, as well as other forms of communication activities. 			Marketing
Dalmatinski potrošač	Consumer protection	<ul style="list-style-type: none"> Students were actively engaged in consumer protection committees. Students organised lectures on e-commerce security and cybercrime. 			Management
Trogir Carniv Association 'Rašpin Jute'	Education	<ul style="list-style-type: none"> Students, in collaboration with schools, promoted the game "Trlja," which symbolizes and reflects the link between artistic and the ordinary — two characteristics that have always attracted people to live and skilled masters to create in Trogir. 			Marketing Management

Both internship programmes aimed at developing horizontal skills of applying general concepts to practical situations, contributing to the community, respecting ERS principles, and being aware of a broader context, receive highly positive feedback from students, as evidenced by student evaluations (see Table 11) and interest in enrolling to these courses (Table 12 and Table 13). The same can be said also for companies and NGOs/CSOs, which are more than willing to participate in respectable numbers in these internship programmes (examples of course materials [3.2](#)).

When it comes to **extracurricular opportunities for the personal development of students**, FEBT is dedicated to the **constant expansion of this offer** through different approaches and levers, such as *SEI*'s activities and events, organised lectures and seminars/webinars and hosting and/or providing access to personal development-related domestic and international events (data on the offer extracurricular activities [3.3](#)). Examples of FEBT's offer of extracurricular activities available to UPB students are presented in Table 14.

Table 14 FEBT's offer of extracurricular activities available to UPB students 2022-2025

Student Entrepreneurship Incubator at FEBT
<ul style="list-style-type: none"> Promotes youth entrepreneurship and strives to increase the success of their business ventures. Offers counselling, educations and mentorship to students and youth in the realization of their entrepreneurship ventures.



<ul style="list-style-type: none"> Organised or co-organised up to 100 upskilling events in a previous three-year period. These events cover areas of personal development and business and entrepreneurship skills and specific topics in digitalization, management, marketing, project management, finance and innovation. 	
'From a scientific point of view' and 'Connecting with business practice' lecture series (both ongoing from 2021)*	
<ul style="list-style-type: none"> Overall more than 70 lectures held in the period 3/2022-2/2025; out of which 23 were international (delivered by foreign lecturers). Notable lectures: <ul style="list-style-type: none"> Lectures by prof. Eric Maskin and prof. Alvin Roth, Nobel Laureates, held at the international conference organised by FEBT (with participation from UPB students); <i>Humour in Marketing & Digital Applications</i> (prof. H.J. Yoon, University of Georgia, USA); <i>Academic writing & theory development</i> (Mrs. Selma Kadić-Majlagić, PhD, Copenhagen Business School); Lecture on geopolitics and its consequences on economy by Mr. Zoran Milanović, President of the Republic of Croatia; <i>Leadership Challenges on the Path to Excellence</i> (Mr. Adrian Ježina, CEO, Telemach Croatia Ltd.); <i>IT projects planning – A practical perspective</i> (Mr. Mirko Katić, project manager, VALCON, Ltd.); <i>Employee engagement in multicultural working environment</i>, Mrs. Sonja Čuljak, HR manager, Emovis Croatia Ltd. 	Att. of UPB students: 10-100, course dependent
Learning Programmes available for UPB students	
<ul style="list-style-type: none"> <i>FEBT's International Summer School</i>: 5-8 modules held annually, up to 62 lecturers participated annually 	Combined annual att. of UPB students: 7-62
<ul style="list-style-type: none"> <i>CERGE-EI Distance Learning Programme</i>: 2-6 modules held annually, up to 12 lecturers participated annually 	
<ul style="list-style-type: none"> <i>Blended Intensive Programme (BIP)</i>: started 2022/2023, 1-2 modules held annually 	
<ul style="list-style-type: none"> <i>Student Business Academy</i> (runs annually) 	Overall annual att. (including UPB students): appx 20-30
<ul style="list-style-type: none"> <i>Coursera for Campus programme</i> (free access for FEBT students) 	No data
Practical/professional seminars, webinars, workshops, etc., available for UPB students	
<ul style="list-style-type: none"> <i>How to Write Graduation Thesis?</i> - students-oriented annual workshop 	Annual att.: 105-112, mainly UPB students
<ul style="list-style-type: none"> Educations within <i>Smart Youth Education Project 2022 & 2023</i> – 16 lectures 	Overall att. (including UPB students): 350
<ul style="list-style-type: none"> Educations within <i>AktivniST Project 2022</i> – 23 lectures 	Overall att.: 431 UPB students att.: 400
<ul style="list-style-type: none"> <i>Greenpreneur – Student Entrepreneurship Academy 2024</i> - 16 lectures 	Overall att.: 87 UPB students att.: 22
<ul style="list-style-type: none"> <i>University Green Digital Hub - upskilling program 2023/24</i> – 6 modules 	Overall att.: 70 UPB students att.: 29 (+ 100 online)
<ul style="list-style-type: none"> Workshop <i>Doubts about buying or renting real estate - a step in the prevention of over-indebtedness among young people</i> (2022) 	No data
<ul style="list-style-type: none"> Workshop <i>Diamond Lab Split</i> (2023) 	No data
<ul style="list-style-type: none"> Webinar <i>State-of-the-art in European cultural tourism policies and practices</i> (2022) 	No data
<ul style="list-style-type: none"> Webinar <i>Financial academy</i> (2022) 	No data
<ul style="list-style-type: none"> Education <i>Finance in Sports</i> (2024) 	No data
Practical events and conferences available for UPB students	



o <i>FEBT's International Conference Challenges of Europe</i>	Certain number of UPB students participated
o <i>Global Entrepreneurship Week 2022 – 4 lectures</i>	Overall att. (including UPB students): 100
o <i>Smart City Challenge hackaton 2022</i>	Overall att.: 34 UPB students att.: appx 20-30
o <i>Hack4Split Hackathon 2022 - 2024</i>	Annual overall att.: 33-45 Annual UPB students att.: appx 20-40
o <i>BlockSplit 2022 & 2024 – international Web3 conference</i>	Annual UPB students att.: appx 30
o <i>Split Tech City Festival 2022 & 2023 – festival of technology and entrepreneurship</i>	Annual UPB students att.: 10
o <i>Locals' n' Nomads 2022 & 2023 – international meetup</i>	Overall att. (per event): appx 30-50 UPB students att. (per event): appx 10-15
o <i>Startup meetup #1 - #6</i>	Overall att. (per event): appx 20-30 UPB students att. (per event): appx 10-15
o Most notable panels: o <i>Woman as leaders</i> (2023) o <i>Tourism that we want – Tourism in Split in 2030</i> (2022) o <i>Are there working hours for creativity?</i> (2024)	No data No data No data
Projects whose activities are/were available for UPB students' engagement	
o <i>University Digital Green HUB</i> (2022-2023) - Erasmus+ project, o <i>Capacity2Transform</i> (2023-2026) - Interreg project, o <i>Students as maritime innovators</i> (2022) – project in cooperation with Splitsko-dalmatinska County project o <i>AktivniST</i> (2022) – project in cooperation with Government office for demography and youth o <i>Smart Youth</i> (2022-2023) – project in cooperation with European solidarity forces	
Student competitions and internships available for UPB students	
o <i>Global STUp! 2022-2024</i> - international start up competition	Annual overall att.: > 100 Annual UPB students att.: 26-37
o <i>International Business Simulation Challenge</i> – international student competition sponsored by CLADEA	2 teams with 6 FEBT students
o <i>Business case student competitions:</i> Viator Ltd, Tommy Ltd, Optika Anda Ltd, Deltron Ltd	No data
European Documentation Centre network	
o Presentations and lectures on the topics of the EU, internationalisation, and international relations aimed at FEBT students' (including UPB students) enhancement of a cross-cultural and international mind-set.	

* NOTE: 'From a scientific point of view' and 'Connecting with business practice' lecture series apart from being delivered on UPB courses, are often offered for listening to other FEBT students, making them curricular and also extracurricular context. Additionally, some of the lectures are extracurricular in their nature as they are not courses bonded, such as lecture being delivered by Nobel laureates or the President of the Republic of Croatia, but students can freely attend those lectures.

In order to develop the **skills of academic writing in students**, in the spring of each academic year FEBT regularly organises UPB students-oriented workshop: *How to write graduation thesis?*, whereas Mrs. Selma Kadić-Majlagić from Copenhagen Business School has delivered a lecture on academic writing and theory development. From 2023, this workshop is held by FEBT faculty. Guest lectures within 'From a scientific point of view' and 'Connecting with business practice' lecture series provide UPB students with practical and international insights on specific contemporary business topics and issues. Students who have entrepreneurial preferences and ideas are free to join the SEI at FEBT and undertake a series of lectures and seminars within SBA that are aimed at developing key **skills necessary for managing an entrepreneurial venture** (i.e., creation of a business model, designing marketing and financial plan, etc.). In addition, in cooperation with SEI, FEBT organises a series of workshops, seminars and webinars aimed at **developing advanced business and entrepreneurial skills of students** (founding an entrepreneurial



venture, scaling up a start-up business, financing an entrepreneurial venture, etc.). Practical events and events which FEBT organises, co-organised or hosts, as well as project and project activities that FEBT runs, are additional opportunities for UPB students to further upgrade their knowledge and skills. LLPs such as *FEBT International Summer School* and *CERGE- EI DLP* are another option for students to gain knowledge and skills that can boost their professional development. Finally, UPB students can participate in student competitions such as *Global STup! international student competition or domestic student business case competitions* resulting from the cooperation of FEBT with the leading Croatian companies (e.g. Tommy Ltd, Optika Anda Ltd, Deltron Ltd).

On the level of **each programme course, teachers monitor and evaluate students' progress** in class and out-of-class activities, predominantly on a weekly basis (practical assignments, teamwork, students' projects, quizzes, etc.), and provide feedback to students. Students can also use two obligatory weekly consultation hours per teacher to come to faculty's office and discuss their course-related results and progress, as well as to discuss their study or career-related future efforts and activities. Discussing the selection of the most suitable elective courses, available upskilling opportunities or potential topics for the final thesis, as well as arranging the writing of a joint scientific paper, and seeking job recommendations or advice on applying for a job, are some of the most frequent discussions between student and teacher in consultation hours. When writing student papers and especially preparing a final thesis, **students are mentored by faculty**. If the faculty is a mentor to the UPB student in the preparation of the final thesis, then the above-described discussions and the support of the teacher during consultations are greatly amplified. Students' progress throughout study is being monitored on individual basis in the Office of the Registrar in the form of a personal file with personal information and data related to enrolled courses, the number of times students have sat every course exam, list of courses being passed, number of earned ECTS, the average grade of study, requests being made by students, formal decisions related to student's status and study progress, etc. (example of student personal file – Office of the Registrar [3.4](#)).

In order to provide **counselling services** to its students, FEBT has established *Centre for Career Development*, whose activities are coordinated and supported by the *Committee for Career Development*. Even though Centre was established by FEBT a few years ago, MSEY recently approved a job position for the Centre, and thus recruitment and selection process for the position is currently underway. Therefore, the functioning and the activities of FEBT's *Committee for Career Development* were especially important in recent periods, as this Committee informally took over one part of the Centre's activities. In this sense, Committee co-organised annual events of *Student Internship Day* and *Meet Your Employer*, organised a certain number of guest lectures such as *How to be Successful on Job Interview: Do's and Don'ts*, and conducted annual surveys among graduated UPB and graduate (GPB) students, focused on their career path and status, current employment and on their reflections on the quality of study programme which they have graduated on FEBT and its usefulness for the development of their careers.

FEBT students have at their disposal a range of other support services. IT department, specifically IT consultant Mr. Velimir Skroza is available to students for their **IT-related inquiries and issues**, whereas in FEBT Library, while working in the IT section with computers, students can ask for assistance from Library staff, consisting of FEBT employees and FEBT students. Furthermore, through the concept of teaching assistants, whose purpose is to put additional focus on students and student-centred learning by providing counselling and helping students attain learning outcomes from different (students') perspectives, **additional IT support is offered**. Namely, the majority of teaching assistants, hired annually from the cohort of FEBT's most successful students through announced student job competition, are engaged in assisting in teaching activities in courses that heavily rely on IT and software usage, such as *Information technology* or *Statistical analysis* courses. **Students aiming to experience international student mobility can receive all necessary counselling and support** in the *Centre for International Cooperation and Research Support*, whereas *FEBT Alumni Association* is always open to receiving new members and offers students **practical support and connectivity with the world of practice**. Respecting the specific **needs of students with disabilities**, ten years ago FEBT appointed a *Commissioner for Students with Disabilities*, who works closely with the *University's Centre for Students with Disabilities*. With the increasing numbers of students who need a personalised approach due to various difficulties (15 students in 2022/23, 19 students in 2023/24, and 23 students in 2024/25), especially physical disabilities and anxiety and stress, the Commissioner encourages them and informs faculty and staff, about their specific needs, as the first point of contact. While the infrastructure is fully accessible to students with mobility impairments (lifts,



ramps), the **teaching and assessment process is adapted to the needs of specific disabled students** as agreed between the Commissioner, Vice-Dean for Education and Student Affairs, faculty and student him/herself.

At FEBT **students and employees are expected to behave in an honest, respective and inclusive way**, as prescribed by FEBT's *Ethics Code, Rulebook on Study Programmes and Studying and House Rules*. To support such behaviour, **FEBT has institutionalised the following committees**: *Ethics Committee; Committee for Determining Student Disciplinary Responsibility; Committee for Protection against Discrimination, Harassment and Sexual Harassment; Committee for Student Petitions and Appeals; and Committee for Establishing Facts in Disciplinary Proceedings for Serious and Particularly Serious Violations of Work Obligations*. Students' representatives are members in all (see Table 1) but one of the listed committees –(not included in *Committee for Establishing Facts in Disciplinary Proceedings for Serious and Particularly Serious Violations of Work* due to data confidentiality and focus on employee behaviour). For all committees, the exact procedure for dealing with cases of discrimination, harassment and sexual harassment, as well as breaching ethical and disciplinary responsibility, from initial complaint or report to final decision and consequent actions, is put in place by FEBT.). *Student Attorney*, appointed on a yearly basis by FEBT's Student Choir, is additional support to students regarding the breaches of their rights and discussions and procedures with competent authorities of FEBT.

All previously described support services are also available to FEBT's incoming students. Additionally, in the offices and centres of the UniST, students and incoming students can request and receive, free-of-charge, counselling and specific services related to their academic, career and personal development and well-being. Services of the following centres are at the disposal of UPB students: *Student Counselling Centre, Centre for Disabled Students, Career Management Counselling Centre, Medical Counselling Centre, Psychological Counselling Centre, Kinesiological Counselling Centre, Legal Counselling Centre, Centre for Interreligious Dialogue and Student Ministry and University Student Associations*. Finally, as a part of constant and dedicated organisational culture, **FEBT management employs an informal 'open door' policy** by which all students are encouraged to turn to the Vice-Dean for Education and Student Affairs for remedial guidance in the case of any major study and learning-related problems. This policy is also translated to faculty and employed with dedication.

3.4. International Aspects

The programme was initially designed and it is accredited as a study programme delivered in the Croatian language and aimed at domestic students. However, **programme has changed its nature over the years in terms of international content offered and gained much attention from international students** (more details in 3.1.; see Table 9). Although not having an international student mix, apart from approx. 11% of foreign students that attend the programme in the Croatian language, the strong influx of incoming students with more than 80 foreign students a year, coming mainly from Western European countries, significantly contributes to the creation of international learning experience at UPB. In this sense, up to 20% of UPB courses being delivered in the English language, work groups on these courses comprising almost equally domestic and foreign students (on average 49-61% are foreign students on these courses) and approx.. 10% of the entire UPB students cohort being incoming students, speak in favour of just mentioned **significant contribution to the internationalisation of the programme**.

Following its strategic objectives and strong emphasis on the internationalisation of this programme, **FEBT management is fully dedicated to increasing incoming and outgoing mobility numbers for students and faculty and fostering the further increase of delivery of courses in English and by international lecturers**. A large number of FEBT's international mobility and partnership agreements, additionally increased in the last three years, coupled with FEBT's dedicated approach to marketing UPB and its mobility options, high quality of programme design and delivery (including courses delivered in English), and very positive word-of-mouth marketing (by former students and faculty exploiting mobility options), have resulted in **very positive trends and numbers regarding not only student** (see Table 9) but **also faculty mobility at programme** (Table 15).



Table 15 UPB faculty mobility

UPB faculty international education and specialisation	appx 30% have earned their MSc or PhD abroad			e.g. <i>KU Leuven</i> , <i>Harvard University</i> , USA; <i>Massachusetts Institute of Technology (MIT)</i> , USA; <i>Temple University</i> , USA; <i>University of Colorado</i> , USA; <i>University of Strathclyde</i> , Scotland; <i>Staffordshire University</i> , UK; <i>Bocconi University</i> , Italy, <i>Vrije University Amsterdam</i> , The Netherlands; <i>Vienna University of Economics and Business</i> , Austria; <i>Ludwig-Maximilians Universität München</i> , Germany; <i>Università degli Studi di Siena</i> , Italy, etc.		
	More than 65% have been on training and/or further teaching and scientific specialisation at universities and business schools abroad					
Mobility	Incoming			Outgoing		
	2021/2022	2022/2023	2023/2024	2021/2022	2022/2023	2023/2024
	36	53	53	28	51	57

As the Croatian language is a key prerequisite for hiring teachers to teach at Croatian universities and the competent Ministry (MSEY) generally has a very restricted policy regarding new hiring in the HE system, **hiring foreign or visiting faculty is extremely difficult in the Croatian HE system**, especially on programmes accredited in Croatian, which UPB is. Thus, a significant number of **foreign teachers coming to UPB through mobility and teaching up to 8 hours each is a very welcomed contribution to the internalization of the programme**. FEBT's growing network of **international scholars and practitioners who deliver lectures to students on courses** (usually one to two 90-minute lectures per specific course; up to 10% of course timetable) or within extracurricular events (up to two 45-minute lectures or workshops) is an additional contribution to the internationalisation of the programme (see Table 14, Table 16). These lectures, delivered by foreign prominent academics and practitioners, are treated as **additional high-quality content on the course with a strong international perspective**. Often, these lectures are part of a student's learning outcomes assessment by the teachers. On the other hand, **the faculty itself has a strong international background**, as more than two thirds of teachers were in some type of education and/or specialisation at prestige foreign universities and schools and almost one third of them earned their MScs and PhDs at such prestige institutions. **FEBT's new hiring rules and procedures, favouring newly hired faculty studying and earning PhD degrees abroad at prestige institutions**, is a strong indicator that UPB faculty's international background will only improve in the future.

One of the main goals of the UPB study programme is to educate skillful professionals by offering them an adequate mix of academic, practical, and international content to prepare them for the global business world. In this sense, **course content and teaching materials in UPB have a strong international dimension**. Literature in courses, except for the main obligatory textbook, is predominantly of international origin, especially optional literature and additional readings, and especially in 2nd and 3rd year of the programme. **Lecture handouts**, although in the Croatian language, are also **strongly reliant on international sources**. **Teachers' published papers**, if included in course literature, **are mainly in English**, as advancement requirements in the Croatian HE system heavily favour papers published in prestige international journals, i.e. those published in the English language. Thus, the faculty rarely publishes papers in the Croatian language. Further, case studies and business vignettes are also mainly from international sources, as domestic case studies are relatively scarce due to the sociological and cultural heritage by which domestic companies are not inclined to disclose any company information if not obliged to. The same can be said for video materials used on UPB courses, which are also mainly of foreign origin (examples of courses materials [3.2](#)). For these reasons, knowledge and the use of the English language by UPB students is implied and teachers do not have any complaints by students regarding the understanding and following of the lectures or parts of the lectures and materials which are in the English language. UPB programme additionally supports this internationally oriented approach as UPB students can enrol in up to **six Business English courses** (*Business English I-VI*), from which three are obligatory. Additionally, UPB students can enrol **Business German or Business Italian**, thus contributing to his/hers language skills development. Finally, **software used on courses** in UPB in a significant number of cases is of **foreign origin and with interfaces in the English language** such as *Microsoft Teams*, *Zoom*, *SPSS*, *Statistica*, etc., whereas other software, such as Microsoft-related programs, have Croatian and English



language usage options, thus additionally emphasizing international orientation of UPB programme. Simultaneously, such a **heavy reliance on international sources in digital technology usage enables a familiar IT environment for the incoming students of the programme.**

Apart from UPB programme design, courses' content and deployed teaching and learning methods, the **international learning experience in UPB is strongly supported by the offer of extracurricular learning and upskilling opportunities available for its students** (see Table 14). These opportunities are in very large numbers **delivered in English, usually by foreign lecturers, often within international events or as a part of a project with an international background.** At these events and activities, UPB students have opportunities not only to acquire international-based knowledge and skills but also to interact, network and cooperate with their peers and lecturers from abroad. For example, similar to *CERGE-EI DLP*, *FEBT's International Summer School* is delivered by foreign lecturers and the majority of participants are foreign students. Further, international events such as *Global Entrepreneurship Week 2022* or international student competition *Global STup!*, and international projects such as *University Digital Green HUB* are heavily internationally oriented events and activities, with foreign lecturers and participants and English language as the main language of communication. As already mentioned, foreign lecturers delivered one third of guest lectures, whereas a certain number of seminars and webinars are also delivered in the English language by foreign educators.

When all previously emphasised internationalisation efforts accounted, programme offers highly stimulating context, with strong international dimension. By being exposed to FEBT's strongly internationally oriented offer of extracurricular learning and upskilling opportunities, a strong influx of foreign students in the programme through mobility, significant faculty's international background and related heavily internationally reliant courses' contents, and to one portion of courses' timetable being delivered by foreign lecturers (through incoming mobility or guest lectures), **students are well equipped to develop international mid-set.** By embracing diversity, respecting cultural differences and being aware of a broader sociological, economical, environmental/ERS-related context, **UPB students can grow into capable young practitioners, well prepared to function and prosper at global market and in international organisations and companies.**

In striving to internationalize its study programmes, especially UPB, **FEBT has developed large international network of partnerships.** (📁 3.4). Contributions of FEBT's **SAB**, consisted of renowned academics and practitioners, prove to be very beneficial in this and in some other areas of UPB programme internationalisation (e.g. FEBT's international conference). SAB's main purpose is to **assist FEBT in tackling UPB's internationalisation challenges on a strategic level**, primarily by assisting FEBT in developing corporate and institutional relationships nationally and internationally in a way which benefits the mostly FEBT, faculty and students. Currently, FEBT has signed **mobility agreements**, mainly Erasmus+ agreements, with **more than 80 partner institutions from 26 countries** (Table 15). When accounting other types of cooperation, the **overall number of partnership agreements** with foreign institutions goes up **close to 100**. Among notable partnership, a **cooperation with University of North Carolina at Chapel Hill, USA**, in delivering *FEBT's International Summer Schools* learning programme, and cooperation with *The Centre for Economic Research and Graduate Education – Economics Institute (CERGE-EI), Czech Republic*, in delivering *CERGE-EI DLP*, stand out as most intense and important ones. When it comes to memberships in international research network and associations, **SEA-EU Alliance** stands-out. Within this research network, FEBT and five foreign partner institutions conducted a *TURQUOOISE project*, resulting in accreditation and upcoming kick-off of the joint master study programme in English [*Sustainability Transition for Organisations and Resilience Management \(STORM\)*](#), the first study programme at FEBT to be entirely delivered in English language. Within *IBSEN* research network, dedicated to student and faculty exchange, double-degree promotion, building long-term international relationship and developing innovative teaching and learning methods, in year 2024 students had the opportunity to participate in workshops being held at foreign universities, members of the network, such as *South-Eastern Finland University of Applied Sciences*, Finland or *Asper School of Business, University of Manitoba*, Canada. *CLADEA* offers to its member institutions and their students networking and mobility options and generally facilitates the creation of international cooperation. In this sense, in 2024, two teams of FEBT students have participated in the international student competition sponsored by CLADEA, entitled *International Business Simulation Challenge*. Finally, **FEBT's membership in EFMD has been very beneficial for UPB programme** as a whole, and also for its faculty and students, as number of



improvements in the programme, especially in programme management, internationalisation and personal development dimensions, were undertaken following **EFMD recommendations**.

Apart from above emphasises, **FEBT's partnerships and memberships** in research networks and associations are also **very beneficial by the means of their rich offers of learning, networking and studying opportunities disposable for faculty and students at individual level**, as already evidenced by student and faculty mobility numbers and trends. In this sense, FEBT heavily strives to exploit its relationships and agreements with foreign HEIs in order to ensure increased mobility, PhD enrolment abroad and further scientific and professional specialisation of its faculty, thus further increasing faculty's international background and ultimately contributing to programme internationalisation. For example, FEBT's initiative of making internationalisation an essential part of new rules and (hiring) procedures for UPB faculty heavily relies on international partnership and network. This was evidenced by several FEBT's **junior researchers** currently preparing or recently **earning their PhD degree at prestige foreign partner institutions** (e.g. Vrije Universiteit, Amsterdam, The Netherlands; Faculty of Management, Economics and Law, University of Klagenfurt, Austria). Similarly, other FEBT's junior researchers were **on multi-month study stays abroad on reputable partner foreign HEIs** (e.g. KU Leuven, Leuven, Belgium). In 2023/2024, 11 UPB faculty members have been on one- to nine-month stays abroad (training, post-doc training) on reputable partner foreign HEIs. In 2023/2024 and 2024/2025 UPB faculty member Stjepan Srhoj was granted a Fulbright scholarship and was on a 9-month post-doctoral training stay at the Massachusetts Institute of Technology, Cambridge, USA, and later also on a multi-month post-doctoral training stay at the Bocconi University, Italy. Both of these two institutions are FEBT partner institutions. **All multi-month stays and studying abroad by UPB faculty are also financially supported by FEBT**. On the other hand, supported by **Fulbright Specialist grant**, in 2023 Prof. Emer. Rita Anne Balaban from the *University of North Carolina at Chapel Hill (UNC)* stayed at FEBT and made significant contributions to the development of *FEBT's International Summer School*, international programmes' curriculum development (held workshop) and to the development of cooperation between two partner institutions. Resulting from this collaboration, new Fulbright specialist project with the focus on student career development was submitted and approved, and Dr. Katie Thiry arrives in September 2025. Also, FEBT's Erasmus+ mobility proposal was accepted and funding for the stay of two professors from UNC at FEBT was granted. Additionally, within HORIZON project, initiated and granted as a result of cooperation of faculty and their colleagues from foreign partner institutions, **FEBT hired one foreign young researcher on a limited contract duration of 18 months** and she was engaged in lectures within one UPB course.

Table 16 FEBT's international partnerships, network memberships, and notable lecturers

Partnerships with foreign higher HEIs	
Mobility agreements	> 80
Other types of agreements	appx 15
Most notable partnerships: <ul style="list-style-type: none"> o <i>Massachusetts Institute of Technology, USA</i> o <i>University of North Carolina at Chapel Hill, USA</i> o <i>London School of Economics, UK</i> o <i>University of London, UK</i> o <i>University of Amsterdam, the Netherlands</i> o <i>CERGE-EI, Czech Republic</i> o <i>Universitat Pompeu Fabra Barcelona, Spain</i> o <i>ESIC Business & Marketing School, Spain</i> o <i>Università Sapienza di Roma, Faculty of Economics, Italy</i> o <i>Montpellier University, IAE Montpellier School of Management, France</i> 	
Memberships in international research networks and associations	
<ul style="list-style-type: none"> o <i>SEA-EU Alliance</i> – European Universities of the Seas gathers universities s the aim of strengthening international cooperation in education, research and innovation. o <i>CESEENET</i> - Central and Eastern European PhD Network Association in Economics and Business Administration within which earned ECTS credits on one institution can be transferred to all other members of the network. o <i>IBSEN</i> - International Business Studies Exchange Network with strategic goals being to catalyse and multiply the efforts in academic internationalisation. o <i>Bloxborg Association</i> - globally maintained decentralized scientific network for scientists aimed to advance science with its own blockchain infrastructure. 	



- *EFMD* - membership-driven organisation dedicated to management development and recognised globally as an accreditation body for business schools, business school programmes, and corporate universities.
- *AACSB* - The Association to Advance Collegiate Schools of Business - global standard-setting body for business education, strengthening the world's business schools through accreditation, thought leadership, and transformative learning.
- *CLADEA* - The Latin American Council of Management Schools that reunites both HEIs and international organisations committed to the teaching and research of management.

Most notable international lecturers at UPB or whose lectures were available to UPB students (extracurricular)

- Prof. Alvin E. Roth, Nobel Laureate, *Stanford University & Harvard University, USA*
- Prof. Eric S. Maskin, Nobel Laureate, *Harvard University, USA*
- Prof. Andrés Rodríguez-Pose, *London School of Economics, UK*
- Prof. Peter Nijkamp, *Vrije Universiteit, Amsterdam, the Netherlands*
- Prof. Dražen Prelec, *MIT Sloan School of Management, USA*
- Prof. Jiseon Ahn, *Hanyang University, South Korea*
- Prof. Milena Micevski, *Copenhagen Business School, Denmark*
- Prof. Florian Kock, *Copenhagen Business School, Denmark*
- Prof. Hye Jin Yoon, *University of Georgia, USA*
- Prof. João Romão, *Yasuda Women's University, Japan*

Another strong internationalisation, networking and learning platform available for faculty and students is **FEBT's International Conference 'Challenges of Europe'**. FEBT organises this premium international academic event once every two years. Previous, 14th edition of the conference was held under the title *Design for the Next Generation* in May of 2023, in Bol (island Brac, Croatia). As with previous editions of the conference, **benefiting from existing and continuously expanding international collaboration and scientific networks, FEBT ensured premium quality keynote speakers** in professor Eric Maskin (Nobel Prize in 2007) and professor Alvin Roth (Nobel Prize in 2012). Apart from the mentioned Nobel Prize winners, the plenary lecturers were delivered by the most relevant world scientists, such as prof. David Reibstein, world-renowned branding and marketing metrics expert, and prof. Edward Altman, world's leading expert on credit risk and debt markets. The conference was **organised by FEBT's staff, faculty (1/3 of entire UPB faculty cohort attended), and students (including UPB students), who attended the conference** in large numbers, thus becoming a major internationalisation platform. In this sense, UPB students had the opportunity to hear ideas and reflections of world's leading scientists on currently important economic and business topics, experience the context of large international learning event (sessions, coffee breaks dynamics, ceremonies) and to network and exchange ideas and opinions with professors (*Meet the Professors* breakfast) and their colleagues. This year, conference is **renamed into FEBST International Conference** in honor of the 50th anniversary of the founding of FEBT, and will be hold in May of 2025 in Brela, Croatia, continuing to serve as an important platform for the dissemination of research findings, exchange and discussion of ideas and expertise in the publishing and development of project proposals, while remaining a venue for networking among young researchers, experienced academics, business practitioners, and policy makers.

UPB students, after graduating, in vast majority (92-96%) continue their study at FEBT's graduate (GPB) programme, also EFMD accredited. Due to this all-present tendency, their interest for study and/or working abroad is not as high as one might expect for undergraduate business programme. Nonetheless, acknowledging that **UPB students studying and/or working abroad** is an aspect of UPB study programme that **demand additional attention, FEBT has invested lot of efforts in providing its UPB students with opportunities** in this aspect of UPB learning experience. In this sense, in the last two years FEBT has **signed new agreements with several multinational companies**, enhancing opportunities for professional development of UPB students in the international context through practical training in leading global firms, such as:

- *Endava PLC* (leader in delivering digital transformation services, listed at NYSE, with 500 employees spread across 33 offices worldwide),
- *Orbico Ltd.* (Croatian company, largest distributor and supply chain management company in Europe, with over 7,500 employees operating in 20 regional clusters), and



- o *InfoBip Ltd.* (IT and telecommunications company, the only Croatian unicorn company and one of the world's largest providers of A2P SMS services, with headquarters in London, offices on six continents and services in more than 190 countries).

Apart from just listed companies, FEBT has **signed agreements with great number of Croatian companies that are subsidiaries of well-known and successful international companies**, such as *Coca-Cola Hellenic Bottle Company PLC*, *Erste&Steiermärkische Bank PLC* etc., as well as with **Croatian companies that have intensive operations at global market and in foreign countries** (e.g. *AD Plastik PLC*). In this way, students have the opportunity to go on a **student internship** in these companies or to participate in **student competitions or projects** organised by FEBT and specific company, thus experiencing first-hand the dynamics and challenges of operating in international working environment, further strengthening UPB students' skills and employability on a global scale. For example, eight UPB students and three faculty have participated in the ongoing project with Endava Netherlands and Endava Romaina, resulting in signing an internship agreement with Endava Croatia. Students also have an opportunity to apply for paid internships in Infobip PLC, on heavily internationally oriented marketing and operations positions. These important improvements aside; FEBT will continue with its strong dedication at further strengthening and systematization of this aspect of UPB programme internationalisation.

3.5. Interactions with the World of Practice

Bridging theory with practice is at the very core of FEBT's teaching philosophy. Following this philosophy, as emphasised in UPB's main objective '*to provide students with adequate mix of academic, practical and international content*', programme design, course content and employed teaching and learning methods strive to achieve **good blend an academic perspective with the unique experience, lessons and managerial perspective offered by the domestic and international business practice**. By doing so, the UPB can leverage value-added in teaching and learning. As a result, the involvement of business practice in different varieties is encouraged in **many UPB courses**, as well as in the **offer of extracurricular activities**. As previously described in detail (see 3.2.), UPB teaching and learning methods heavily rely on **case study methodology, practical assignments based on actual business data and information, student project work conducted in companies, visits to companies (field teaching) and video material** exhibiting various aspect of predominantly international business practice. Through these methods, students can gain insights into strategic and operating activities, mechanisms and decision-making in companies and relate those insights to the theoretical background. As **UPB faculty has significant practical experience and is very active in providing counselling for, cooperating with and participating in governance bodies of Croatian companies and organisations, and certain number of adjunct faculty members are still full-time practitioners**, the influx of business practice in UPB study programme, through above emphasised teaching and learning methods, is even more strengthened. Namely, approximately half of the UPB faculty has significant work experience in the business world (between 3 to 4 years on average), currently hold or previously held in total close to 100 advisory, board member or expert panel positions in governance bodies of Croatian companies and organisations, and continuously work on developmental, commercial and consulting projects for the local community and business subjects. On average, 8 such projects are executed in a year, engaging project team in which on average three UPB faculty members participate.

Guest lectures on UPB courses, delivered by prominent domestic and foreign practitioners through '*Connecting with business practice*' as well as those delivered as a part of FEBT's extracurricular offer (see Table 14, Table 17), provide additional infusion of high-quality level business practice experiences and lessons to UPB study programme.

Lectures delivered on UPB courses by practitioners from renowned Croatian companies with strong international orientation, such as *Coca Cola Hellenic Bottle Company PLC*, *Heineken Croatia Ltd*, *NOVA TV Television/United Group B.V.*, *OTP banka PLC*, etc., and extracurricular lectures and panels delivered by regionally renowned practitioners such as Mrs. Martina Dalić (CEO of *Podravka PLC*, Croatian leading food company), Mrs. Medeja Lončar, (CEO of *Siemens Croatia, Slovenia and Serbia PLC*), Irena Weber (Director General at *Croatian Employers' Association*; Member of the Parliamentary Finance and Central Budget Committee; Member of the Board of Directors of UN Global Compact Croatia), and Mr. Adrian Ježina, CEO, *Telemach Croatia Ltd.*, Croatian leading telecommunication company); both significantly



enrich practical and international perspective of UPB programme (data on FEBT's partnership with world of practice [📁 3.5](#)).

Table 17 FEBT's partnerships with Croatian companies and organisations, and notable practitioners-lecturers

Partnerships with Croatian companies and organisations	
Number of signed agreements	192
Internship agreements	138
Internship – service learning agreements	27
Agreements on cooperation	27
<div> <div> Most notable partnerships: <ul style="list-style-type: none"> o <i>Cemex Croatia PLC</i> o <i>Tommy Ltd.</i> o <i>Infobip Ltd.</i> o <i>Orbico Ltd.</i> o <i>OTP banka PLC</i> o <i>AD Plastik PLC</i> o <i>Coca Cola Hellenic Bottle Company Croatia PLC</i> o <i>Viator Ltd.</i> o <i>Zagrebačka banka PLC</i> o <i>Deltron Ltd.</i> o <i>Optika Anda Ltd.</i> o <i>Most Association (NGO)</i> </div> <div> Listed partnerships include: <ul style="list-style-type: none"> o business cooperation via commercial projects and consulting services, o student internships and resulting employments o employment-related cooperation (identifying top talents with FEBT's assistance) o organisation of student competitions o organisation of guest lectures on UPB courses and UPB students field trips in companies o joint organisation of academic and practical events o sponsorship of events and FEBT's infrastructure upgrades o representative in FEBT's <i>Quality Assurance Committee and Business Council</i> </div> </div>	
Most notable practitioners lecturers at UPB or whose lectures were available to UPB students (extracurricular)	
<ul style="list-style-type: none"> o Mrs. Martina Dalić, CEO, <i>Podravka PLC</i> o Mr. Tonko Ivačić, regional sales manager, <i>Heineken Croatia Ltd.</i> o Mrs. Medeja Lončar, CEO, <i>Siemens Croatia, Slovenia and Serbia PLC</i> o Mrs. Vesna Vlahović Dašić, marketing director, <i>Coca Cola Hellenic Bottle Company Croatia PLC</i> o Joe Bašić, CEO, MPG Southeast Europe Ltd. (organiser of famous ULTRA Europe Music Festival in Split) o Mrs. Irena Weber, Director General, <i>Croatian Employers' Association</i>; Member of the <i>Parliamentary Finance and Central Budget Committee</i>; Member of the <i>Board of Directors of UN Global Compact Croatia</i>), o Mr. Adrain Lončar, CEO, <i>Telemach Croatia Ltd.</i> o Mr. Tomislav Munitić, project manager, <i>OTP Banka Ltd.</i> o Mrs. Tamara Perko, Chairman of <i>Croatian Banking Association</i> o Mrs. Sonja Čuljak, HR manager, <i>Emovis Croatia Ltd.</i> o Mr. Mirko Katić, project manager, <i>VALCON, Ltd.</i> o Mrs. Tea Gotovac, marketing director, <i>Viator Ltd.</i> o Mr. Dražen Radić, sales manager; <i>Calvados Club Agency Ltd.</i> o Mr. Ivica Žuro, MM Beneficium Split – Business Consulting o Mr. Igor Drašković, <i>Draco Ltd</i> 	

From 2024/2025 year, 'In relation to practice lecture series' gain additional momentum as **FEBT started intensive cooperation with Croatian Employers' Association regarding the arrangements of guest lectures on UPB courses** by the practitioners from their membership database. Thus, bearing in mind UPB's different business fields, concentrations and topics, UPB faculty is currently offered with the evolving list of prominent practitioners, members of *Croatian Employers' Association*, who agreed and will gladly deliver guest lectures on UPB courses. These practitioners are also open for additional means of cooperation within UPB study programme, involving UPB faculty and students. *FEBT's Alumni Association*, via its *SEFNET programme* ([📁 3.5](#)) and in close cooperation with FEBT and its faculty, organises **guest lectures of their members-practitioners on FEBT's courses and field trips** for FEBT's students to the companies in Split region, including UPB courses and UPB students. After announcing annual call for cooperation within *SEFNET* collaboration network, Alumni organises and delivers appx 15-20 such events



annually, both for UPB and GPB students. Such events, developed in close cooperation of UPB faculty and FEBT's graduates-now practitioners, offer UPB students with unique insights into business practice and valuable linkages to and reflections on the content of the UPB programme, as practitioners who deliver lectures and guide field trips in companies are mainly former UPB students. UPB courses such as *Operations management* and *Auditing* regularly participate in the *SEFNET* programme.

As an elective course in UPB, **SIP is another important lever to include business practice** into the study programme. Similarly, **elective course SIP – SL**, with its involvement of local civil society and non-government organisations, provides an excellent opportunity to include and **put an emphasis of ERS perspectives and local community challenges into UPB programme** (more detail on student internships in 3.2.). Both internship programmes are headed by their respective faculties - *Coordinator for SIP* and *Coordinator for SIP-SL*. Each coordinator plans, organises and administers entire internship programme assigned to him/her in terms of communication with students, faculty engagement, selection of companies or CSO/NGOs for the programme and their engagement, and internship-related events and lectures. In the last four academic years (current 2024/2025 included), 175 UPB students enrolled SIP (see Table 12) and 70 enrolled SIP – SL (see Table 13). Having in mind the overall number of students enrolled in 3rd year of the programme, in which these courses are offered, enrolment numbers in SIP and SIP – SL indicate that **substantial proportion of UPB students chooses participating in internships** and utilize this option of gaining direct experience in practice that UPB programme offers (49-75 students annually on both courses or up to 50% of UPB students enrolled in 3rd year of the programme). By spending 22 working days in practice or 16 days in CSO/NGO, UPB students have an excellent opportunity to apply UPB acquired knowledge and skills in real-time business situations or in local community efforts and services. These two internship programmes are more than courses in UPB, as they are strong platform to connect UPB students with business practice and local community. In this sense, on an annually jointly organised FEBT's *SIP Day*, *SIP – SL Day* and *Meet the Employer* events UPB students have the opportunity to meet representatives of business and CSOs and NGOs, exchange all necessary information regarding future internships, to network, as well as to gather information on potential employers, open competitions for vacancies, career paths and development, to participate in workshops, arrange study visits to employers, and to submit their CVs to potential employers. In more formal part of these events, companies and CSOs/NGOs hold lectures and workshops to attending students, as well as present themselves as an employers and internship destinations. Up to 25 companies and CSOs/NGOs participate on these annual events, whereas students' attendance ranges from 100 up to nearly 180 students, from which approximately 50-70 are UPB students.

The offer of extracurricular activities available at FEBT is **another important lever to influx programme with practice and to connect students with practitioners** (more detail in 3.3., see Table 12 and Table 13). In addition to competitions, conferences and internships, **FEBT's SEI** provides students with opportunities to attend or enrol in some form of practical content, i.e. dozens of specialised lectures, workshops and events in the last three years. For example, SEI's *SBA* provides students with a technically equipped workspace at FEBT where they can develop their innovations and, in addition to independent work, have the opportunity to share ideas and work in teams with other entrepreneurially oriented colleagues in the SEI, and attend SEI's lectures and workshops. The programme is scheduled across 6 months with weekly classes and tasks, equivalent to 8 ECTS.

For all these practically oriented activities, relations with practice and direct practical experiences to come to life and be available for UPB students, FEBT has developed and is dedicated to the future expansion of a large network of companies and CSOs/NGOs, with whom a cooperation agreement has been signed. In this sense, currently a cooperation agreement is signed with 165 companies, CSOs/NGOs. Cooperation agreements range in their complexity, i.e. level of cooperation, from sole student internship agreement to more complex and tailor-made cooperation agreements which include a range of joint activities and undertakings. In this sense, cooperation agreements with *Cemex Croatia PLC*, *Tommy Ltd.*, *InfoBip Ltd.*, *Orbico Ltd.* and *AD Plastik PLC* stand out as the most important ones.

In all these practice-related activities, especially strategically and long-term oriented ones, FEBT has advisory and often operative help from its *BC*. It is an 11-member advisory body comprised of prominent entrepreneurs and managers-representatives of the leading companies in Dalmatia region and Croatia, such as *OTP Group/OTO Bank PLC*, *Hanza Media PLC*, *AD Plastik PLC*, *Toomy Ltd.*, *Odien Group/Le*



Meridien Lav Ltd., and representative of local developmental agency (RAST Ltd.). Council functioning and activities, defined by *Council's Rules of Procedure*, are primarily oriented on the:

- participation in FEBT strategy development;
- participation in the process of designing and redesign of FEBT's study programmes and curricula;
- fostering the inclusion of practitioners in FEBT's teaching process; and
- promotion of cooperation between employers and students (internships, writing case studies, writing thesis, etc.).

In 2024, two *BC* meetings were held (📁 1.1.6) with the strengthening of the cooperation between business subjects and FEBT, and the participation of business subjects in an upcoming process of redesign of FEBT's study programmes as main discussion topics. In recent few years, BC also provided valuable inputs and its assistance in FEBT's surveying UPB and GPB students on their career path and status, current employment and on their reflections on the quality of study programme which they have graduated on FEBT and its usefulness for the development of their careers. In conducting this survey, *FEBT's Alumni Association* also provides its support and operative help.

Additionally, the representative of the world of practice is actively engaged in one of the most important FEBT's committees – QAC. After multiple-years long tenure in the Committee by quality and sustainability manager from *CEMEX Croatia PLC*, a new representative – a quality manager from *AD Plastik PLC*, actively participates in Committee's meetings and activities. As her predecessor, during the Committee's meetings Mr. Novak **gives very valuable practical inputs, especially those related to the teaching process and practical dimension of the programme**, thereby influencing the improvements efforts and actions proposed by the *Committee* in relation to UPB study programme design, delivery, operations, and outcomes.

3.6. Ethics, Responsibility and Sustainability (ERS)

Social responsibility and sustainability are included in FEBT's mission and vision while FEBT's Strategy 2030, emphasises accountability, ethics and sustainability as core values and principles. FEBT ensures that the teaching process at the UPB study programme is conducted in an environment supportive of equity, diversity, inclusion, and socially responsible and ethical behaviour in general. FEBT recognises the importance of ERS perspectives not only at the institutional level but also incorporates them in UPB objectives, courses and pedagogy. The ERS perspectives are implemented in the study programme through (📁 3.6):

- developed and adopted policies and regulations: Code of Ethics and Social Responsibility Policy
- established committees such as Ethics Committee (student representative account for 20% of the committee's membership), Fact-finding Committee in Disciplinary Proceedings for Serious and Particularly Serious Breaches of Duty of Employees, and Fact-finding Committee in Disciplinary Responsibility of Students (student representatives account for 40% of the committee's membership),
- appointed Commissioner for the Protection of the Dignity of Workers, Commissioner for Students with Disabilities, and Commission for Protection against Discrimination, Harassment and Sexual Harassment.

The above mentioned ethics-related regulatory framework is in use in all aspects of the teaching process at the UPB. FEBT's Code of Ethics poses high ethical standards for FEBT faculty while the Rulebook on Disciplinary Responsibility of Students provides the framework for student's ethical behaviour with the list of light, serious and particularly serious misconduct sanctions. On the one hand, UPB faculty are expected to behave ethically and to respect all FEBT's core values, predetermined rules and code of conduct in their teaching and assessment activities. For instance, following the results announcement, teachers must enable every UPB student who has sat the mid-term or exam access and inspection of their evaluated and graded mid-term or exam. On the other hand, students are expected to follow predetermined rules and code of conduct while in a classroom, sitting a mid-term or exam or writing and submitting student papers and final theses. From the year 2021, FEBT has introduced new guidance related to using Turnitin software as an anti-plagiarism tool on its UPB study programme (📁 3.6). This implementation is accompanied by



posted guidelines for UPB students on how to use Turnitin and with an adequate procedure according to which UPB students must check their student final thesis against plagiarism, by using Turnitin software, before submitting them to a UPB faculty mentor for evaluation. UPB faculty mentor also must check submitted final thesis by using Turnitin software and, in the case of non-compliance with predefined standards, initiate disciplinary process against UPB student. Additionally, when submitting their final thesis, UPB students need to sign the Statement of academic integrity (📁 3.6) and attach it to their final thesis.

As a result of the ethics-related regulations introduced, there have been 51 disciplinary processes in the last three years (mostly for cheating or attempted cheating in intermediate examinations and final exams, two for plagiarism and one case of falsification of data and signatures in study-related documents). The most common sanctions are prohibition from participating in next exam term (47 cases), prohibition from submitting the papers/theses for 30 days (19 cases), exclusion from FEBT for a period of two years (2 cases) and public warning (1 case) (examples of disciplinary actions against students 📁 3.6).

The UPB students are exposed to a great extent to the ERS topics, as evidenced by FEBT's in-depth analysis (Table 18). According to these results, **ERS topics are lectured and covered on 62% of UPB courses**, predominantly in the areas of business ethics' aspects implementation in general, various corporate social responsibility dimensions and contemporary sustainability requirements and initiatives. More concretely, corporate and business frauds, ethical values and standards in business, ethics in communication, ethical standards in B2B, banks' corporate social responsibility and poverty issues are among the most common topics covered in courses.

Table 18 Sample of ERS topics lectured and covered on UPB courses

UPB course	Topic(s) covered on the course
Enterprise Organisation	The case of Enron Corporation Scandal; Apple & Foxconn – iSlave case; Negative effects of classic management theory on employees well-being
Management E-Business	Managerial ethics and corporate social responsibility Implementation of ethical principles
Entrepreneurship	Minorities - Immigrants and women in entrepreneurship Marketing strategies of non-profit organisations and social entrepreneurship Social entrepreneurship Eco innovations CSR in small firms and start ups
Family Business	Conflicts of interest and fairness: How to balance family relationships and professional decision-making. Succession and transparency Social impact of family businesses
New venture strategies Marketing strategies	SDG concept in new venture development Marketing strategies for non-profit organisations and social entrepreneurship
Principles of Auditing	Professional ethics of auditors. Threats to independence. Auditor's responsibilities concerning financial statement fraud. Corporate scandals.
Business Communication	Ethics in communication
Accounting	Standards of ethics and principles of transparency, independence and professionalism
Accounting for non-profit organisations	The financial statements reporting in non-profit organisation's corporate social responsibility
Commercial Law	The principles of: a good businessman, conscientiousness and honesty, and loyalty of company members to each other and to the company
Principles of Economics	Open economic issues of the modern world - The issues of poverty, ecology and sustainability
Marketing	Social responsibility of marketing and macromarketing
Croatian Economy	Economic growth and development Circular economy



	UN Sustainable development goals Renewable energy sources
Managerial Decision-Making	Personal values and ethical decision-making Ethics and social responsibilities of a decision maker
Banking	Ethical banks, banks' social responsibility, sustainable finance, overindebtedness prevention
Consumer Behaviour	Environmental awareness and its impact on consumer behaviour Consumer protection
Real Estate Finance	ESG and investing in real estate
Financial system	Finance and sustainability
Stock Exchanges and Securities	ESG Investing
Business English III	Unethical business practices and their effects (money laundering, embezzlement, greenwashing, insider trading, bribery and corruption, counterfeit goods and trademark violation, tax evasion, glass ceiling, types of harassment in the workplace); Dealing with unethical practices – case studies.
Statistics Statistical Analysis	Students are encouraged to do their research responsibly and ethically, i.e. to cite the literature and data sources where applied. Ethics and responsibility are not the specific topics of the course but their importance in statistics and data analysis is mentioned throughout the semester.
Financial management 1	Examples of socially responsible business and ESG. Green financing

Twelve UPB students have completed their UPB study programme in the last three years with final theses that contain ethics, responsibility and/or sustainability as key words or are mentioned in the title (📁 3.6). The specialisation and research of FEBT faculty also includes ERS topics. In the last three years, FEBT faculty members have published numerous ERS-related papers (Table 19, and 📁 3.6).

Table 19 Papers on ERS topics published in the journals (according to the titles and/or key words)

Journal indexing	Ethics	Responsibility	Sustainability
WoSCC	6	10	16
Scopus	5	3	13
Other publications (Croris)	4	8	41

One of Generic Learning Outcomes of the UPB programme is „Independently solve business problems by respecting the principles of ethics and social responsibility” and ILOs of 24 UPB courses are contributing to the achievement of this UPB programme ILO (📁 3.6). Therefore, ERS perspectives are well incorporated into the programme providing the students the good basis for their future role as managers. ERS-related partnerships and alliances with local NGOs/CSOs enabled the introduction of the SIP - SL. Centre for Service Learning enhances the student experience with the ERS agenda within a specific course, and facilitates student internships within NGOs and CSOs. The long-term success of this initiative is reflected in the fact that today FEBT has 27 NGO partners, 44 faculty and staff acting as mentors in SL projects, and significant student interest in this course (see Table 13). Working together on resolving social problems in the community and building UPB students as socially active and aware citizens are the main goal of this initiative.

FEBT's ERS initiatives extend beyond the classroom. This is reflected through the efforts to induce societal changes, and evidenced by the excellent results of the SEI in where, among others, two start-ups are dedicated to addressing socially responsible and sustainability agendas (SEA-ID and Afforestation Platform). Thus, extracurricular student activities are another important source for enriching UPB students with ERS perspectives and their roles in the contemporary business world, thereby building UPB students' awareness of social problems and the importance of their resolutions.

Apart from this, FEBT and its faculty, as an advanced member of **PRME initiative** from 2017, are very active in running research projects addressing ERS challenges. By committing to PRME's Principles, FEBT reaffirms its dedication to responsible management education that fosters ethical leadership, social



responsibility, and environmental stewardship. FEBT faculty is committed to integrating PRME's Principles into their curriculum, research activities, and outreach efforts to contribute to the achievement of the Sustainable Development Goals and promote inclusive prosperity for all.

Chapter 4: Programme Outcomes

Summary

FEBT continuously carries out objective and transparent assessment and evaluation of the different forms of student work according to the established rules and procedures to ensure the achievement of all ILOs, both at course level and at the level of the whole study programme. The quality of student work in the UPB programme is closely monitored through statistical analysis, leading to initiatives aimed at its improvement. Particular attention is paid to the results in terms of pass rates, drop-out rates and progression rates on the programme. In collaboration with the Committee for Career Development and the UPB Academic Chair, numerous activities and events are organised that contribute to the acquisition of new knowledge, skills and competences that improve students' performance, results, recognition and future employability. To support the career development of current and former students, FEBT management and supervisory board of FEBT Alumni Association significantly contributes to strengthening cooperation, jointly enhancing the vision for institutional development, and expanding opportunities and perspectives for students. These activities improve the academic and professional quality of students and enhance FEBT's reputation. This is recognised by national and international accreditations and FEBT's ranking on global university lists.

Plans and actions for future development

- **Graduate quality:** FEBT management will continue to monitor and analyse dropout and passes rates to identify trends and challenges, as well as to develop and implement necessary corrective actions. The intention is to put more effort on recognition of early signs and prevention. The planned activities include involving a broader number of individuals who may provide support for students facing difficulties with withdrawal or low pass rates. This includes raising awareness among faculty for greater engagement in class and individual consultations when facing with students having difficulties with passing the exam. Since the dropout rate is highest in the first year, FEBT management plan to initiate development and introduction of a freshman mentoring system (known as "buddies") in cooperation with the student representatives and student council.
- **Reputation:** FEBT management works continuously to improve the reputation of FEBT study programmes and institution by itself. Recently, the foundations for new web portal "popekonomija" are settled, and faculty are called to actively participate in with their announcement, columns, news, etc. to popularize own research activities, and to improve the visibility of FEBT programmes.
- **Career Counselling:** In the area of personal development of UPB students, FEBT has institutionalised career counselling through Centre for Career Development, which is coordinated by the Committee for Career Development. FEBT management has recognised that this is not enough to provide a comprehensive service to students and has decided to hire a full-time professional. The recruitment and selection process for the post is currently underway and the new professional will facilitate the institutionalisation of career counselling services, conduct graduate and employer surveys and produce analytical reports, plan activities related to engagement with employers and alumni, and organise all other events within the Centre.

4.1. Quality of Student Work

UPB's course-level ILOs are defined mainly **for qualification level 6** and/or **level 7** for the last year of programme courses, according to the CROQF and EQF. Programme employs a wide range of assessment methods, because a significant number of courses do not base grading on a traditional final examination,

but rather on the continuous evaluation of tasks that students complete throughout the semester. Besides traditional written and/or oral mid-term or final exams, course evaluations include term papers, practical individual and group work in-class assignments, group project work/papers, presentations, self-evaluation tests, quizzes or other forms of knowledge assessment prescribed by the course curriculum. Additionally, many courses assess attendance of classes and active participation in classes and incorporate it into the final grade. Each assessment method applied in the course is clearly stated in the course curriculum with expected working load measured in number of ECTS points. All those assessment options ensure that an overall assessment of students' attainment of course-level ILOs, and subsequently UPB ILOs, is comprehensive.

Objective assessment of students' work is in the core values of FEBT. The ethics-related regulatory framework includes the *Ethics Committee* and *Committee for Determining the Disciplinary Responsibility of Students*, with student representatives in committees' memberships. Along with the Code of Ethics (□ and Guidelines for writing student papers (📁 4.1) all ensure that an **objective assessment of student's work** is being conducted at UPB. The criteria and methods of evaluation and grading are aligned with the ILOs and teaching methods used. Those are implemented **consistently and objectively**. To ensure the highest level of **objectivity and reliability of grading**, a minimum of two co-teachers are appointed for each course. They conduct classes alongside associates and participate in evaluating and grading students' work. The co-teachers, alternate in the evaluation and grading process, as agreed. The teaching methods, evaluation and grading procedures, knowledge assessments, and the process for appealing grades are defined by FEBT *Statute, Regulations on Studies and Study System at Undergraduate and Graduate Studies and Regulations on Studies and Study System at the UniST* (📁 4.1). For each course, the **assessment regime is explicitly and transparently described** in the course curriculum posted on FEBT's website. Additionally, faculty in a course's first, introductory lecture explains in detail to students all of their **obligations, activities expected from them and the assessment regime on the course**, which is posted on the course's Moodle/Merlin platform. In this way, it is ensured that students are familiarized with grading procedures and required levels of points in each aspect of the assessment to ultimately achieve a passing grade.

At the end of each semester, individual results are provided for each student, with a strict emphasis on maintaining the anonymity of students during the public announcement of results, by GDPR provisions. Besides course results feedback, faculty is obliged to enable students access to submitted and evaluated papers, term papers and exams, usually via formally scheduled appointment, to answer students' additional queries and provide **objective feedback** related to assessment methods employed on the course and to discuss any ambiguities and questions being raised by the students. It helps students in mastering topics and parts of the material/learning outcomes in which they have not succeeded. Each teacher's **consultation schedule** is available on FEBT website, posted on the course's Moodle/Merlin platform and explained in 1st- introductory lecture, and every teacher is required to offer two hours of consultations per week, each lasting 60 minutes. One of these sessions must be held in the afternoon to accommodate working students. In addition to direct communication between students and teachers, teachers are also available to students via email and the Moodle/Merlin platform. They must respond to student inquiries within two working days of receiving an email.

At FEBT, the courses and the majority of the assessments are organised face-to-face. To ensure the **integrity of assessments**, during the written mid-terms, final exams, or any other form of written assignment, faculty is present in the classroom supervising the students not to use any unauthorized material, nor communicate with each other during the proposed time, whereas students are usually seated apart. Each student needs to identify himself/herself by ID or student's card. Additionally, to ensure the integrity of written assessments, students get different sets of questions and tasks. For particular assignments that students prepare as individual or project work and submit in writing, teachers apply Turnitin software, analysing the originality of the document and detecting plagiarism, while students at the same time have to follow guidelines (📁 4.1) and directions for using it. Submission of written tasks can be required to additionally supported by oral presentation to provide explanations of their work and support its originality. For online tasks, such as self-evaluation tests or quizzes, students identify themselves using their username and password, while teachers are tracking their online activities. Students are familiarized with the procedures and behaviour related to their assignments and if they behave contrary to the code of conduct (exams, assignments, identification and others), they will be penalized in accordance with



Rulebook on Disciplinary Responsibility of Students. Depending on the type of breach (light, serious or particularly serious), disciplinary or educational measures are imposed on the student (Table 20).

Table 20 shows that students were penalized for serious breaches, which resulted commonly with educational measures of prohibition of attending the next exam term or terms. In two cases students were suspended from FEBT for a period of two (2) years due to falsification of data and signatures in study related records and other behaviours that severely damage the reputation of FEBT.

Table 20 Penalization of the UPB students according to Rulebook on Disciplinary Responsibility of Students

TYPE OF BREACH	2021/2022	2022/2023	2023/2024
Falsification of data and signatures in study-related records	0	0	1
Unauthorized provision and/or receipt of assistance, or use of prohibited aids during knowledge assessments	0	2	0
Possession and/or unauthorized use of educational materials and other aids (books, notebooks, personal notes, etc.) during knowledge assessments.	16	9	11
Possession and/or unauthorized use of electronic devices (calculator, mobile phone, smart watch, etc.) during knowledge assessments.	0	3	6
Plagiarism (submission of any type of papers whose content is the work of another student or a third party, copying part or all of the work.	0	2	0
Other behaviours that severely damage the reputation of FEBT and/or the academic community.	0	0	1
TOTAL	16	16	19
DISCIPLINARY MEASURES			
Prohibition of attending the next exam term or terms	16	14	17
Suspension from FEBT for a period of two (2) years	0	1	1
Suspension of submitting any types of student papers for 30 days	0	3	0
Public warning	0	1	0
TOTAL	16	19	18

If students have acquired enough points through various assessment forms during the semester, they are granted a passing grade (grade range 1-5, pass grades 2-5) and need not sit for the exam during the official term. Otherwise, students have a total of **four regular examination periods** for each course during the academic year. More precisely, it includes: two examination dates following the end of each semester (for courses of that semester) and two examination dates during the autumn examination period for summer semester courses, as well as one additional date in the summer and autumn period for winter semester courses. In addition to the regular examination periods, students are also allowed an additional examination period (Dean's examination period). It is organised by Dean's proposal and a special decision of the FC, after the autumn examination period, by the provisions of the Regulations on Studies and Study System of FEBT. If a student fails the exam during any of those terms, has an opportunity to **re-take the exam** within the next exam period. All examination dates are clearly defined in the academic activity calendar available on the official website, adopted by the FC and are publicly published before the beginning of the academic year. A detailed schedule of examination dates, including days, times, and classrooms is prepared for each examination period and is also publicly published no later than 30 days before the relevant examination date. Finally, if a student fails during the entire academic year, he/she must **re-enrol the course** in the next academic year.

After each exam, as already mentioned, the teacher provides an opportunity for students to consult and to discuss their exam and obtained grades. If a student, after reviewing the exam in which he/she received a passing grade, is dissatisfied with the grade, but believes that there were no irregularities in the grading process, has the right to reject the grade and re-take the exam. Additionally, the Regulations on Studies and Study System at the UniST and the Regulations on Studies and Study System of FEBT establish the



procedure for appealing a grade received after the assessment of achieved learning outcomes in a particular course. A student who believes he/she has not received the deserved grade due to irregularities in testing or grading has the right to submit a written appeal on the grade to the Vice-Dean for Education and Student Affairs within 24 hours of the official announcement of the grade. The Vice-Dean then appoints an Examination Committee consisting of two members and a president, who cannot be the teacher whose grade the student is appealing. The Committee reviews the validity of the appeal and makes a final decision on the examination grade within two days of the appeal submission.

After establishing the final grade, the teacher fills out the grades within the HEIS, signs the grade list and submits it to the Office of the Registrar, which is the base for creating and following pass rates for the Programme courses.

FEBT ensures that classes, teaching materials and assessment methods are **adequate for students' work and ability**, e.g. providing students with disabilities adaptations of examination while ensuring that the ILOs are achieved, which is required by FEBT Statute and the Regulations on Studies and Study System of FEBT. Evaluation procedures can be adapted to the needs of vulnerable group of students and may include extended examination duration, personal assistants during assessments, adaptations of written materials, e.g., font size, spacing, adjusted resolution for computer work, or separate space for written assessments or oral presentations, without compromising the achievement of the learning outcomes of the course. Additionally, the needs of categorized student-athletes are monitored, and they are enabled to align and more easily manage their academic and sports obligations. This also includes adapting exam schedules according to their sports commitments, which is in accordance with the Rulebook of the Rector's Board of Athletes Studying at HEIs of the Republic of Croatia ([📁 4.1](#)).

The learning outcomes in each course are assessed throughout the mid-term and final exams, tests, individual and project assignments, seminar papers, presentations, and other forms of evaluation outlined in the curriculum. The final grade is determined through a comprehensive examination. A significant number of faculty have attended ASHE seminars in Split and Zagreb focused on learning outcomes, student-centred teaching, and assessment strategies.

To ensure alignment between ILOs and assessment methods, FEBT has developed **Constructive Alignment Matrices** ([📁 4.1](#)), which are regularly updated in accordance with courses curricula revisions. FEBT prioritizes the implementation of effective assessment methods to ensure a comprehensive evaluation of **both course-level and programme-level ILOs**.

To meet specific course and programme ILOs, contemporary **teaching and scientific literature**—including textbooks and research papers by FEBT faculty—plays a key role in shaping course curricula. The programme is built on teaching excellence, with course content and themes reflecting the latest developments in contemporary business trends. This is evident in the **curricula and selected literature** of individual courses. FEBT faculty are encouraged to integrate their **scientific research and academic contributions** into the teaching process, presenting their work to students and incorporating it into course literature as a mandatory or supplementary bibliography. This includes both their own research and influential papers from leading scholars in the field, enriching the curriculum and enhancing students' research skills.

Students finish their studies by preparing and submitting the **Final thesis** related to one of the programme-level courses. At the beginning of 3rd year of the programme, students have the opportunity to individually choose mentors and suggest chosen topics, after FEBT posts an official call on its website. The proposed topic has to be aligned with the course and the level of the programme. If the mentor agrees with the proposed topic, students fulfil the necessary documentation for the application process, which is **guided and supervised by the mentor**. The final step in acceptance of the Final thesis proposal is confirmation by the Vice-Dean for Education and Student Affairs, confirming the suitability and relevance of the proposed topic. During the entire process of writing the Final thesis, student receives academic guidance from the allocated mentor who supervises the entire process by providing regular one-to-one consultations. The process of writing the Final thesis should follow the standard defined at the institutional level. Students are familiarized with the all-important instructions, rules and deadlines through the Moodle/Merlin platform. This includes deadlines they must adhere to, the process of submitting their application to the mentor and the Office of the Registrar, as well as guidelines for writing the thesis (*available in* [📁 4.1](#)) and following the Code of Ethics during the writing process. Moreover, a whole set of activities has been introduced to assist



students in preparing Final theses, such as workshops for writing theses, and developed materials in the form of PPTs available to students via Moodle/Merlin (*available in 4.1*). In collaboration with the University Library, workshops for searching and using literature and data sources are organised, and a document with detailed **guidelines for students on writing papers**, including all procedural and technical elements has been prepared. Besides FEBT, the UniST provides various classes and workshops, related to academic writing. Additionally, in the process of Final thesis submission, students need to sign and submit the **Statement of Academic Integrity**, confirming that the submitted material represents their own and individual work. All these activities show that FEBT puts much effort into ensuring that students' Final thesis will be prepared with **adequate quality and integrity**.

Students provide desk and empirical (practical) research upon receiving Vice-Dean for Education and Student Affairs approval of their Final thesis proposal. Students consult theoretically relevant scientific papers and practitioner-oriented literature, such as business reports or professional articles as relevant literature sources. Besides stated sources, students use primary data collected through empirical research securing an acceptable level of **academic rigour** and practical relevance of their thesis. During this process, the mentor's support, guidance and supervision are at their peak. When preparing and submitting the final version of the thesis, it is important to adhere to the Code of Ethics to prevent potential plagiarism situations. **Anti-plagiarism software Turnitin** is at the disposal of students and faculty. Students, upon submitting the final version of their thesis for evaluation, need to turn in a document confirming the similarity to existing literature sources according to the proposed directive and regulations of FEBT (*available in 4.1*). Afterward, the same is confirmed once again by the mentor. In the case of non-compliance with predefined standards, the mentor initiates a disciplinary process against student. Internal documents clearly define the stance towards plagiarism and intellectual property violations – Rulebook on Disciplinary Responsibility of Students (*4.1*) defines **plagiarism** as a severe student's obligations breach and lays down the procedure and potential sanctions in case of its detection. According to the results presented in Table 20, plagiarism was detected and penalized in two cases in the period of past three years.

After receiving positive and final feedback from the mentor, the student receives a positive grade, which is submitted to the Office of the Registrar, alongside the paper and document signed by the mentor confirming the verification of the formal aspects of the paper.

HEIIS system allows an easy-to-use platform for analysing the progression rates for each FEBT course in every academic year of every study programme FEBT delivers. **FEBT management conducts an analysis of progression rates** in general and for each course of the UPB every year, discuss it with Academic Chair for the UPB programme since it was appointed, and implements corrective actions if necessary.

Regarding **progression statistics** (Table 21) on UPB in general and **pass rates on specific courses** and comparing the current three-year academic period with the past three-year academic period, it is evident lower pass rates in the great majority of the courses. The effect is due to the COVID pandemic, which was more than evident in the past three-year period (2018/2019, 2019/2020 and 2020/2021) in comparison to the current period average (2021/2022, 2022/2023 and 2023/2024).

Table 21 Pass rates for the core (compulsory) courses in the UPB

UPB core (compulsory) courses	Previous 3 years (avg.)	2021/2022	2022/2023	2023/2024	Current 3 years (avg.)
Programme - 1st year					
Principles of Economics	44%	29%	39%	37%	35%
Information Technology	57%	51%	65%	71%	62%
Mathematics	41%	29%	30%	34%	31%
Statistics	50%	34%	41%	43%	39%
Mathematics in Economics	44%	30%	30%	25%	28%
Microeconomics I	39%	28%	23%	34%	28%
Macroeconomics I	47%	26%	35%	35%	32%
Fundamentals of Accounting	47%	37%	39%	38%	38%
Basic Finance	63%	59%	60%	61%	60%
Workshop I	75%	71%	73%	56%	67%



Business English I	83%	86%	81%	79%	82%
Business English II	73%	78%	74%	74%	75%
Physical Education and Sports*		73%	77%	67%	72%
Programme - 1st year – average pass rate	55%	49%	51%	50%	50%
Programme - 2nd year					
Microeconomics II	63%	54%	42%	57%	51%
Macroeconomics II	65%	36%	55%	35%	42%
Management	72%	59%	46%	59%	55%
Marketing	66%	51%	58%	66%	58%
Croatian Economy	58%	44%	50%	44%	46%
Business English III	93%	94%	94%	89%	92%
Managerial Accounting I	71%	63%	61%	63%	62%
Financial Management I	68%	44%	48%	45%	46%
Statistical Analysis	65%	38%	55%	51%	48%
Student Workshop II	92%	91%	89%	89%	90%
Programme - 2nd year – average pass rate	71%	57%	60%	60%	59%
Programme - 3rd year[#]					
Quantitative Methods in Management	75%	57%	56%	62%	58%
Human Resource Management	84%	73%	71%	68%	71%
Strategic Analysis (MNG)	95%	100%	92%	89%	94%
Enterprise Organisation (MNG)	90%	62%	68%	74%	68%
Operations Management I (MNG)	61%	21%	58%	47%	42%
Financial Institutions and Markets (FM)	85%	68%	68%	55%	64%
Tax System and Policy (FM)	97%	100%	83%	92%	92%
Consumer Behaviour (MKT)	86%	75%	82%	87%	81%
Marketing Research (MKT)	96%	95%	100%	96%	97%
Marketing Strategies (MKT)	93%	90%	92%	84%	89%
Entrepreneurship (EN)	96%	91%	94%	91%	92%
New Venture Strategies (EN)	99%	88%	96%	90%	91%
Entrepreneurial Planning (EN)	99%	94%	97%	96%	96%
Financial Accounting I (AA)	77%	71%	59%	64%	65%
Cost Accounting I (AA)	91%	80%	65%	84%	76%
Principles of Audit (AA)	95%	91%	83%	78%	84%
Business Information Systems (IM)	80%	77%	63%	77%	72%
E-Business (IM)	97%	81%	88%	89%	86%
ERP Systems (IM)	90%	77%	76%	77%	77%
Final Thesis*		56%	57%	75%	63%
Programme - 3rd year – average pass rate	89%	77%	77%	79%	78%
UPB study programme – average pass rate	75%	64%	65%	66%	65%

* The first column of the table corresponds to the particular UPB course pass rates during the previous SAR, whereas FEBT used a different information system, which didn't respond to pass rates of Physical Education and Sports (the course without grading) and the Final Thesis.

Abbreviations in parenthesis indicate the concentration (subject major): AA= Accounting and Audit, IM = Informatic Management, FM= Financial Management, MKT = Marketing, MNG = Management

Observing particular academic years from Table 21, it is evident that the academic year 2020/2021 registers the lowest **pass rates within the entire Programme** (current period). This was the first year after returning



to the classical way of teaching and the exams taking part on site after the pandemic, which was a change for students after a certain time, thus manifested in lower pass rates. The next two years, respectively, show positive and constant trends regarding pass rates. It is evident that the lower pass rate is characteristic of the first year of the UPB Programme (which is also related to the dropout rate below), while afterward the pass rate increases in the second and especially in the third year of the Programme (see yearly average pass rates). Finally, the last row represents the average grade within the entire Programme (calculated on behalf of all courses within the Programme) which shows slight progression within three years respectively, making it a 65% progress rate as the average progress rate of the entire Programme within current three years period.

To analyse the success of UPB students FEBT monitors their success with their Final thesis, where the Final thesis grade breakdown is shown in Table 22.

Table 22 Breakdown of the Final thesis grades in the UPB

Grade	Grade profile	2021/2022		2022/2023		2023/2024	
		No.	%	No.	%	No.	%
2	Sufficient (2)	7	6.5%	2	2.0%	1	0.9%
3	Good (3)	19	17.8%	24	23.5%	19	17.3%
4	Very good (4)	39	36.5%	33	32.4%	37	33.6%
5	Excellent (5)	42	39.3%	43	42.2%	53	48.2%
Total		107	100.0%	102	100.0%	110	100.0%

As already mentioned, FEBT has started with a new series of workshops for UPB students on how to successfully prepare their Final thesis and the demonstration of the fact that students have accepted it and successfully implemented it, can be noticed within the Final thesis grade statistics. As described previously UPB student submits the Final thesis to the mentor who after evaluating and accepting the final version of the Thesis submits the final grade.

A large majority of the Final thesis receive very good (4) or excellent (5) grades due to the dynamics of the process of writing a Final thesis. During this process, the mentor receives multiple versions of the Final thesis manuscript from the UPB student, reviews them, and when the submitted manuscript finally meets the required formal and academic level of rigour and quality, the Final thesis grade is awarded by the mentor. If Final thesis-related research results have the potential for publishing in scientific media (journals, conference proceedings, etc.), and if there is an interest from UPB students for publishing, UPB student and mentor engage in writing a scientific paper to be submitted for publishing after the UPB student's graduation.

Not only do students achieve excellent results in the assessment of their Final thesis, but their work has also been recognised through various awards and competitions. Over the past three academic years, six students have received a total of seven awards for their Final thesis, including the **Dean's or Rector's Award**, or have been acknowledged and rewarded for outstanding achievements in the final year of their undergraduate programme. UPB student with concentration in Accounting and Audit, Roko Lukačević, is awarded with second prize of the **Annual Award of the Croatian Financial Services Supervisory Agency (HANFA) for the best scientific and expert papers for 2024** (📄 4.1).

To analyse the success of UPB students, besides analysing the pass rates, FEBT also monitors dropout rates after the first year of Programme as well as ECTS credits earned in the first year of Programme. Table 23 shows a significant difference in UPB students' pass rates in the first year compared to the pass rates in the second and third years of the Programme. In this sense, the first-year **dropout rates** from Table 23, similarly to the pass rates from Table 21, show a very positive trend from 2021/2022 and especially in 2022/2023, which continues in 2023/2024. The significantly higher dropout rate in 2021/2022 can be justified by the fact it was the first academic year back in classroom and exams taken on-site after the strike of pandemic. Afterward, dropout rates show a positive trend, whereas the current 3-year academic period registers a lower dropout rate in comparison to the previous 3-year academic period. The decrease in dropout rate in the current 3-year academic period is followed by the increased rate of students who are progressing from 1st to 2nd year of the UPB possessing the lowest score of ECTS credits (see current and previous 3-year academic period).



Table 23 Progression rates from 1st year to 2nd year

Academic year of enrolment		Previous 3 years (avg.)	2021/2022	2022/2023	2023/2024	Current 3 years (avg.)
Progression from 1 st year to 2 nd year	<2 ECTS	0.8%	2.1%	5.4%	3.5%	3.7%
	3-17 ECTS	4.3%	9.1%	12.1%	3.9%	8.4%
	18-29 ECTS	8.3%	11.9%	15.2%	7.8%	11.7%
	30-54 ECTS	28.4%	28.0%	27.3%	24.4%	26.6%
	55-59 ECTS	7.9%	4.9%	4.1%	5.7%	4.9%
	≥60 ECTS	16.4%	11.5%	10.8%	36.5%	19.6%
1 st drop outs		33.9%	32.5%	25.1%	18.3%	25.3%
Total		100.0%	100.0%	100.0%	100.0%	100.0%

Providing a more in-depth analysis of dropout in terms of obligations that students have successfully fulfilled before dropout, it can be concluded that this category of students either passes no courses at all or courses such as Physical Education and Sports or English during their first year of Programme, after which they drop out. There is a high probability that these high school graduates initially enrolled in the Programme to obtain student rights granted by full-time studies. The following year, they attempt to enroll in a different desired study programme through the state graduation system, transferring the earned ECTS credits and expecting recognition of the courses they passed in another programme. Also, certain students drop out from the UPB without having completed any student obligations, including class attendance or they have enrolled in the Programme while they have previously studied in another programme. It is to be assumed that some of these first-year students enrol in UPB not with the intent to study but to take advantage of student benefits, i.e. pensions, alimony, health insurance, transportation, accommodation, as well as employment through Student Services.

Every year, data on the success rates of UPB are submitted to the UniST. The report, i.e., the performance analysis, is reviewed and adopted by the Quality Assurance Committee and subsequently by the FC. Based on these analyses, certain bottlenecks and areas for improvement were identified in previous years. For example, due to the observed trend of students dropping out in their first year of studies, special attention has been given to informing first-year students about all aspects of university life. In addition to the Freshmen Guide (*available in* [4.1](#)) and the information provided during the ceremonial opening of the academic year, video materials (educational videos) were introduced starting in the academic year 2021/2022 ([4.1](#)). These videos serve as a tool to effectively reach Generation Z students, covering topics such as independent work, self-regulation of attendance, mid-term examinations, final examinations, getting the course completion approval, registering for an examination, the number of examination attempts, teacher office hours, etc., thus covering completely new concepts for first-year students who recently graduated from high school.

4.2. Graduate Quality and Career Placement

UPB graduates continue their studies at the GPB level in a vast majority after UPB graduation. Namely, the Croatian labour market and employers failed to recognise the undergraduate degree qualification. As much as the great majority of undergraduate students in Croatia directly continue to graduate studies, and the UPB is no exception (**up to 96% of UPB students continue to GPB**). Currently, continuous and comprehensive analytics on UPB graduates related to employment type, employment organisations, employers' feedback, range of jobs, careers obtained, etc., are not available, precisely because of the fact of continuing their studies.

To monitor the careers of graduates, provide opportunities for future career development of students and be at their disposal for their future career progression needs, FEBT has established a Committee for Career Development of FEBT in September 2023. A **Committee for Career Development** is being established with the task of assisting and coordinating the work of the Career Development Centre. Currently, there are three members of the Committee, all FEBT faculty, responsible for different activities, such as monitoring graduates' and student's progression, their satisfaction or organising different events concerning students' future employment and career development, all in coordination with a great number of Croatian leading



companies and organisations. Although FEBT did put efforts to monitor the careers of their graduates in all FEBT's study programmes through several surveys, BC's insights and other institutional analytics, FEBT management is aware that it is not sufficient, therefore, FEBT is in the process of **employing new employee as professional within FEBT Centre for Career Development**. It will facilitate institutionalising career counselling services for its students, including UPB students. In the meantime (and additionally), UPB students also have at their disposal a Career Centre at the University level for career placement services. FEBT occasionally contacts potential and actual employers of UPB graduates to receive valuable feedback on their graduates' accomplishments and desirable improvements in the UPB programme design and delivery.

FEBT, in coordination with the Committee for Career Development, conducts a **survey of graduates** (4.2) from all study programs within the last 12 months, including UPB graduates, the majority of whom continue to the GPB study program. Since UPB graduates typically continue their education, this research primarily focuses on GPB students, particularly regarding their employability, job search duration, job positions, and starting salary levels. However, some aspects of the survey also consider UPB students, especially in terms of their participation in curricular and extra-curricular activities, with a particular emphasis on Internship programs conducted in partnership with organisations that have cooperation agreements with FEBT. Additionally, within this survey, FEBT monitors students' level of soft and hard skills acquired during their study programme, in alignment with ILOs. Notably, the survey results indicate that over 35% of participating UPB students were engaged in an Internship program during their studies, working with some of the most recognised Croatian companies and organisations. Furthermore, more than one-third of these students **maintained contact with their employers**, with many continuing employment as student workers.

Additionally, FEBT in coordination with the **Committee for Career Development and Academic Chair for the UPB programme** provides a **survey regarding UPB students' satisfaction** focusing on the teaching process, administrative process and extra-curricular activities (4.2). Students show a very good level of satisfaction with all the above-mentioned aspects, such as 3.78 teaching process, 4.05 administrative process and 4.31 extra-curricular activities (using a 1-5 scale). Providing more detailed analysis, separating students to particular years of their Programme, 1st-year students show the greatest overall satisfaction (4.24) in comparison to 2nd-year students (3.96) and 3rd-year students (4.04). Intensified efforts in preparing all materials, such as the Freshmen Guide, for new students are probably of great reasons that students' expectations are met, showing a great level of their satisfaction.

Summarizing all the above results, FEBT meets regularly with the **BC** (consisting of the representatives of well-known and the most influential employers in the area) to discuss students' qualities, future employers' expectations and their mutual efforts in the creation of strategies for harmonising FEBT students' qualities and employers' needs and expectations. FEBT also highly values the **feedback received from the members of the BC** regarding the quality of students who are employed by them after graduation, incorporating their insight into the creation of new study programmes and curricula, as well as in the process of revising the existing ones. The role of the BC is highly important both for students during their studies and beyond. Council members may participate in organizing engaging lectures for students of all programs and may facilitate collaboration with students in various assignments, especially in the preparation of their Final theses. Furthermore, their role is crucial in coordinating with FEBT Alumni Association to enhance students' employability, whether through student Internship programmes or employment opportunities after their graduation.

To analyse UPB students' quality furthermore, it is important to monitor UPB students' graduation statistics, as a final statistic (Table 24). The average duration of the **UPB study shows a positive trend of shortening the duration from 3.4 years to 3.0 years** in the last relevant academic year. **UPB students**, to participate in Erasmus+ international exchange programme or while awaiting a job or enrolment to GPB study, purposefully prolong their UPB study for an additional half or entire academic year, leaving only the Final thesis to be finished. In this way, UPB students can maintain their full student benefits provided by the State, such as maintaining medical insurance, maintaining a student card that allows them affordable eating in student canteens, etc., an option that one part of UPB students utilize. Thus, for these reasons, the average duration of the UPB study may be longer than expected in certain years.

Table 24 Graduation statistics for enrolled UPB generations



Academic year	Number of enrolled students	Average duration of UPB study (years)	UPB study final grade (avg. of all study grades)	% of graduated students	1 st year drop out	% of graduates continuing on GPB
2017/2018	253	3.4	3.4	40.3%	25.1%	95.8%
2018/2019	243	3.0	3.6	29.6%	31.91%	90.4%
2019/2020	255	3.3	3.8	34.9%	31.27%	95.1%
2020/2021	254	3.0	3.6	17.4%	38.38%	91.5%
2021/2022	245	3.0	3.5	18.3%	32.52%	96%
2022/2023	205	n/a	n/a	n/a	25.08%	n/a
2023/2024	229	n/a	n/a	n/a	18.26%	n/a

The percentage of UPB students who graduated is significantly lower in the last two academic years. **Rate of graduated UPB students fluctuates from 18-40%.** Considering the last relevant year for the current 3-year period with full availability of data, it is registered that only 18.3% of enrolled students of the 2021/2022 generation have graduated now. Their average duration of study is 3 years with an average final grade of 3.5. There are different reasons for the lower share of graduated students. Firstly, certain students extend their study duration for multiple reasons, which have been described previously, and the majority are related to different benefits with students can utilize. Furthermore, this year characterises a substantial dropout rate. Finally, and maybe the most important reason for reflecting such a low graduation rate is the shortcoming of FEBT's internally developed information system for supporting studying process - ISEF, which was used at FEBT till the end of the 2022/2023 academic year. In explanation, according to national rules, if a full-time student fails to pass an exam in two consecutive academic years, he/she losses the status of full-time student and the state subsidy. These students can enrol in the part-time study programme in which they bear the costs by themselves. The ISEF system do not recognise these student as the "same" person if he/she has changed status from full-time to part-time student, but as a "new student", who upon graduation was not considered as 1 out of 245 students who enrolled in 2021/2022 generation. **A lower final grade** decreased from 3.8 to 3.5 in the last relevant academic year, which can be accompanied by the decrease in the progress rate from the previous 3-year period. As already mentioned, the decrease in progress rates (above) and the decrease in UPB study final grades can be recognised as the result of changes after the pandemic period, when all statistics had a greater positive trend.

The great majority of UPB students continue to their GPB studies and the rate is quite stable ranging up to 96%. As the majority of UPB students continue to GPB studies, more in-depth analyses, especially focusing on their employability and career progression are made on the GPB level.

4.3. Alumni Support

As majority of graduated UPB students continue to their GPB study, the great relevance of the alumni community and their support is recognised and more actively oriented to GPB graduates. However, all UPB students, especially those not continuing further education can be part of and utilize any service organised by Alumni.

FEBT **Alumni Association** is an independent, non-governmental and non-profit organisation established in 2001 among former FEBT students to improve the activities of the organisations they work in, as well as FEBT itself, all for the benefit of the local and wider community. The association supports the advancement of activities and the promotion of FEBT as an institution by encouraging and improving the professional, scientific, and practical activities of its members. It also participates in international scientific and professional exchanges, establishing contacts with similar associations both domestically and abroad. Furthermore, it works to affirm the role of economy and business occupations in society, and protect professional interests by the Code and standards of the profession.

FEBT Alumni Association has an official website ([Alumni website](#)) and a Facebook page through which information on upcoming activities (lectures and public roundtables) is regularly communicated. In addition, announcements are advertised in the public media (e.g., Slobodna Dalmacija, Radio Split) and posters are located within FEBT's building. All members of the association are further informed by e-mail. Bulletins that cover activities and represent prominent members are occasionally issued.



There are numerous activities organised by FEBT Alumni Association to strengthen collaboration between academia and practice. This is achieved by involving former and current FEBT students to enhance current and former students' knowledge and skills, broaden their perspectives, and **support their career development, career opportunities, and position in the labour market**. In terms of graduates' career development, Alumni management cooperates with FEBT Committee for Career Development to facilitate and foster its scope of work.

In February 2024, a new **Management and Supervisory Board of FEBT Alumni Association** was appointed, bringing former FEBT students from younger generations into the association's leadership and operations. These individuals hold executive positions in renowned Croatian companies and bring fresh ideas and a vision for strengthening the association's work and collaboration with FEBT. The President of the Management Board is Mr. Vinko Ursić Glavanović, Director of *Slobodna Dalmacija*, the most widely read and influential regional newspaper media in Croatia. He is also a member of BC. Alongside Mr. Ursić Glavanović, there are additional four members of the Management Board, employed at managerial positions in the manufacturing and hospitality industry. The Supervisory Board also consists of five members, one of whom is a FEBT faculty, while the others are either currently employed in leading positions in the industry or are senior Alumni members with extensive professional and association experience, now retired. During the term of the new management, the number of members has increased by 35%, currently reaching a total of 128. The management and members of FEBT Alumni Association regularly collaborate with FEBT management to inform them about the association's activities and secure their support for all planned initiatives. Additionally, Alumni members have participated in FEBT's accreditation process.

FEBT Alumni Association members actively participate in various activities to support current students in developing their knowledge, skills, and understanding of the business world, as well as to strengthen the network between current and former students and FEBT as a whole. One of the most significant activities (SEFNET event) is the **organisation of guest lectures by Alumni members** (available in [4.3.](#)). A dozen such lectures are held annually at FEBT or in partner companies where former students work. Through these activities, the Alumni association is actively involved in FEBT curricula and indirectly through the employment of graduates in the companies they work in. In the past calendar year alone, they delivered 13 guest lectures at FEBT and organised four field visits, participated by 7 FEBT professors and 17 business professionals from 12 different companies. As part of these field visits, FEBT professors led students on educational trips to companies, integrating these experiences into their courses to help students acquire new knowledge and expand their existing expertise in line with the courses and programs ILOs.

The association is actively working on increasing its visibility by creating various marketing activities. This is precisely why the lecture titled *Croatian Dream* by Mr. Joe Bašić, the organiser of the Ultra Festival and owner of the company MPG, was particularly interesting. The event was also covered by the media to ensure additional visibility for the association. Alumni members are involved in different fields, and in addition to business collaboration with FEBT, they also organise engaging and valuable social events for all members. These include an art section, a mixed choir, and group trips.

In the upcoming period, the Alumni association plans to intensify its activities, focusing on initiatives benefiting current students and recent graduates. A key priority is engaging members in student mentoring programs by assessing the interests of both current and former students. Additionally, the collaboration through guest lectures will continue, featuring representatives from renowned companies discussing topics of broader public interest in cooperation with media outlets and FEBT professors. The association also aims to expand its membership and establish connections with similar domestic and international organisations. These activities will help current students and recent graduates with practical insights that complement academic knowledge to develop their networking opportunities, navigate their career path and improve employability. These activities are also significantly important for FEBT as a high-education institution in strengthening its reputation and elevating visibility and credibility in expanding corporate partnerships and a strong professional community.



4.4. Programme Reputation

FEBT's UPB is recognised nationally and regionally as a high-quality undergraduate programme that equips young people with the knowledge and skills necessary to leverage entrepreneurial ideas, engage in various business activities at a high professional level, and make sound business and managerial decisions in increasingly demanding and contemporary business environments.

The demand for UPB study on the target market has been considerably increasing during the last three academic years (number of high school graduates interested in UPB programme/number of enrolled students in the UPB programme). This ratio **increased from 3.2:1 in 2022/2023, 3.97:1 in 2023/2024, to 4.23:1 in 2024/2025**. The increase in demand is the result of quality marketing activities and, even more importantly, the great reputation of FEBT among current and future students and their parents. Not only is **FEBT's reputation** recognised domestically, but also across the borders, because currently, the UPB program enrolls 10.7% of students who come from surrounding countries.

In 2024, in the last institutional accreditation process, conducted by the **ASHE**, FEBT was evaluated by an international expert panel. In this accreditation process, **FEBT achieved overall accreditation results very close** to those of the largest HEI in Croatia and leading national and regional (outside Croatia) faculty in the field of economics and business – **AACSB and EPAS/EFMD accredited Faculty of Economics & Business Zagreb**. At the national level, recent evaluation was conducted in November 2024, and in February 2025 **Expert Panel delivered a Report with recommendation of issuing a licence for five years for all FEBT study programmes** (📄 4.4). However, to finalize the process of accreditation the ASHE should confirm the report and issue a certificate of compliance, and Ministry of Science, Education and Youth will grant unconditional accreditation for FEBT study programmes for a period of five years. At the international level, two of FEBT programs have held the prestigious EFMD accreditation since 2019, with re-accreditation as of September 27, 2022 - specifically, the UPB (accredited for three years) and the GPB (accredited for five years).

In addition to these formal acts, the commitment to excellence in the international environment is also reflected in the implementation of several strategic activities. In terms of teaching, this primarily refers to the prestigious international EFMD Accreditation of UPB (which encompasses the majority of FEBT students, with the same standards applied across other programs) and membership in key international organisations such as EFMD, AACSB, IBSEN, and CLADEA.

Additionally, FEBT is the largest constituent of the UniST, which has been recognised **on the WURI list – World's Universities with Real Impact-** as being ranked in the **94th place in the Global Top 300 Innovative Universities 2024**, as seen in Table 25.

Table 25 UniST ranking according the WURI list

Rank	Criteria
2023.	
100-200	Top 100 Innovative Universities
43	Top 50 – Industrial Application
18	Top 50 – Ethical value
50	Top 50 – Student mobility
30	Top 50 – Fourth Industrial Revolution
2022.	
101-200	Top 100 Innovative Universities
18	Top 50 – Ethical value
32	Top 50 – Fourth Industrial Revolution

Also, the same year, UniST was recognised within three additional categories, being ranked in the 41st position relating to infrastructure/technology (top 100), in the 23rd position relating student mobility and openness (top 100), and in 10th position relating to symbol/promotion (top 100). FEBT's contribution to the success in these rankings to a great extent is based on applying the principles of open science in its activities, processes and acts; and providing premises, equipment and the complete infrastructure that are suitable for teaching, scientific and professional activities (ASHE accreditation quality grade for these



standards are completely fulfilled). UniST overall ranking is increased in 2024 following the previous two years, as well as the number of different categories, which recognise UniST among top universities.

Moreover, UniST is internationally recognised the same as the leading Croatian university, University of Zagreb and even better than other Croatian universities. According to the World Universities Ranking in 2025 ([Times Higher Education](#)), UniST is ranked in 1201-1500 position, as University of Zagreb, while University of Rijeka is in 1500+ position, while other Croatian universities are not listed at all. Focusing only to Business and Economics category rankings, UniST is, the same, as University of Zagreb and University of Rijeka ranked in 801+ position.

UPB faculty are often summoned to give an expert opinion or participate in discussions on specific contemporary and current business and economic topics and issues, thereby contributing to and promoting the reputation of the UPB study programme. For the success of UPB students to be at a high level and recognised as such, the engagement of UPB faculty as their mentors is extremely important. They educate, motivate, and guide students in the realization of their business ideas and solutions. Media appearances of UPB faculty further inspire students to increase their efforts and engagement, contributing to greater recognition and reputation of FEBT.

In this sense, **UPB students are often topics in the local and national newspapers and portals** due to their achievements in their study programmes and their participation in initiatives and projects to support social issues and resolve social problems. Table 26 shows some **press clippings** related to UPB students' competition successes and participation in social causes and initiatives and UPB faculty public appearances, leading to the reputation building of the UPB programme.

To specify more precisely, in various events in which UPB students participated, they achieved exceptional accomplishments. Some of the engagements of UPB students include participation in projects organised in collaboration with the European Commission or through the Erasmus+ programs, focusing on ecology, sustainability, the use of modern technologies, and the promotion of sustainable entrepreneurial ideas. UPB students also regularly receive awards from renowned organisations and companies, confirming their exceptional work and quality throughout their studies. This is reflected in their award-winning Final thesis and published professional and scientific papers in collaboration with their mentors, involvement in the SEI, participation in international project competitions, as well as well-deserved awards for overall success during their UPB studies.

Table 26 The most notable public appearances made by UPB students and faculty

Public appearance	Short description	Link
UPB students		
<i>EU Co-Founded Projects that Students participated in</i>	UPB/GPB student helped develop the EU founded projects and shared their insights	Link
<i>HANFA Annual Award For the Best Scientific and Professional Student</i>	FEBT student won HANFA (Croatian Financial Services Supervisory Agency) annual award	Link
<i>Award winning students' testimonials on UPB and GPB</i>	Testimonials on benefits of studying at FEBT's UPB/GPB, made by students winners of the Rector's	Link
<i>Students as maritime innovators</i>	Students used 3D printing to create a model of the "K2" yacht hull	Link
<i>Project "AktivniST" to encourage youth social engagement</i>	UPB/GPB students learn about social entrepreneurship through workshops and activities focused on sustainable	Link
<i>Smart City Challenge Hackathon 2022</i>	UPB students won first place in developing IoT-based solutions to improve local community.	Link
<i>STup! 2023 International Conference</i>	UPB and GPB students compete and assist in organizing this entrepreneurship and innovation event,	Link
<i>Career Day and "Your Employer" Event</i>	UPB and GPB students participate in networking with top companies at the Faculty of Economics, gaining	Link
<i>Hack4Split 2022</i>	UPB students won first place in this social hackathon, developing innovative tech solutions to support local	Link



UPB and GPB faculty	
The <i>Capacity2Transform (C2T)</i> project promotes digital and green transformation in Central Europe, focusing on sustainable development and innovation through digital solutions.	Link
Giving expert opinion on importance of audit profession and auditing of company's financial statements.	Link
The fourth edition of <i>STup! Split</i> continues to serve as a global platform for university entrepreneurship, showcasing innovative ideas from students and fostering international	Link
The <i>BlockSplit 2023</i> program brings together blockchain and Web3 professionals through workshops, lectures, and networking. FEBT is the organiser of the <i>Desci Stage</i> , offering	Link
Publicly presenting and promoting the project: <i>User-oriented (re) design of processes and modelling of information systems on the example of smart city services</i>	Link
Giving expert opinion on the digital euro as an answer to increasing role of virtual currencies around the world.	Link
Presenting the results of conducted scientific research on balancing the professional and personal obligations of mothers in time of COVID-19 pandemic.	Link
FEBT Science Popularisation Portal (columns, researches, video clips, etc) promoting scientific and professional research results to the wider public.	Link

Although highly regarded nationally and regionally, FEBT management aims at raising public awareness of FEBT's and its students' accomplishments by encouraging UPB faculty to be more present in public media, as academic and consultancy experts, as mentors to students on notable projects and initiatives, and contributors to the local community and Dalmatia as a region, all to raise FEBT's reputation.

Chapter 5: Quality Assurance Processes

Summary

Since 2005, FEBT has established a robust Quality Management System - QMS - which was aligned with ISO 9001 standards until 2018 and thereafter with the ESG. This system ensures continuous improvement through structured planning, implementation, monitoring and refinement of academic and operational processes. Central to the QMS is compliance with international accreditation frameworks, including EFMD programme accreditation for its Business programmes and institutional evaluations by ASHE. FEBT's QMS integrates stakeholder perspectives through systematic feedback mechanisms. Students contribute through evaluations of teaching, administrative services, internships, and thesis supervision, while employers, alumni, and businesses contribute through surveys. Programme design and review processes follow a rigorous protocol, incorporating minor and major changes approved by the FC and external bodies such as the UniST Study Committee and ASHE. Recent updates to curricula and teaching methods reflect advances in academic research, digital learning tools and the demands of the labour market. There have been eight revisions since 2021. Operational quality assurance emphasises transparency and accountability. The QAC and IQAC oversee strategic alignment with institutional goals. Digital transformation, including e-forms and the Moodle/Merlin platform, enhances administrative efficiency and data integrity. Teaching quality is monitored through student evaluations and performance incentives, while assessment systems ensure objectivity through standardised grading. FEBT's commitment to excellence is also reflected in its focus on internationalisation, ethics, and sustainability, which is embedded in its QP and operational framework.



Plans and actions for future development

- **Revision of the current QMS documents:** The management of FEBT will continue to revise the QMS documents to bring them fully into line with the latest national and European standards. This mainly concerns the Quality Manual as a key document for the quality management processes, which dates back to 2018. Due to the increasing awareness of cyber security risks, FEBT will further develop and upgrade the information security policies. FEBT management also plan to revise and improve the QMS for internal quality assessments to align it with ASHE standards (2023).
- **Development of new QMS documents crucial for the quality of the UPB programme:** FEBT management has recognised the need to develop new documents and processes that will have a positive impact on the quality of the UPB programme. This relates in particular to the development and implementation of a peer review process for teaching. As part of quality assurance, peer review of teaching promotes accountability and transparency of teaching quality. Hence, the planned development of the peer review process should help faculty to improve the quality of teaching by reflecting on their own teaching skills, identifying areas for improvement and taking steps to improve.
- **Development of new QMS documents crucial for the management of the UPB programme:** FEBT's management has recognised the need to develop new documents and processes that will have a positive impact on the management of the UPB programme. A various stakeholders are already involved in revising and improving the ILOs and content of the study programmes. However, these activities are carried out on an *ad hoc* basis. In order to improve the management of the programme, FEBT will develop and implement a formal procedure for the regular revision and improvement of ILOs and study programme content by external stakeholders (companies, alumni, etc.)

5.1. Design and Review Processes

Since 2005, when the **Quality Management System (QMS)** based on ISO 9001 was introduced, FEBT has been continuously planning, implementing, measuring, analysing and improving its processes to demonstrate its ability to consistently provide services that meet the needs and expectations and ensure the satisfaction of stakeholders (especially students, faculty, local community, administration and governing boards). From the beginning, the compliance of FEBT's QMS with the international standards ISO 9001 was confirmed by external independent certification institutions in the period from 2007 to 2018; furthermore, in accordance with the Standards and guidelines for quality assurance in the EHEA through the evaluation of doctoral studies (2017) and institutional evaluation by ASHE (2018 and 2024) as well as through EFMD programme accreditations (2019 and 2022).

In line with ESG requirements, FEBT's QMS enables it to: 1) improve the quality of its study and educational programmes, 2) enhance the quality and transparency of research, and 3) build mutual trust with stakeholders and increase the institution's recognition in the external environment. FEBT's QMS has supported a more student-centred approach to learning and teaching, while promoting flexible learning pathways and the recognition of competences acquired outside the formal curricula. In particular, the QMS takes into account the need for increasing internationalisation, the inclusion of digital learning methods and the embedding of the institution in society, as described in the previous chapters.

Since 2022, the EFMD accreditation of UPB and GPB, including the quality check of the study programme in the 5 categories: institutional context, programme design, programme delivery & operations, programme outcomes and quality assurance, has brought about significant change and supported FEBT in connecting with foreign institutions, some of which emphasised EFMD accreditation as a prerequisite. FEBT's management continuously focuses on the pursuit of excellence in a continuous improvement process after the last accreditation visit, with the aim of improving the effectiveness of internal quality assurance, which would foster the development of FEBT's culture of quality. Based on the suggestions for improvement in the review report and the ARIs identified, a detailed action plan was drawn up. Its implementation is carefully monitored in annual progress reports.

FEBT' QMS scope and framework are regulated by the Regulations on Assurance and Improvement of Quality at the FEBT, aligned with the Law On Quality Assurance In Higher Education And Science (2022),

enabling the involvement and participation of the faculty in the internal quality assurance processes. The promotion of FEBT's culture of quality in all areas of FEBT's work is confirmed by the Quality Policy - QP as a key document (5.1). QP was adopted by the FC based on the Dean's proposal and is publicly published on FEBT's website as well as on the internal notice boards. Since the mandate of the new management in October 2024, the Dean adopted current FEBT's QP in accordance with European and national professional standards, laws and regulations and other policies of the UniST and institution context. FEBT's QP emphasises the design, delivery and operations of study programmes and their outcomes respecting internationalisation, ethics, responsibility and sustainability (ERS) and connections with practice. It improves the "robustness" of FEBT quality system and the inclusion of all key stakeholder perspectives.

FEBT's QMS is aligned with the Act on Quality Assurance in Higher Education and Science (Official Gazette, 151/22) and includes:

1. monitoring the implementation of the development strategy
2. implementation of QMS procedures and
3. monitoring and improving: the quality of the study program; learning, teaching and evaluation methods at studies; the achievement of student learning outcomes; the scientific productivity of and the professional work of faculty; the work of employees of professional services; other activities carried out by the HEI.

Constituents of FEBT's QMS are present in Figure 6.

The **Centre for Quality Assurance**, headed by a professional Quality Assurance Manager, is the first link in the QMS chain. It is established as an advisory and expert organisational unit of FEBT and employs **Quality Assurance Manager - QAM**. The Centre proposes and coordinates the initiatives for continuous quality assurance and improvement, and **QAM** is responsible particularly for the establishment, application, maintenance and improvement of the processes necessary for the QMS and support of introduction and maintenance of other QMS that FEBT's Management decides to implement. Since 2005, the QAM annually conducts internal audits following the national legal acts and the provisions of the QMS for all work processes and all organisational units of FEBT. Upon internal audits, up to approx. 30 non-compliances had been detected per year. For identified discrepancies, corrective actions were initiated by the Vice-Deans in charge. The QAM performs verification of the implementation of corrective actions. The status and effectiveness of internal audit findings are assessed at the QAC meetings annually (5.1).

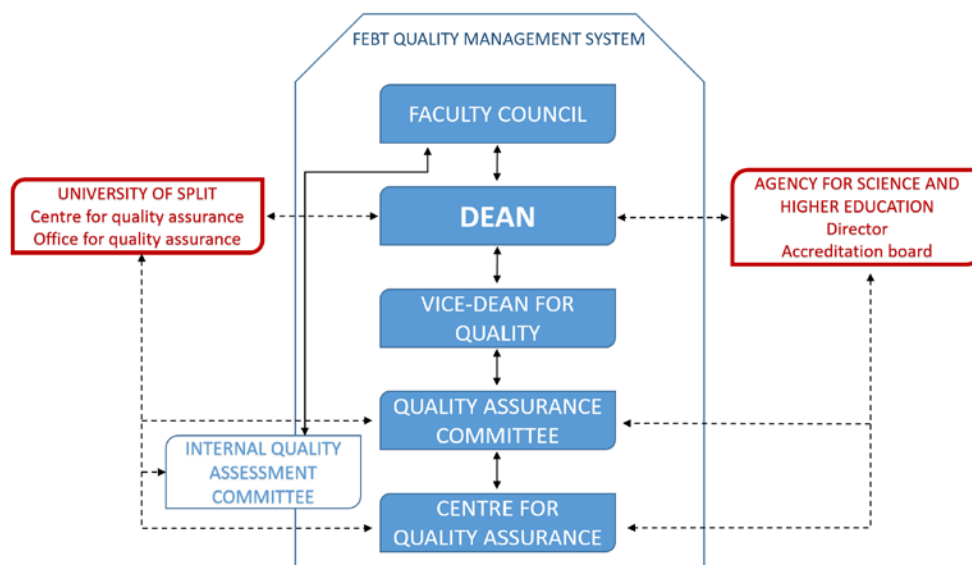


Figure 6 Constituents of FEBT's QMS

In 2005, FEBT established the Quality Committee, subsequently renamed the **Quality Assurance Committee - QAC**, in accordance with the quality system established at the UniST. The QAC, as **FEBT permanent advisory and professional body**, primarily focuses on planning, implementing, measuring the



effectiveness of and reporting on the activities of the QMS. It oversees the preparation of FEBT strategic documents and specialised reports for the needs of the relevant institutions, and supervise the implementation of various evaluations. The QAC consists of seven members in total: the Vice-Dean for Quality, QAM, one student representative (on the proposal of the Student Council), three representatives from the faculty in different seniority age, and one representative from the corporate sector - a quality manager from *AD Plastik PLC* (Decision [5.1](#)). The chair of the QAC is prof. Andrijana Rogošić, who coordinates FEBT relationships with The Centre and Office for Quality Assurance at the UniST, and with all the internal and external stakeholders of FEBT's QMS. QAC meetings are usually held once a month (Minutes from QAC meetings [5.1](#)).

In order to strengthen the quality assurance system, FEBT has applied for and received approval from the responsible ministry for the post of **Vice-Dean for Quality**, who took up office in October 2024 for the 2024-2027 mandate period. The Vice-Dean for Quality coordinates the development and improvement of internal and external quality assurance and monitors the achievement of academic accreditation and assessment standards and ensures that FEBT programmes meet the requirements. She is the point of contact for all national and international accreditations and quality assurance issues. The Vice-Dean performs other tasks related to quality assurance and enhancement in accordance with the resolutions of the FC, the provisions of the Statute and other relevant acts. As a member of the QAC, the Vice-Dean for Quality serves as an intermediary between FEBT management and the QAC. The predecessor of this position was the Coordinator for International Accreditations (Decision [5.1](#)), who was appointed in November 2022 to support FEBT management in planning and coordinating processes and activities for applying for international accreditations as well as reaccreditations due to the increased workload.

FC is the umbrella body in FEBT's QMS. Following the opinions and proposals of QAC and FEBT management represented by the Dean, FC makes decisions on adopting QP and quality manuals; annual plans and reports on the activities of the QAC; adopting reports of internal and external independent periodic evaluations of the QMS, programmes and institution as a whole as well as the plan of activities for improvements, etc.

The **Internal Quality Assessment Committee - IQAC** is a FEBT permanent working body that plans, implements once in two academic years and reports on internal assessment of the quality assurance system in accordance with the 2015 ESG and ASHE standards and is responsible for its effectiveness. The members of the IQAC are three representatives of faculty, one representative of the non-teaching staff and one representative of students ([5.1](#) Decision), which are not directly involved in decision-making at the system level. The criteria for selecting members of the IQAC are defined by the Regulations on Assurance and Improvement of Quality ([5.1](#)). The evaluation results are documented in the form of an internal audit report, with recommendations for improvement and defined follow-up. The latest internal audit was carried out in February 2024. ([5.1](#)).

The UniST Quality Assurance commission also reviews FEBT's QMS. It is organised as Centre and Office for quality assurance and comprises of employees of the UniST who are not directly involved in decision-making at the system level. The evaluation results are documented in the form of an internal audit report, with recommendations for improvement and defined follow-up.

FEBT's QMS has improved the formalized system that documents all processes, activities, and responsibilities to guide every aspect of FEBT's performance in the last three years. In 2022, FEBT automated and turned into e-forms the most frequently used internal documents and quality forms and thus established an operational quality management system that ensures the efficiency of administrative processes, quick and easy access to stored digital documents, and continuity and transparency of the process. It has contributed to safer document storage, greater data analysis capabilities, and less chance of human error. At the same time, FEBT signed a contract with the Ministry of Science, Education and Youth and the University Computing Centre – Srce to **implement the HEIS**. It is a network-oriented modular information system designed to support business processes at HEIs. Although having a custom made system (ISEF) proves to be an efficient solution, the legal framework at the national level requires migration into a standard one maintained centrally.

The **procedure of introducing new study programmes or modifying the existing ones** is defined by the Rulebook on the Assessment Procedures for the Study Programmes of the UniST ([5.1](#)) FEBT



consistently follows the procedures for approving new or minor/major changes to existing study programmes following the *Rules on the evaluation of study programmes* approved by the Unist in 2023 (5.1). The *Rules* define the mechanisms, responsibilities, and objectives regarding the approval, supervision, and periodic evaluation of minor and major changes in study programmes, LLL programmes, including evaluation of learning outcomes and taking into account the conditions for conducting study programmes defined by law. The Unist Rules particularly define different types of changes to study programs based on the extent of the modifications made: a) changes to existing study programs within the competence of FEBT's council; b) minor changes and amendments to the study program (up to 20% of ECTS credits of mandatory courses within the study program); and c) the major changes and amendments to the study program (more than 20%, but less than 50% of ECTS credits of mandatory courses) as well as different approval procedures within the University.

The chart of FEBT's QA review and approval process of changes in study programmes is illustrated in Figure 7.

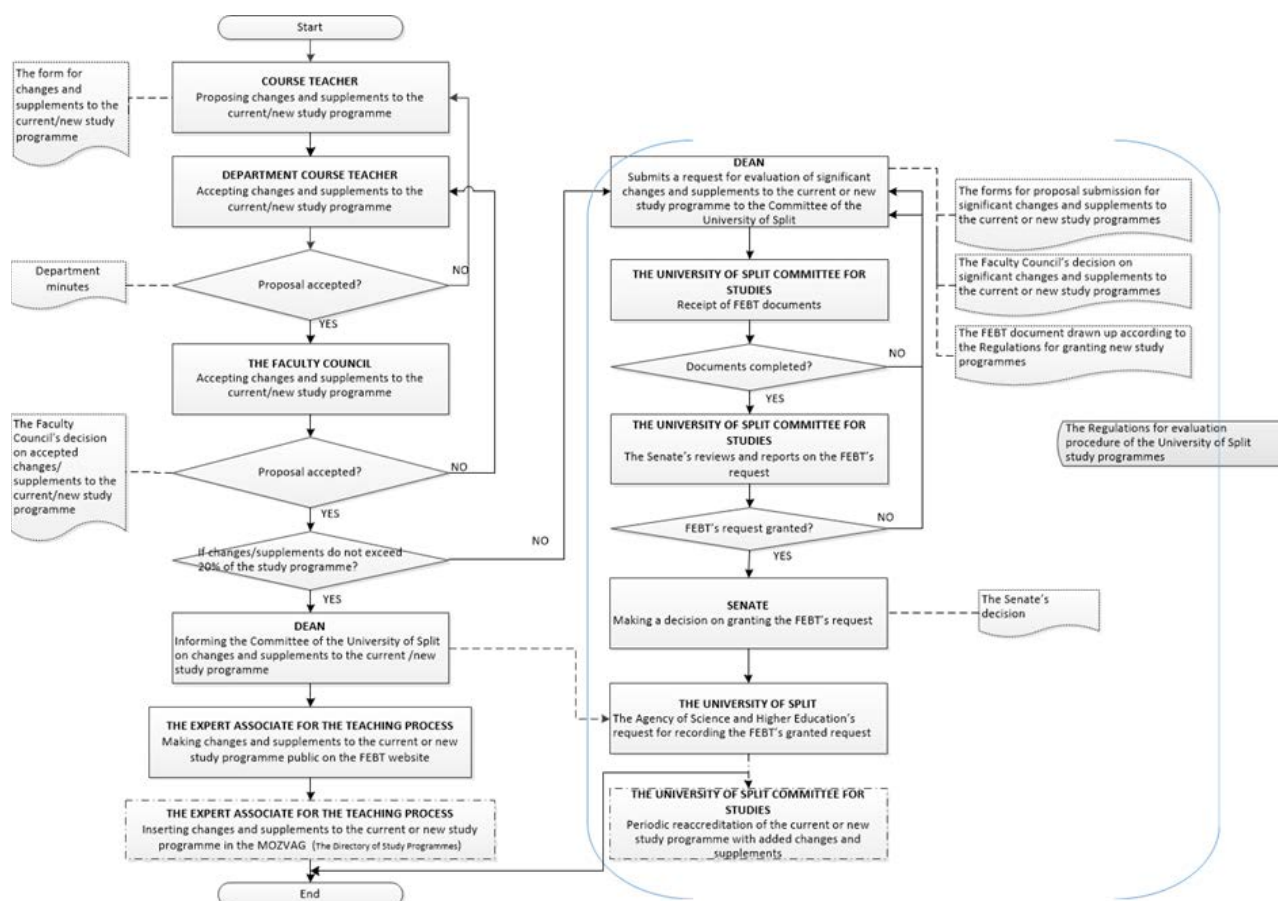


Figure 7 Chart of the QA review and approval process

FEBT regularly introduces changes and amendments to its study programmes. In September, faculty are invited to submit amendments to their course curricula to the Expert Associate for Teaching based on recent knowledge from international, national and local scientific and professional sources in their field of work and feedback on student evaluations of teaching in the previous semester/academic year. Furthermore, the results of student surveys and reports of internal audits and internal evaluations are used to evaluate each faculty's teaching quality. This is used as important feedback to faculty members on whether to adapt or improve their teaching or serve as a foundation for improving the study programme. These include changes to teaching methods and the proportion of e-learning, changes to course-level learning outcomes, course content and course literature, types of teaching, definition of student responsibilities and methods of monitoring student work, methods of assessing and evaluating student work during classes and at the final examination, and changes to quality control methods that ensure achievement of the specified learning



outcomes. FC votes on the modifications to the curricula during regular meetings held before the start of the new academic year and/or semester. In the case of requests for major changes to the study programme or for the introduction of a new study programme, after the adoption at FC, FEBT submits to the UniST Study Committee, which oversees the internal system of quality assurance and improvement, and then to the UniST Senate for approval. The University submits all changes and amendments to study programmes to the MSEY and ASHE.

FEBT regularly monitors the implementation of teaching according to the implementation plan of the study programme (e.g. whether the implementation of the study programme uses appropriate forms of teaching (lectures, exercises, fieldwork, etc.) and analyses the implementation. The Office for Quality Assurance at UniST regularly collects and submits once a year data on the success of the implementation of study programmes for FEBT and other data on achieving defined ILOs. The analysis of data on the success of the implementation of study programmes is the subject of discussion at the session of the QAC, and the Vice-Dean for Education and Student Affairs acquaints the FC in detail with the trends of study success at all levels of study. Based on the ongoing dialogue and cooperation with students and other stakeholders, **FEBT has modified its study programmes on eight occasions since the last PRT visit: September 2022, October 2022, February 2023, March 2023, September 2023, October 2023, February 2024 and November 2024.**

The current procedure for issuing diplomas, as the step of the closing of programmes, includes thorough reviews by the Office of the Registrar. Each diploma with the signature of the Dean also contains FEBT's dry stamp, kept in the safe. Students are also given a Diploma Supplement, confirming which exams they have passed and the grades they have achieved, also issued in English ([📄 5.1](#)).

Inclusion of Different Stakeholder Perspectives

In the process of modifying the existing programme, comparable study programmes are considered, meaning those offered at similar institutions. Considering FEBT's policy to enhance socially responsible behaviour, management acknowledges the importance of feedback from students and employees but also the importance of having recognised the needs of the wider community and its impact on adjustments to study programmes. The development and revision of study programmes are continuously carried out and are based on feedback from students during their studies, feedback from graduates and their employers after graduation and upon employment, as well as on the analysis of graduates' employment outcomes.

Feedback from students during their studies is collected through daily communication with faculty in class, at office hours and during mentoring activities. In addition to these indirect and informal ways of collecting feedback, there is also a formalized process for gathering student feedback during and after their studies through surveys. Student evaluations during studies are carried out by the Quality Office of the UniST and include three aspects: student evaluations of teaching, which are carried out at the end of each semester (winter and summer) for all courses delivered, student evaluations of the work of administrative and professional services and other aspects of student life and student evaluations of the overall quality of studies, carried out on an annual basis. Additionally, FEBT evaluates students' satisfaction with the application process and Final thesis supervision, internship programme and internship programme – service-based learning, and lifelong learning programmes. The evaluation results are monitored by the QAC, FEBT management and Dean, and FC. With regard to the evaluation of teaching and based on student feedback and in accordance with the Rules on the procedure of student evaluation of teaching work by the UniST ([📄 5.1](#)), the Dean conducts interviews with the 10% of the lowest-rated faculty in order to identify problems and find solutions aimed at improving student/participant satisfaction.

In addition to feedback from students, feedback from employers is also important for quality improvement. After a multiple-years long tenure in the Committee by quality and sustainability manager from *CEMEX Croatia PLC*, a new representative – Mrs. Marina Novak, a quality manager from *AD Plastik PLC*, actively participates in the Committee's meetings and activities. As her predecessor, during the Committee's meetings Mr. Novak gives very valuable practical inputs, especially those related to the teaching process and practical dimension of the programme, thereby influencing the improvements efforts and actions proposed by the *Committee* in relation to UPB study programme design, delivery, operations, and outcomes.



FEBT's management regularly communicates with its BC and Alumni members. In the role of graduates as well as employers, Alumni still participate and contribute with their perspective on the acquired knowledge and skills and required profiles and contribute to revisions. BC in their meetings ([1.1.6](#)) also discussed all aspects of study programmes, especially with the focus of improving programme ILOs.

Through the Centre for Career Development, FEBT continuously analyses the satisfaction of graduates (at undergraduate and graduate levels across all study programmes). Additionally, in the academic year 2023/2024, under the leadership of the Academic Chair of UPB, FEBT surveyed students from this programme, examining their satisfaction (students in their first, second, and third years of studies) across three different areas: teaching processes, administrative processes, and extracurricular activities. Students from all years also rated the question related to the objectivity of faculty assessments with a high average score (very good - 4).

External periodic Programme review

In the last three years FEBT has undergone the following external evaluation procedures:

- the third cycle of national re-accreditation in the academic year 2024/25 (ASHE)

All public and private HEIs are subject to re-accreditation, which is conducted in five-year cycles by the ASHE, in accordance with the Act on Quality Assurance in Science and Higher Education (Official Gazette 151/2022) and subordinate regulations, and by following ESG Standards and good international practice in quality assurance in HE and science. The Agency's Accreditation Council appointed an Expert Panel and conducted an independent evaluation of FEBT in November 2024. During the re-accreditation, the Expert Panel held meetings with management, the Quality Assurance Committee and representative of the Centre for Quality Assurance, students, heads of departments, full-time faculty, alumni, heads of research and professional projects, external associates, teaching assistants, representatives of the business sector and potential employers. They reported satisfactory fulfilment of the standard in all areas (Management and Quality Assurance, Study programmes and LLPs, Student-centred learning and teaching – teaching process and student support, Teaching capacities and infrastructure of the HEI, and Research and professional activity). As an outcome of the conducted procedure, **the Expert Panel recommended issuing a licence for five years for all FEBT study programmes** ([1.1.7](#)).

- the second cycle of EFMD Process Accreditation for the UPB and the GPB in the academic year 2021/22

FEBT holds a three-year accreditation for the Undergraduate university study programme in Business and five-year accreditation for the Graduate university study programme in Business, as the only business programme in the Republic of Croatia that has EFMD accreditation for a study programme in Croatian. Following the opinion and recommendations of the Accreditation Committee, FEBT has defined strategic development objectives for the EFMD programme accreditation of graduate studies in Business in December 2022 and the mid-term progress report is preparing for submission in the end of March 2025. Based on the recommendations of the Expert Committee, FEBT prepared two annual progress reports on the areas of required improvement for the Undergraduate university study programme in Business. The first report was adopted by FEBT's FC and submitted to EFMD in September 2023 was overall assessed for progress as meeting expectations. The last report that was adopted by FEBT's FC and submitted to EFMD in September 2024, got feedback on the overall assessment of progress as above expected.

The key elements of all internal and external evaluation procedures reported are reflected in a number of FEBT documents and were taken into account in the preparation of the development Strategy 2030 and Digital strategy 2030, contributing to the regular improvement and revision of the quality system.

5.2. Quality Assurance on Operations

Student feedback on teaching and programme quality is organised and carried out by the Office for quality assurance of the UniST, using standardised Survey on the teaching process.

In each semester, the UniST carries out an institutional survey on **students' satisfaction with the teaching process for each course delivered at FEBT** (see Table 11). Each faculty gets summarized



results for their course (via email) while the Centre for Quality Assurance and QAC get the aggregated data with all the students' comments. The QAM prepares average grades per course and faculty as a result of students' evaluation, selects the relevant qualitative feedback (identifies the best examples and in particular comments on the ethics, communication and relationship with faculty) and submits the overall results to QAC. The Committee then analyses the data from the student surveys to propose adequate measures to improve the quality of the teaching process. The results of the analysis are discussed at the meeting of QAC which make proposal for quality improvement measures (*Minutes* ➔ 5.1). The report is discussed and adopted at the FC meeting, so the Dean, Academic Chair of UPB and all the members of the FC are informed (➔ 5.2 *Minutes*). The analysis provides the groundwork for modifications to the study programmes (assessment of ILOs, appropriateness of assessment, course workloads, etc.) Exchange students who attend courses taught in English also participate. To measure the students' satisfaction through the survey, FEBT monitors and compares the average grade in relation to the one achieved at the university level. The Dean discusses with the selected peers (according to the university regulation) and submits a written report to the Rector of UniST once a year.

For students who are closing the programme, the **Survey on the overall quality of the study programme** is conducted. This evaluation focuses on a wide range of activities that affect students' experience during their studies and consequently impact the key indicators, e.g. completion of studies. The survey of the overall quality of studies is particularly relevant since it allows one to look back at the programme they are about to complete. It includes eleven categories (total of 83 questions): general study conditions, quality of service provided by administrative and professional offices, content and organisation of study programmes, teaching process and knowledge assessment, faculty-student relationship, institutional support for studying, student relations, other aspects of studies, a final assessment of the study programme. The results are discussed and adopted at the QAC meetings, and after that at FC meetings (➔ 5.2 *Minutes*).

The Students' **evaluation of administrative services and other aspects of students' life** aims to establish students' attitudes on FEBT infrastructure, administrative offices' performance (Library, Student Office, FEBT's management), the Students' Association, students' accommodation, sports, leisure and health care. The student survey is carried out online at the end of the second semester.

The **Analysis of students' success rates** is conducted by the UniST every year to determine success in exams and completion of studies and determine study dynamics of critical issues in the teaching process. Indicators include students' achievement rate, success rate after completing the first year of studies, and data on completion of studies at all years of study programmes. Based on the results, FEBT proposes measures to improve students' success.

In addition to the mandatory evaluation organised by the UniST, from the academic year 2022/23, FEBT conducts an online survey on **Student evaluations of the application process and final thesis supervision**. The aim of this survey is to assess the quality of the mentorship and the level of compliance of the knowledge acquired during studies with the requirements and content of the final thesis. The results of this survey are prepared by the FEBT Centre for Quality Assurance.

Also, student **evaluations of the internship and internship – service learning** programmes are carried out annually. Report on the results of this survey and recommendations for improvement are prepared by the heads of the programme. Both programmes received highly positive feedback from students. The analysis then follows the standard procedure – discussion on the meeting of QAC, and presentation to the FC for adoption.

Monitoring of teaching quality and assessment regime

Since 2015, FEBT has been continuously working on improving the quality and all the elements of the study programmes in order to offer students programmes whose ILOs are in line with the competencies that the student should acquire at the end of their studies and that will enable them to continue their education and/or enter the labour market. All ILOs, programmes as well as courses, are publicly available on FEBT's web page. Additionally, students have personally tailored sets of course curricula for enrolled courses only available on the Moodle/Merlin platform and evaluated in the surveys as described above. Hence, the Programme management as members of the FC monitor ILOs, assessment methods as well teaching quality as a whole. High quality teaching is rewarded according to the Regulations on Awards and Recognitions (➔ 1.1.3). In the category of achievements in teaching, prizes are awarded for creating new



study programmes, supervising students in student competitions, supervising student papers, producing university textbooks, and for exceptional quality in teaching. The award for exceptional quality of teaching is awarded according to criteria: a) innovation in teaching, b) inclusion of practice in the teaching process, c) creation of new teaching materials, and d) student evaluation (according to the results of the Survey on the teaching process). In the case of low-quality of teaching identified, the Dean communicates with the 10% of the lowest-rated faculty in order to identify problems and find solutions aimed at improving the quality of teaching. FEBT management has also initiated the process of developing a peer review of teaching, which is included in the QAC plan of activities for the academic year 2024/25. In order to be implemented in the next academic year, the QAC will develop a proposal on the procedure of peer-review and process owners and submit it to the Dean and FC for adoption.

The grading system is clearly described in every curriculum and is the subject of the Survey on the teaching process. In the case of four unsuccessful exams in one academic year, the student must re-enrol the course in the next academic year. Also, a student has the right to submit a written complaint to the Vice-Dean for Education and Student Affairs within 24 hours after the announcement of the results, for re-evaluation of the exam and to request its repetition with the Exam Commission if he/she believes that there were irregularities in examination and/or in evaluation. The Exam Commission re-examines and /or re-evaluates the student and decides by majority vote.

Feedback to students on assessments

Assessment methods are designed according to each course's specifics and are used to check and evaluate the level of achieved ILOs. They include midterm and final written and oral exams, individual and team projects, individual assignments, in-class activities, seminars, essays, etc. In addition, each course curriculum provides information on assessment methods and a detailed description of grading and evaluating student's work in class and at exams. Each course has a clear definition of the passing grade (i.e., the percentage/points/grade) required for passing the exam. According to the Rulebook, faculty are obliged to enable public examinations. Students receive feedback on all forms of assessments (mid-term and final exams) transparently. The written assessments generally have written marks disclosed using codes (student's ID) on Moodle/Merlin according to the GDPR. Students have the right to accept or decline the final mark. If they are not satisfied with the final grade, they must send e-mail to the faculty within 48 hours and inform them of this rejection. Oral exams usually finish with oral information on a student's grade which students can also accept or decline. The feedback to all forms of assessments is digitalized (Moodle/Merlin/HEIIS) and students have direct access to all their grades.



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