



Annex 17: Progress Report Forms



EFMD PROGRAMME ACCREDITATION MIDTERM PROGRESS REPORT

Name of the Institution:	University of Split Faculty of Economics, Business and Tourism
Name of the Programme:	Graduate Programme in Business Studies
Date of Accreditation Decision:	27 th September 2022

Development Objectives for the Programme:	
1	Enhance the Programme governance by establishing a dedicated Programme Director.
2	Expand the offer of extra-curricular activities for the Programme.
3	Deepen the internationalisation of the Programme through effective strategic initiatives.

Midterm Progress Report:			
Due Date:	27/3/2025		
Submitted:	25/3/2025		
Feedback Provided:	Day/Month/Year		
Overall assessment of progress:			
Above Expectations	Meets Expectations	Below Expectations	Not Acceptable

(Information above added by EFMD Quality Services)

Guidelines:

- The Institution should be aware that the achievement of progress is a very important dimension in re-accreditation decisions of the EFMD Programme Accreditation Board. The Accreditation Board may deny re-accreditation if the Institution has shown insufficient effort in addressing the agreed Development Objectives and no tangible progress has been achieved for most of them.
- The *EFMD Accredited Progress Report Form* represents a living document enabling Institutions to record relevant changes and initiatives for the programmes accredited within the EFMD Programme Accreditation system. These reports, including the feedback, are an important part of the documentation received by the Peer Review Team for re-accreditation. Plans for action should be stated and tangible progress must be reported backed by factual evidence.
- The Institution will receive a customised progress report form at least 9 months prior to the submission deadline. Only this customised form may be used for progress reporting by adding text in the appropriate boxes. When completing the form, **please do not delete any sections and do not change the formatting of this template.**
- The Institution is expected to address the headings of each text box with a succinct but informative summary of the programme developments. **It is essential that all arguments are supported by factual evidence and that the effectiveness of developmental initiatives is evaluated on the basis of tangible impact.**
- The Institution is expected to provide a **succinct but informative** summary of the Programme developments analysed with the necessary level of detail. The Institution should provide a coherent narrative and describe the strategic framework within which the actions taken should be assessed. It is crucial to demonstrate how the measures/actions taken directly address the specific Development Objective. The rationale and indicators monitoring progress for new initiatives should be added. Trend data and other relevant facts should be included to better understand the progress made. A critical reflection on positive outcomes and shortcomings will add to quality of the report. **It is essential that all arguments are supported by factual evidence and that the effectiveness of initiatives is evaluated on the basis of tangible impact.**
- **The length of the report should not exceed 8 pages for 1 programme and 12 pages for 2 programmes excluding any appendices.** It is very important to respect this page limit. The overall quality of the progress report is based on its content, and not on its length.
- The Institution may support its arguments with internal documents, which can be added as separate appendices. This option should however be used **very selectively**. The Institution should be aware that the next Peer Review Team will receive past progress reports without any appendices.
- A formal overall rating for each Development Objective of the progress report includes the following categories:
 - *Above Expectations:* The Institution appears to be making significant progress. At the present state and given the evidence presented, the Institution is expected to deal with the Development Objectives to the full satisfaction of the EFMD Programme Accreditation Board.
 - *Meets Expectations:* The report is sufficiently detailed and demonstrates that the Institution is making sufficient progress. At the present state and given the evidence presented, there is a reasonable chance that the Institution will be able to deal with most of the Development Objectives to the full satisfaction of the EFMD Programme Accreditation Board.
 - *Below Expectations:* The report is sufficiently detailed, but shows that the Institution is making insufficient progress in addressing the Development Objectives. At the present state and given the evidence presented, the Institution is unlikely to satisfy the expectations of the EFMD Programme Accreditation Board.
- In addition, a rating of the whole report is added with the same categories, i.e., above, meets or below expectations. The report may be deemed *Not Acceptable* if it is excessively vague and lacks factual support in key areas. In this case, the Institution is asked to revise and resubmit the progress report within 4 weeks after receiving the initial feedback.

Midterm Progress Report 2022-2024

Strategic Developments within the Institution and/or the Programme

Description of strategic developments within the Institution/Programme

Since the last SAR (spring 2022), it has become clear that FEBT was undergoing profound change and at the same time lagging behind in the formulation/development of key strategic documents. FEBT's strategic framework was delayed due to major changes in Croatian higher education laws, including the Act on Higher Education and Scientific Activity (Official Gazette 119/22) and the Act on Quality Assurance in Higher Education and Science (OG 151/22). These amendments led to a revision of the statutes and procedures for all public HEIs in Croatia, which FEBT took as an opportunity to emphasise its international aspirations. At the end of 2023, FEBT's Strategic framework until 2030 was adopted, highlighting the growing importance of internationalisation in various operational aspects: Education, Research, Social Impact and Talent Development. In addition, the Strategic Plan for Digitalisation and Digital Transformation until 2030 was adopted. The Digital Strategy 2030 strengthens the digital competences of teachers and students and ensures an effective, modern and sustainable educational process tailored to the individual needs of students.

In the 2023/2024 academic year, several strategic documents were adopted at the FEBT, including the new Statute, the Regulation on the internal organisation and Systematisation of Posts, and the Regulation on Quality Assurance and Improvement. New management was elected for the 2024-2027 mandate, and took office on 1 October 2024. As part of the changes, the newly introduced position of Vice Dean for Quality reflects FEBT's commitment to continuous improvement and long-term focus on international accreditation (since 2023, FEBT has the Association to Advance Collegiate Schools of Business-AACSB membership). In November 2024, FEBT underwent a mandatory institutional external quality assurance evaluation conducted by the Croatian Agency for Science and Higher Education, and on 20 February 2025, Expert Panel recommended issuing a five-years licence for all FEBT study programmes.

From January 2025, FEBT launched an initiative to develop an English-language undergraduate and postgraduate programme in the field of business administration. At the institutional level, an agreement was reached with representatives of the Academy of Management (AOM) to include FEBT as an institutional partner in the South East Europe/Western Balkans region.

In order to strengthen the proactive role of the Centre for Career Development in designing practise-based learning experiences, the FEBT management has decided to hire an Expert Associate on a full-time basis. The recruitment and selection process for this position is currently underway.

These important recent developments reflect the institution's adaptation to the new higher education regulations and furthermore the focus on quality improvement and internationalisation.

Feedback from the EFMD Programme Accreditation Office:

Development Objective 1

Enhance the Programme governance by establishing a dedicated Programme Director.

Description of progress towards the Development Objective

The recommendations of the EFMD's PRT and the Accreditation Board from the last accreditation cycle (2022) targeted the lack of clear programme management for both the UPB and GPB study programmes. As the UPB accreditation cycle was significantly shorter (3-year accreditation) than that of the GPB (5-year accreditation), the FEBT management decided to tackle the problem first at the UPB level and define a model that, if it proves to be efficient, can also be implemented at the GPB level. To this end, the UPB programme management model was introduced as a pilot project so that the experience and best practises gained could be incorporated into the GPB programme management model. At the beginning of 2023, various

aspects of establishing a Programme Director were analysed, in particular the legal and financial implications, and it was decided to introduce the position of Academic Chair, a position very similar to that of the classic Programme Director. In this regard, the Academic Coordinator for the UPB should be a person responsible for the effective implementation and continuous improvement of the UPB in accordance with the vision and mission of FEBT, the predefined objectives of the UPB and the requirements and guidelines of the FEBT quality system and EFMD accreditation. The selection process was completed in November 2023 and in January 2024, supporting the best job-person fit, Prof. Ivana Tadić was appointed Academic Chair for UPB. Prof Ivana Tadić is a full professor of Human Resource Management with more than 23 years of professional experience. She is a member of the FEBT Committee for LLP and Adult Education and the FEBT Committee for Career Development. At the organisational and operational level, the Academic Chair, in collaboration with the Vice- Dean for Education and Student Affairs and Vice- Dean for Quality, oversees and fosters the implementation of existing best practises in the management of UPB and manages, as needed, already established regular activities related to UPB's programme. These include implementing improvement measures and changes in curriculum design, delivery modes and assessment methods, semester and annual evaluations, conducting specific surveys and analyses, etc. The forthcoming reaccreditation of the UPB programme (which coincides with the mid-term review for the GPB programme) will provide a timely and clear basis for decision-making by the GPB programme leadership. The feedback and practises reviewed as part of the reaccreditation will form **the basis for the governance model of the GPB programme to be implemented by the end of 2025.**

Feedback from the EFMD Programme Accreditation Office:

Above expectations

Meets expectations

Below expectations

Development Objective 2

Expand the offer of extra-curricular activities for the Programme.

Description of progress towards the Development Objective

FEBT has recognised that extra-curricular activities and personal development are increasingly important to the learning experience of GPB students. This was also emphasised by the recommendations of the EFMD's PRT and the Accreditation Board during the last accreditation cycle (2022). In response, FEBT's management and supporting departments have devoted more time and resources to expanding the offer and improving the variety of extracurricular activities. As a result, several new developments and achievements have emerged while ongoing activities continue to grow. The number of **guest lectures** delivered to GPB students as part of the **"Connecting with Business Practise"** and **"From a Scientific Point of View"** lecture series has increased. The data reflects this growth as follows: 2021/2022: 25 (7 international), 2022/2023: 13 (7 international), 2023/2024: 28 (9 international). Despite the decrease in 2022/2023, the total number of guest lectures for GPB students more than doubled in 2022-2024 compared to 2019-2022. In addition, the number of lectures delivered by foreign professors and practitioners has steadily increased over the three-year period, from 7 to 9. Notable guest lectures that provided insights into practise included topics such as marketing, product life cycle strategies, leadership and challenges in the banking sector. Most lectures were scheduled as part of the timetable of specific GPB courses and were primarily aimed at GPB students, although they were also open to all FEBT students. Consequently, there is no accurate data on GPB student attendance at these events, except for information on GPB students enrolled in the course in which the guest lecture took place. Examples of lectures held in 2023/2024 are *Humour in Marketing & Digital Applications* (Prof. H. J. Yoon, University of Georgia, USA), and *Leadership Challenges on the Path to Excellence* (Mr. A. Ježina, CEO, Telemach Croatia). GPB students attended the FEBT "Challenges of Europe" in 2023, one of the most influential regional conferences, where they were able to hear lectures by Nobel Prize winners Prof Eric Maskin and Prof Alvin Roth. Other examples of notable lectures aimed at the academic enrichment

of GPB students include *Academic Writing & Theory Development* (Mrs. Selma Kadić-Majlagić, PhD, Copenhagen Business School).

The **International Summer School** initiative has expanded further. The data reflects this expansion as follows: 2021/2022: 5 modules, 33 lecturers, 64 students attended; 2022/2023: 5 modules, 37 lecturers, 58 students attended; and 2023/2024: 8 modules, 62 lecturers, 75 students attended. In 2025, FEBT has started preparing 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 programme will also be offered to Croatian GPB students as an extracurricular activity to support *internationalisation at home*.

The **CERGE-EI Distance Learning Programme** (CERGE-EI DLP) initiative, on the other hand, shows a trend that underlines the urgent need for evaluation and improvement. The participation statistics are as follows: 2021/2022: 6 modules, 12 lecturers, 86 students attended; 2022/2023: 6 modules, 12 lecturers, 45 students attended; 2023/2024: 2 modules, 4 lecturers, 11 students attended; 2024/2025 (to be delivered): 1 module, 2 lecturers, 21 students enrolled. The FEBT management has already taken the necessary steps; the operational reasons for this decline have been identified and addressed. On the student side, it is mainly the overlaps in the timetable and the technical impossibility of catching up on the missed activities. On the lecturers' side, FEBT faculty are not motivated to participate in the DLP as they have fulfilled a mandatory teaching workload of 45% in the FEBT study programmes.

In addition to these two initiatives, a new **Blended Intensive Programme (BIP)** was introduced in the 2022/2023 academic year, which has seen a significant increase in student interest: 2022/2023: 1 module, 9 lecturers, 46 students attended; 2023/2024: 2 modules, 14 lecturers, 64 students attended.

Through these initiatives, FEBT aims to offer GPB students the opportunity to acquire additional knowledge and skills outside their GPB study programme, taught by distinguished foreign professors in an international learning environment. GPB students can learn, discuss and collaborate on practical problems with colleagues from other countries, improving their international mindset and competence.

In 2022/2023, a new **initiative for panel discussion** was launched, where renowned practitioners discuss current economic and business topics. So far, four such panels have been organised: *Women in Leadership*; *Finance in Sport*; *Tourism as We Want It: Tourism in Split by 2030*; and *Women in Leadership in the Accounting and Tax Industry*. GPB students were particularly receptive to this new initiative as it gathered some of the best names on the Croatian business scene (e.g., Mrs. Martina Dalić, CEO of Podravka PLC a leading Croatian food company and former Vice-President of the Government of the Republic of Croatia and Minister of Economy, Entrepreneurship and Crafts).

The **customised workshop entitled *How to Write a Graduation Thesis?*** which was launched in 2023 has proven to be an excellent strategic decision. Many of the GPB graduates attend the workshop to improve their academic writing skills, enhance the quality of their theses and streamline the thesis writing process. The workshop continues to be held annually, usually in February, when GPB graduates have completed their courses and begin preparing their theses.

The Centre for Career Development - CCD plays a (pro)active role in designing meaningful hands-on learning experiences. *Student Internship Day*, *Student Internship – Service Learning Day* and *Meet the Employer* as an annual employer networking event are designed to give GPB students the opportunity to connect with potential employers, share information about future internships or employment opportunities, participate in workshops and network with industry professionals. These events take place annually, in September 2022, September 2023, March 2024, October 2024 and April 2025. The number of participating employers, including companies, NGOs and CSOs, ranged from 13 to 25. Student attendance varies: 123 in the 2021/2022 academic year, 102 in the 2022/2023 academic year and 176 in the 2023/2024 academic year. While there are no official records of GPB student attendance at these events, it is assumed that they are very valuable to the graduates, most of whom are GPB students. In addition, the CCD has organised three guest lectures for FEBT students in the 2023/2024 academic year that focused on career development topics such as *"How to Be Successful in a Job Interview: Do's and Don'ts"*. In addition, the CCD has launched the **HigherEd workshop series**, for which three workshops have been announced from September to December 2024.

The implementation of student projects has been intensified since 2022/2023:

-Smart Youth Project (co-funded by the European Solidarity Corps): This initiative focused on developing digital and smart technology skills among university students and included one panel and 15 educational events in 2023,

- AktivniST (co-funded by the State Centre for Demography and Youth): This project, which aims to educate youth about the UN's SDGs and engage them in local community development, included 23 educational events throughout the academic year,

- Students as Maritime Innovators (co-financed by Split-Dalmatia County): for three months, selected students gained practical experience in running a maritime start-up in cooperation with Sailboat RC Ltd and FEBT's Student Entrepreneurial Incubator (SEI).

To date, **two other projects involving GPB students have been implemented**: 1) University Green Digital Hub: This project, co-funded by the European Commission and developed with five foreign partners, aims to improve the digital, green and entrepreneurial (DGE) skills of students and staff. In 2023/24, six hybrid courses were held, involving 60 students, 15 startups and a total of 100 participants. In particular, 13 GPB students completed the DGE E-Learning Academy and 10 GPB teachers completed the module *"Measuring the Impact of Startup Programmes"*. 2) Capacity2Transform: This EU co-funded Interreg CE project supports companies in the development of sustainable products by connecting companies, educational institutions, research organisations and policy makers. GPB students took part in various workshops, including a Problem Framing session led by a Design Sprint expert. In addition, the Greenfluencer Academy enrolled its first cohort of students and interns (4 GPB students) to hone their content writing, public speaking, and media literacy skills.

Student Entrepreneurial Incubator – SEI has always been an important channel for extracurricular activities at FEBT. It offers workshops, panel discussions, webinars and events aimed at giving GPB students the opportunity to gain additional knowledge and practical skills beyond their GPB studies. In this way, the SEI continuously contributes to FEBT's efforts to support students' personal development (see Appendix 1 for a full list of activities offered by the SEI to FEBT). These activities include regular SEI events such as the Hack4Split hackathon, the BlockSplit Conference, the STup! International Student Start-Up Competition and the Student Business Academy programme are particularly valuable for **the professional development of students in an international context**.

The successful practise of organising **student competitions in collaboration with leading national companies** Tommy Ltd and Viator Ltd has been further expanded to include Optika Anda Ltd in 2023/2024 and Deltron Ltd in 2024/25. These collaborations are important for GPB students as they provide valuable links to industry.

Other initiatives that are important in terms of students' personal development and extracurricular activities include:

- Free access for GPB students to the *Coursera for Campus* programme so that they can take courses that will improve their knowledge and skills to better integrate into the job market,
- Providing GPB students with a series of psychoeducational workshops entitled *An Emotional Alphabet*, which enable students to understand the role of emotions in personal development.

Feedback from the EFMD Programme Accreditation Office:

Above expectations	Meets expectations	Below expectations
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Development Objective 3

Deepen the internationalisation of the Programme through effective strategic initiatives.

Description of progress towards the Development Objective

The internationalisation of the GPB study programme is one of FEBT's most important strategic goals. Enriching the international learning context and experience for both GPB and UPB students is seen as essential to achieving this goal. To this end, FEBT has continued to advance its internationalisation efforts and initiatives. Since the last SAR in spring 2022, FEBT has expanded its international network by **entering into 19 new partnerships with HEIs**. This expansion provides more mobility options for GPB students and faculty. Notable new partners include Università Sapienza di Roma - Faculty of Economics, University of Montpellier - IAE Montpellier School of Management and ESIC Business School. In addition, FEBT values the collaboration with the Universitat Pompeu Fabra - Barcelona School of Management, at several levels (institution,

faculty and students). The new agreements signed in the last three years, combined with FEBT's targeted marketing strategy for the GPB programme and its mobility options, the high quality of programme design and delivery (including courses in English), and positive word-of-mouth recommendations from former students and faculty, have resulted in the following **mobility statistics**:

2021/2022: 40 incoming students, 43 outgoing students,
36 incoming faculty (31 teaching, 4 training, 1 PhD research),
28 outgoing faculty (12 teaching, 16 training, 0 PhD research).

2022/2023: 17 incoming students, 51 outgoing students,
53 incoming faculty (37 teaching, 14 training, 2 PhD research),
51 outgoing faculty (6 teaching, 44 training, 1 PhD research).

2023/2024: 40 incoming students, 33 outgoing students,
53 incoming faculty (38 teaching, 14 training, 1 PhD research),
61 outgoing faculty (30 teaching, 22 training, 9 PhD research).

These figures indicate that the mobility of incoming and outgoing students at GPB level was volatile. Internal analysis has shown that GPB students prefer shorter mobility options, such as Blended Intensive Programmes, to long-term Erasmus+ opportunities. In contrast, incoming faculty mobility has increased over the last three academic years, resulting in more lectures delivered by foreign professors (up to 8 teaching hours per lecturer) at GPB level. The trend in outgoing faculty has also increased significantly over the last three years, especially in outgoing teaching. The main objective of FEBT is to facilitate, encourage and financially support the development of highly competent and internationally recognised faculty members. The institution aims to create collaborative networks in teaching and research that will ultimately lead to a strongly internationally oriented GPB faculty. This will enrich the GPB study programme with global content and foster a motivating international learning environment.

Finally, data on the number of students enrolling in **English-taught courses** at GPB shows a fluctuating trend:

- 2018/2019: 10 courses, 124 students (11 GPB, 113 incoming),
- 2019/2020: 11 courses, 123 students (37 GPB, 86 incoming),
- 2020/2021: 10 courses, 108 students (20 GPB, 88 incoming),
- 2021/2022: 10 courses, 254 students (128 GPB, 126 incoming),
- 2022/2023: 13 courses, 124 students (56 GPB, 68 incoming),
- 2023/2024: 10 courses, 158 students (30 GPB, 128 incoming).

In the coming period, FEBT will deploy additional resources to encourage GPB students to enrol in English-taught classes, which provide a valuable exposure to the international learning context. Over the past three academic years, GPB students have completed **several international internships**: 2021/2022: 4, 2022/2023: 2, 2023/2024: 6. The internships were completed in various companies, including Linde GmbH and Linde Engineering in Pullach, Germany; Instituto Ikigai in Zaragoza, Spain; Dimitra International Law in Berlin, Germany; Accord Italy Smart Tours & Experiences in Florence, Italy; and Ernst & Young Business Advisory Services in Luxembourg. FEBT's initiative to make internationalisation a core part of the new rules and recruitment procedures has proven its worth within the GPB study programme. In 2023, as part of the Ministry of Science and Education's project to repatriate Croatian scientists to the country, FEBT **hired one full-time international faculty member. Also, one young foreign researcher on an 18-month fixed-term contract under the HORIZON project is hired.**

The international faculty member is involved in the teaching process of the GPB study programme, while the international junior researcher participates in the topic preparation for a GPB course. Since the last SAR (spring 2022), three of FEBT's newly recruited young researchers have been enrolled in doctoral programmes at renowned partner universities: at the School of Business and Economics at the Vrije Universiteit in the Netherlands, at the Faculty of Management, Economics and Law at the University of Klagenfurt in Austria and at the School of Doctoral Studies at the University of Girona in Spain. In the 2023/2024 academic year, a total of 11 faculty members took part in one- to nine-month advanced training or postdoctoral research stays at renowned universities.

Five young researchers also benefited from **doctoral-related stays abroad lasting several months at renowned partner universities** such as the KU Leuven in Belgium and the University of Ljubljana in Slovenia in 2022/2023 and 2023/2024, which were fully funded by FEBT. Notable examples include a 15-month stay at **Bocconi University in Italy** and a nine-month **post-doctoral stay at MIT in Cambridge, USA, which was supported by a Fulbright scholarship.** FEBT has prioritised the **expansion of its existing international partner network.**

In 2023, FEBT joined several associations, including the Bloxberg Association, a global decentralised academic network, and IBSEN (International Business Studies Exchange Network). The strategic objectives of these memberships are to accelerate academic internationalisation, share best practises and experiences, build sustainable international relationships and promote innovative teaching methods based on applied research. By joining IBSEN, FEBT offers GPB students exclusive opportunities to participate in inspiring workshops led by experts from around the world, offering different perspectives. The first series of lectures has been provided on-line in November/December 2024. In 2023/2024, FEBT also joined the Latin American Council of Management Schools (CLADEA) and the Association to Advance Collegiate Schools of Business (AACSB). Through CLADEA, FEBT aims to create international collaboration networks between faculty and practitioners, improve networking and provide GPB students with access to international student competitions and other benefits. By joining the AACSB, FEBT, similar to EFMD, can improve the management, quality and reputation of its institution and study programmes, while gaining access to a range of networks and learning opportunities. In 2025, an agreement was reached with representatives of the Academy of Management (AOM), the leading professional association for management and organisation scholars in over 120 countries, to include FEBT as an institutional partner in the South East Europe/Western Balkans region. In addition to expanding its academic network, FEBT has also further developed its relationships with companies with a significant international background. Co-operation agreements with companies such as Coca-Cola, Infobip Ltd (the only Croatian unicorn company and one of the world's largest providers of A2P SMS services, headquartered in London), Endava (a multinational company with 7,500 employees and 33 offices worldwide), Orbico (the largest distribution and supply chain management company in Europe, operating in 20 regional clusters) and Erste Bank provide GPB students with valuable opportunities to gain first-hand experience in various industries and international markets, enhancing their skills and employability on a global scale. The addition of Fulbright Scholar Professor Emerita R. Balaban from the University of North Carolina at Chapel Hill (UNC) has proven to be extremely beneficial to FEBT. She conducted an in-depth analysis of existing international programmes, focusing on summer school offerings and courses taught in English. She also identified key areas for improvement and expansion of the programmes. She also organised a workshop to improve these initiatives. In 2025, two new Fulbright Scholars will join FEBT: Prof Steve A. Varela from Holy Cross University in Notre-Dame, Indiana, USA, and Prof Katie Thiry from the Forbes School of Business and Technology, University of Arizona, USA. In 2025, FEBT accredited its first international joint Master's programme – Transition for Organisations and Resilience Management (STORM), which is offered entirely in English. This innovative programme was developed in collaboration with an alliance of the European University of the Seas (SEA-EU): Université de Bretagne Occidentale (Brest), University of Malta, University of Cádiz, University of Gdańsk, Nord University and University of Split, FEBT. STORM will equip students with multidisciplinary knowledge and offer innovative teaching methods, opportunities for mobility and internships abroad.

Feedback from the EFMD Programme Accreditation Office:

Above expectations

Meets expectations

Below expectations

Other Developments

Description of Other (Relevant) Developments

Further developments regarding the management of GPB since the last PRT visit are:

- In September 2022, a Task Force for the Development of New Proposals for UPB and GPB Programmes was established, composed of 18 professors from all academic fields, to change the design, delivery and outcomes of UPB and GPB programmes. The main purpose of this expert team is to propose significant changes and interventions to the overall programme structure, curriculum design, delivery and assessment methods, pedagogy, and international and ERS aspects, that will improve the content, quality, delivery effectiveness and reputation of UPB and GPB and enhance the quality and employability of graduates. Several conceptual solutions were developed by the end of May 2023 and a public presentation of the new

proposals and improvements took place in June 2023. The process is currently in the sub-phase of developing the ILOs for the study programme using the EFMD methodology and involving all relevant stakeholders for feedback and improvements.

- In September 2022, FEBT started the transition to the new information system Information System of Higher Education Institutions - HEIIS, which aims to improve the management of its flagship programmes UPB and GPB. This complex information system supports and assists in the performance of management and administrative tasks and it is fully operational from the 2023/2024 academic year. HEIIS is now the main operating system for the FEBT's Office of Registrar for student enrolment and tracking of all student records, while teaching staff mainly use HEIIS for direct access to all relevant data on students, courses, exams, etc. At the same time, a transition from Moodle to a new learning management system, Merlin, took place. The expected benefits, particularly in terms of integration with HEIIS, will be realised this academic year.
- Development and introduction of a new *Regulation on the Student Internship Programme - SIP* (September 2022), *Regulation on Student Internship Programme – Service-Learning - SIP-SL* (March 2023), and appointment of a new Coordinator for SIP-SL (November 2022).
- Continuing the regular practise at the beginning of each semester of reviewing and, if approved by the Faculty Council, implementing suggestions for improvement and changes in curriculum design, delivery methods and assessment methods for specific GPB courses (February and September each year).
- Continuing regular practise of reviewing the portfolio of GPB courses delivered in English each academic year.
- Development and introduction of the new process for submission and approval of the thesis topic, submission of the final version of the manuscript and assessment of the thesis (January 2023).
- Introduction of *Instructions for writing graduation theses* for GPB students (February 2023), and design and implementation of the methodology workshop for thesis writing for GPB students (February 2023) which is still held regularly once a year to date.
- In 2024, the FEBT introduction of 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*.
- Design and introduction of a new procedure for student evaluation of the administrative procedures for theses and mentoring with the support of the FEBT Quality Assurance Committee.
- Continuation of the regular practise, with the support of the FEBT Quality Assurance Committee, of semester-by-semester and annual assessment of 1) the quality of teaching methods and the organisation of GPB courses (including the Student Internship Programme and the Student Internship Programme – Service-Learning courses and courses in English) and 2) the quality of GPB content, teaching methods and supporting procedures and resources.
- Continuation of the regular practise, with the support of the UniST Quality Office, of conducting student evaluations of the overall quality of the programme, with student feedback on the overall programme being sought from second (final) year students only.

Feedback from the EFMD Programme Accreditation Office:

Overall Feedback Year 2022-2024

Overall Feedback

Annex 1 - Student Intake Numbers

Please complete the table below and provide data on the profile of applicants and student intakes into the 1st year of study (for the 3 most recent years) for each mode of delivery and intake. There should be a separate table for each mode of delivery. If you have more than one intake per year, please add sub-columns for each intake. If intakes are on a continuous basis, please enter the intake per year and indicate it.

	Current year	Last year	Second last year
No. of formal applicants	107	107	129
No. of applicants who were offered a place	178	175	185
No. of offers accepted by applicants	126	107	125
No. of students actually enrolled in current 1 st year intake	146	154	125
Average no. of years of work experience	n/a	n/a	n/a
Least no. of years of work experience on the programme	146	154	125

Notes

1. There should be a minimum of 20 students for eligibility for each mode of delivery and intake. This minimum must be met throughout the accreditation process and accreditation period.
2. The no. of years of work experience is not applicable for Bachelor or first degree programmes.

Feedback from the EFMD Programme Accreditation Office:

Ref. No: 383-03/25-01/02

Reg. No: 2181-196-01-01-25-01

Split, March 25, 2025