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EFMD Programme Accreditation

Faculty of Economics, Business and Tourism
University of Split
Croatia

Undergraduate Programme in
Business Studies

PEER REVIEW REPORT

Faculty of Economics, Business and Tourism, University of Split

EFMD Programme Accreditation Peer Review

13-15 May 2025

Presentation to the EFMD Programme Accreditation Board on 23 September 2025

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1 Introduction

1.1 Composition of the Peer Review Team

An EFMD Programme Accreditation Peer Review Visit was conducted on 13-15 May 2025 for **Faculty of Economics, Business and Tourism, University of Split, Croatia** by a four-person team:

- **Prof. Sami Saarenketo** – Chair of the PRT
Dean, LUT Business School, LUT University, Finland
- **Prof. Piet Naudé**
Director EDAF & Associate Director of EFMD Accredited, EFMD Global Network, Switzerland and Former Director, USB & Professor of Ethics, Stellenbosch Business School, South Africa
- **Assoc. Prof. Young Joon Park**
Associate Dean, Peking University HSBC Business School, China
- **Ms. Burcu Vural**
Director HR, EU Region, British Council, United Kingdom

1.2 Background

The Undergraduate Programme in Business Studies (UPB) of the Faculty of Economics, Business and Tourism (FEBT), University of Split, was granted EFMD Programme Accreditation for the first time in April 2019 and re-accredited for three years in June 2022. This is the programme's third accreditation cycle under EFMD, following previous successful assessments that confirmed alignment with the core standards of programme design, delivery, and impact.

In the previous cycle, the Accreditation Board identified three Areas of Required Improvement (ARIs):

ARI 1: Enhance the Programme management and consider establishing and appointing a dedicated programme director.

ARI 2: Further invest in offers for students' extra-curricular activities and personal development.

ARI 3: Deepen the internationalisation of the Programme by using and expanding existing networks.

The School submitted Progress Reports in September 2023 and September 2024 outlining advancements in all three ARIs. The EFMD Annual Progress Report (2022–2024) for the Undergraduate Programme in Business Studies (UPB) at FEBT demonstrates significant progress across all three Areas of Required Improvement. A dedicated Programme Director was appointed, digital systems and quality processes were enhanced, and curriculum redesign is underway. Student development activities expanded through internships, career services, and international workshops, while internationalisation advanced with new mobility agreements, faculty exchanges, and global partnerships. Two of the three ARIs were rated *above expectations*, and one *meets expectations*, reflecting a strong institutional commitment to continuous improvement and strategic alignment with EFMD standards.

1.3 Scope of the Assessment

The Programme under assessment is the Undergraduate Programme in Business Studies (UPB), offered by the Faculty of Economics, Business and Tourism (FEBT) at the University of Split. This is a three-year, full-time, Croatian-taught generalist business programme, delivered in a traditional face-to-face format. It comprises more than 180 ECTS credits, includes a final thesis, and integrates a student internship programme (SIP) with an optional service-Learning variant (SIP-SL), which are both considered defining features of the curriculum. Specialisation options are introduced in the third year, enabling students to align their academic trajectory with their professional interests.

UPB is firmly rooted in the Bologna model and is designed to prepare students for both professional entry-level roles and graduate study. While it primarily serves a Croatian student population, the programme is embedded within the School's broader strategy of internationalisation and is gradually incorporating English-taught courses and international mobility pathways. The Peer Review Team assessed the programme holistically, including its strategic positioning, curriculum structure, learning outcomes, faculty qualifications, stakeholder engagement, quality assurance mechanisms, and alignment with EFMD Accreditation Standards.

1.4 Acknowledgements

The Peer Review Team would like to express its appreciation to the Faculty of Economics, Business and Tourism (FEBT), University of Split, for the professional, warm, and well-coordinated organisation of the Peer Review Visit. Every aspect of the visit was prepared with care and executed efficiently, ensuring a productive and collegial experience. The Self-Assessment Report was well-structured and thoughtful, providing a clear view of the programme's development and alignment with EFMD standards. The supporting

documentation and base room materials were carefully organised and easy to navigate. The Student Report added valuable perspectives and helped the team to better understand the student experience and engagement. While at times adopting a somewhat promotional tone, it nonetheless conveyed genuine appreciation for faculty accessibility, practical learning elements, and the supportive academic environment.

The PRT is grateful to all those who contributed their time and insights during the visit, including faculty, staff, students, alumni, and external stakeholders. The team especially appreciated the open and constructive tone of the discussions throughout. Thanks are extended to Dr Željana Aljinović Barać for her exceptional coordination and support, and to Dr Bruno Ćorić, Dean, for his leadership and engagement across all aspects of the process. The team also wishes to thank Dr Ivana Tadić, Programme Director, for her openness, clarity, and thoughtful input in shaping the dialogue around programme governance and development.

2 General Assessment

2.1 Executive Summary of the report

The Undergraduate Programme in Business Studies (UPB) at the Faculty of Economics, Business and Tourism (FEBT), University of Split, is a nationally prominent, Croatian-taught generalist business programme with strong enrolment, experienced faculty, and a curriculum designed to bridge academic foundations and practical relevance. It operates within a well-structured Bologna framework and demonstrates steady alignment with EFMD standards, particularly in areas of stakeholder engagement, research-based teaching, and operational infrastructure.

The programme's defining strengths include a long-standing and well-integrated Student Internship Programme (SIP) and a committed, accessible faculty. These elements contribute to high levels of student satisfaction and graduate employability and are well supported by modern infrastructure and a quality-focused administrative team. Research productivity is growing and increasingly applied to teaching, while digital and operational systems have matured significantly in the last two years.

The Peer Review Team (PRT) noted the School's visible commitment to reform, evidenced by the appointment of a dedicated Programme Director, improvements to quality assurance procedures, and a renewed focus on internationalisation. Career support services have expanded, and an active business council ensures relevance to regional employer needs.

The School has responded constructively to the Areas of Required Improvement (ARIs) set in 2022, with two now rated above expectations and one at expected level of progress.

Nevertheless, challenges remain. Internationalisation is still limited in reach and systemic integration. Student mobility and foreign faculty presence are low, and the absence of an English-taught track continues to constrain programme diversity and reach. A new English-medium programme is in development, but its long-term positioning, differentiation, and financial model are yet to be tested. Pedagogy and assessment remain predominantly traditional, and while some courses demonstrate innovation, faculty development in active learning and digital methods is not systematic. Quality assurance mechanisms are improving but remain driven more by compliance than development; stakeholder feedback, alumni data, and learning outcome tracking are not yet consistently used for developmental purposes.

Cultural cohesion and organisational loyalty are high among faculty and staff, contributing to a collegial, stable, and student-supportive environment. However, structural constraints such as an ageing academic profile, limited academic mobility, and a low percentage of externally educated faculty limit exposure to international academic cultures. Despite recent initiatives, alumni engagement remains somewhat informal and underutilised. Finally, although progression rates especially in the 2nd and 3rd year cohorts are stable, on-time graduation rates are low and merit targeted academic and advisory interventions.

Overall, UPB is a solid, professionally oriented programme that meets EFMD standards and reflects institutional readiness for further development. The School has demonstrated responsiveness, capacity, and a pragmatic approach to navigating public sector restrictions. The PRT considers that the conditions are in place for meaningful transformation and the pursuit of enhanced international visibility, provided the School sustains its reform momentum and invests strategically in its next phase.

2.2 Assessment of progress

As noted, the Accreditation Board specified the following Areas of Required Improvement (ARI):

1. Enhance the Programme management and consider establishing and appointing a dedicated programme director.
2. Further invest in offers for students' extra-curricular activities and personal development.
3. Deepen the internationalisation of the Programme by using and expanding existing networks.

The following feedback was given to the School in the final progress report with the first and third ARIs deemed “above expectations”:

For ARI 1, the School reports that after establishing a Programme Director for the UPB, under the title 'Academic Chair,' an appointment of Professor Ivana Tadić was made earlier this year. The report outlines several initiatives led by the Academic Chair to enhance programme quality and management. According to FEBT, the Academic Chair will oversee the overall management of the Programme, including curriculum development and delivery, quality assurance, alumni engagement, and other responsibilities.”

The PRT could verify the suggested governance changes that include the recent appointment of an Academic Chair, but also four vice- deans managing the following portfolios: Education and Student Affairs, Quality, Research and International Cooperation and Business Affairs and Industry Relations. This ARI has now fully been met.

“Good progress was also reported for ARI 2. Building on the strong progress made in the first year of this accreditation cycle, FEBT not only reports a rich array of extracurricular and personal development activities conducted over the past year, but also provides trend data demonstrating student participation levels, as recommended in last year’s feedback. The current scope of extracurricular activities, as well as the overall increase in the participation by students, appears to meet to some degree the core objectives outlined in this ARI, and progress in this area is therefore deemed to meet expectations at this stage.”

The PRT found sufficient evidence of a structured approach to extra-curricular activities as well as student development (see 4.3.3 below) that transcends an ad hoc approach and considers this ARI to be achieved with the positive effect of the changes to be seen in the next reporting period.

Very good progress appears to have made in ARI 3. The School reports a deepening of the UPB's internationalisation by expanding existing networks and actively utilising them to enhance the international experience. As part of this effort, FEBT signed five new agreements with international higher education institutions. Additionally, there has been a steady increase in both inbound and outbound student and faculty mobility over the past years, along with a slight rise in the number of UPB students attending courses taught in English.

The PRT took note of the centrally controlled higher education system in Croatia that does limit certain aspects of internationalisation and commend the School and the programme management for taking concrete steps to nevertheless increase internationalisation in various ways (see 4.3.4 below). The PRT learnt that a new undergraduate programme fully taught in English is in the planning phase for recruitment of students by 2027. The impact of the new programme on the current programme under review remains to be seen. This ARI remains work in progress.

2.3 Areas of Excellence

The PRT agreed on the following two areas of excellence:

Research: The School has developed an excellent research culture with relatively high outputs for a Bachelor level programme and has succeeded at programme level to forge a positive synergy between research and teaching, incorporating research findings into aspects of the curriculum and prescribed reading material for students who are also required to submit a treatise in their final year.

Links to the world of practice: The SIP (Student Internship Project) and opportunity for service learning form an excellent combination to provide a practice-oriented learning experience that both enhances the business skills and socio-ethical mind-set of the students. Seeing that almost half of faculty at some stage worked in the private sector, the links to the world of practice is further enhanced.

3 Recommendation to the Accreditation Board

On the basis of the observations, research and findings of the Peer Review Team, it is recommended that the **Undergraduate Programme in Business Studies of Faculty of Economics, Business and Tourism, University of Split** in its present situation and under the current EFMD Programme Accreditation criteria, **be granted EFMD Programme Accreditation for a period of 5 years.**

The PRT proposes the following areas of Development Objectives:

1. Institutionalisation of internationalisation

While efforts to expand Erasmus agreements, welcome incoming students, and launch an English-taught programme are commendable, these initiatives remain largely project-based and not yet fully embedded in the strategic fabric of the programme. The School is encouraged to develop a coherent internationalisation strategy that integrates curriculum

design, student mobility, faculty development, and academic partnerships. Consolidating these various elements under a unified plan would enhance the programme's visibility, attractiveness, and long-term sustainability.

2. Strengthening student progression and graduation outcomes

Despite high levels of student satisfaction and employability, on-time graduation rates remain significantly below EFMD expectations. Some explanation for this has been provided, inter alia the structure of student benefits. The School has begun implementing helpful measures — including tutoring systems, academic calendar reform, and rule adjustments for assessment validity — but further effort is needed to embed progression monitoring and student support into programme operations. Addressing this area more systematically would enhance the overall student experience and increase throughput, while also reinforcing the programme's credibility and efficiency.

These Development Objectives are presented with a clear appreciation of the regulated and resource-constrained environment in which the School operates. They are intentionally framed to be achievable within a five-year horizon, while reinforcing the strategic priorities that will support FEBT's continued transformation.

4 Detailed analysis following the EFMD Programme Accreditation Standards & Criteria

4.1 Institutional Context

4.1.1 Institutional strategy and management

The Faculty of Economics, Business and Tourism (FEBT) is a well-established constituent of the University of Split and operates within a structured national higher education framework. Its mission and strategy are shaped by national education policy and the University's Strategic Framework 2030. The faculty has demonstrated a clear understanding of its regional leadership role while acknowledging its limitations and opportunities within a small-country public university context.

The current strategic trajectory reflects a measured approach to change: balancing continuity in high-demand Croatian-taught programmes with emerging developments such as a forthcoming English-taught undergraduate programme. Institutional strategy is implemented pragmatically within the constraints of national legislation and resource frameworks. There is

visible strategic intent to increase international engagement and curriculum innovation, although execution remains uneven.

Governance structures are formal and stable. The appointment of a dedicated Programme Director has strengthened programme-level leadership, and the creation of advisory councils (both strategic and business-oriented) has enhanced the School's capacity to respond to external stakeholder expectations. However, greater integration of international academic voices and more structured alumni involvement could further reinforce institutional agility.

Overall, the Faculty's leadership shows commitment to reform, operational credibility, and an ability to navigate the tension between innovation and regulatory boundaries. Cultural cohesion and trust within the faculty contribute to a stable and collegial work environment, fostering gradual but meaningful change.

4.1.2 Physical resources and facilities for the Programme

The faculty operates within a modern, sustainable, and accessible campus in Split, with facilities that are well-maintained and appropriately resourced for the size and structure of the undergraduate programme. Classrooms are equipped for hybrid delivery, although traditional face-to-face teaching remains the norm. Students benefit from comfortable study spaces, well-organised library access, and co-curricular facilities that support events, guest lectures, and student-led initiatives.

The digital infrastructure is robust, with ISVU used for academic administration and Merlin (a Moodle-based platform) supporting online learning. Faculty and students generally report high satisfaction with digital services, although further pedagogical integration of technology is still evolving. A university-level AI policy is in development, and several staff have begun experimenting with AI tools and digital pedagogy, although formal training remains voluntary.

Overall, physical and digital resources support the delivery of the programme effectively. As the School moves toward launching English-taught offerings and expanding project-based and digital learning, continued investment in flexible learning spaces and faculty development in educational technology will be important.

4.1.3 Programme faculty

The programme has a sufficient number of faculty (70) with a high proportion of PhDs (94.3%); a significant female representation (65.7%); and a very favourable staff-student ratio of 8.3. There is a positive, collegial institutional culture with a relatively low staff turnover (9 departed and 9 new hired over the last 3 years). Aspects of the faculty profile found concerning by the PRT includes the low adjunct faculty number (only 6), relatively meagre foreign experience (11.4%) and no visiting professors from either foreign or domestic

institutions, although some plausible explanations were given by the staff in relation to the national legal framework.

All core faculty members are state employees with central control of appointments, remuneration, work-load allocation (45/45/10) and promotions. The inverted situation with a high number of full professors and lower numbers in other academic ranks was explained from the fact that the state sets relatively low benchmarks for promotion and upward mobility is therefore open to all. Additional incentives are reward for article publication in top journals (research funding) and private consulting where the faculty appropriates 20% of the income and the rest is due to the staff member. Faculty members are evaluated on an annual basis, and this includes student feedback per semester with evidence that actual changes are made based on the input.

About 50% of faculty has full-time industry experience before they started their academic careers. This contributes to the teachers' ability to link theory and practice in a creative way. Some faculty members are involved in private consulting and the act as co-mentors in the student internship programmes, ensuring a strong link to the world of practice.

For a Bachelor programme, the focus on research has been consistent over the last few years and is highly commendable. There is evidence that research does affect teaching in a positive way and there is a special project to make scientific knowledge available in a more accessible format ("popekonomija"). The incentive system for peer reviewed articles facilitates a relatively high output whereas research output on pedagogy is relatively low. There are frequent opportunities for upgrading of teaching skills and, although this is voluntary most faculty members whom the PRT met took advantage of this upskilling process, apart from the good practice that younger members are assigned a more senior mentor who guides the quality improvement of teaching and learning.

The PRT found a committed and happy faculty that produces research and teaching of a high quality and support their students in a variety of ways, including one-on-one mentorship and the close supervision of thesis projects.

4.2 Programme Design

4.2.1 Programme objectives and target markets

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 target market for FEBT's UPB consists of candidates who have completed a four-year high school programme, primarily from gymnasiums and high schools that offer Economics, Tourism, and Trade programmes. Although the School offers a small proportion of courses in English, the vast majority are taught in Croatian; therefore, the main target group is Croatian domestic students. Nevertheless, the few English courses offered by UPB attract international exchange students, of which the School receives around 80 students per year.

4.2.2 Curriculum design

The UPB's curriculum is designed to enhance students' functional business skills, international mindset, and socially responsible behaviour. The curriculum meets these objectives by offering a balanced mix of courses for theoretical knowledge and practical application. In the first two years, all students take identical compulsory courses in core business areas (finance, accounting, management, and marketing) while facilitating the development of key horizontal skills, including analytics, foreign languages, information technology, and diverse methodologies essential for modern business decision making. Students select their specialised concentration in the third year of their studies to deepen their understanding of subject areas.

ILOs are designed in three dimensions – knowledge, skills, and attitude – and are well-embedded in courses at various levels. Syllabi include relevant ILOs, and faculty members are well-informed about the assessment methods and process for ILOs.

To enhance the international aspect of the curriculum, the School offers a limited number of courses in English. These courses are available for incoming exchange students in mobility programmes as well as the School's full-time students. Students who choose this option receive additional points during the evaluation of their application for outbound mobility.

4.2.3 Design of delivery modes and assessment methods

UPB ensures that its course delivery modes and assessment methods align with ECTS requirements through internal and external evaluations. Student feedback is collected each semester, allowing faculty to make necessary adjustments to course content and assessment methods. The programme primarily offers full-time, in-class instruction, with some online

components, and provides flexible options for part-time students to meet attendance requirements through alternative assignments.

Each course has a comprehensive curriculum available on the Moodle/Merlin platform, detailing objectives, learning outcomes, and assessment methods. Students are continuously assessed through various formats, including projects, presentations, and exams, culminating in a final thesis that integrates theoretical concepts in a practical context. FEBT emphasises quality and integrity in thesis preparation, offering guidance and resources, including workshops and anti-plagiarism measures. A dedicated administrative team supports the management of the programme, and ongoing efforts are made to enhance the programme's international dimension and student experience through new regulations and partnerships.

4.3 Programme Delivery and Operations

4.3.1 Student recruitment

As a part of a public university in Croatia, the enrolment process of the UPB is managed by the Central Admissions Office (CAO). FEBT provides detailed information on the admission process, including requirements and quotas, through public announcements and its website. The entry criteria consist of completing a four-year high school education and passing specific subjects in the State Graduation Examination (SGE). The UPB programme exhibited strong admission records, with a 62% rise in applicants over the past three years and a 5% increase in enrolment numbers.

To assess its market position and recruitment effectiveness, FEBT continuously analyses the profiles of incoming students, demonstrating an improvement of 4% in the School grades of new students and an increase in students from higher-quality high schools. Despite these gains, FEBT faces challenges due to a declining number of high school graduates in Croatia and rising living costs in Split, prompting the faculty to enhance its marketing efforts to attract qualified candidates.

FEBT employs various promotional activities to draw potential students, including Open Days, social media campaigns, and testimonials from successful alumni. The faculty aims to increase its international student body by expanding the number of courses offered in English and enhancing student mobility through the ERASMUS+ programme.

Incoming students receive adequate support to ensure a smooth transition into university life. FEBT provides comprehensive resources, including guidelines and orientation events, to familiarise new students with academic expectations and life in Split. The faculty organises welcome events and offers detailed information through its website and dedicated online

platforms, ensuring that both domestic and international students have access to the necessary tools for success in their studies.

4.3.2 Pedagogy

Courses at UPB typically combine traditional lectures with practical exercises. Teaching methods include case studies, team projects, and interactive discussions, which foster critical thinking and real-world problem-solving skills. The School provides a range of contemporary learning materials, including textbooks, academic articles, and multimedia resources, available through the FEBT Library and online platforms. The faculty emphasises student-centered learning, particularly in advanced courses, allowing for collaborative projects and active participation. To support pedagogical development, FEBT offers faculty training and financial resources for professional development, ensuring instructors stay updated on current educational trends.

Digital tools are integrated into the learning experience, with platforms like HEIIS and Moodle/Merlin facilitating course administration and student interaction. FEBT continually seeks to improve the programme through student evaluations and feedback from alumni, focusing on teaching quality and overall student satisfaction. The student representatives indicate high satisfaction levels with course delivery and mentorship, although there is room for improvement in administrative services and student life.

4.3.3 Personal development of students

FEBT emphasises personal development for students through both a comprehensive curriculum and supportive services. The UPB programme is properly designed to cultivate a balanced skill set, integrating both fundamental business concepts and specialised knowledge through various concentrations. Furthermore, FEBT offers UPB students practical learning experiences through internships in companies and NGOs, where students apply their skills in real-world settings. These internships enhance their understanding of ethical and socially responsible issues while receiving mentorship from faculty and industry professionals. The feedback from students and participating organisations indicates high satisfaction with these programmes.

Extracurricular activities further enrich student development, including workshops, guest lectures, and entrepreneurial initiatives. FEBT promotes various events and competitions to foster skills in entrepreneurship and business practices. Additionally, support services such as the Centre for Career Development and specialised counselling for students with disabilities ensure a conducive learning environment.

FEBT maintains an ethical framework through established committees that address discrimination and student rights, fostering an inclusive atmosphere. An open-door policy encourages students to seek guidance from faculty and administration.

4.3.4 International aspects

The UPB is initially designed and currently accredited in accordance with the national standard, offering a Croatian-speaking programme for domestic students. As such, the review team acknowledges that it requires extra effort and resources for the School to enhance its international features in the design of the programme.

It is commendable that the School has increasingly integrated international content since the last accreditation review. The School has enhanced its international cooperation, attracting over 80 international students annually. Approximately 20% of courses are taught in English, fostering a diverse learning environment. FEBT's commitment to internationalisation includes enhancing student and faculty mobility, increasing English-taught courses, and developing partnerships with over 80 institutions globally.

The popularity and competitiveness of the international mobility programme among students indicate that the School could provide more opportunities for global exposure to students by increasing the quality and quantity of international partnerships. The number of possible international partners is still not enough to meet the demand from students. It is also recommended that the School seek a more diverse pool of partnerships beyond the ERASMUS programme. Furthermore, hiring international faculty and providing more courses in English can also help the School.

4.3.5 Interactions with the world of practice

The programme demonstrates a highly integrated and strategic approach to engaging with the world of practice, exceeding expectations across multiple dimensions. The institution's mission, vision, and values clearly reflect a strong commitment to practice-based learning and employability, which is actively embedded in both governance structures and academic delivery. The Strategic Advisory Board—comprising both academic and business representatives—plays a pivotal role in shaping programme direction, ensuring a balanced and informed perspective that bridges theory and real-world application.

Feedback from stakeholders, including students and alumni, confirms the presence of longstanding, robust connections with industry that result in meaningful opportunities for students. These relationships facilitate not only internships and project-based work but also contribute to curriculum design and pedagogical methods through an informal yet effective feedback loop. Importantly, the programme's agility in responding to business needs is

strengthened by individual-based relationships cultivated at multiple levels—from faculty to institutional leadership—enabling swift collaboration and opportunity creation.

The institution's network of connections with practice is extensive and dynamic. This is evidenced by a near doubling in the number of formal partnership agreements since the previous peer review cycle. Student engagement in structured programmes such as SEI (Student Entrepreneurial Incubator), SIP (Student Internship Programme), and SIP-SL (Service Learning) further demonstrates the practical orientation of the curriculum. These initiatives are well-established and play a critical role in governing the institution's connection to practice. Additionally, uptake of internships and project-based work is notably high, often resulting in post-placement employment, as confirmed by both statistical data and student feedback.

4.3.6 Ethics, Responsibility and Sustainability (ERS)

ERS is sufficiently addressed at the institutional level which provides a “framework” for ERS inclusion in the programme curriculum and supported by faculty and student actions.

At institutional level, FEBT, a member of PRME since 2017, has embedded Ethics, Responsibility and Sustainability (ERS) within its institutional framework through various policies, committees and initiatives. Key among these is the establishment of the Ethics Committee, which includes 20% student representation, and the Student Disciplinary Committee, where students make up 40% of the members. Structural support for ERS is further evident in the appointments of a Commissioner for the Protection of the Dignity of Workers, a Commissioner for Students with Disabilities, and a Committee for Protection against Discrimination, Harassment and Sexual Harassment. FEBT has also developed a formal Code of Ethics and a Social Responsibility Policy.

The integration of ERS within the curriculum is clearly articulated in one of the three main objectives of the UPB study programme, which focuses on cultivating diversity, ethics, responsibility and sustainability among students. ERS-related themes are embedded in nearly half of all courses, with particular emphasis on business ethics. Furthermore, students benefit from access to research outputs and findings on ERS topics, which are shared through open-format events and specialised lectures, providing additional opportunities for learning beyond the classroom.

The academic staff at FEBT play an active role in promoting ERS through both teaching and broader community engagement. Faculty members have been at the forefront of initiatives such as ongoing blood donation campaigns organised in collaboration with the University

Hospital Centre in Split. Moreover, since 2022, FEBT staff have been working with a leading Croatian environmental NGO, to support sustainability projects that involve students. Professor Ivana Bilic serves on the management board of the National Foundation for Civil Society Development, which fosters collaboration and funding for civil society organisations. Additionally, Professor Željko Mateljak, Vice-Dean for Business Affairs and Industry Relations, is the President of the Croatian Association of Healthcare Managers, advocating for improved healthcare management and accessibility across Croatia. Faculty members are also involved in numerous research projects—more than ten in recent years—focusing on addressing ERS challenges.

Students at FEBT are actively involved in ERS initiatives, not only through formal representation in institutional committees but also via hands-on, socially impactful activities. Since 2019, students have participated in Service Learning and Internship Projects (SIP–SL), where they collaborate in teams under the guidance of both a faculty mentor and a representative from an external organisation. These projects enable students to apply their academic knowledge to real-world societal issues, particularly in cooperation with NGOs and civil society organisations. Their contributions go beyond academic performance, reflecting a strong sense of civic responsibility and practical engagement with social causes.

Based on this evidence, the PRT views the programme as fully commensurate with the EFMD standard on ERS.

4.4 Programme Outcomes

4.4.1 Quality of student work

Based on the review of student work and thesis samples, the quality of UPB students' work meets the standard for an accredited programme. FEBT utilises a range of assessment methods beyond traditional exams. These include continuous evaluations like term papers, group projects, presentations, and class participation, ensuring a comprehensive assessment of students' attainment. Clear criteria for evaluation align with the ILOs and are transparently communicated to students through course curricula and introductory lectures.

To maintain objective grading, each course has at least two co-teachers involved in the evaluation process. Results are shared anonymously, and students can access feedback on their work through scheduled consultations. FEBT emphasises academic integrity during assessments, employing measures like supervision during exams and plagiarism detection software for written assignments. Violations of academic conduct can lead to disciplinary actions, with serious breaches resulting in penalties such as exam bans or suspensions from the faculty.

UPB students complete their studies by preparing a final thesis related to their programme courses. At the start of their third year, they can choose mentors and propose topics that align with their coursework. Throughout the thesis-writing process, students receive academic guidance from their mentors through regular consultations.

There is a concern regarding the low passing rate of compulsory courses, which remains below 50% for nearly half of the courses in the first two years of study. The low passing rate is mainly due to the high drop-out rate in the first year (around 25%) and the trend of students to extend their study period. The review team received consistent reports suggesting that this issue is not necessarily due to student quality or curriculum design but rather related to job market expectations, benefits afforded to students, and cultural factors. However, the current progression rate cannot be regarded as healthy. Furthermore, the review team was not convinced that the School's current efforts and attitude to improve the situation are sufficient or effective. A fundamental improvement in this regard will further enhance the programme's academic reputation.

4.4.2 Graduate quality

UPB fully meets the criteria regarding the quality of its graduates and the effectiveness of its career services. Graduates clearly align with the programme objectives, demonstrating the expected competencies and securing roles that match the target profile, particularly in lower and middle management across local companies, international firms, and NGOs operating in Croatia.

Despite a national unemployment rate of 15%, the School reports strong graduate employment outcomes, with the majority of internships leading to full-time employment. Survey results further demonstrate that graduates not only secure entry-level roles upon graduation but also progress to mid-level positions over time, in line with the programme's aspiration to prepare students for managerial responsibilities and advanced studies. Employers affirm the graduates' preparedness for both business and international contexts, with constructive feedback—such as the need to improve presentation and communication skills—already incorporated into the curriculum.

Career services are appropriately resourced and actively facilitate connections between students, alumni, and employers, ensuring strong placement outcomes. Although formal mechanisms for stakeholder satisfaction feedback are limited, there is a robust and ongoing informal exchange among faculty, career services, alumni, and employers. This ensures that external input is effectively integrated into programme design and student development, reinforcing the School's commitment to maintaining international standards and producing high-quality, employable graduates.

4.4.3 Alumni support

UPB meets the criteria related to alumni support, with a strong approach that fosters ongoing engagement for the mutual benefit of both the Institution and its graduates. Alumni services are integrated with the career services, offering continued support and networking opportunities. Alumni are highly active in the life of the programme, contributing to key activities such as the organisation of the annual Business Conference, acting as guest speakers in academic sessions, and facilitating internships and project-based learning initiatives, including gamification projects. They are also instrumental in providing donations and provide valuable feedback on curriculum development, such as the need to strengthen communication and presentation skills—insights that have been incorporated into programme design. Alumni relations are managed both at the programme and institutional level and through individual relations, ensuring consistency and strategic alignment. Furthermore, alumni are represented on the Strategic Advisory Board, playing a critical role in shaping the future direction of the School. Career development support continues beyond graduation, reinforcing a lifelong connection between alumni and the Institution.

4.4.4 Programme reputation

UPB maintains a strong national and international recognition. The UniST, the home institute, is considered one of the top 3 universities in Croatia, together with the University of Zagreb and the University of Rijeka, according to the 2025 Times Higher Education international ranking for universities as well as for the Business and Economics ranking. The demand for UPB studies on the target market has been considerably increasing during the last three academic years. Notably, the ratio between the number of high school graduates interested in the UPB programme/number of enrolled students in the UPB programme has been increasing, at 3.18, 3.97, and 4.26 from 2022 to 2024, respectively. The School attributes the increase in demand to improved marketing activities and the growing reputation of FEBT among students and parents. The presence of an improved alumni association and support also adds value to the programme's reputation.

4.5 Quality Assurance Processes

4.5.1 Design and review processes

Quality assurance (QA) processes at FEBT are embedded within the broader University of Split QA framework and aligned with national regulations. Programme design and review follow formal protocols that include approval by the Faculty Council, with documentation

reviewed by curriculum committees. The appointment of a Programme Director in 2023 has improved oversight and coordination, although the role and its authority are still maturing.

The current curriculum reform process, driven by an internal taskforce, demonstrates the faculty's intent to update structure, learning outcomes, and course integration. This includes attention to transversal competencies, ERS, and internationalisation. While stakeholder feedback is occasionally sought, including employer consultations through the Business Council, systematic involvement of students, alumni, and international partners in the design and review process remains limited.

Annual monitoring is supported by ISVU data and regular reporting. However, feedback loops between QA findings and programme adjustment are not always fully closed. There is growing awareness of the need to use QA data more proactively, particularly in relation to student workload, assessment patterns, and mobility participation.

In summary, the basic elements of QA in design and review are in place and improving. The curriculum reform process offers an opportunity to institutionalise broader stakeholder input and strengthen the developmental function of QA.

4.5.2 Quality assurance on operations

Operational QA is supported by structured data collection, including student course evaluations, progression reports, and exam results. Faculty complete self-assessment portfolios, and some departments engage in peer feedback. However, the integration of this information into a systematic quality loop is still evolving.

Student evaluations are conducted regularly, and while results are reviewed by course coordinators and the Programme Director, communication of follow-up actions to students is uneven. The system does not yet consistently translate evaluation findings into visible changes or broader discussion at the programme level.

Teaching quality is monitored through informal mechanisms and institutional norms rather than structured observation or benchmarking. Feedback on assessments, grading consistency, and rubric use are areas under development, with some improvements in the use of structured thesis rubrics noted recently.

Overall, QA operations reflect a culture of care and responsibility but remain more compliance-oriented than developmental. A shift toward more holistic, transparent, and learning-oriented QA practice would enhance quality culture and continuous improvement.

APPENDIX 1:

EFMD Programme Accreditation

Quality Profile



EFMD Programme Accreditation Quality Profile



EFMD Programme Accreditation Quality Profile Single Programme

Name of the Institution: Faculty of Economics, Business and Tourism, University of Split

Name of the Programme: Undergraduate Programme in Business Studies

Date of the evaluation: 13-15 May 2025

The quality standards for each of the criteria should be assessed against the definitions in the table below. For a Programme to be accredited, it is likely that most entries in the table will be 'Meets Standard', with only a few 'Below Standard' and some 'Above Standard'. The reference for this evaluation are EFMD accredited Programmes.

Meets Standard

The programme satisfies the EFMD Programme Accreditation standard in this area as defined in the EFMD Programme Accreditation Standards and Criteria document. Most positive assessments are expected to fall in this broad category. It is not to be interpreted as meaning that the programme is mediocre or that it barely qualifies at a minimum level.

Above Standard

The programme demonstrates outstanding quality in this dimension, well above the level required to satisfy the EFMD Programme Accreditation standard in this area, and can even be considered as an example of "best practice".

Below Standard

The programme is judged to be below the threshold of the EFMD Programme Accreditation standard in this area.

N/A

For N/A, this assessment should only be used in exceptional circumstances (i.e., when the topic is considered not to be applicable and/or relevant to the Programme).

Note

Decisions on accreditation by the EFMD Programme Accreditation Board are based on the Peer Review Report and Quality Profile (QP).

		ABOVE standard	MEETS standard	BELOW standard	N/A
CHAP 1	The Institutional Context				
1.1	Institutional strategy and management				
1.1.1	Mission and strategy in its national & international context		X		
1.1.2	Availability of resources to implement the strategy		X		
1.1.3	Present positioning relative to its Programme competitors		X		
1.1.4	Internal institutional governance & management		X		
1.1.5	Institutional focus on internationalisation		X		
1.1.6	Institutional focus on the world of practice	X			
1.1.7	Institutional focus on ERS		X		
1.2	Physical resources and facilities for the Programme				
1.2.1	Learning environment (e.g. classrooms, study spaces, library)		X		
1.2.2	Digital environment		X		
1.3	Programme faculty				
1.3.1	Adequacy of faculty: qualifications, size and subject profile		X		
1.3.2	Faculty intellectual contribution (i.e., research inputs) to teaching		X		
1.3.3	Teaching focus on academic depth & rigour		X		
1.3.4	Internationalisation of the faculty			X	
1.3.5	Faculty engagement with the world of practice	X			
1.3.6	Faculty engagement with ERS		X		
1.3.7	Faculty management (e.g. workload, performance, development)		X		
CHAP 2	Programme Design				
2.1	Programme objectives and target markets				
2.1.1	Coherence of programme objectives & fit with institutional context		X		
2.1.2	Appropriateness of target markets & intended graduate profile		X		
2.1.3	Marketing and promotion		X		
2.2	Curriculum design				
2.2.1	Clarity of programme rationale		X		
2.2.2	Specification of Intended Learning Outcomes (ILOs)		X		
2.2.3	Programme structure, content and coverage		X		
2.2.4	Balance of academic and managerial dimensions		X		
2.2.5	Inclusion of external guidelines		X		
2.2.6	Up-to-date design incl. opportunities for integrated learning		X		
2.2.7	International focus of the Programme		X		
2.2.8	Responsiveness to needs of the world of practice		X		
2.2.9	Coverage of ERS and other trends in society		X		
2.3	Design of delivery modes and assessment methods				
2.3.1	Appropriateness of study and delivery modes		X		
2.3.2	Structure and balance of in- to out-of-class learning		X		
2.3.3	Quality of programme management & administration		X		
2.3.4	Expectations of student behaviour		X		
2.3.5	Assessment methods explicitly designed to match ILOs		X		
2.3.6	Range of student assessment methods		X		
2.3.7	Focus on individual assessment		X		

		ABOVE standard	MEETS standard	BELOW standard	N/A
CHAP 3	Programme Delivery & Operations				
3.1	Student recruitment				
3.1.1	Appropriateness of entry criteria & their application in selection		x		
3.1.2	Quality of incoming students		x		
3.1.3	Internationalisation of the student body			x	
3.1.4	Enrolment and induction processes		x		
3.2	Pedagogy				
3.2.1	Quality and currency of teaching & learning delivery		x		
3.2.2	Pedagogical innovation		x		
3.2.3	Quality of teaching materials		x		
3.2.4	Focus on student-centred learning		x		
3.3	Personal development of students				
3.3.1	Quality of personal development		x		
3.3.2	Individualised learning support from faculty	x			
3.3.3	Development of transferable intellectual skills		x		
3.3.4	Quality of support services		x		
3.4	International aspects				
3.4.1	Quality of international learning experience		x		
3.4.2	Quality of international partners and exchanges		x		
3.4.3	Take-up of opportunities for students to study/work abroad			x	
3.4.4	Preparation as potential international managers		x		
3.5	Interactions with the world of practice				
3.5.1	Quality of practical learning experience	x			
3.5.2	Teaching input from practitioners		x		
3.5.3	General involvement with the world of practice		x		
3.5.4	Take-up of opportunities for project-based work and/or internships	x			
3.6	Ethics, Responsibility and Sustainability (ERS)				
3.6.1	Quality of the ERS learning experience		x		
3.6.2	Linkage of ERS to the students' future roles as managers		x		
CHAP 4	Programme Outcomes				
4.1	Quality of student work				
4.1.1	Objectivity & rigour in the assessment process		x		
4.1.2	Confirmed achievement of ILOs		x		
4.1.3	Standards of student exams/coursework		x		
4.1.4	Standards of student theses/projects/dissertations		x		
4.1.5	Evidence of academic depth		x		
4.1.6	Progression and pass rates			x	

		ABOVE standard	MEETS standard	BELOW standard	N/A
4.2	Graduate quality		X		
4.2.1	Quality of graduates		X		
4.2.2	Quality of career services		X		
4.3	Alumni support				
4.3.1	Support for and from the Programme's alumni association		X		
4.4	Programme reputation				
4.4.1	Programme reputation		X		
CHAP 5	Quality Assurance Processes				
5.1	Design and review processes				
5.1.1	Institutional QA systems		X		
5.1.2	Programme design/review & approval process		X		
5.1.3	Inclusion of different stakeholder perspectives		X		
5.1.4	Internal annual programme review		X		
5.1.5	External periodic review processes		X		
5.2	Quality assurance on operations				
5.2.1	Student feedback on teaching & programme quality		X		
5.2.2	Monitoring of teaching quality and assessment regime		X		
5.2.3	Feedback to students on assessments		X		

APPENDIX 2:

EFMD Programme Accreditation
Datasheet

EFMD Programme Accreditation Datasheet

Updated: 01 April 2025

The datasheet is intended to provide succinct factual information about the institution and the applicant programme. Information provided should be clear, concrete, concise and compelling, together with explanations to provide context as necessary. For institutions applying to EFMD Programme Accreditation for the first time, please note that no additional information provided besides that contained in the datasheet and in the Advisor's Pre-Eligibility Assessment Evaluation will be conveyed to the EFMD Programme Accreditation Committee.

The maximum length of the document is 16 pages - appendixes 1 and 2 are not counted against the page limit.

1. Institution name, address and website

Name of the entity within which the applicant programme is located (e.g., a free-standing business school or a faculty, school or department within a university. If the entity is part of a larger institution, please also name the parent institution.)

Name of the applicant institution/faculty/school/department offering the degree to be reviewed:

Faculty of Economics Business and Tourism

Name of parent Institution (if any):

University of Split

Postal address:

Cvite Fiskovica 5, Split, 21000, Croatia

Website:

<http://efst.unist.hr>

2. Programme to be assessed for accreditation

Programme title:

Undergraduate Programme in Business Studies

Programme type: Bachelor

Online: ☐

3. EFMD membership status of the applicant institution

☒ Full ☐ Affiliate ☐ Date of EFMD membership application:

4. Head of the applicant institution

Name: Prof. Bruno Ćorić

Tel: +385-21-430601

Job title: Dean

Email: bruno.coric@efst.hr

5. EFMD Programme Accreditation project leader

This person should act as the central point of contact for EFMD for all issues concerning the current accreditation.

Name: Prof. Željana Aljinović Barać

Tel: +385-21-430601

Job title: Vice-Dean

Email: zbarac@efst.hr

6. Basic details of the programme

Brief description of the programme: rationale, target audience and any relevant contextual matter.

The target market for the FEBT Undergraduate Programme in Business Studies (UPB) are candidates who have graduated from a four-year high school programme, primarily from gymnasiums and high schools that offer economic, business, tourism and commerce programmes. Prior to the state matura exam, which is a prerequisite for enrolment in UPB, FEBT conducts extensive preparatory and promotional activities to inform and recruit potential students about UPB. UPB prepares students to assume lower and middle management positions in the respective industries, institutions, or their entrepreneurial ventures and to successfully continue their studies at the graduate level. Undergraduate programmes are not adequately recognised by the Croatian employer market or by the graduates themselves, most of whom study at home or abroad.

Table 1: Basic Programme Information

Last year for which complete data is available ("Year t"): 2023

If you want to provide data for academic years rather than calendar years, then t is the year the academic session starts.

Year in which the programme first graduated students	2007				
Number of graduates in each of the last 3 years	2021		2022		2023
	107		102		110
Length of programme in months	Full-time (FT):		36		Part-time (PT): 36
Main language(s) of delivery and percentage of programme taught in specified language	Language			%	
	Croatian			100.0%	
	English			0.0%	
				0.0%	
Location(s) for delivery of the applicant programme ⁽³⁾	Main	Name		City	Country
	☒	Faculty of Economics, Business and Tourism, Cvite Fiskovica 5		Split	Croatia
Collaborative provision ⁽⁴⁾	Partner Organisation				

Notes:

1. At the **Bachelor or Master level**, the programme must have been producing graduates for at least two cohorts (over at least 2 years), except where this programme is a variant on a long-established programme (e.g., moving from a 5-year pre-Bologna programme to a 3+2 or 4+1 B/M/D structure). There must be a **minimum of 30 graduates in total over the last 2 years**.
2. At the **Doctoral level**, there must be **at least 10 graduates in the latest 2-year period**.
3. Please list all the institution's campus locations where the applicant programme is delivered and mark the main campus (if any) by checking the box. If you list two or more campus locations, then you need to fill out **Appendix 1 (Multi-Campus Operations)** as well.
4. If the applicant programme is delivered in collaboration with other institutions (e.g., dual degree/joint programme arrangements), then you need to provide further detail in **Appendix 2 (Collaborative Provision)** as well.

6.1 Entry requirements

Describe briefly the entry requirements for the applicant programme (e.g., qualifications, language skills, work experience).

From the academic year 2020/2021, FEBT students are ranked through the National Central Application Office - CAO according to their achievements on the state matura exam. The criteria set for the current academic year are as follows: Croatian language, Mathematics – B level grade and English language – B level grade. The requirements ensure that students with capacities for engaging in international curricula and opportunities are enrolled in the programme. Having in mind that UPB is undergraduate study programme, no work experience is required to enroll.

6.2 Programme aims/objectives

Describe briefly the general programme aims and objectives.

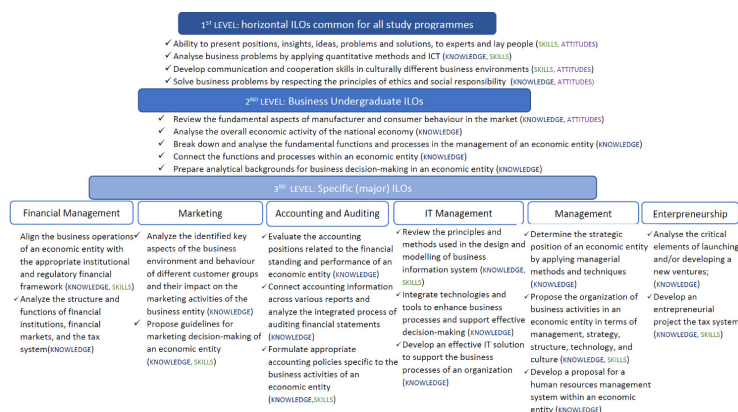
UPB is a comprehensive and well-designed study programme that aims to improve students' functional business skills, international mindset and socially responsible behaviour. The main objectives of UPB are: (1) to equip students with the skills and competences required to successfully integrate into the business world, start a new business and cope with competition in the national, international and digital context; (2) to provide UPB students with an adequate mix of academic, practical and international content to prepare them for the global business world; and (3) to develop in UPB students a perspective of diversity, ethics, responsibility and sustainability.

6.3 Programme ILOs

Intended Learning Outcomes (ILOs) (i.e., what the students should know (KNOWLEDGE), should be able to do (SKILLS) and how they are expected to behave (ATTITUDES) by the end of the programme - refer to Annex 7 on ILOs in the EFMD Programme Accreditation Process Manual.

The FEBT has adopted a methodology according to which ILOs are defined on three levels. The 1st 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 2nd level comprises ILOs that are specific to the UPB programme, and the 3rd level includes ILOs that are specific to the

concentrations offered at UPB. These relate to the "hard" skills of the chosen profession, i.e. skills and knowledge of core aspects of business and business operations, and the transferable, generic, soft skills (horizontal ILOs). These ILOs also include an understanding of the business world and its development as well as broader trends in society. Beyond 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). Below is a list of all ILOs in terms of what students should know, how they should behave and what they should be able to do. In addition, ILOs derived from the programme ILOs are defined for all courses. The matrix linking the course outcomes to the overall programme ensures that the programme ILOs are achieved. The process of constructive alignment is regularly updated for all courses on an annual basis.



6.4 Strategic concerns

Identify 3 key issues for the programme currently demanding management attention.

1. Enhance the Programme management and consider establishing and appointing a dedicated programme director.
2. Further invest in offers for students' extra-curricular activities and personal development.
3. Deepen the internationalisation of the Programme by using and expanding existing networks.

7. Profile of applicants and student intakes

Complete Table 2 to provide the profile of intakes into 1st year of study (for the 3 most recent years) for each mode of delivery. The basis is the last academic year for which full data is available. If there is more than one intake per year (i.e., rolling admission), please enter the total intake per academic year. You must first indicate the delivery modes to display the relevant tables in sections 7, 8 and 10.

Table 2: Profile of Student Intake

Delivery mode:

- ☐ Online
- ☒ Face-to-Face
- ☐ Blended

Face-to-Face

	2021		2022		2023	
	FT:	PT:	FT:	PT:	FT:	PT:
No. of formal applicants	632	45	604	48	849	63
No. of applicants offered a place	250	20	250	20	250	10
No. of offers accepted by applicants	238	7	199	5	225	5
No. of enrollments in the first year of the programme	238	7	199	5	225	5
Average years of work experience	0.0	0.0	0.0	0.0	0.0	0.0
Minimum years of work experience	0.0	0.0	0.0	0.0	0.0	0.0

The number of interested applicants has increased by 25% in the last three years and the number of students

enrolled at UPB has increased by 5%. As far as the quality of newly enrolled UPB students is concerned, there is also a positive trend in the average grade of the high school (increase of 4%) and the number of students coming from high schools that are of higher quality in Croatia compared to other types of schools (increase of 36%).

Notes:

1. Normally, 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. For **Doctoral programmes**, there must be a **minimum intake of 20 students over the latest 3-year period**.
2. The number of years of work experience may not be applicable for Bachelor (or other first degree), certain specialist Master and PhD programmes.
3. A programme is considered **'online'** if at least 80% of its content is delivered over the Internet.
4. A programme is considered **'blended'** if its delivery combines online learning and face-to-face learning.
5. A programme is considered **'face-to-face'** if at least 80% of its content is delivered via face-to-face interaction on campus.

8. Current student profile

Please complete a separate table for each mode of delivery and intake. The table should refer only to degree-seeking students.

Table 3: Profile of Current Student Enrolment

Face-to-Face

	No. of students enrolled in all years of the programme ¹	No. of female students	No. of non-national students (no exchange students)	No. of nationalities	Average age (years)
2021	810	536	66.2%	1	21.6
2022	790	504	63.8%	1	22.6
2023	821	530	64.6%	1	23.5

¹At the beginning of the respective academic year

Table 3a: Non-national Student Distribution Year 2023

Provide numbers for the top 3 most frequent home countries of non-national students. Provide summary information for all modes of delivery.

Home country	No. of students	%
1 Bosnia and Herzegovina	1	100.00%
2	0	0.00%
3	0	0.00%
Other	0	0.00%
Total¹	1	

¹Number is determined by 'No. of non-national students' in Table 3.

Table 4: Graduation Numbers

	Students graduating on time		Female students		International degree-seeking students	
2021	71	66.4%	51	71.8%	0	0.0%
2022	78	76.5%	58	74.4%	0	0.0%
2023	44	35.8%	30	68.2%	0	0.0%

The low graduation rate of 35.8% in 2023 can be partly explained by the lower quality of students enrolled at UPB in 2020/2021, as the COVID-19 pandemic negatively affects their knowledge and competences. In addition, some students decide to extend their studies for another half or full academic year in order to maintain the full benefits that the State grants to students, such as health insurance, the student card that allows them affordable prices in the canteens, etc. This is often the case for students participating in the Erasmus+ international exchange programme, or for students waiting for a job or wishing to enrol in a GPB programme.

9. Internationalisation

Overview of the principal aspects of internationalisation adopted by the applicant programme (e.g., strategy, alliances/partners/joint programmes, content)

The UPB, which was originally held in Croatian and aimed at domestic students, has changed over the years in terms of the international content offered and has met with great interest from international and exchange students. In recent years, there has been a very positive trend in the number of incoming students and courses taught in English. For various reasons, FEBT still does not offer a full-time EPB in English. However, given the

need to open up to the international student market and gain international relevance, FEBT is determined to offer UPB in English as soon as possible and has taken the necessary steps in this direction. The internationalisation of the UPB is one of FEBT's most important strategic goals. FEBT currently has vast international network of partner HEIs, thereby offering broad mobility options for its UPB students and faculty (e.g. with Università Sapienza di Roma, ESIC Business School, Universitat Pompeu Fabra - Barcelona School of Management, etc). The aforementioned network, coupled with a) FEBT's dedicated approach to marketing UPB and its mobility options available, b) the high quality of UPB programmes (including courses delivered in English) and c) the very positive word-of-mouth from former students and faculty using the mobility options, has led to very positive trends in incoming and outgoing student and faculty mobility in recent years. In 2023 and 2024, FEBT has continued the development of a cooperation network with companies with significant international background (foreign-owned companies, companies with significant or predominant business activities abroad, etc.), such as Coca-Cola, Infobip Ltd, Orbico Ltd and Endava Netherlands, where UPB students have the opportunity to apply for paid internships in highly internationally oriented marketing and operations positions. FEBT continues its successful initiatives 1) International Summer School and 2) CERGE-EI Distance Learning Programme (DLP), both open to UPB students. These are fully international learning events, with most lecturers coming from abroad, lectures held in English and a strong influx of foreign students. UPB students and lecturers can also take full advantage of FEBT's membership of international organisations such as CLADEA, IBSEN, AACSB, EFMD and others.

10. Students' international experience

Please complete a separate table for each mode of delivery and intake. The table should refer only to degree-seeking students.

Table 5: International Student Mobility

Face-to-Face

No. of outgoing students ¹	2021		2022		2023	
No. of students studying abroad (1-2 semesters)	14	1.7%	14	1.8%	13	1.6%
No. of students on study trips	0	0.0%	0	0.0%	0	0.0%
No. of students in summer schools	0	0.0%	0	0.0%	0	0.0%
Other (please specify below)	2	0.2%	0	0.0%	10	1.2%
No. of incoming students ²	78		81		83	

¹ Number cannot be greater than the 'No. of students enrolled in all years of the programme' in Table 3.

² Headcount of incoming students no matter how many courses/modules each take.

Specify the nature and duration of the international experiences of students on the programme (e.g., internship, international project cases, virtual exchange). Identify key partner institutions/organisations.

UPB offers about 15 courses per year, which are taught in English. Incoming UPB students can choose from both the UPB and GPB list of available courses. Croatian students take these courses together with exchange students, with the numbers showing a very positive trend in recent years. FEBT has joined various initiatives and associations to facilitate virtual exchange (e.g. CLADEA, IBSEN). FEBT is endeavouring to fill new internship positions (in addition to the 120+ positions now available) with companies with a significant international background (foreign-owned companies, companies operating significantly or predominantly abroad, etc.). Successful initiatives have continued with the International Summer School (eight modules in 23/24) and the CERGE-EI DLP - these are full courses taught in English, with most lecturers coming from abroad. UPB students receive 5 or 6 ECTS credits for each successfully completed course. Four FEBT Erasmus+ BIPs were organised with the FEBT Students Entrepreneurial Incubator (SEI), SEA-EU alliance HEIs, Silicone Castles GmbH (Austria), HEIs from Zagreb (Croatia), Paris (France), Amsterdam (Netherlands), Malaga (Spain), Stuttgart (Germany) and Brest (France).

11. Organisation of teaching and learning (e.g., weekly, evening, weekend blocks, online, blended or face-to-face)

The UPB is delivered in face-to-face format. The year usually starts in early October and is divided into two semesters, each comprising 13 teaching weeks. Courses are delivered through a combination of theory and practical units, with each course usually comprising two hours of theory and two hours of practical work per week (5 and 6 ECTS). Mid-term assessments are scheduled after the seventh or eighth week of classes, allowing

flexibility to accommodate holiday periods. This ensures that the academic schedule is not disrupted and that students have a clear overview of their progress at a crucial point in the semester. To facilitate a thorough evaluation of student learning, the programme offers multiple assessment opportunities. After each semester, students have two regular exam sessions to demonstrate their knowledge. In addition, there are two further sessions during the autumn examination period so that students have ample opportunity to succeed. These examination dates are clearly defined in the academic calendar, which is approved by the Faculty Council and publicly announced before the start of the academic year, providing transparency and allowing students to plan accordingly.

12. Curriculum rationale and structure

Rationale and overall structure

The UPB is offered in 3 years as a full-time programme and comprises 180 ECTS. The predominant language of instruction is Croatian, although about 15 courses are also offered in English. Most of the courses have 5 ECTS, which are related to 52 hours of classes and 98 hours of work outside the classroom. The UPB provides students with a mix of practical and theoretical knowledge and perspectives. The UPB is listed in the table below, along with the ECTS assigned to each course. The list is also available at <https://www.efst.unist.hr/en/programs-and-mobility/full-time-programs/curriculum/studij/PE>. The rationale for the design of the UPB curriculum is described above (under 6.3 Programme ILOs), where the methodology by which the ILOs are defined at three levels is also indicated. UPB not only provides a mix of functional knowledge and skills related to the chosen concentration, but also includes workshops designed to develop students' critical thinking, leadership, project management and other relevant soft skills. UPB takes three years to complete, with the first two years being the same for all UPB students. The focus is on courses that teach core knowledge from the field of economics and business along with the core competencies from all the major functional areas of modern business: finance, accounting, management and marketing. The content also enables students to develop critical horizontal skills such as analytics, foreign languages, IT and various methodologies that are essential for decision making in modern business. Before the start of the 3rd year, students choose their specific specialisation in which they wish to deepen their skills and knowledge. At the same time, the programme structure allows students to partially design the study programme themselves and adapt it to the specific needs of their personal development. For example, students in the Management concentration are offered electives in other concentrations (e.g. Marketing). In designing the UPB, FEBT also places great emphasis on foreign languages in order to successfully integrate students into the EU labour market (a total of 4 compulsory and 2 electives in English, Italian and German).

Table 6: Course Structure for the Programme

List courses and/or modules including credits (ECTS or other system) and contact hours.

	Course title	Credits	Contact hours (in total)
Year: 1	Information Technology	5.0	52
	Mathematics	5.0	52
	Principles of Economics	6.0	52
	Basic Finance	4.0	39
	Business English I	4.0	39
	Statistics	6.0	52
	Physical Education and Sports	2.0	60
	Macroeconomics I	5.0	52
	Mathematics in Economics	5.0	52
	Microeconomics I	5.0	52
	Business English II	4.0	39
	Fundamentals of Accounting	6.0	52
	Workshop I	5.0	30
	Total Year 1	62.0	623
Year: 2	Macroeconomics II	5.0	52
	Marketing	6.0	52
	Management	6.0	52
	Microeconomics II	5.0	52
	Business English III	4.0	39
	Financial Management I	5.0	52
	Croatian Economy	6.0	52
	Managerial Accounting I	5.0	52
	Student Workshop II	5.0	52

	Course title	Credits	Contact hours (in total)
	Statistical Analysis	5.0	52
	Electives (Banking, Business English IV, Business Planning, Commercial Law)	8.0	103
	Total Year 2	60.0	610
Year: 3	Financial Accounting I (cc - Financial Management, Accounting and Auditing)	0.0	0
	Marketing Research (cc - Marketing)	0.0	0
	Quantitative Methods for Management	5.0	52
	Brand Management (ec - Marketing)	0.0	0
	Managerial Decision-Making (ec - Management, IT Management)	0.0	0
	Human Resources Management	5.0	52
	Family Business (ec - Entrepreneurship)	0.0	0
	Entrepreneurship (cc - Entrepreneurship)	0.0	0
	Consumer Behavior (ec - Financial Management, cc - Marketing)	0.0	0
	Tax System and Policy (cc - Financial Management)	0.0	0
	Business English V (ec - All majors)	0.0	0
	Business Information Systems (cc - IT Management, ec - Marketing, Accounting and Auditing, Management)	0.0	0
	Business Communication (ec - All majors)	0.0	0
	Financial institutions accounting (ec - All majors)	0.0	0
	Strategic Analysis (cc - Management)	0.0	0
	Introduction to Programming (ec - IT Management)	0.0	0
	Stock Exchanges and Securities (ec - Financial Management)	0.0	0
	E-Business (ec - Marketing, cc - IT Management)	0.0	0
	ERP Systems (cc - IT Management, ec - Management)	0.0	0
	Financial Institutions and Markets (cc - Financial Management, ec - Entrepreneurship, IT Management, Accounting and Auditing, Marketing)	0.0	0
	Operations Management I (cc - Management)	0.0	0
	Enterprise Organisation (cc - Management)	0.0	0
	Principles of Auditing (cc - Accounting and Auditing, ec - Entrepreneurship)	0.0	0
	Entrepreneurial Planning (cc - Entrepreneurship, ec - IT Management, Financial Management, Accounting and Auditing)	0.0	0
	Business English VI (ec - All majors)	0.0	0
	Business Italian (ec - All majors)	0.0	0
	Accounting for Non-profit Organisation (ec - Accounting and Auditing)	0.0	0
	Cost Accounting I (cc - Accounting and Auditing, ec - Financial Management, Management)	0.0	0
	Marketing Strategies (cc - Marketing, ec - Management, Entrepreneurship)	0.0	0
	New Venture Strategies (cc - Entrepreneurship)	0.0	0
	Internship (ec - All majors)	0.0	0
	Service Learning Internship (ec - All majors)	0.0	0
	Product Management (ec - Marketing)	0.0	0
	Final Thesis	15.0	0
	Concentration compulsory and electives total	35.0	364
	Total Year 3	60.0	468
	Grand Total	182.0	1,701

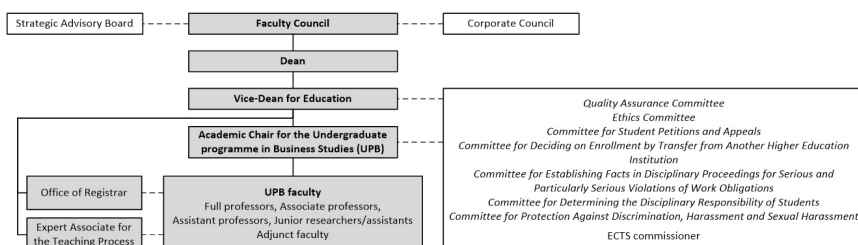
Note to Table 6: cc stands for the compulsory course; ec stands for the elective course. In the third year, each student selects courses totalling 35 ECTS, consisting of compulsory courses for their concentration and additional elective courses. Since both compulsory and elective courses for all concentrations offered are listed in the table, including their ECTS values would result in an inaccurate derived values for Total year 3 and Grand Total.

13. Programme management system

Explain how decision-making processes influence programme management and direction. Indicate timings.

The strategic goals and plans for the UPB study programme are defined by the FEBT Management in close collaboration with the UPB Academic Chair. All strategic and important decisions and documents are approved by the FEBT Faculty Council on the proposal of the FEBT management. UPB goals, plans and regulatory documents are then implemented on a daily basis by Vice- Dean for Education and Student Affairs or the Academic Chair (depending on the nature of the decision) upon request and proposal from the Office of the Registrar or Expert Associate for the Teaching Process.

Key academic and administrative positions and committees (provide a chart and explain roles).



The entire teaching process at FEBT is overseen directly by the Vice Dean for Education. The Office of the Registrar handles student orientation, enrolment, complaints and requirements. The Expert Associate for Teaching Process handles everything related to the structure and delivery of the programme and communicates directly with the UPB faculty. All matters related to studies and teaching are regulated in the comprehensive study and examination regulations, which define the rights and obligations of students during their studies. The main tasks of the newly created position of Academic Chair for UPB (a position very similar to the Programme Director) are the effective implementation and continuous improvement of UPB in accordance with the mission, vision and predefined goals of FEBT and in accordance with the FEBT Quality System. The work of the Academic Chair also includes close cooperation and coordination with FEBT management in defining UPB objectives, strengthening UPB development and improvement based on continuous analysis and reporting of UPB results, and supporting cooperation with the business community, the local community and FEBT students.

14. Quality assurance system

Provide details on the Quality Assurance system at national, institutional, school and programme levels.

Quality assurance in the Croatian higher education system is organised through a system of internal quality assurance and improvement and a system of external quality evaluation. The Agency for Science and Higher Education (ASHE), the national agency that oversees the operation of all HEIs in Croatia, carries out the mandatory external quality assurance evaluation of all HEI institutions. As part of the (re)accreditation process, which is carried out every 5 years, the quality of HEIs is assessed and evaluated in accordance with national legal criteria, ESG Standards and Guidelines and international trends and best practises. Every HEI in Croatia is obliged to establish an internal quality assurance system. FEBT is a part of the University of Split - UniST and is a legally autonomous HEI, thus obliged to establish its own internal quality assurance system. The UniST has established a Centre for Quality Improvement and a Quality Office, while all its constituents, including FEBT, have their own committee focused on quality assurance and improvement. In this sense, FEBT has established a Quality Assurance Committee and the positions of Vice- Dean for Quality (from 1 October 2024) and Quality Manager. At the programme level, activities related to quality assurance and improvement are carried out by the Quality Manager, the Vice- Dean for Quality and the Quality Assurance Committee, in close collaboration with the Academic Chair for UPB and the Vice- Dean for Education and Student Affairs.

15. Digitalisation

Describe 1. how digital technology is employed to enhance student learning in the delivery of the applicant programme, 2. how digitalisation is covered in the programme content, and 3. the digital learning facilities (e.g., labs, trading rooms, learning platform).

1. Delivery

To deliver the UPB content and enhance the student learning experience, the UPB faculty use a range of different software such as Microsoft Office package, STATA, SPSS Statistics, PowerSim, Microsoft Project, Jira, Zoom, Teamviewer and some specialised software such as Synesis (accounting) and Aris (audit) etc. Lectures are delivered using projectors that project PowerPoint presentations or other software onto the screen. All courses have an integrated Merlin platform that allows students to e-learn, participate in forums, submit papers

and self-assess through quizzes, which enhances interactive learning and communication with teachers. All learning materials (lecture handouts) are uploaded to the online learning platform. Through the use of digital tools such as Python for programming, Google Analytics for tracking internet data and ChatGPT for content creation, the faculty enables students to acquire a wide range of digital skills, from data analysis to creative expression.

2. Content

UPB includes the compulsory Information Technology course in the 1st year, where students acquire basic IT skills and use tools such as Microsoft Office (Word, PowerPoint, Excel), while in the 3rd year they can take the Business Information Systems elective course, where they learn how to use IT business information systems effectively. UPB students can also choose concentration IT Management in the final year of UPB (3rd year), which covers a range of aspects of IT management and digitalisation. In addition, many UPB subjects have planned practical classes in computer labs where students work on their assignments using appropriate software.

3. Facilities

FEBT is overall equipped with more than 500 computers, of which 154 are allocated to four computer labs for UPB teaching and learning purposes. Several computers are allocated to the Library, whereas specially equipped *Centre for Capital Market* hall is also used for delivering UPB content and for UPB students' learning. FEBT uses Moodle/Merlin learning platform in delivering their study programmes' contents, including UPB content, and provides its students the Eduroam wireless network that allows them an easy access to the Internet. More than 100 desktop computers and tablets are distributed free of charge to employees for personal use to increase the use of digital technologies and to enhance digital skills.

16. Links with the world of practice

Overview of the external connections that impact the programme (locally, nationally and internationally). This should include numbers of students undertaking a project or internship and the length of these assignments, together with illustrative examples of practitioner input (e.g., course presentations, case studies, advisory boards).

FEBT has an extensive network of regional and national companies (120+) and several dozen NGOs and CSOs with whom co-operation agreements have been signed. A significant number of these companies are strongly focussed on international business and operate parts of their business abroad. In addition, the FEBT Business Council is composed of leading regional and national experts who advise the FEBT management on the strategic development. At the UPB level, students enrolled in the Student Internship or Student Internship - Service Learning course spend a majority of the 180 work hours (125 - 170) in a company or organisation to complete an internship. Approx. 50-60 UPB students complete one of these two types of internships each year. UPB students also regularly work on their projects as part of UPB courses, which usually means that they communicate with companies and collect specific information on the problem areas in question. UPB students have the option to participate in student competitions in co-operation with leading national companies (Toomy Ltd, Viator Ltd, Orbico Ltd, etc.). In addition to numerous practical seminars and workshops organised by FEBT in collaboration with companies and practitioners mainly through the SEI, FEBT launched the "Connecting with business practise" lecture series a few years ago, in which distinguished practitioners deliver practical lectures on specific business topics and share their experiences with UPB students.

17. Ethics, Responsibility and Sustainability (ERS)

Overview of the principal aspects of the coverage of ERS (institutional policies, adoption of codes of best practice, faculty specialisation and research, ERS-related partnerships and alliances, etc.) in the applicant programme.

FEBT ensures that the teaching process at UPB takes place in an environment that promotes equality, diversity, inclusion and socially responsible and ethical behaviour in general. FEBT recognises the importance of ERS perspectives at both institutional and UPB level and has: 1) established committees, e.g. the Ethics Committee (20% of committee members are student representatives), Fact-finding Committee in disciplinary proceedings for serious and particularly serious breaches of duty, and Student Disciplinary Committee (40% of student representatives), 2) appointed Commissioner for the Protection of the Dignity of Workers, Commissioner for Students with Disabilities and Committee for Protection against Discrimination, Harassment and Sexual Harassment; and 3) developed and adopted the Code of Ethics and Social Responsibility Policy. As an

advanced member of the 2017 PRME initiative, FEBT and its faculty are very active in conducting research projects that address ERS challenges - 10 or more in recent years.

Learning experience related to Ethics, Responsibility and Sustainability (e.g., programme objectives, ILOs, ERS-dedicated courses, transversal ERS coverage)

Of the three objectives of the UPB study programme, one is exclusively dedicated to ERS, i.e. No.3: to develop diversity, ethics, responsibility and sustainability perspective in UPB students. ERS-related topics are covered in almost 50% of UPB courses, especially in the area of business ethics, while special attention is given to project work in support of social causes in the Student Internship - Service Learning course. Certain activities and results of research projects dealing with ERS challenges carried out by FEBT or in which FEBT is involved as a partner are available to UPB students through organised open-type events or specialised lectures.

18. Personal and professional development of students

Describe briefly how the institution and the programme support the development of students as well-rounded and confident individuals and as potential international managers.

At the level of each UPB course, teachers monitor and evaluate student progress in class and out-of-class activities, especially on a weekly basis (practical assignments, teamwork, student projects, quizzes, etc.), and provide feedback to students. FEBT has also launched students-oriented annual workshop: "How to write graduation thesis?" to improve academic writing skills of UPB students. Students' progress during their UPB studies is monitored individually in the Office of the Registrar. FEBT has established the FEBT Centre for Career Development and the Committee for Career Development to provide guidance and counselling services to UPB students regarding their studies and career development. Apart from the student internships, UPB students have access to a variety of extracurricular activities, a significant number of which are international in nature, where they can gain additional, more practical and internationally orientated knowledge. In this sense, the SEI, with its specialised webinars, seminars, academies, competitions, conferences, panels and invited lectures, is an important lever for the professional development of UPB students. The FEBT International Summer School, the CERGE-EI DLP, Blended Intensive Programs, and research projects with student participation are other valuable options for personal and professional development of UPB students.

19. Organisation of supervision (e.g., for student projects and Master or Doctoral dissertations, as applicable)

Describe briefly how the supervision of student work for the applicant programme is organised.

UPB students that enroll Student Internship or Student Internship - Service Learning courses are assigned to host organisations (depending on their preferences) and two mentors are assigned by FEBT to oversee their internship - one in the host organisation and one from the UPB faculty - both depending on the UPB student's specific internship area. In developing the student project within the course, UPB students are guided by the course instructor throughout the semester. The UPB student who wishes to write their thesis selects their supervisor/mentor through the FEBT online system in the winter semester of the academic year in which they wish to graduate (3rd year). If the UPB faculty agrees to mentor a particular student, he/she will guide the UPB student in choosing the topic of his/her thesis and guide him/her through the entire process of writing the final thesis. The student has the opportunity to evaluate the quality of mentoring after graduation by completing FEBT's regular survey on the quality of thesis administrative procedures and mentoring.

20. Graduate job placement

(e.g., x % found a job after [number] months of graduation; major national and international employers)

The vast majority of UPB students, 92-96% in the last 5 years, continue their education at FEBT's GPB after graduating from UPB. Therefore, there is no accurate data on their employment after graduation from the UPB programme, as only a handful of UPB graduates enter the labour market each year. In general, GPB graduates and those UPB graduates who enter the labour market find a job in their profession within 6 months of graduation. OTP Bank PLC, Ad Plastik PLC, Tommy Ltd. among others are the leading national employers of GPB students.

21. Institutional details

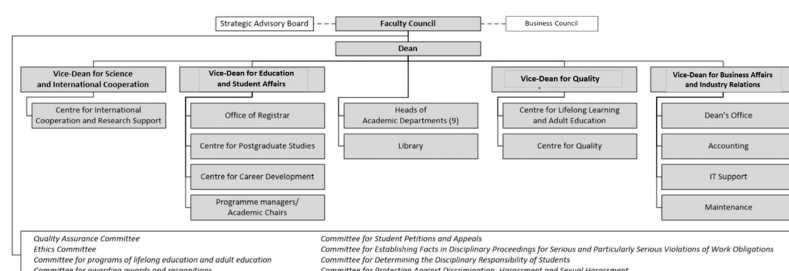
Provide a brief description. Indicate whether a public or private institution, a free-standing business school or a faculty, school or department within a broader institution. Describe the authority for degree awarding powers (e.g., Ministry of Education, University, none but market recognition).

- 1. public
- 2. parent-organisation
- 3. not-for-profit

FEBT is a public, non-profit HEI and the second largest institution of its kind in Croatia. It is the largest constituent of the University of Split (UniST). Although UniST is not functionally integrated, i.e. FEBT is a separate legal entity, all decisions related to capital investments, recruitment and promotion of staff, introduction of new and significant changes to study programmes, student quotas and the like must be approved by the university management and/or the University Senate. As an ASHE accredited HEI, FEBT has been authorised by the Ministry of Science, Education and Youth to award degrees and diplomas at undergraduate, graduate and postgraduate levels. Every 5-6 years, all public and private HEIs in Croatia undergo periodic reaccreditation, which was the case for FEBT in November 2024.

Current internal organisation and main committees: key academic and administrative positions (often best expressed diagrammatically). Show how the main decision-making processes influence management and direction).

The Faculty Council is the most important decision-making body of the FEBT. It approves all important decisions and documents prepared and proposed by the FEBT management. The FEBT management implements the decisions made by the Faculty Council, supervises the work of its subordinates and makes operational decisions on a daily basis. The Dean supervises and directs the work of the Vice-Deans and Heads of Academic Departments and Library reporting to him/her. Each vice dean is responsible for the smooth operation of the departments and centres under his/her authority. The functioning of FEBT's main processes is supported by various committees and dedicated individuals, with the Strategic Advisory Council and the Business Council playing an advisory role in the strategic development of FEBT.



Identify key strengths and concerns of the institution in relation to key competitors/aspirant institutions. Include strategic objectives for the coming 5 years.

The FEBT key strengths lie in its EFMD-accredited degree programmes, which are internationally recognised and attract high-calibre students, setting it apart from the competition. These programmes, combined with strong international networks and partnerships, provide valuable opportunities for student exchange and research collaboration. In addition, FEBT's ambitious researchers strive for international relevance, which enhances the institution's academic standing and contributes to its reputation as an excellent research organisation. These factors also help the institution to overcome the demographic challenges facing Croatia, as it attracts good students. However, there are areas for improvement. Compared to EFMD institutions, the lack of a dedicated programme director limited the coherent management of the academic offer, a situation that has changed in the 2023/24 academic year. In addition, the institution could take a more systematic approach to expanding its extracurricular activities and personal development initiatives to enhance the student experience and match the offerings of leading competitors. With this in mind, ongoing efforts are being made which have resulted in the university taking on two Fulbright Specialists in 2025. Although progress has been made in internationalisation, there is still a need to expand partnerships and integrate global content into the curriculum. Finally, Croatia's shrinking population continues to pose a challenge to enrolment, so continued efforts must be made to attract international students. The full version of FEBT's strategic framework is available at <https://www.efst.unist.hr/Portals/0/FEBT-StrategicFramework2024.pdf>, whereas FEBT's main strategic goals are: 1. Education for a better society, 2. Research for positive change, 3. Social impact – cooperation and openness to the knowledge economy, and 4. Talent development - creating an environment for the development of potential.

Overview of the principles by which duties are apportioned between teaching, research and other duties.

Overview is provided in section **25. Contribution of research or other intellectual development activities to curriculum development.**

22. Financial performance

Table 7: Financial Performance of the School and Programme

Last year for which complete data is available ("Year t"): 2024

If you want to provide data for academic years rather than calendar years, then *t* is the year the academic session starts.

(All figures in 1000€)	2020	2021	2022	2023	2024	2025	2026	2027
Revenue	5,663.0	5,863.0	6,025.8	6,464.1	7,569.1	7,654.5	7,349.5	7,331.7
Expenditure	5,358.8	5,742.7	5,740.7	6,305.8	7,337.7	7,652.1	7,342.8	7,324.0
Surplus	304.2	120.3	285.1	158.3	231.4	2.4	6.7	7.7
Revenue generated by applicant programme	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Programme revenue in % of total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

The financial data for 2025 and the projections for 2026 and 2027 are based on conservative estimates. When drafting the financial plan, we receive strict guidelines from the Ministry of Science, Education and Youth regarding what revenues can be included in the plan, which limits forecasts. The financial plan includes significant expenses related to the construction of a photovoltaic power plant and parking, and investments in security of the building. Despite this, the expected financial result are showing positive trends. The revenue from the state budget is calculated based on the defined tuition fees for all study programs in accordance with the FEBT scientific field and the ECTS points earned by each student each academic year. The total amount received includes material costs and investment maintenance costs, with no analytical records kept. Therefore, there is no data available on the revenue for the UPB and its corresponding share of total.

Add explanatory notes as needed (e.g., falling or negative surpluses). As necessary, indicate the exchange rate being applied.

For the years 2020-2022 the exchange rate of 1 euro = 7.53450 Croatian kuna has been applied. The numbers for 2025-2027 are based of financial projections and current cash flow.

23. Degree programme portfolio

Briefly describe the institution's strategy for its overall programme portfolio. Complete the table below for all programmes offered by the institution.

FEBT's flagship programmes are UPB and GPB. FEBT's overall strategy is to further develop and strengthen these two programmes and to start implementing them in English in the coming mid-term period. The professional programmes are to be thoroughly redesigned to offer potential students a highly practise-oriented learning experience. From the 2022/23 academic year 2022/23, FEBT offers its first postgraduate specialist programme in English - Management of Healthcare Organisations. The PhD programme is currently in the redesign phase and will be delivered in English language in the next one to two years.

Table 8. Degree Programme Portfolio

Please use the checkbox to mark the programme being put forward for accreditation. If a programme is offered in both study modes, FT and PT, please use two rows, one for each mode.

Programme type	Duration in months	Year in which the programme started	Study mode	Delivery mode	Does the programme require previous work experience?	Primary language(s) of instruction	Total number of currently enrolled students across all years of the programme
Bachelor							
☐ Economics	36	2005 FT		Face-to-face	No	Croatian	55
☐ Economics	36	2005 PT		Face-to-face	No	Croatian	18
☒ Business Studies	36	2005 FT		Face-to-face	No	Croatian	602
☒ Business Studies	36	2005 PT		Face-to-face	No	Croatian	116
☐ Tourism	36	2005 FT		Face-to-face	No	Croatian	177
☐ Tourism	36	2005 PT		Face-to-face	No	Croatian	37

Programme type	Duration in months	Year in which the programme started	Study mode	Delivery mode	Does the programme require previous work experience?	Primary language(s) of instruction	Total number of currently enrolled students across all years of the programme
☐ Small Enterprise Management (PSP)	36	2005	FT	Face-to-face	No	Croatian	258
☐ Small Enterprise Management (PSP)	36	2005	PT	Face-to-face	No	Croatian	81
☐ Tourism operations (PSP)	36	2005	FT	Face-to-face	No	Croatian	145
☐ Tourism operations (PSP)	36	2005	PT	Face-to-face	No	Croatian	37
Total							1526
Generalist Master							
☐ Economics	24	2005	FT	Face-to-face	No	Croatian	15
☐ Economics	24	2005	PT	Face-to-face	No	Croatian	9
☐ Business Studies	24	2005	FT	Face-to-face	No	Croatian	343
☐ Business Studies	24	2005	PT	Face-to-face	No	Croatian	61
☐ Tourism	24	2005	FT	Face-to-face	No	Croatian	67
☐ Tourism	24	2005	PT	Face-to-face	No	Croatian	9
Total							504
Specialist Master							
☐ Specialist Graduate PSP in Project Management, Tax Management & Accounting	24	2013	FT	Face-to-face	No	Croatian	206
☐ Specialist Graduate PSP in Project Management, Tax Management & Accounting	24	2013	PT	Face-to-face	No	Croatian	47
Total							253
MBA							
☐ Postgraduate specialist USP in Business	12	2005	PT	Face-to-face	No	Croatian	43
☐ Postgraduate specialist USP - Management of Healthcare Organisations	12	2023	PT	Face-to-face	No	Croatian	35
☐ Postgraduate specialist in Management of Healthcare Organisations	12	2023	PT	Face-to-face	No	English	0
Total							78
Doctoral							
☐ Postgraduate doctoral USP (either in Economics or Business Studies)	36	2005	PT	Face-to-face	No	Croatian	53
Total							53
Grand Total							2,414

Note for Table 8: USP stands for University Study Programme, whereas PSP stands for Professional Study Programme. If not indicated in the table than study programme is USP.

Total number of full-time degree students in the Institution/School/Department: 1,868

Total number of part-time degree students in the Institution/School/Department: 546

Total number of full-time equivalent students in the Institution/School/Department: 0.0

Notes:

1. The **'full-time equivalent' (FTE)** students should be calculated taking account of part-time fractions. For example, a one-year programme taken by a PT student over a period of 2 years = 0.5 FTE student.

24. Faculty

The term "faculty" designates the academic staff. Provide a readily understandable picture of the quality and quantity of the academic human resources available to the institution and used on the applicant programme. If your faculty does not fit into the typology below, use your own classification and explain the categories in the text box following Table 9. Occasional speakers are not considered faculty, even if academically qualified. Definitions are given in the notes below. Please provide the most recent data available.

Table 9: Faculty

	Institution (e.g. School) wide		Applicant Programme	
	No.	FTE	No.	FTE
Core faculty				
Academic staff members	87	86.5	70	70.0
Full professors	44	43.5	36	36.0
Associate professors	19	19.0	15	15.0
Assistant professors	13	13.0	11	11.0
Other	11	11.0	8	8.0
Female core faculty	56	64.4%	46	65.7%
Core faculty holding a doctoral degree	80	92.0%	66	94.3%
Core faculty with foreign professional or study experience	11	12.6%	8	11.4%
Number of different nationalities of core faculty		0		0
Ratio FTE students / FTE core faculty				
Core faculty hired in last 3 years (FTE)	9.0			
Core faculty departed in last 3 years (FTE)	9.0			
Adjunct faculty				
Size of adjunct faculty	13	13.0	6	6.0
% of total teaching hours taught by adjunct faculty				6.7%
Visiting professors in current year				
From foreign institutions	0	0.0	0	0.0
% of total teaching hours taught by foreign visiting professors				0.0%
From domestic institutions	0	0.0	0	0.0
% of total teaching hours taught by domestic visiting professors				0.0%
Teaching and research assistants on short-term contracts	0	0.0	0	0.0

If you are using additional faculty categories, please provide a brief description in bullet points of the qualifications, experience, seniority and role that apply to each category.

If a substantial number of hours is taught by adjunct faculty, please specify their background (academic or practitioner). If there are no adjunct faculty involved in the applicant programme, please provide an explanatory note.

If there are no visiting professors involved in the applicant programme, please provide an explanatory note.

Croatian law does not recognise and regulate the position of visiting professors from abroad, so even though foreign professors have delivered lectures within the UPB study programme, this has been voluntary and in cooperation and participation of the core faculty.

Notes:

1. **Core faculty:** Qualified academic staff employed on a permanent basis and for whom the institution is the sole or principal employer.
2. **% Core faculty with foreign experience:** % of core faculty (excluding foreign only passport holders) with significant professional/ work experience or study abroad (e.g., a complete degree) which entailed living abroad for at least 1 full year

(i.e., not made up of part years).

3. **Adjunct faculty:** Teaching staff for whom the institution is not the principal employer, or who work for the Institution on a part-time basis under a permanent or an occasional contract or who work in another faculty/department/unit or part of the parent institution (e.g., in a Science Faculty).
4. **Visiting professors in current year:** Academic staff who are core faculty at another academic institution and who visit the school to teach for not less than half a course/module.
5. In describing the size of the faculty, the **'full-time equivalent' (FTE)** is the total of faculty contract days divided by 5, assuming that 5 is 100% employment. For example, 5 faculty members with 3-day contracts would be the equivalent of 3 faculty members with 100% contracts. In this case, the headcount is 5 but the FTE is 3. The percentage of full-time employment refers to the number of contract days in the case of faculty members who are employed on a part-time basis. A four-day contract is thus the equivalent of 80%.

25. Contribution of research or other intellectual development activities to curriculum development

Provide an overview of the research, innovation, pedagogical development or other intellectual development activities (such as consulting projects, research seminars, workshops for faculty, etc.) of faculty members (core, visiting and adjunct faculty) teaching in the programme over the past 3 years. Include examples of curriculum developments arising from faculty research. Indicate the average teaching load per capita per year of core faculty and indicate what percentage of their workload is allocated to research.

The faculty has been actively involved in numerous research projects, including EU-funded and commercial initiatives, to strengthen its regional and international position. The list is available here: <https://www.croris.hr/projekti/projekt?USTANOVA=41>. Faculty members have published numerous papers on relevant socio-economic topics aligned with the UN Sustainable Development Goals. Their research output has increased significantly, with publications indexed in Scopus and Web of Science showing a growth of over 134% from 2019 to 2023. The faculty's research also feeds into curriculum development and contributes to the continuous improvement of programmes with a range of publications on pedagogical and educational policy issues. Researchers actively participate in international collaborations, scientific conferences and publish in top-tier journals, contributing to the FEBT's global research presence. In addition, FEBT organises and hosts important conferences, such as the biennial "Challenges of Europe" event, which brings together Nobel laureates and leading global scholars. With the new regulations adopted over the last three years, FEBT has further adapted to the new Collective Labour Agreement for Science and Higher Education (OG 9/2019), among other things, which sets out the new parameters for planning the workload for teaching, research and institutional services. In this sense, the FEBT's regulations on the composition of the workload of teachers and associates(2022), which is based on the aforementioned collective agreement, stipulates that working hours should be divided into 45% for teaching, 45% for research and 10% for institutional services. The teaching load is between 41% and 48%, and the average at the institution level is 45%.

Table 10: Core Faculty's Publications contributing to the applicant programme

Last year for which complete data is available ("Year t"): 2023

If you want to provide data for academic years rather than calendar years, then t is the year the academic session starts.

Research (number of outputs)	2021	2022	2023	Total	Avg per year	Avg per year per faculty
Practice-oriented articles (e.g., in practitioner journals)	6	6	9	21	7.0	0.1
Academic articles (e.g., in peer-reviewed academic journals)	46	67	60	173	57.7	0.8
Articles on pedagogic development and innovation	4	4	7	15	5.0	0.1
Published case studies	5	12	7	24	8.0	0.1
Papers in academic conferences (peer-reviewed)	34	36	38	108	36.0	0.5
Papers in professional conferences	2	3	3	8	2.7	0.0
Other publications (e.g., reports)	4	6	4	14	4.7	0.1

List 10 sample research publications that have been published within the past 5 years that have impacted the programme content and/or have arisen from the programme. Indicate whether the authors listed belong to core^(a), visiting^(b), or adjunct^(c) faculty, or are/were students^(d) on the programme.

Table 11: Publications Relevant for the Programme

1. Miočević, D. (a), & Arslanagić-Kalajdžić, M. (2024). The Role of Agility and Sales Orientation

- Ambidexterity in SME Sales Growth: Transition Country Perspective. In *Journal of Business-to-Business Marketing* (pp. 1–19). Informa UK Limited. <https://doi.org/10.1080/1051712x.2024.2358238>
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26. National and international recognition

Provide evidence that the institution has strong standing/ranking – nationally and internationally. Include information on the positioning in the (inter)national environment, e.g., accreditations, rankings, strategic group to which the institution belongs and major competitors.

1. Standing/ranking

FEBT's UPB is ranked 1st in Croatia, outside the University of Zagreb, in terms of the number of formal applicants and candidates who have qualified for enrolment in this specific programme. FEBT is the largest constituent of the University of Split (UniST), which is ranked 94th on the WURI list of Global Top 300 Innovative Universities 2024. UniST is ranked 41st (top 100) in terms of infrastructure/technology and 23rd (top 100) in terms of student mobility and openness. FEBT's contribution to these rankings is based in large part on the application of the principles of open science in its activities, processes and acts; and in provision of premises, equipment and overall infrastructure suitable for teaching scientific and professional activities, which are recognised as fully met standards by the national ASHE accreditation in 2024.

2. Accreditations

1) 2018 - => Institutional accreditation issued by the Croatian Agency for Science and Higher Education; 2) 2022 - 2025 => EFMD Programme Accreditation (3 years) for UPB; 3) 2022 - 2027 => EFMD Programme Accreditation (5 years) for GPB.

APPENDIX 3:

EFMD Programme Accreditation Board
letter from previous cycle

Ass. Prof. Vinko Mustra
Dean
Faculty of Economics, Business and Tourism
University of Split
Cvite Fiskovica 5
21000 Split
Croatia

12 October 2022

Dear Dr Mustra,

It is my great pleasure to inform you that, during its meeting on **27 September 2022**, the EFMD Programme Accreditation Board voted to grant EFMD Programme Accreditation to the Faculty of Economics, Business and Tourism, University of Split for its Programmes:

Undergraduate Programme in Business Studies (UPB)

This accreditation is granted for a period of **three years**.

The Accreditation Board commends the Faculty of Economics, Business and Tourism, University of Split for its focus on developing research expertise in Bachelor students through the joint publication of research papers with faculty.

The Accreditation Board specified the following Areas of Required Improvement (ARI) about which your School is required to demonstrate sufficient improvement by the time of the next accreditation in order to maintain accreditation:

1. Enhance the Programme management and consider establishing and appointing a dedicated programme director.
2. Further invest in offers for students' extra-curricular activities and personal development.
3. Deepen the internationalisation of the Programme by using and expanding existing networks.

Under the terms of 3-year accreditation, the School is required to submit an annual report on progress made in the areas indicated above. The reports are due immediately before the end of Year 1 and Year 2 (from the date of the accreditation decision by the EFMD Programme Accreditation Board). The EFMD Programme Accreditation Office will send you a template for the progress reports. In addition, the Programme must go through a full re-accreditation process before the end of Year 3. Non-compliance with this process will imply losing the right to EFMD Programme Accreditation and its related benefits.

Graduate Programme in Business Studies (GPB)

This accreditation is granted for a period of **five years**.

The Accreditation Board commends the Faculty of Economics, Business and Tourism, University of Split for its ambitious leadership team and faculty dedicated to providing excellent support for students.

Under the terms of 5-year accreditation, three strategic development objectives must be agreed between the Faculty of Economics, Business and Tourism and the EFMD Programme Accreditation Office for the Graduate Programme in Business Studies. You may find it appropriate to link your choice of objectives to the key issues raised in the Peer Review Report. The Accreditation Board would like you to consider including in your proposal a review of the Programme management, further expanding student experience outside the classroom, and deepening the internationalisation of the Programme. Please send your three proposed objectives to the EFMD Programme Accreditation Office within two months. The process also requires that you send an interim progress report on the Programme to the EFMD Programme Accreditation Office 2.5 years after the date of the current Accreditation Board decision. The EFMD Programme Accreditation Office will send you a template for the progress report once the development objectives have been agreed upon. Non-compliance with this process will imply losing the right to EFMD Programme Accreditation and its related benefits.

Your School must continue to meet the eligibility criteria during the period of accreditation. You must inform the EFMD Programme Accreditation Office about any development that may affect your eligibility status in a material way. You must immediately report if you no longer meet the eligibility criteria and your case will then be considered by the Accreditation Board. Clarification of any of the eligibility criteria with respect to its application to a specific programme may be sought from the EFMD Programme Accreditation Office.

I am attaching the Peer Review Report as it was submitted to the Accreditation Board.

On behalf of EFMD and the EFMD Programme Accreditation team, I congratulate you and your School on this achievement. We wish you every success in your plans for the future development of your Programmes.

Yours sincerely,



Susan Laurenson
Chair, EFMD Programme Accreditation Board

Encl.: Peer Review Report



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