

UNDERGRADUATE PROGRAMME IN BUSINESS STUDIES

DO 1. Institutionalise internationalisation by anchoring current/future programme activities in Strategy 2030, accompanied by clear governance measures to monitor progress in advancing institutional internationalisation objectives across programme dimensions.

The UPB programme has expanded its international activities in recent years through new Erasmus agreements, increased inbound and outbound mobility, the introduction of additional English-taught courses, and the development of a fully English-taught undergraduate programme planned for launch by 2027. The FEBT has also intensified cooperation with international partners through summer schools, virtual exchanges (blended intensive programmes), guest lecturers, and participation in global networks. These developments reflect rising institutional ambition and growing capacity for international engagement.

However, as noted by the PRT, these activities, although valuable, remain predominantly project-based and fragmented, rather than integrated into a coherent strategic framework. Internationalisation mostly depends on faculty initiatives and lacks consistent monitoring mechanisms. Despite the institutional commitment to internationalisation, international elements are not yet systematically embedded in programme governance, curriculum design, learning outcomes, faculty development pathways, or quality assurance processes.

In line with EFMD standards, internationalisation must be intentional, strategically grounded, and supported by clear processes and measurable outcomes. To meet these expectations, the FEBT UPB programme needs to develop a model in which internationalisation is fully institutionalised by articulating clear priorities and targets aligned with the overall Strategy 2030; strengthening the academic relevance and global positioning of UPB; ensuring that a larger number of students and faculty benefit meaningfully from international and intercultural learning experiences; and enhancing the programme's visibility, attractiveness, and long-term sustainability in an increasingly competitive international landscape.

Systematically consolidating these elements would position internationalisation as a core attribute of the programme rather than a set of independent initiatives. This approach would ensure long-term consistency, enable more effective resource allocation, and create a stronger platform for future EFMD accreditation cycles.

DO 2. Pursue pedagogical innovation and invest in faculty teaching development to ensure a more student-centred, active, and digitally enhanced learning experience

While the programme provides a solid and well-structured educational experience, the PRT notes that pedagogical methods remain predominantly traditional, relying heavily on lectures, conventional assessment forms, and limited use of interactive, experiential, or digitally enabled teaching approaches. Although there are examples of innovative practice – particularly in project-based courses, internships, and service-learning– these are isolated initiatives rather than institutionally embedded practices. Digital tools are available but not pedagogically integrated, and faculty training is voluntary and inconsistent. The PRT also observes that systematic pedagogical development is not yet fully implemented across the faculty, and active learning methods are not consistently integrated into course design, delivery, or assessment.

According to EFMD standards, programmes should demonstrate systematically designed, student-centred pedagogical approaches that balance academic rigour with applied, experiential learning and effective use of digital technologies. To meet these expectations, FEBT needs to develop a more coordinated and institutionalised approach to pedagogical development and build a more future-oriented learning environment aligned with global trends in management education. This will enable the expansion of active learning methods across the curriculum, including case teaching, simulations, collaborative problem-solving, and experiential assignments; more effective use of digital tools to support blended and flexible learning models; and stronger alignment between teaching methods, assessment practices, and learning outcomes.

Integrating these elements into a structured, institution-wide pedagogical development framework would shift innovation from individual good practice to a shared, strategically supported standard. This would not only enhance the overall learning experience but also reinforce the programme's readiness for increasing international exposure and future EFMD accreditation cycles.

DO 3. Strengthen the developmental role, transparency, and effectiveness of Quality Assurance (QA) processes by more systematically integrating stakeholder feedback, learning analytics data, and programme-level review mechanisms

During the past accreditation cycle, FEBT has continued to develop its Quality Management System (QMS) in alignment with ESG standards, enhancing procedures for programme revision, student evaluations, and administrative monitoring. FEBT has implemented new digital platforms (HEIIS, Merlin/Moodle) that support systematic data collection on student progression, course delivery, and evaluation results. These efforts demonstrate a strong institutional commitment to transparency, evidence-based decision-making, and continuous improvement.

However, as noted by the PRT, the current QA system, although well-structured, remains predominantly compliance-driven, with limited function as a developmental tool to drive continuous programme enhancement. Stakeholder feedback (students, alumni, employers) is collected regularly but is not systematically embedded in curriculum design or programme review. Learning analytics data (progression, pass rates, drop-out patterns, assessment validity, grade distributions) are available but not fully utilised for developmental purposes.

In accordance with EFMD standards, QA mechanisms should serve not only as monitoring tools but also as drivers of innovation, accountability, and continuous programme enhancement, ensuring that learning outcomes, teaching practices, assessment methods, and student experience continuously evolve. Strengthening the developmental role of QA would enable the programme to systematically integrate stakeholder feedback into curriculum and course redesign; use learning analytics to inform pedagogical decisions, progression interventions, and assessment reforms; enhance the consistency and traceability of programme-level improvement actions; support faculty development through evidence-based insights into teaching quality; and reinforce transparency and accountability towards students and external stakeholders.

Embedding these elements will strengthen QA processes to ensure actionable feedback loops and deeper stakeholder integration. It will also transform QA from an operational requirement into a strategic lever, enabling the UPB programme to ensure long-term relevance, responsiveness, and continuous improvement across all dimensions of programme quality.