

EPAS ANNUAL PROGRESS REPORT FORM 2019

Name of the Institution:	Faculty of Economics, Business and Tourism University of Split
Name of Programme (Set) 1:	Undergraduate Programme in Business Studies
Name of Programme (Set) 2:	Graduate Programme in Business Studies
Date of Accreditation Decision:	29 October 2019

Areas of Required Improvement of Programme (Set) 1: Undergraduate Programme in Business Studies	
1	Increase the number and proportion of students gaining international experience
2	Increase the number and proportion of visiting faculty and practitioners with international experience teaching on the programme
3	Improve student completion rates

Areas of Required Improvement of Programme (Set) 2: Graduate Programme in Business Studies	
1	Improve the international dimension of the programme in all respects (curriculum, faculty, study abroad opportunities, recruitment, etc.)
2	Develop deeper relationships with strategic partners (both academic and practitioner) and the programme
3	Improve the academic depth of the students' work, particularly with respect to the final dissertation

Progress Report 1:			
Due Date:	29 October 2020		
Submitted:	Day/Month/Year		
Feedback Provided:	Day/Month/Year		
Overall assessment of progress for Programme (Set) 1:			
Above Expectations	Meets Expectations	Below Expectations	Not Acceptable
Overall assessment of progress for Programme (Set) 2:			

Above Expectations	Meets Expectations	Below Expectations	Not Acceptable
Progress Report 2:			
Due Date:		29 October 2021	
Submitted:		Day/Month/Year	
Feedback Provided:		Day/Month/Year	
Overall assessment of progress for Programme (Set) 1:			
Above Expectations	Meets Expectations	Below Expectations	Not Acceptable
Overall assessment of progress for Programme (Set) 2:			
Above Expectations	Meets Expectations	Below Expectations	Not Acceptable

(Information above added by EFMD Quality Services)

Guidelines:

- The Institution should be aware that the achievement of progress is a very important dimension in re-accreditation decisions of the EPAS Accreditation Board. The Accreditation Board may deny re-accreditation if the Institution has shown insufficient effort in addressing the Areas of Required Improvement and no tangible progress has been achieved for most of them.
- The *EPAS Progress Report Form* represents a living document enabling Institutions to record relevant changes and initiatives for the programmes (or programme sets) accredited within the EPAS system. These reports, including the feedback, are an important part of the documentation received by the Peer Review Team for re-accreditation. In the first year, plans for action should be stated at minimum and, in the second year, tangible progress must be reported backed by factual evidence.
- The Institution will receive a customized progress report form at least 9 months prior to the submission deadline. Only this customized form may be used for progress reporting by adding text in the appropriate boxes. When completing the form, **please do not delete any sections and do not change the formatting of this template.**
- The Institution is expected to address the headings of each text box with a succinct but informative summary of the programme developments. **It is essential that all arguments are supported by factual evidence and that the effectiveness of developmental initiatives is evaluated on the basis of tangible impact. The length of the report should not exceed 8 pages for 1 programme (or programme set) and 12 pages for 2 programmes (or programme sets) excluding any appendices.**
- The Institution may support its arguments with internal documents, which can be added as separate appendices. This option should however be used **very selectively**. The Institution should be aware that the next Peer Review Team will receive past progress reports without any appendices.
- A formal overall rating for each Area of Required Improvement of the progress report includes the following categories:
 - *Above Expectations*: The Institution appears to be making significant progress. At the present state and given the evidence presented, the Institution is expected to deal with the Areas of Required Improvement to the full satisfaction of the EPAS Accreditation Board.
 - *Meets Expectations*: The report is sufficiently detailed and demonstrates that the Institution is making sufficient progress. At the present state and given the evidence presented, there is a reasonable chance that the Institution will be able to deal with most of the Areas of Required Improvement to the full satisfaction of the EPAS Accreditation Board.
 - *Below Expectations*: The report is sufficiently detailed, but shows that the Institution is making insufficient progress in addressing the Areas of Required Improvement. At the present state and given the evidence presented, the Institution is unlikely to satisfy the expectations of the EPAS Accreditation Board.
- In addition, a formal overall rating of the whole report has been introduced:
 - *Above Expectations*: Overall progress exceeds the expectations of the EPAS Accreditation Board
 - *Meets Expectations*: Overall progress meets the expectations of the EPAS Accreditation Board
 - *Below Expectations*: Overall progress fails to meet the expectations of the EPAS Accreditation Board
 - The report may be deemed *Not Acceptable* if it is excessively vague and lacks factual support in key areas. In this case, the Institution is asked to revise and resubmit the progress report within 4 weeks after receiving the initial feedback.

SECOND PROGRESS REPORT Year 2020-2021

Strategic Developments within the Institution and/or the Programmes (Set)

Description of strategic developments within the Institution/Programmes (Set)

The new academic year has brought new developments and challenges for FEBT. The FEBT continued to work on improvements, out of which we emphasize the most important:

- FEBT management continued measuring the outcomes of key areas of concern from previous EPAS PRT visit as well as established processes that cover teaching, research and lifelong learning.
- At the beginning of the academic year 2020/2021, epidemiological conditions changed, and according to the order of the Ministry of Science and Education, it was determined that classes must be held live in the amount of at least 50%. Teachers were given the freedom to choose whether to hold lectures or exercise sessions online or in person. The organization of teaching in this way has tied a lot of FEBT's resources as well as additional investments to ensure that the teaching process takes place smoothly and without disruption and according to the epidemiological measures. A security company was hired to measure students' temperatures at the entrance to the faculty, and hand disinfection devices were installed throughout the building.
- During the academic year 2020/2021, FEBT continued to work on the alignment with the new *Collective agreement for science and higher education*, where a new set of parameters for teaching, research and institutional service have been defined. The teaching component was sufficiently aligned by now, and by the end of 2021, the FEBT will introduce new set of regulations through which it will be fully aligned with the new collective agreement.
- In April 2021, new elections for the Dean were held, and a new administration was elected with a majority of the vote to lead the Faculty for the next three academic years (2021-2024). The new management team consists of experienced heads of departments headed by Dean Assoc. Prof. Vinko Muštra and Vice Deans Assoc. Prof. Maja Čukušić, Assoc. Prof. Smiljana Pivčević and Assoc. Prof. Branka Marasović.
- The FEBT continued to work diligently to prepare a new strategy and the Faculty council adopted the "Situation analysis and SWOT". Based on these inputs, the development of strategic goals, measures and KPIs that will measure the execution of the strategy will be finalized during the academic year 2021/2022.
- In order to strengthen internationalization and the practical component, two series of lectures were launched. The first, called "**In relation to business practice**" is designed as a series of lectures in which accomplished managers, preferably with international experience, are brought to hold lectures to our UPB and GPB students. In the previous academic year, the Faculty hosted **nine** top practitioners with international experience within this series. The second series of lectures that we launched was "**From a scientific point of view**" in which internationally renowned scholars were hosted. In the academic year 2020/2021, we hosted a total of **nine** lecturers. Along with these new programs, guest appearances by practitioners and academics at our **Tourism Talks** and **Economics studies** (sponsored by ERSA Croatia chapter) continued. UPB and GPB students were regularly invited to attend these.
- The FEBT continued to work on expanding the network of high-quality Erasmus+ partnerships. Accordingly, contracts have been signed with the following institutions, the most important of which are: *Gabriele D'annunzio*

Chieti-Pescara University, Gdansk University of Technology, Neoma Business School, EMLV Business School, Ruhr University Bochum - Faculty of Management and Economics, Julius-Maximilians-Universität Würzburg, Porto Accounting and Business School. Memorandum of understanding has been signed with Cañada Blanch Centre at the London School of Economics.

- In the academic year 2020/2021, orientation day for freshmen students was organized ONLINE via Zoom as well as a series of events “Ask about FEBT” where we hosted a number of pupils from different high schools. In the event, they could meet Professors, hear first-hand experiences from ALUMNI and existing students about the conditions of studying, the possibilities of extracurricular activities through student business incubators, opportunities for international mobility and other aspects that make FEBT unique.
- ERS has continued to be high on the agenda for FEBT. The service-learning component of our internship programme has gained momentum, and the number of students applying for such internships **has increased to 20** in two years. In 2021, the FEBT efforts in this area have been significantly recognized internationally since the University of Split has been **positioned at 15th place globally in the area of “Ethical values” according to World’s Universities Real impact (WURI). WURI rankings.** Unlike traditional rankings that favour universities with significant investments, value innovative approaches by which universities meet the needs of the communities in which they are located. It must be noted that service learning has been nurtured for almost a decade at FEBT, which resulted in one funded project, which led to the establishment of the Centre for service learning and Service learning internships.

Feedback from the EPAS Office:

Programme (Set) 1:

Area of Required Improvement 1:

Increase the number and proportion of students gaining international experience

Description of progress towards the Area of Required Improvement

Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).

FEBT continued working on increasing the international component in the UPB.

- We introduced our new speaker series “**In relation to business practice**” (six renowned guest practitioners with international outreach spoke to our students) as well as “**From a scientific point of view**” (three prominent scholars with strong international scholarship delivered lectures to our UPB students).
- In addition, the number of students attending UPB courses in English has increased. In the academic year 2020/2021 the number of students was 144, whereas in the academic year 2020/2021 there have been 154 students registered for 14 courses that will be offered in English.
- The marketing campaign continued through social media aimed towards increasing the mobility of UPB, as well as GPB students. In the academic year 2020/2021, we have introduced inspirational “**Erasmus Thursday**” where we have hosted 14 incoming Erasmus+ students. Students were interviewed about their international experience while studying, living in Split and most importantly, how the mobility has increased their cross-cultural skills, awareness and global citizenship (more can be found at:

<p>http://www.efst.unist.hr/suradnja/me%C4%91unarodna-suradnja/incoming-students/testimonials)</p> <ul style="list-style-type: none"> • We have also upgraded and improved our English-based website in order to better cater to the needs of international students and partners (http://www.efst.unist.hr/en/) • Despite the ongoing pandemic, which has worsened during November and December, the outgoing mobility of UPB students has increased. More precisely, during the academic year 2020/2021, 12 students from UPB went on mobility to international institutions. We envision that the number will continue to grow in the following years. • FEBT continued to support students' extracurricular activities by fostering their participation in international competitions supported by professional and business associations. For instance, this year, a student team comprising both UPB and GPB students won a national Chartered Financial Analyst (CFA) Institute competition (https://www.vecernji.hr/vijesti/splitski-studenti-ekonomije-osvojili-prvo-mjesto-na-cfa-research-challengu-1473969) and were awarded a place to compete in international CFA competition. 		
Feedback from the EPAS Office:		
Above expectations	Meets expectations	Below expectations

Area of Required Improvement 2:

Increase the number and proportion of visiting faculty and practitioners with international experience teaching on the programme

Description of progress towards the Area of Required Improvement

Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).

FEBT management is aware that there are significant limitations in hiring foreign-based faculty on a full-time basis. However, significant progress has been made in this direction. By involving more foreign-based faculty in delivery our study programmes, especially the UPB, we aim to foster the international component. To this end, the screening phase of this selection process is underway through two series of lectures that were launched. The first, "**In relation to business practice**" is designed as a series of lectures in which top and proven managers are brought to visit, preferably with international experience. In the previous academic year, the Faculty hosted six practitioners with international experience within this program. The second series of lectures that began was "**From a scientific point of view**" in which internationally renowned experts were hosted. In the academic year 2020/2021, we hosted a total of three lecturers. For both series, FEBT management team invited the faculty to nominate the speakers that meet the criteria. This resulted in lectures that covered a good range of topics as the teachers from different departments and research interests responded. We aim to continue to further develop this speaker series in the academic year 2021/2022. From the pool of lecturers/speakers, we have shortlisted both faculty and practitioners who have been contacted in order to consider the potential role of adjunct faculty (taking up to 30% of teaching hours within the course) in the following academic year.

At the same time, FEBT initiated talks with two faculty of Croatian origin who teach and work or have attained PhD from foreign Universities (Australia and USA) intending to recruit them through the "*Repatriated scientist*" funding scheme provided by the Ministry

of Science and Education. The detailed information and progress on this issue will be provided in the next SAR and during PRT. Furthermore, with the participation in the SEA-EU European University project, FEBT has gained the opportunity to participate in the pilot programme of online teaching collaborations called [Bilateral classrooms](#). In 2020, the first virtual mobilities started with a teacher from Malta in the UPB, covering over 15% of the lectures. The programme continues, and there are several virtual mobilities announced for 2021, both in UPB and GPB.

Feedback from the EPAS Office:

Above expectations	Meets expectations	Below expectations
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Area of Required Improvement 3:

Improve student completion rates

Description of progress towards the Area of Required Improvement

Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).

In the academic year 2020/2021, the statistics regarding the completion rates have become less favourable compared to previous years. While in the year 2019/2020 the completion rates increased significantly compared to previous academic years, in 2020/2021, this was not the case. Our statistics show that the number of students who have completed the first year of UPB with at least 55 ECTS has fallen by 13.67% for the generation enrolled 2020/2021 compared to generation 2019/2020. The dropout rates were higher as well. While the dropout rate for the generation 2019/2020 has been 11.72%, for 2020/2021, the dropout rate has risen to 19.53%.

We find that these trends are linked to the uncertainty surrounding the Covid-19 and the challenges students face in alternating between different modes of study. The analysis of the feedback from almost 900 FEBT students has revealed that our students find that studying online is stressful for them and that they do not feel they can achieve good results. FEBT teachers were instructed on how to effectively use the tools available in the LMS (such as forums, chats, quizzes, workshops and more) to increase participation, discussions and provide support for students and videoconferencing tools (such as Zoom and Microsoft Teams) for synchronous and interactive lessons. Even though maximum efforts were put into respecting the pedagogical norms, the fact remains that some of the students, in particular the ones that finished their high school in virtual mode due to Covid-19 restrictions, were not prepared and ready to continue their studies online, as disclosed in the survey as mentioned above. This year, we expect higher completion rates due to better motivation and eagerness of students to return to classrooms. New FEBT management continues working in this direction, introducing more rigorous attendance monitoring measures to decrease dropout and improve completion rates.

Feedback from the EPAS Office:

Above expectations	Meets expectations	Below expectations
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Programme (Set) 2:**Area of Required Improvement 1:**

Improve the international dimension of the programme in all respects (curriculum, faculty, study abroad opportunities, recruitment, etc.)

Description of progress towards the Area of Required Improvement

Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).

As was the case with UPB, FEBT simultaneously continued enhancing the international component in GPB. Here are some of the activities in this regard:

- Our new speaker series **“In relation to business practice”** (three renowned guest practitioners with international outreach spoke to our students) as well as **“From a scientific point of view”** (six prominent scholars with substantial international background delivered lectures to our students).
- In addition, the number of students attending UPB courses in English has increased. In the academic year, students had a chance to attend 11 English-based courses at GPB. Based on students’ feedback, the lectures were beneficial in providing them with both international perspectives and practical components.
- Since the pilot scheme with English-based courses proves to be a success (in terms of attracting a cohort of students willing to internationalize), the FEBT’s decision is to operationalize the formation of a full-time English-based study programme in business studies at a master level as a joint study with international partners. To this end, an application was submitted to Deutscher Akademischer Austauschdienst (DAAD), and discussions are underway with the partners from the SEA-EU alliance (more information on the alliance is provided below). This was postponed due to the necessary alignment that had to be done with the Collective agreement, which necessitates the overhaul in the current study programme in terms of balancing the teaching workload among the faculty.
- In terms of international mobility at GPB, the incoming number of international students was 51, while 31 GPB students went on mobility abroad.
- The FEBT is continuously dedicated to finding solutions to engage deeper with international faculty and to include them in the teaching process. Based on the experience in two newly launched sessions, FEBT has engaged in talks with international faculty to deliver part-time lectures in GPB. More details will be available during the next PRT.
- As indicated, with the participation in the SEA-EU European University project, FEBT participates in Bilateral classrooms. Virtual mobilities with several teachers from Poland are planned for 2021 in GPB.

Feedback from the EPAS Office:

Above expectations

Meets expectations

Below expectations

Area of Required Improvement 2:

Develop deeper relationships with strategic partners (both academic and practitioner) and the programme.

Description of progress towards the Area of Required Improvement

Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).

Throughout the pandemic period, FEBT maintained a close relationship with its key partners both in academia and business practice. Our strategic partners are the ones with whom we have established the connections in different areas: student internship programmes, consulting projects and the companies who hire the greatest proportion of our GPB students. From the corporate world, those are undoubtedly the most significant companies that operate in the Split area, namely: AD Plastik, Tommy, Cemex and OTP Bank, which are traditionally employing the largest number of our GPB students. However, besides large companies, the excellent collaboration also extends to SMEs from the IT sector (Profico, Uber, Include, etc.), where many of them also engage with FEBT in the same manner as large corporations (employment and internships for our GPB students) and even beyond (providing mentoring support in our Student Business Incubator where some of our GPB students started their ventures). More details will be shared in the next SAR.

We have maintained a close connection with strategic partners from Student Internship Programme, and the communication channel was a two-way interaction during the pandemic period. The satisfaction of partners was at a high level, as well as students', and the extension of such collaboration led to a situation where partner companies hired many graduated GPB students who participated in the internship programme. NGOs, who are mentoring our students in service learning internship programme, have shown a high (25%) or very high (75%) level of satisfaction with students from UPB and GPB during the pandemic period. All of the NGOs who are involved as recipient organizations have been our partners in the Service Learning project (financed through the European Social Fund). So their participation in the internship project is an extension of good collaboration evidenced through the project. Concrete, descriptive feedback and statistics will be provided during the next PRT.

The international academic collaboration continued as planned, and as noted earlier, we signed agreements with several accredited schools from the EU in 2021. In addition, our Erasmus+ agreement with Hanyang University started to roll out, and the first incoming master student has arrived to Split as well as an invited guest lecturer in our GPB programme. This strategic partnership will be expected to evolve further since some FEBT faculty have applied to teach in Hanyang University Business School summer programme, and some initial research collaboration has been initiated.

Since 2019, FEBT has been leading the consortium for the project **“EXCELLENCE AND EFFICIENCY IN HIGHER EDUCATION IN THE FIELD OF ECONOMY - E4”** (financed through European Social Fund). The project aims to improve the quality, relevance, and efficiency of study programmes by developing and using modern methods of learning and teaching. Through the E4 project, FEBT has decided to update the curriculum for its GPB concentrations (Accounting & Audit and IT Management) as well as UPB concentration in Entrepreneurship. As a result, the FEBT has been working tightly with strategic partners (employers) who were instrumental in creating a bridge between learning outcomes (the basis for qualifications) and skills (profession) in these GPB concentrations. As a result, the learning outcomes were significantly aligned with the requirements of employers and the corporate world. The detailed documentation, along with the employer survey, will be showcased to PRT during the next visit.

Feedback from the EPAS Office:

Above expectations

Meets expectations

Below expectations

Area of Required Improvement 3:

Improve the academic depth of the students' work, particularly with respect to the final dissertation

Description of progress towards the Area of Required Improvement

Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).

In the academic year 2020/2021, there were 236 master theses defended in GPB. This includes the theses submitted in September and defended in October 2021. The academic depth was achieved by various means confirming that students have attained the learning outcomes that foster their academic and research skills. To measure the impact of attained skills, we analyzed the content of the master theses through our repository REFST (available at: <https://repozitorij.efst.unist.hr/en>). According to the analysis and keyword consideration of the theses defended in 2021, these dominantly relied on research from international journals, books and other bibliography sources (in many of them, this proportion was higher than 60%). In the theses, the students approached top-notch business topics including: economics of insurance, banking management, digital marketing, change management, strategic human resources management, artificial intelligence, non-profit marketing, strategic management, strategic managerial accounting for decision making, etc. Furthermore, theses focused on problems from business practice by using relevant methodological approaches, among which quantitative methodologies (multivariate analysis and econometrics) dominated, followed by case study analysis and other types of qualitative approaches.

In terms of other aspects that cover academic depth, in the previous progress report, we showcased the implementation of various measures to improve this aspect. The implementation and use of antiplagiarism software Turnitin have reached full potential, and the usage statistics show that both teachers and students have heavily relied on the software during assessment periods of final theses. In an additional survey, we revealed that a high majority of them used the software regularly to check the theses (87%). The satisfaction of teachers was high since 86% of them indicated that the software itself led to the greater academic engagement of students during the thesis writing. The survey also revealed that the quality of theses has slightly improved and that 70% of teachers were highly or extremely satisfied with the rigorous use of research design methods, and the same proportion of was highly or extremely satisfied with the balance of academic (scientific articles from peer-reviewed journals) and professional references (business magazines, case studies, reports from professional organizations, etc.). Teachers also proposed additional measures that could be exploited for further improvement. The FEBT management will diligently consider these in the upcoming months.

Feedback from the EPAS Office:

Above expectations

Meets expectations

Below expectations

Other Developments**Description of Other (Relevant) Developments**

The current COVID-19 pandemic has continued to disrupt FEBT's everyday operations. Due to frequent and sudden changes in epidemiological measures, the organization of teaching in all study programmes had to adapt quickly. However, FEBT implemented an agile system in which the teaching organization could be rapidly transitioned to the

online mode. The significant change occurred in the first half of November when the mixed model had to be transformed into online teaching.

FEBT started screening potential partners for the dual degree programme. For our economics programme, we had talks with the Warsaw School of Economics and the University of Grenoble Alpes. However, we decided to extend the search for eligible partners for any of our programmes in business studies. In this regard, we entered a consortium with Darmstadt University of Applied Sciences in order to apply for funding of joint degree programme in “Business Analytics”. At this time, we are waiting for the results of this funding call.

FEBT is putting significant efforts and is constantly communicating with University-level management to get the approval to hire a full-time person to handle student internships and corporate connections and collaboration with employers. This person is envisaged to work in Centre for the career development.

FEBT has made great efforts to use the university's international network to increase the institutional profile transnationally. In this regard, it is particularly beneficial that the University of Split is a part of the alliance of European Universities of the Seas ([SEA-EU](#)) coordinated by the University of Cádiz (Spain). The partners in the alliance are Université de Bretagne Occidentale in Brest (France), University of Kiel (Germany), University of Gdańsk (Poland) and University of Malta (Malta). FEBT is a particularly active participant in the alliance's activities, supporting numerous international joint initiatives. For example, small research grants have been approved for FEBT faculty and their peers within the alliance. Furthermore, FEBT is collaborating on developing a proposal for an Erasmus Mundus Design Measure call granting funds for joint study programmes. Our faculty is also a member of the workgroup for Sustainable Development Goals at the level of the alliance, working to increase the number of learning topics about SDGs in study programmes. Following the analysis report prepared by our faculty member for the whole alliance, new topics have been introduced in the curricula. FEBT has been active in organizing service learning workshops for the SEA-EU alliance members, i.e. teachers without previous experience in implementing SL activities in the teaching process. They were introduced to examples of good practices of FEBT's Center for service learning. Another relevant mechanism for the internationalization of FEBT is the virtual mobility between FEBT teachers and their peers within the alliance, already emphasized above.

[STup!](#), an international student startup competition, has been organised by FEBT's Student business incubator, with the participation of students and faculty from the SEA-EU alliance, renowned experts, potential clients, and investors. The event in 2021 was particularly successful, opening the stage for selected students from GPB.

Feedback from the EPAS Office:

Overall Feedback Year 2020-2021

Overall Feedback

ANNEX 1 - Student Intake Numbers

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

Programme (Set) 1:

	Current year	Last year	Second last year
No. of formal applicants	677	696 ¹	804
No. of applicants who were offered a place	270	270	270
No. of offers accepted by applicants	261	257	255
No. of students actually enrolled in current 1 st year intake	245	277	299
Average no. of years of work experience		-	-
Least no. of years of work experience on the programme		-	-

Programme (Set) 2:

	Current year	Last year	Second last year
No. of formal applicants	222	209	216
No. of applicants who were offered a place	185	170	170
No. of offers accepted by applicants	158	157	156
No. of students actually enrolled in current 1 st year intake	157	174	182
Average no. of years of work experience		-	-
Least no. of years of work experience on the programme		-	-

Notes

- There should be a minimum of 25 (20 for specialist programmes) students for eligibility for each mode of delivery and intake. This minimum must be met throughout the accreditation process and accreditation period.
- The no. of years of work experience is not applicable for Bachelor or first degree programmes.

Feedback from the EPAS Office:

¹ The number of formal applicants declined due to the increased enrolment requirements by FEET.