

FACULTY OF ECONOMICS,
BUSINESS AND TOURISM
UNIVERSITY OF SPLIT



EFMD PROGRAMME RE-ACCREDITATION SELF-ASSESSMENT REPORT 2022

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EFMD PROGRAMME RE-ACCREDITATION

SELF-ASSESSMENT REPORT 2022

Institution:

Faculty of Economics, Business and Tourism
University of Split

Programmes under review:

1. Undergraduate programme in Business Studies (UPB)
2. Graduate programme in Business Studies (GPB)

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Statement of Accuracy

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

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Executive Summary

In 2019, the [Faculty of Economics, Business and Tourism \(FEBT\), University of Split](#), was [awarded the EFMD accreditation](#) for its two study programmes in Business Studies at the undergraduate (UPB) and graduate (GPB) level for the period of three years. This report specifies the actions and the progress FEBT has made since then in the areas identified as weak points by the EFMD's Peer Review Team. The challenges and plans for the future are also presented, particularly concerning new management's focus on the institution's internationalisation. All chapters contain an account of activities since 2019 that contributed to improving various dimensions of internationalisation, formalising ties with strategic/business partners, and increasing academic rigour. The unfavourable context, particularly the COVID-19, was one of the causes that impaired the success of several measures, including those to decrease dropout. The effect and changes the emergency remote teaching brought to institutional policies and the programmes are discussed in respective sections. Chapters 2 and 5 provide study programme background and less detail on the implemented changes; however, the information is included in the report for PRT convenience.

To provide context; FEBT is a **public non-profit higher education institution, the second-largest institution of its kind in Croatia**. On March 15th 2022, FEBT employs **127 staff**, of which 92 are academic, and 35 are administrative positions. At present, slightly **over 2,400 students** are studying in one of **twelve study programmes** offered by FEBT at the level of undergraduate and graduate university and professional study programmes, and postgraduate specialist and doctoral study programmes. From October 2022, FEBT will offer its **first study programme in English** (Management in Healthcare) at the postgraduate level. In 2018, national authorities (ASHE) accredited FEBT and its programmes for the five-year period. **The accreditation is valid for programmes delivered in-person and in the Croatian language.**

FEBT is the largest constituent of the University of Split (UniST), which ranks in the top 250 young universities in THE Impact 2021 and 21st globally in WURI 2021 for Ethical values. FEBT's contribution to the success in these rankings is acknowledged, awarded, and based on **FEBT's Service Learning Internship Programme** (formally introduced in the study programmes from 2019/20) and the societal impact of its **Student Entrepreneurship Incubator (SEI)**. The programme's effects and the massive boost in the number and extent of SEI's (international) actions since 2019 are presented in detail in several parts of the report (as it is relevant for internationalisation, practice-based teaching and learning and ERS in the programmes). Another important platform that facilitated FEBT's progress under several areas of required improvement has been its involvement in the Erasmus+ alliance European Universities of the Seas (SEA-EU) since 2019. FEBT's staff is particularly active in supporting numerous joint initiatives at the pan-European level. Considering the potential for the institution's internationalisation and **the level of exposure the SEA-EU alliance enables to FEBT's staff**, the Dean is involved in formulating the vision of the SEA-EU 2.0 that would continue from 2023.

Strategy-wise, the development of the FEBT Strategy to 2030 started in July 2020, intending to adopt it formally in July 2021. However, the process has been delayed due to **COVID-19, management change in October 2021, and extensive regulatory framework changes announced for the first half of the year** (detailed out in SAR). By mid-May 2022, at the time of the PRT visit, FEBT would have organised stakeholder consultations. Until then, operations are guided and evaluated against the Dean's Work Programme from mid-2021 and the Action Plan from December 2021.

Concrete steps, more intensively as of October 2021, are taken towards **making internationalisation an essential part of new rules and (hiring) procedures** (details provided in SAR). Various incentives are introduced to promote long-term mobility for senior faculty, ensure financial support for junior




researchers (PhD candidates) enrolled in doctoral programmes abroad, award publications with renowned international authors, and credit participation in international events organised by/at FEBT.

Most notably, two new strategic partnerships have been signed, one with an internationally renowned HE institution and another with the largest employer in the region. Namely, in 2021, a foundation of **CERGE-EI** affiliated with Charles University (101-150 in ARWU/economics) from Prague, within the framework of collaboration with FEBT, provides access to eight courses (in this academic year) delivered by international scholars via its Distance Learning Programme. Over 100 students are enrolled, while nine FEBT professors co-teach alongside international professors. Initial feedback is encouraging. Further, in 2022, extending the collaboration with **Tommy Ltd** that has its representative in FEBT's Corporate Council, teams of FEBT's teachers and Tommy's department heads are formed to design and deliver six joint case studies used in curricular and extracurricular activities with students.

Strategic Advisory Board members continue to promote FEBT globally by participating in FEBT's **international summer school programme**; almost 30 lecturers take part in the 2022 programme, most of which are foreign. Novelty in 2022 are the two FEBT's **Blended Intensive Programmes (BIPs)**, with the final on-premise events in June. SEI delivers the first one in cooperation with SEA-EU alliance HEIs and Silicone Castles GmbH (Austria), and the second one with HEIs from Zagreb, Paris and Amsterdam. This complements many **formal (international) learning opportunities** for UPB and GPB students in the academic year 2021/22; specifically, ECTS are credited to students conditional they complete all course requirements in the four courses in the international summer school programme, two BIPs, six-month SEI Academy programme and eight courses offered by CERGE-EI. Even more **informal (international) learning opportunities** engaged large cohorts of UPB and GPB students either online or in-person (numbers per event are presented in SAR). These events substantially impacted the regional and international innovation and entrepreneurship ecosystem with relevant contributions to SDGs (e.g. WIRE 2020, Stup! 2021, GITER 2021, Hack4Split).

Institutional and organisational capacities are continuously developed to be able to compete on international calls and reform and introduce new study programmes. To that end, and with regulative limitations that forbid new hires, in the short-term, FEBT will make use of the national-level programme that facilitates the return of Croatian scientists with international careers to their homeland and has submitted proposals that foresee the employment of career centre manager. Joint study programme proposals are submitted on international calls to ensure funds that would enable opening to new student markets (proposal for German DAAD in 2021 was not successful, EMDM proposal is under evaluation, and the third one is under development with partners from far East).

With regards to the delivery of the programme during COVID-19, there were **no breaks, and the shift to emergency remote teaching was swift** (over the weekend). At the same time, the period during lockdown was used to improve digital infrastructure and introduce more problem-solving and critical thinking assignments in the FEBT curricula (results of a survey are presented in the report). The programmes were reviewed regularly as per QA procedures before each semester. The changes are in line with the recommendations of accrediting institutions, student feedback (particularly regarding the learning assessment schedule), and labour market suggestions (through direct consultations, surveys, and Corporate Council feedback). The **engagement of international scholars and practitioners from abroad through two speaker series** was a success, as it was easier to organise these events due to the proliferation of videoconferencing technologies in classrooms. The promotion and the interest for the enrolment into English courses (about 30 in UPB and GPB) have increased significantly, and the quality of teaching for these courses is rated as very high. Numerous indicators of the progress FEBT has made are provided in the report, in the base room (icon  is used to indicate that supplementary data is placed in the online repository), and available upon request.



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Chapter 1: The Institution in its National and International Context

1.1. The Institutional Context

The Environmental Context

Higher education (HE) in the Republic of Croatia is fully aligned with the Bologna system. The education is based on a three-cycle study model, including undergraduate, graduate and postgraduate levels of study. The Croatian HE system has an extensive tradition seen in the long history of its public universities. However, private universities have recently started to develop in Croatia, especially in the fields of business and economics, for which there is high demand. Croatia has a twofold HE system, meaning that potential students can choose between two types of HE studies: a) university studies, consisting of academic programmes that are conducted solely at universities, and b) professional studies, consisting of professional programmes conducted at polytechnics or colleges of applied sciences (exceptionally, professional programmes can also be implemented at universities). In 2022, based on [data from the Agency for Science and Higher Education](#) (ASHE), **there are 9 public and 3 private universities, 11 public and 6 private polytechnics, 3 public and 15 private colleges in the HE system in Croatia.**

The most important laws and regulations for higher education in Croatia are systematically presented in the [EURYDICE](#) portal. The [website](#) of the Agency for Science and Higher Education presents the [legal and regulatory framework](#) in particular for the institutional accreditations and provides [HE statistics](#) up to the year 2019/20 in English. According to the Act on Scientific Activity and Higher Education¹, funding for higher education institutions that have been founded by the state (public institutions) is provided **mainly from the state budget**. Public higher education institutions receive additional funding from tuition fees coming from part-time students and registration fees paid by both full-time and part-time students. They also receive additional funding sources through: 1) state funding instruments aimed at research activities, 2) income generated in the market (projects and consulting, lifelong learning and executive education programmes) and from donations. Regarding ratios, the total funding that FEBT receives for research is **6% compared to 94% for subsidies for full-time students** in 2021/22 (this changed from 5% to 95% from the previous reporting period). Part-time students cover tuition fees themselves and are not subsidised through the state budget.

FEBT is the **second-largest institution of its kind in Croatia** (after the Faculty of Economics and Business in Zagreb). It enrolls around 2,500 students in its study programmes of Business, Economics and Tourism both at the undergraduate and graduate levels. In terms of the relevance of the study programmes that are under the re-accreditation, the two programmes attract the largest number of students and have the highest quotas in FEBT (no change here from the previous reporting period). Thus, the success of the programmes has a direct impact on institutional performance. From their inception in 2003, both programmes have been aligned with the Bologna system. The compatibility of the programmes and the credit transfer arrangements have enabled the **steady interest of students and HE partners at the international level.**

EHEA Standards and Guidelines for Quality Assurance are closely followed by FEBT, as is presented in Chapter 5. In addition, regular changes to study programmes, particularly in the **alignment with the [Croatian Qualifications Framework \(CROQF\)](#)** and the European Qualifications Framework (EFQ) have been introduced following the public calls funded by the central administration. Within the scope of the two national-level projects, [Econqual](#) and [E4](#) (led by FEBT since March 2019), several qualifications from the graduate programme in Business Studies were standardised and harmonised

¹ The act can be found in the [official gazette](#); and its translation is available [here, from ASHE's website](#).



with relevant public HEIs providing programmes in Business Studies and aligned with labour market needs (companies were active stakeholders in this process). The project ends in March 2022.

With the plans and proposals to develop new joint study programmes with international consortia (one of which is submitted to the European Commission's Erasmus Mundus Design Measures Call on February 16th 2022, headed by the University of Malta and instigated within the [European Universities of the Seas \(SEA-EU\)](#), the [Erasmus+ European University Alliance](#)), FEBT has been **introduced to new accreditation agencies and systems** that would dictate new (joint) programme and common administrative service developments. In this regard, FEBT's team participating in the development of the EMDM proposal started with comparisons and preparations for international accreditations.

With regards to addressing European educational policies, FEBT is one of the **pioneers of issuing digitally-certified qualifications and validating digitally-acquired skills with Europass**, as is foreseen in the [Digital Education Action Plan of the European Commission](#) (Priority No. 1). Specifically, FEBT was one of the first institutions to issue Europass Digital Credentials for learning outcomes acquired in non-formal programmes, and the endeavour was promoted widely by the European Commission ([link](#)), The Agency for Mobility and EU Programmes and the University Rector, prof. Dragan Ljutić ([link](#)). Following the success and the scale of the promotion the pilot had, FEBT continued with issuing digitally-certified qualifications with clear demarcation of acquired European Classification of Skills, Competences, Qualifications and Occupations (ESCO), in particular through its Student Entrepreneurship Incubator. Following the initiative's success, the team behind it will be appointed to continue its operations in the new Centre for digitalisation of learning credentials at the level of the entire European University SEA-EU Alliance, as is discussed further in this chapter.

University of Split and the SEA-EU Alliance Opportunities for Internationalisation

FEBT is the largest constituent of the [University of Split \(UniST\)](#) regarding the number of students. Founded in 1974, UniST has about 20.000 students in almost 190 study programmes delivered by eleven Faculties, one Academy of Arts and four University Departments. Even though the University is not functionally integrated, i.e. FEBT is a separate legal entity, all decisions related to capital investments, employment and promotion of staff, introducing new and significant changes to study programmes, student quotas and similar, have to be approved by the university management and/or by the University Senate. Such decisions have to be aligned with the [UniST Strategy from 2021 to 2025](#).

In 2021, Times Higher Education (THE) Rankings ranked UniST in the top 250 young universities. Furthermore, UniST was an inaugural participant in THE Impact Rankings for the United Nations Sustainable Development Goals, being the only Croatian university on the list. In 2021 WURI (World Universities with Real Impact) rankings UniST was positioned in 21st place globally in the area of "Ethical values". FEBT's contribution to the success of UniST in THE Impact Rankings and WURI is significant, as it is clear from the [Sustainability report for 2020](#) where FEBT's service-learning and (student) entrepreneurship initiatives are featured prominently, among other FEBT'S activities.

From 2019 UniST has been 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). On March 22nd 2022, proposals to the European Commission are submitted to continue with the second phase of the **European Universities** initiative in which **SEA-EU 2.0** will have three new partners: The University of Parthenope in Naples (Italy), the University of Algarve (Portugal) and Nord University in Bodo (Norway).

To date, FEBT's staff was particularly active in the alliance's activities, supporting numerous international joint initiatives at the pan-European level. A total of **19 employees from FEBT are**



formally appointed and involved in SEA-EU activities, equivalent to 20% of the academic staff teaching at UPB and GPB. Even more are active and participating in various events at the level of the alliance. Some of the examples are presented herein. [Small research grants have been approved for FEBT faculty and their peers within the alliance.](#) As indicated already, FEBT is collaborating on a proposal for an Erasmus Mundus Design Measure call granting funds for joint study programmes. FEBT 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 FEBT's assoc. prof. Ana Kundid Novokment for the whole alliance, new topics have been introduced in the curricula. FEBT has been active in organising service-learning (SL) workshops for the SEA-EU alliance members (e.g. [link](#), [link](#)), 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 Centre for service-learning. Another relevant mechanism for the internationalisation of FEBT through the alliance is virtual mobility, i.e. [bilateral classrooms](#) between FEBT teachers and their peers. Testimonials from some of the involved FEBT teachers are listed [here](#).

Overall, FEBT's appointed staff has been active in the Working Groups (WGs) and the alliance:

- WG for digitalisation,
- WG for sustainable development goals,
- WG for the Observatory for sustainable blue development,
- Virtual mobility,
- Centre for service-learning,
- Joint studies proposal development,
- Training Platform of the SEA-EU alliance,
- Teaching in the Research Excellence online course for PhD students,
- SDG Forum and
- many other conferences, workshops and events for staff and students.

Considering the potential for the institution's internationalisation through the alliance and the level of exposure the SEA-EU alliance enables to FEBT's staff, the Dean is involved in formulating the vision of the SEA-EU 2.0. He is engaged in the discussions with the University management, i.e. vice-rector in charge, to ensure that the new proposal foresees, supports and includes the development vision of FEBT.

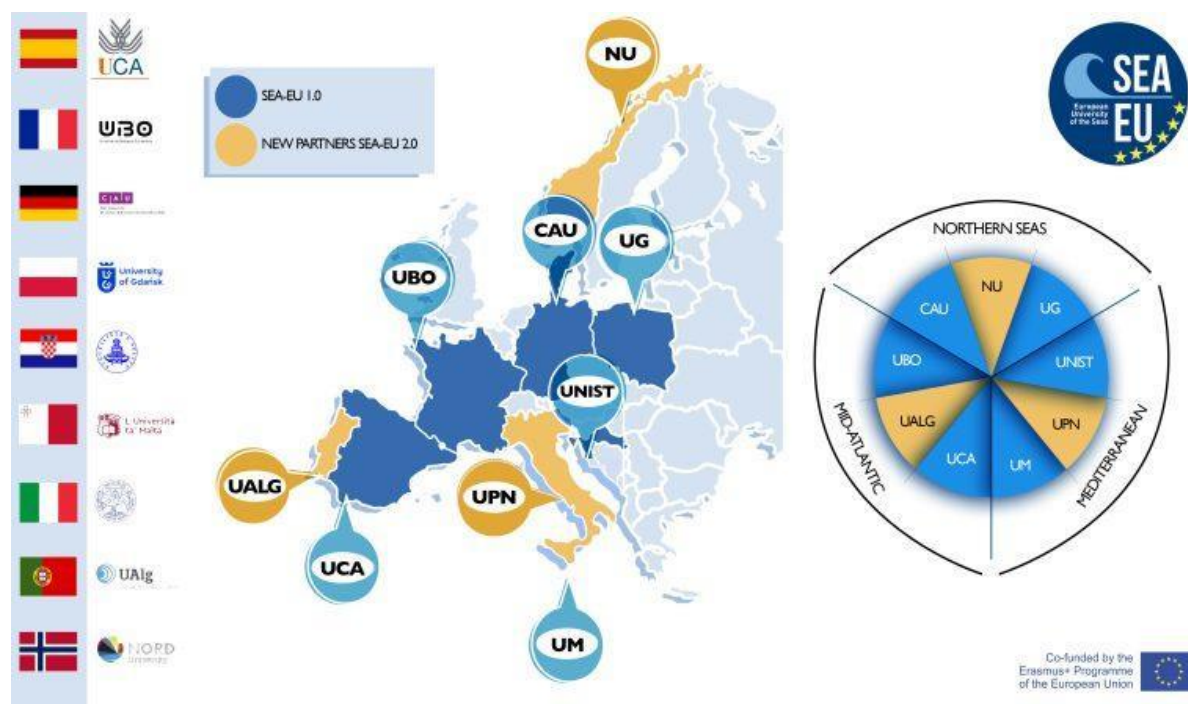


Figure 1 The composition of the SEA-EU alliance, phase 1 (blue) and phase 2 (yellow)



As the geographical scope of the alliance and the level of integration of common services significantly expand within the framework of the new project, the involvement of FEBT is regarded as of strategic importance both from the University- and from FEBT-side. The university management has confirmed in recent discussions that FEBT's contribution is notable and recognised at the level of the alliance primarily in four different domains: (i) service-learning activities, (ii) digitalisation of learning credentials, (iii) joint study programme development, and (iv) in further developing the Observatory for sustainable blue development. Therefore, **it is formally planned that FEBT would continue to be the leading actor in supporting UniST's vision towards building a European university in the SEA-EU 2.0 alliance. The project kicks off in 2023.**

The Institution: Brief History and FEBT Today

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

Higher education in economics and business in Split dates back to 1960 when the College of Economics was founded. Scientific and research activities started gaining momentum from 1965 when the Institute of Naval, Tourism and Coastal Economics was founded. In 1971 the Faculty of Economic Sciences in Zagreb established a dislocated study programme in Split, and in 1973, the Faculty of Economics in Zagreb with Departments in Split and Dubrovnik, the Institute of Naval, Tourism and Coastal Economics merged into a single organisation with four legal entities. **FEBT was established on 26 November 1974**, following the merger and the College of Economics joined FEBT in 1978. FEBT, as a legal successor of the Faculty of Economic Sciences, has been a constituent unit of the University of Split from its very foundation. An important step forward for the Faculty was its **relocation to the University campus in 2002**. Four years later, an annexe was added to the Faculty building, which significantly increased the capacities and provided the groundwork for a broad spectrum of FEBT's activities. FEBT operates from its own modern building with a **total usable area of 11,000 m²**. Almost all other constituents of the University of Split are located in university-owned or state-owned premises. A brief outline of major milestones is given here ([YT video](#)).

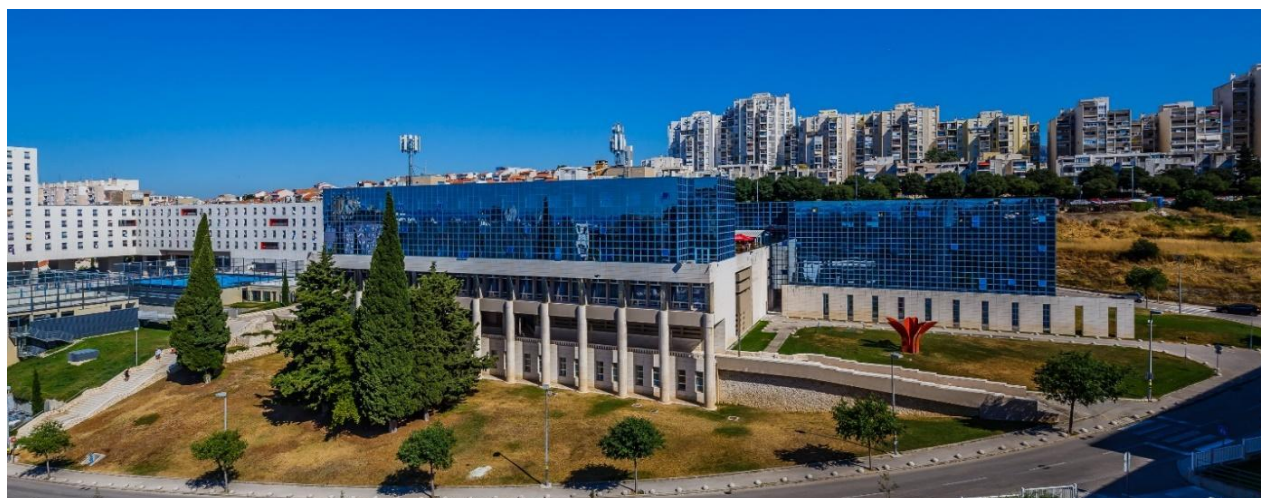


Figure 2 Panoramic view of FEBT's south façade

FEBT is located in Split, the second-largest city in the Republic of Croatia, and this location has some unique features that outline the specifics of the Croatian HEI environment in the fields of business and economics. **Connections with the corporate and entrepreneurial world, bridging the educational mission with social impact while transforming into an educational hub of the future**, are the horizontal values that were and would continue to be well-entrenched within FEBT's mission and strategic goals. In March 2022, the institution **employs 127 staff, of which 92 are academic, and 35 are administrative positions.**

National-level Accreditation and Programme Authorisation

As an accredited higher education institution, FEBT issues academic degrees and diplomas at the undergraduate, graduate and postgraduate levels. Every five years, all public and private HEIs financed from the national budget undergo a periodical re-accreditation process. The information about the national accreditation of FEBT is available in the [Study Programme Directory](#) from the Agency for Science and Higher Education (ASHE). The last evaluation was in November 2018. At this stage, and following the ASHE rules and the procedures, FEBT addresses recommendations for improvement identified by the Expert Panel in an on-site visit in late 2018. The independent, international expert panel submitted a comprehensive report in March 2019. The report was the basis for the ASHE's Accreditation Council to **issue the unconditional accreditation of FEBT's study programmes for the five-year period** in February 2020. It is important to note that **the accreditation is valid only for study programmes delivered in-person and in the Croatian language**, a fact accentuated by the Ministry of Science and Education (MSE) in their communiqué to HEIs in particular during 2021. More on how this affected FEBT's ability to offer and deliver its study programmes is presented in the COVID-19 dedicated section further on. The **new accreditation cycle is due in 2023 or 2024**, depending on the plans of the Agency, to be defined and announced early next year. However, due to their backlog of accreditation procedures, it is expected that institutions from the field of economics and business will not be due for accreditations before 2024. In comparison with other comparable institutions, the results of this evaluation cycle are deliberated further in SAR.

New Strategic Pathways for FEBT

With the expiration of the [former institutional Strategy \(2013-2020\)](#), FEBT kick-started the new strategy development for the period from 2021 to 2030 in [July 2020, intending to adopt it formally in July 2021](#). However, the process has been delayed; by the set deadline, only the [extensive analysis for the previous period](#) and [SWOT analysis](#) have been presented and approved by the Faculty Council in the **mandate of the former management team that ended in September 2021**. The deliverables now provide a suitable framework for reevaluating FEBT's mission, vision, and strategic goals. The new management team representing FEBT from October 2021 to September 2024 is leading the second part of the process. By mid-May 2022, at the time of the PRT visit, FEBT would have organised stakeholder consultations based on the first concept of the new Strategy for the period until 2030.

Among several of the reasons for this somewhat prolonged timeframe, the most important one is the official [announcement from the Ministry of Science and Education from January 2022](#) announcing **new laws that regulate all aspects of higher education at the national level** (in particular regarding the financing of the institutions, employment, quality and accreditation criteria and so on). Of particular importance are the announced changes to the existing [Act on Scientific Activity and Higher Education](#) (in force since November 2013) and the Act on Quality Assurance in Science and Higher Education, expected to be presented in the first quarter of 2022. The first draft of the new Act on Scientific Activity and Higher Education was sent out on February 28th 2022. At this stage, the public consultations at the level of HEIs in Croatia are underway.



Considering these regulations would directly impact the financing and operations of FEBT, the finalisation of the Strategy is planned accordingly. However, until new FEBT's mission, vision, and strategic goals are revealed, the operations are guided and evaluated against the [Programme of the Dean](#) (translation into English available [📁](#)), from the elections held in the first half of 2021, which focuses on five key objectives:

- O1. Set up a motivating institutional system that promotes and encourage initiatives that contribute to achieving the strategic objectives of FEBT.
- O2. Increase scientific productivity and excellence in research that is socially relevant and recognised in national and international contexts.
- O3. Improve international relevance of study programmes and harmonise it with societal needs, scientific research and professional work of the Faculty.
- O4. Advance the level of professional work and social impact, focused on the needs of society.
- O5. Raise the quality of studying and working standards and support students at different stages of their career development.



Further, the [Action plan](#) (translation available [📁](#)) adopted by the Faculty Council in July 2021, and edited in December 2021, informs operational decisions regarding the continuous quality improvement of the institution and the study programmes. The Action plan is a list of 85 itemised activities that were devised based on (i) the recommendations of the external ASHE's Expert Panel, (ii) the requirements of national accreditation bodies and (iii) EFMD standards and recommendations.

As evidenced in the two documents (Dean's programme and Action plan), the new management's strong commitment is that the **public interest and the culture of social responsibility** would remain key aspects of FEBT's [policies and core values](#) (see objective No2 above). Faculty and student actions to this end will continue to be promoted through the United Nations-supported initiative Principles for Responsible Management Education ([FEBT's PRME 2019 and 2021 report](#)). Incorporating a more comprehensive range of measures for **internationalisation** will be the second focal point in the following strategic period (objective No3). The related challenges that FEBT faced by accrediting two study programmes delivered primarily in the Croatian language propelled the institution to make progress in other dimensions assessed as part of its international profile, as will be demonstrated in the report. In addition to [kick-starting its first study programme in English in October 2022](#), as of October 2021, new management introduced and updated many internal procedures to take into account international relevance, impact and experience in, for example, hiring, awarding research excellence, approving a sabbatical leave, in internal student and employee competitions, and so on.


To that end, several concrete steps were taken towards achieving the two objectives, **making internationalisation an essential part of new rules, procedures, and awards**. For example:

- [Regulations on the use of the sabbatical](#) [📁](#) from February 2022 state that, apart from a detailed and ambitious plan of the activities during the sabbatical, during the year of absence, an academic **has to be away on long-term mobility** of at least three months, hosted at an international institution that meets one of three criteria:
 - be on the list of the top 500 universities in the world according to the Shanghai list of universities (Academic Ranking of World Universities - ARWU), or
 - be ranked on the ARWU list in the top 300 institutions in one of the following areas: Economics, Business Administration, Finance, Management, Public Administration, Hospitality and Tourism Management, or
 - have at least two internationally recognised accreditations (between the European Foundation for Management Development - EFMD, the Association to Advance Collegiate Schools of Business - AACSB and the Association of MBAs - AMBA).



- [Regulations on salaries and other income](#)  from March 2022 specifically address the financial support for junior researchers (PhD candidates) that are away on long-term mobility (longer than three months). Special provisions state that FEBT can **co-finance the mobility if the researcher is hosted at an international HEI** that meets one of the criteria stated above and if it is in the Faculty's interest.
- The same regulation **introduces incentives for various achievements in the domain of internationalisation**, awarding employees for:
 - scientific excellence and publications with renowned international authors,
 - leadership or co-leadership of international, competitive research and capacity building projects,
 - introducing new study programs conducted in partnership with foreign institutions.
- In the [Scoring criteria for FEBT's students and staff applying for Erasmus+ mobilities](#)  from December 2021, **participation in the organisation of FEBT's events with international character** (such as FEBT's European Documentation Centre events, international scientific conference and others) **is particularly emphasised** and awarded, as is the international reputation of the host institution (reflected in the EFMD, AACSB, AMBA accreditation).
- **Management's policies for new hires emphasise the international experience as a prerequisite.** Specifically, via the [national-level programme that funds the return of Croatian scientists to their homeland](#), FEBT is working to recruit renowned scientists working abroad. Discussions are underway with several individuals, and the progress will be reported to PRT. Further to that, there were three new hires in the new mandate (February 2022): [an assistant professor who finished his PhD abroad and collaborated with a strong network of international peers](#), and two teaching assistants on the condition they completed their PhD studies abroad (the first selection of the international doctoral programmes is finished).

Other rules and regulations that emphasise internationalisation are in preparation, presented to faculty, and possibly adopted by the PRT visit. These are the Regulations on the institutional research projects (where a particular segment stimulates international cooperation with scientists that come from an institution that meets the criteria stated above), and the Regulation on awards and recognitions, with financial incentives for international excellence and international collaborations. The new policies and regulations would be reviewed and aligned with higher-order policies, once available, primarily at the national level with the adoption of the new Act on Scientific Activity and Higher Education. At the moment, all are aligned with UniST's [general strategy](#) and, in particular, the new [scientific strategy](#) at the university level.

Further to presented plans regarding internationalisation, the **Memorandum of Understanding**  **was signed in July 2021 with the Centre for Economic Research and Graduate Education - Economics Institute (CERGE-EI), a joint workplace of Charles University and the Economics Institute of the Czech Academy of Sciences.** CERGE-EI offers Western-style, US-chartered graduate education. The memorandum is a framework that encourages and develops the scientific cooperation and delivery of live-streamed lectures by foreign instructors that are Prague-based in the form of a distance learning programme. FEBT students are co-instructed by teachers from FEBT, usually by a [CERGE Teaching Fellows](#) (at this moment 6 fellows are employed by FEBT). Both FEBT and CERGE-EI are keen to develop the cooperation further, particularly in providing opportunities to young FEBT researchers. One of the beneficiaries of the professional development in CERGE-EI is FEBT's Dean. Here, it is important to note that Dean's vision to entrench internationalisation into all aspects of FEBT's activities relies on the potential and the success of his previous activities and networks. Having had the chance to preside on the organisation committee of FEBT's [international conference](#) since 2013, introduce and manage the [international summer](#) school programmes since 2018, lead the



Croatian section of European Regional Science Association ([ERSA](#)), and over 40 consulting projects for profit and non-profit organisations, he has the capacity to reform related institutional practices.

Regarding FEBT's **strategic and transformation plans in view of NextGenerationEU opportunities**, the new management prepared for the calls that would support its digital transformation. In July 2021, an in-depth analysis of the needs regarding the infrastructure and other provisions, particularly for technology-enhanced learning, was conducted, resulting in a **conceptual design of the new, digitally mature FEBT**. The investment is valued at around 1.3M Euro. However, the plans for funding Croatian HEIs in their digital transition have been delayed at the national level, and no calls have been published yet. As technical support, [OECD is contracted to assess the digital readiness of Croatian HEIs preceding any calls](#). FEBT has expressed its intent to collaborate in that project in December 2021, in a letter to OECD's representatives and the Ministry of Science and Education. Namely, FEBT's staff has extensive experience in academic and policy research related to evaluating and improving digital readiness in the education sector. It was proposed that FEBT would serve as a supporting national stakeholder/partner during all project's planned activities, particularly in the pilot implementation process. The process of assessing the institutions' readiness and needs is underway, and FEBT hopes to be at the forefront by participating in the piloting initiatives to make its digital transformation agenda a reality.

Organisational Structure of the Faculty

As of October 2021, FEBT is represented by **Dean Vinko Muštra (associate professor of economics)**. The Dean is elected for a three-year period, and the same person can be elected to the position for two consecutive terms. The Faculty Council acts as a decision-making body; however, a wider assembly elects and approves the Dean by majority votes. **Vice-Deans** assist the Dean, currently, there are three Vice-Deans: **Prof. Branka Marasović (professor of quantitative methods) as Vice-Dean for Business Affairs**, **Assoc. prof. Smiljana Pivčević (associate professor of tourism) as Vice-Dean for Education** and **Prof. Maja Ćukušić (professor of business informatics) as Vice-Dean for Research and International Cooperation**.

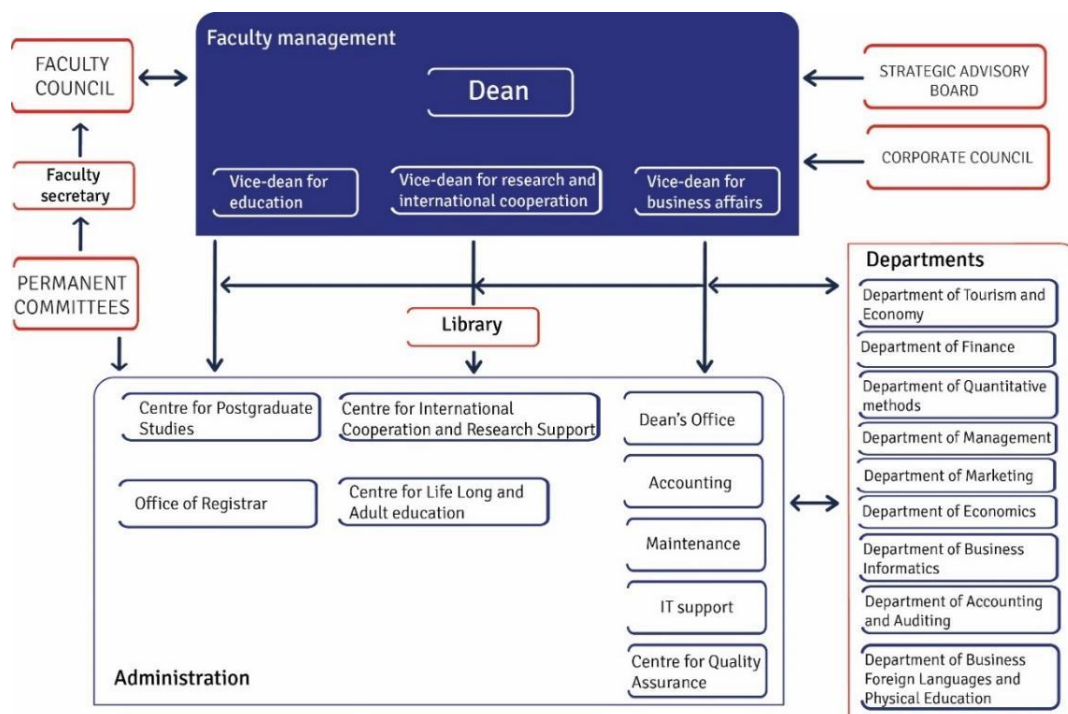



Figure 3 FEBT's governance structure




The Dean prepares and chairs Faculty Council meetings and organises and coordinates the work and business of the institution. Vice-Deans assist the Dean and are in charge of specific tasks within their scope and responsibilities (education, research and international cooperation, and business affairs).

The **Faculty Council** is the main academic body of FEBT that makes decisions on academic, research and operational issues. This includes decisions concerning changes to the study programmes. The meetings of the Faculty Council are reasonably frequent, e.g. there have been ten meetings as of October 1st 2021 to date. Meeting minutes  are recorded and archived in the [internal part of FEBT's website](#). From there, various documents are accessible either to the general public, all employees, or Faculty Council members depending on granted access. **The Faculty Council has 33 members** and consists of the Dean, Vice-Deans, department chairs, elected department representatives, elected representatives of administrative staff, and five elected **student representatives** (15% of the Council). The wider assembly of the Faculty Council includes 16 student representatives. Representatives of the student body are also engaged in other organisational units without managerial function (e.g. Ethics Council, Committee for Quality Assurance and so on).

The Dean appoints the [Strategic Advisory Board](#). At this moment, the Board comprises eight members from both the academic and corporate worlds that have achieved recognisable results in the international context. The Board provides strategic counsel to FEBT management regarding research, international cooperation and study programmes. Although the meetings have not been frequent in the previous period, the collaboration with the board will intensify in the following months considering the new Strategy is proposed. Out of all the Board members, FEBT has the strongest ties with:

- Andrés Rodríguez-Pose, Professor of Economic Geography, **London School of Economics**, UK
- Peter Nijkamp, Emeritus Professor in Regional and Urban Economics & Economic Geography, **Free University of Amsterdam**, School of Business and Economics, Netherlands
- Dražen Prelec, Professor of Management Science & Economics, **Massachusetts Institute of Technology (MIT)**, Sloan School of Management, USA

Since 2019, the three professors, in particular, have provided immeasurable guidance, regularly participated in summer school programmes, delivered guest lectures to students, signed institutional cooperation agreements, and have prepared joint project proposals with FEBT's staff.

[The Corporate Council](#) comprises representatives of the key stakeholders from the business world. Most are in top management positions (board members, directors) of the largest employers in the region (e.g. OTP Group, Tommy Ltd, AD Plastik, CEMEX Hrvatska). The [website](#) provides links to their professional profiles. Currently, there are eleven members of the Council. The role of the council members is to offer a critical review of the study programmes of the Faculty from the perspective of employers' needs and, in several cases, as alumni. In addition, other actions are planned, e.g. joint projects, internship programme improvement, round tables, and forums for addressing key economic problems from both practice and science perspectives. The Council, restructured in November 2021, met twice since then and has initiated, helped devise, promote and discuss the [FEBT Alumni survey in February 2022](#). In the Council's agenda, and as an activity for the next meeting is the discussion about tailoring the new lifelong learning and executive programmes to the needs of the corporate sector. Representatives from **Tommy Ltd (the largest employer in the region)** have engaged in defining a strategic collaboration framework  that started in January 2022 with case-based teaching in GPB.

Regarding decision-making and the management of the study programmes, **a process structure** was implemented according to the ISO quality assurance guidelines and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The **Vice-Dean for Education** is the responsible party for the process related to the management of the study programmes. In addition, the administrative offices that support the teaching process and study programmes, i.e., the **Office**



of Registrar, the Centre for Postgraduate Studies and Expert Associate for Teaching, are under her supervision. Furthermore, as of October 2021, she is supported by two staff members acting as appointed liaisons with business and civil sector organisations that provide internship opportunities to students. Assoc. prof. Slavko Šodan is appointed as **the coordinator for the Student Internship Programme**, and assoc. prof. Marina Lovrinčević is **the coordinator for the Service-learning Programme**. In November 2021, [five working groups \(with 28 teachers in total\) were formed and appointed](#) to analyse the study programmes in-depth, including the UPB and GPB. The Working groups are finalising their comprehensive reports by mid-March, thus completing the first phase of the major overhaul of FEBT's study programmes (presented further in SAR).

The Centre for Quality Assurance deals with the various aspects of a quality culture at FEBT by implementing the standards and quality assurance guidelines based on the established FEBT Quality Policy. More on this is presented in a dedicated chapter. **The Centre for Postgraduate Studies** manages and coordinates the HE programmes at the specialist postgraduate and doctoral levels. Three staff members are appointed, each as a manager of a postgraduate programme. Prof. Zdravka Aljinović and prof. Lena Malešević Perović, as managers of the doctoral programmes in Business Studies and Economics respectively, participate as representatives in the international [CESEENet network](#). The purpose of the **Central, East and South-East European PhD Network** is to promote and facilitate cooperation within the Universities from Central, East and South-East Europe that offer PhD education in Economics and Business in order to increase the quality of their PhD programmes. They are a part of the group that considers applying for an MSCA Doctoral Network within the SEA-EU alliance. Similar to FEBT's initiative of in-depth analysis of the programmes at the undergraduate and graduate level, another Working group was appointed in November 2021 to propose the short term and long term actions towards improving the quality of the doctoral programme at FEBT.

FEBT provides lifelong learning programmes through its **Centre for Lifelong Learning and Adult Learning**. This educational segment involves professional development programmes offered on the open market, "in-house" programmes, summer schools, programmes certified by other ministries (e.g., Tourist Guide and Head of Tourist Office programmes), professional development programmes in cooperation with professional associations of accountants, tax advisors and assessors, as well as additional programmes for further education. In [2018](#) and [2019](#), FEBT delivered an **international high-quality summer school programme**. Skipping 2020 and 2021 due to COVID-19, [the programme continues in 2022 with four courses and almost 30 international lecturers](#). Each summer school programme has a manager confirmed by the Faculty Council. As of October 2021, the Centre offers a **new international distance learning programme**, streaming bachelor's and master's level courses from [CERGE-EI Foundation](#). In this academic year, [eight courses are streamed to FEBT's students and supported by local instructors](#) leading to new procedures whereby the extracurricular activities are awarded ECTS credits. The Centre also manages the [Student Entrepreneurship Incubator \(SEI\)](#)².

The Centre for International Cooperation and Research Support employs an expert advisor for international cooperation and an expert advisor for research support. The expert advisor for international cooperation manages and coordinates all the activities related to international matters, including providing [orientation for incoming](#) and outgoing international exchange students and actively coordinating relations with a global network of HEI partners. She also supports all international activities such as the summer school programme, international conference, and the international distance learning programme. The expert advisor for research support develops proposals and assists ongoing research (H2020, CSF, ESF) and consulting projects.

² Due to ambiguity in the Croatian language, the incubator is sometimes referred to as Student Business Incubator (SBI).



Academic staff is affiliated to **a department, a research and teaching unit**. The departments plan and approve scientific and teaching workload and, in particular, maintain and deliver study programmes, i.e., courses in their field. Nine departments are: Department of Tourism and Economy, Department of Quantitative Methods, Department of Finance, Department of Management, Department of Marketing, Department of Economics, Department of Business Informatics, Department of Accounting and Auditing, Department of Foreign Languages and Physical Education.

FEBT also has **Permanent Committees** which deal with specific lines of work necessary for the functioning of the core processes; these are: Statutory Issues Committee, Committee for Doctoral Study Enrolment, Committee for Student Appeals, Publishing Committee, Ethics Committee, Committee for Awards and Recognitions, Committee for Lifelong Learning Programmes, Committees for Theses, Quality Assurance Committee, Committee for Internal Assessment of Quality Assurance System, Committee for the Recognition of Foreign HE qualifications, Committee for Determining Facts in Disciplinary Proceedings for Serious and Especially Serious Breaches of Employment Obligations.

Programme Portfolio

As of 2005/2006, the Faculty offers five undergraduate programmes, of which three are at the university level (Economics, **Business Studies** and Tourism) and two are at a professional level (Small Enterprise Management and Tourism Operations) with appropriate concentrations within each. At the graduate level, the Faculty offers three study programmes at the university level (Economy, **Business Studies** and Tourism) and one at the professional level (Project Management). FEBT also offers a doctoral programme in Economics and **Business Studies**. In addition to its two postgraduate specialist university study programmes in Economics and **Business Studies**, starting from October 2022, FEBT will offer its first study programme in English – [Management in Healthcare](#). The programme is well-received by the public and has a list of interested professionals for enrolment.

Since the **undergraduate and graduate-level programmes in Business Studies account for the highest proportion of the enrolment at the study level (69,7% and 76% respectively in 2021) and finances**, the management is fully dedicated to continuously improving and enhancing these two programmes. In line with the former strategic framework, the Faculty directed its attention towards the alignment of its study programmes with the changes that have happened within the HEI environment at the national and European levels. In that regard, the two programmes saw frequent changes primarily in terms of:

1. Aligning the study programmes with the ESG, national legislation requirements, and the needs of the contemporary labour market (through the Croatian Qualifications Framework).
2. Developing and implementing mechanisms that enhanced students' motivation and success in the teaching process, in particular new teaching and learning systems and methods.
3. Developing and implementing mechanisms that enhanced the academic staff's motivation and success, such as balanced workload and awarding mechanisms.

Most of the changes with respect to the guidelines and the needs of the contemporary labour market were realised through two projects with other public faculties from the economics and business fields to align the programmes with the **Croatian Qualifications Framework (CROQF)**. The European Social Fund financed these two projects - [Econqual](#) (ended in 2016, led by Faculty of Economics in Rijeka) and [E4](#) (ends in March 2022, led by FEBT). Harmonisation of the qualifications with the labour market needs was based on the extensive surveys of employers. For March 18th 2022, a final conference of the project is planned, with high-level representatives from all HEIs from the economics and business fields as well as labour market representatives, hosted by FEBT. The findings from the project and the results of the in-depth analysis of the Working groups would be the basis for new study programme development in 2022.



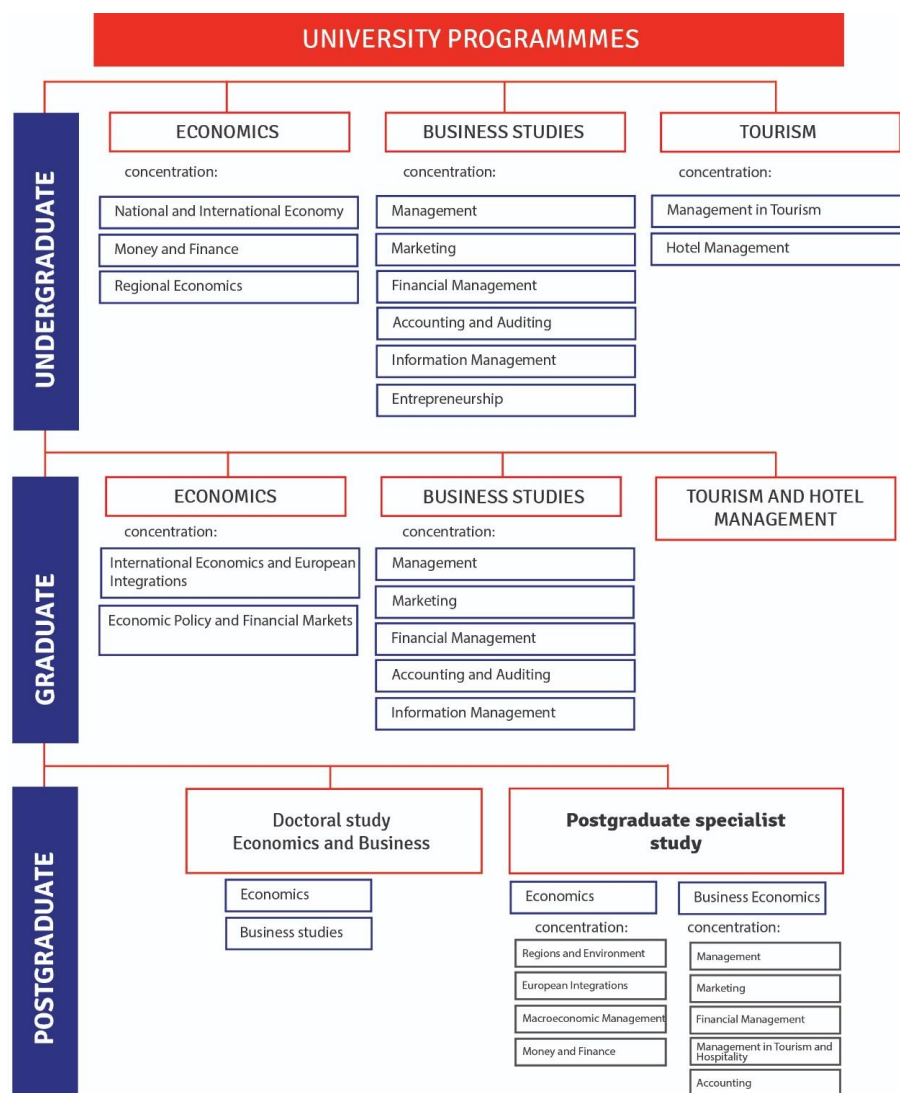


Figure 4 University study programmes at FEBT



Figure 5 Professional study programmes at FEBT



National Standing and Positioning Relative to Programme Competitors

FEBT operates within a competitive environment among [38 HEIs that offer 220 study programmes in business and related areas \(this includes FEBT and its programmes\)](#). Out of these programmes, 20 are delivered as undergraduate university study programmes, 31 as graduate university study programmes, while two are integrated undergraduate and graduate university study programmes. On a national level, public institutions are generally considered to provide higher quality programmes. While there are no comprehensive studies to confirm this, there is some [indication](#) that employers typically prefer graduates from the public HE system even if the [students from private institutions are generally more satisfied](#) (in particular with the registrar's office). Apart from that, private institutions are considered to have better internship programmes, while public institutions have higher quality regarding teaching staff and curricula.

In geographical terms, the main competitors are those institutions that gravitate to the same pool of potential students (e.g. University of Split's Department of Professional Studies, University of Zadar's Department of Economics, Polytechnics in Šibenik, University of Dubrovnik's Department of Economics and Business Economics, and Faculty of Economics from the University of Mostar). These institutions/departments have lower enrolment quotas, while FEBT is better resourced, ranked better and delivers programmes both at the university and professional levels. However, FEBT's most significant competitors in terms of the comparisons of the study programmes at the national level are the **Faculty of Economics and Business from the University of Zagreb** (largest and ranked first in Croatia) and the **Faculty of Economics from the University of Rijeka** (the second or third place is shared with FEBT, depending on the comparison criteria). Both institutions are EFMD accredited, and FEBT cooperates intensively with them at the institutional level. Programmes of all three institutions are aligned to CROQF, and qualifications are standardised as presented already. Finally, looking at the level of institutions that have high-quality programmes in the wider region and are internationally recognised, at the forefront and ranked better than Croatian HEIs, are the School of Economics and Business from the University of Sarajevo (Bosnia and Herzegovina), School of Economics and Business from the University of Ljubljana (Slovenia), and the Faculty of Business Administration from WU Wien (Austria). The environment in which the Faculty operates is becoming more competitive every year.

While in the first round of institutional re-accreditation per Act on Quality Assurance in Science and Higher Education managed by ASHE in 2011 FEBT was the highest performer among other comparable HEIs in Croatia in four of seven accreditation areas, the results were less favourable in the second round of accreditations in 2018. The final [results](#) of the re-accreditation based on the new standards were available in February 2020. Although the ASHE's Accreditation Council **issued the unconditional re-accreditation of FEBT's study programmes for the five-year period** (valid for study programmes delivered in-person and in the Croatian language), the panel had numerous recommendations. FEBT systematically addresses these by following the extensive [Action plan](#) sent to ASHE in July and updated in December 2021. Compared to other similar institutions in Croatia (top four public institutions delivering the same programmes: Faculty of Economics in Rijeka, Faculty of Economics and Business in Zagreb and Faculty of Economics in Osijek), FEBT's performance is average.

A total of 38 criteria were evaluated across five different areas (*Internal quality assurance and the social role of the higher education institution, Study programmes, Teaching process and student support, Teaching and institutional capacities, Scientific/artistic activity*). It is important to emphasise that the panel was different for each HEI. The panel that re-accredited FEBT found that a high level of quality has been achieved for five (5) assessment standards (e.g. HEI understands and encourages the development of its social role, ensures support to students from vulnerable and under-represented groups; resources necessary for a high-quality study, research and teaching are at the high level), a satisfactory level of



quality for 21 assessment standard and a minimum level of quality for seven (7) assessment standards (same as Faculty of Economics and Business in Zagreb and Faculty of Economics in Osijek). Lower quality of standard was achieved in the areas that have been addressed in the meantime (e.g. the promotion of FEBT's activities, introducing the internship programme, supporting scientific activities and so on) or is impossible to manage considering the environmental context (funding mechanism).

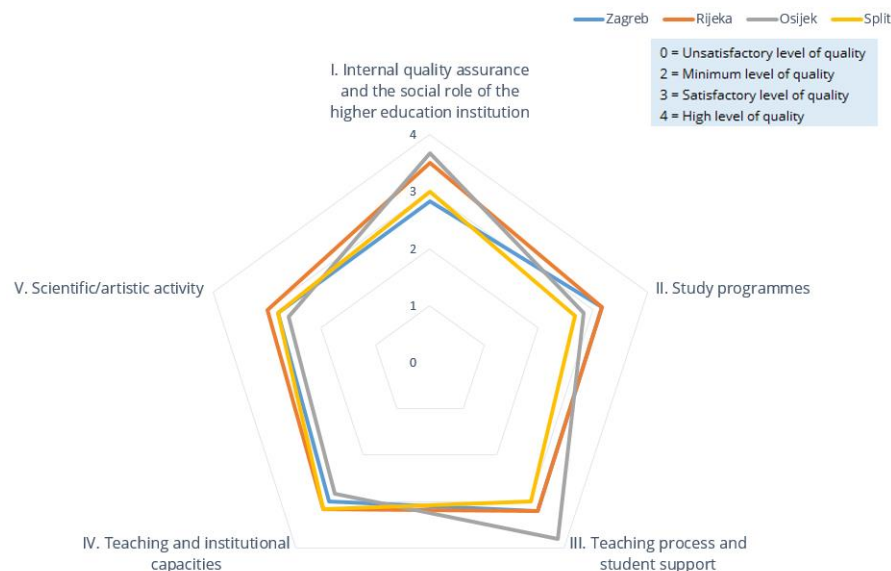


Figure 6 Performance of HEIs that deliver study programmes in Business Studies (data based on the [ASHE reports](#))

Starting in June 2021, in preparations for planning the next strategic period and the start of the mandate, the new management compared further FEBT to other public HEIs in Croatia delivering the same programmes. The report presented to all staff members on different occasions (heads of departments, administrative staff, junior researchers, and senior academics) revealed that FEBT has to improve its performance in attracting students that achieve higher grades in secondary school and the efficacy of its scientific work. External data from Web of Science InCites, Scopus SciVal, [School e-Mine \(Vol. 3\)](#) were used and will be monitored to track the progress of initiated actions as of October 2021. Various segments from the comparison report are presented further in the SAR.

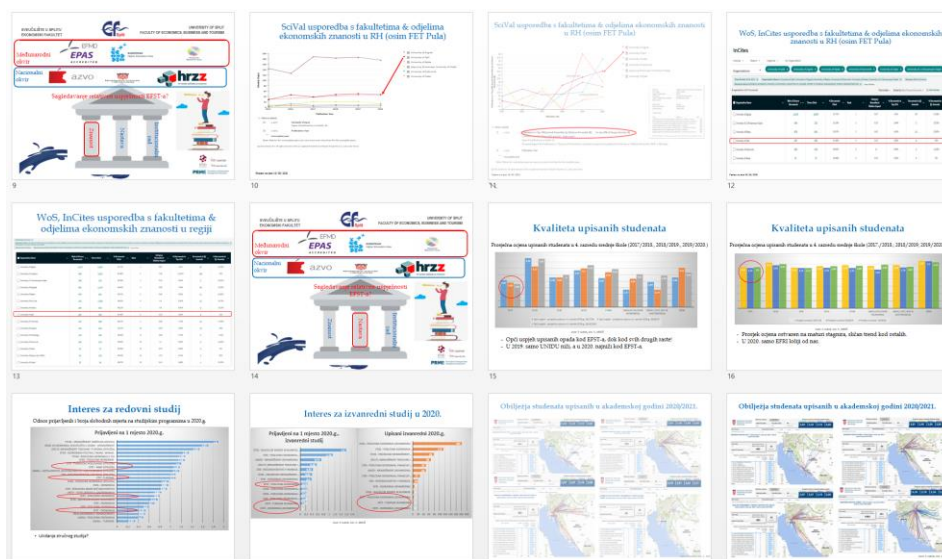



Figure 7 Excerpt from the Dean-elect's report in June 2021



Internationalisation, Practice and ERS Features

Concerning the specific features of the study programmes under re-accreditation that meet the EFMD standards related to internationalisation, practice and ERS, details and the results of the actions in the three-year period are provided in the respective chapters of the report.

In particular, internationalisation has been one of the areas of required improvement for both programmes. Thus, internationalisation has been the focus of FEBT since the last accreditation. It is emphasised in the Dean's election programme and reflected under all stated objectives. Further plans and achievements to date in **promoting the internationalisation ethos via institutional policies** have been presented above (in the part New Strategic Pathways for FEBT).

FEBT has thoroughly revised and made new agreements with partner HEIs from the EU and wider. Out of 70 Erasmus+ agreements in effect today (84 in the previous Erasmus+ period), **19 have been signed since 2018/19**. The [list for student mobilities](#) (more extensive with agreements for staff and bilateral agreements in ) includes (triple) accredited institutions and/or institutions from the far East. The new management insists that the new agreements be signed only with the institutions that meet one of the three international rankings or accreditation criteria listed already (p. 9). This process aims to extend the pool of quality partner organisations where FEBT students can partake in Erasmus+ exchange mobility and from where FEBT can attract excellent students to study for a semester or two in the study programmes. Overall, the number of **incoming exchange students has remained steady even during the pandemic, increasing from 83 in 2020/21 to 130 international students in 2021/22**. Most of the incoming exchange students come from Poland, Portugal, Italy, France and Spain. The outgoing number has surpassed the numbers before the pandemic in 2021/22 (76 students), and **the number of Croatian student enrolments in courses delivered in English ("Internationalization at home", IaH) raises continuously and significantly** (from 40 in 2017/18, to 140 in 2019/20, and 377 in 2021/22). Courses in English were introduced at FEBT as a part of UniST pilot programme as early as 2008. The number of courses delivered in English is generally stable or increasing: 33 in 2016/17, 35 in 2017/18, 37 in 2018/19, 37 in 2019/20, 36 in 2020/21, 34 in 2021/22, **coming to 45 courses in English offered in 2022/23**. More detail is provided in chapters [2](#) and [5](#).

Besides increasing the student international learning experience through mobility, partnering was seen as an essential platform for interacting with researchers from these partner institutions where many of them were previously approached to join the editorial board of FEBT's journal [Management – Journal of Contemporary Management Issues](#) (SCOPUS and Web of Science indexed) and the programme committee of the international conference [Challenges of Europe](#). The conference is viewed as an excellent platform, especially for FEBT's young researchers that [attend dedicated sessions](#) to meet and be mentored by well-known international scientists (first-hand experiences could be provided by FEBT's Ivana Ninčević Pašalić and Antonija Kvasina). This well-attended and high-quality event takes place every two years; due to the COVID-19 14th edition being postponed to 2023. In 2019 **Nobel laureates in Economics** (Eric Maskin and Oliver Hart, both from Harvard University, USA) have delivered keynote speeches, **along with some of the most recognised economics and business researchers**, including Olivier Blanchard (Peterson Institute for International Economics, USA) and Prof. Koen Pauwels (Northeastern University, USA) ([programme](#)).

The internationalisation efforts have extended beyond Erasmus+, and international scientific and entrepreneurship events open to students to include [international summer school programmes](#). After the two-year halt due to COVID-19, the programme continues in 2022 with four modern courses. It is widely [advertised](#) and is an exceptional opportunity for FEBT's staff and junior researchers that will attend the programme to meet and plan collaborations with lecturers, many of whom are



renowned scientists (see the list of lecturers from the area of [regional development](#), [behavioural economics](#), [microeconometrics](#) and [entrepreneurship](#)).

Two additional international summer school programmes are planned for the first time in 2022 as Blended Intensive Programmes (BIP). The first one precedes and ends with [STup!](#), a programme for student start-ups that exposes students to a global start-up scene. In 2021, there were 15 partner universities participating in the competition, and the participation was [genuinely global and well received](#). In 2022, STup! will have an added, blended learning component within the SEA-EU alliance. Furthermore, another BIP is confirmed for June 2022 with the title **Transform to sustain: Sustainable future enabled by digital transformation**. The international blended learning programme is delivered with the Faculty of Organisation and Informatics from the University of Zagreb, ESIEA - Ecole d'ingénieurs en informatique, Paris - Laval, and Hogeschool van Amsterdam (HvA).

At the same time, from October 2021, FEBT supports and delivers **an international distance learning programme with [CERGE-EI](#)**. The programme is already a huge success, with over 110 enrolments in [eight courses](#). In particular, this has been an efficient way to expose FEBT's students to international faculty and curricula. The programme continues as per the signed MoU.

From the strategic perspective, another key apparatus for internationalisation is a **compiled list of international contacts** collated to faculty in early 2021, that served as a resource to recruit national and foreign researchers for guest lectures and future joint research proposals ([CSF announces](#) several calls and preparations are underway; proposals submitted with international peers/members of the Strategic Board were [less successful](#)). International scientists and business executives, entrepreneurs, officials and policymakers engaged with FEBT's staff and students during COVID-19 primarily online, in **two series of lectures** called "From a scientific point of view" and "In relation to business practice". Some of the lectures are advertised [here](#), recorded and available from FEBT's [YT channel](#).

A collaboration in joint EU-funded projects had intensified during the last couple of years (Erasmus+ [SEA-EU](#), [EUGPUT](#), [ESF E4](#)), the most notable being the [Horizon 2020 project SmartCulTour](#) where FEBT researchers collaborate with colleagues from KU Leuven (coordinator), Breda University of Applied Sciences, University of Lapland, Ca'Foscari Università di Venezia, UNESCO and other. The project led to a set up of a [first Living Lab at FEBT and the University of Split](#) managed by assist. prof. Ante Mandić. Erasmus+ **Jean Monnet Chair** is hosted at FEBT, where assist. prof. Šime Joziopvić has run a European Business and Financial Law Academy from September 2020. As of October 2021, FEBT has submitted two project proposals to Interreg CENTRAL EUROPE call and one Horizon Twinning with its international network of partners.

In 2019 FEBT was selected by the European Commission and given the honour to organise the [Week of Innovative Regions in Europe \(WIRE\) 2020](#), the leading European policy forum for innovation and regional development. Attracting [over 60 international high-level speakers](#) and over 700 registered attendees, FEBT provided a platform for policymakers, public authorities, knowledge centres and enterprises to discuss research and innovation (R&I) practices, challenges and opportunities throughout the European regions, with a direct view on the current and future EU funding programs. Despite being organised online, the event was a major success and an **opportunity for FEBT staff** (in the various organising committee, session moderator, and rapporteur roles) **to invite stakeholders and long-time collaborators** (members of the Strategic Advisory Board, international peers/co-authors, business and civil sector partners) and elevate the relationships further. Feedback from all involved was overwhelmingly positive ([report](#), [YT videos](#)), and the endeavour contributed to improving FEBT's infrastructure, provided a testbed for introducing digitally-signed credentials at FEBT, and increased capacities of FEBT's employees in EU/H2020 project management.



FEBT has a long-standing cooperation with the corporate world, entrepreneurs, public institutions, local and regional governments, ministries and international institutions for which it creates development strategies, plans for restructuring, business/marketing plans, investment studies, asset valuations, state-support models, cost-benefit analyses (CBA), and other studies. FEBT's connections with the corporate world are streamlined through its study programmes where business practitioners are engaged in the teaching process and field trips are organised and most notably, through the [Student Internship Programme \(SIP\)](#), which encompasses **77 partner organisations in 2021/22 from the corporate world**. The SIP has been running successfully since 2016. Students are monitored and evaluated by two mentors during the internship, one from the host organisation and one from FEBT. The results and the progress of the programme are presented in the report.



Figure 8 WIRE 2020 stage at FEBT (held online) and Get in the Ring 2021 w/City Mayor on stage

FEBT's strong commitment to an entrepreneurial agenda is evidenced in many of the extracurricular activities (conferences, workshops, guest lectures and "Meet the executive" sessions) organised through the activities of the [Student Entrepreneurship Incubator \(SEI\)](#). From 2008, these programmes aim to increase students' experiences in learning with input from the labour market. Through SEI, FEBT has organised over 100 events (conferences / workshops / presentations / meetups / hackathons) for FEBT and students from other schools at the University of Split who are seriously considering an entrepreneurial career. As a result, **over 150 students finished the SEI Academy programme** to date. FEBT/SEI regularly organises and co-organises events that foster entrepreneurship among students and youth, such as [#3P \(Programme for Fostering Entrepreneurship\)](#) from 2013, [Global Entrepreneurship Week \(GEW\)](#) from 2016, the [BlockChain Conference](#) and more recently, and with broader/global reach - [STup!](#) and [Get in the Ring \(Gitr\)](#). Other events are also presented below (Hack4Split and Smart City Challenge). In the last report, there were 18 start-up companies affiliated with the incubator (one of which is quite successful [Include](#)); there are [23 at the moment](#). The incubator has MoU with the [bird.incubator](#) and cooperates with VCs, which frequent the events organised by FEBT/SEI, particularly Ivana Čuljak (Invento Capital Partners) and Vedran Blagus (South Central Ventures). Following the success of the events organised by FEBT/SEI, the Unknown Group, an early-stage venture capital from the Netherlands, is negotiating the [organisation of the final-global Get in the Ring event](#) in Split with city officials, as is the [Wolves Summit](#) from Poland, thus **demonstrating FEBT's substantial impact on the regional start-up ecosystem**.

Socially responsible behaviour is one of FEBT's top priorities, and it is horizontally streamlined through all core activities: teaching, research and lifelong learning. Courses have an integrated ERS agenda through regular lectures, case studies or student group projects (presented in the report). FEBT has been a pioneer among HEIs from business and economics to implement a **service-learning concept** that has been replicated, widely promoted and [awarded](#). The implementation started by including



service-learning initiatives within specific courses where students are exposed to specific cause-related issues in collaboration with various NGOs and public organisations. As a result, students are required to deliver specific business/marketing plans for ventures that have social and sustainable impact (more recent [example](#)). [Centre for Service Learning](#) was then set up (through an ESF project) to create a more significant ERS footprint and institutionalise service-learning. Besides enhancing the student experience with the ERS agenda within a specific course, the Centre facilitates **student internships within NGOs and CSOs**. From 2019 the student interest is stable, with around 50 students enrolled in the **Service-learning Internship Programme working with over 25 NGOs and civil society organisations**. It is also noteworthy that ERS initiatives extend beyond the classroom since the students and faculty engage in voluntary work and student competitions (further details will be presented later on). This is also reflected in the efforts to lead societal changes, which are evidenced, for instance, through the excellent social innovation results of our **Student Entrepreneurship Incubator**, where start-ups from the University of Split are mentored with the helping hand of both FEBT's faculty and the partners from the corporate and entrepreneurial worlds. Also, FEBT itself fosters the ERS culture by being involved in: 1) social-related initiatives, 2) donations to the NGO sector, 3) various EU-funded projects that promote social responsibility and sustainability agendas, 4) membership in the international organisation **Principles of Responsible Management Education (PRME)** since 2017. SEI regularly organises [Hack4Split](#) (5th edition in April 2022 will have an [educational programme with Michael Freer](#)), a hackathon to develop socially innovative solutions. In 2020, the event was organised [entirely online](#), resulting in 14 digital solutions for 15 NGOs.

On behalf of the University of Split, the FEBT faculty leads and coordinates (Dean Vinko Muštra) the development of the [Strategy for the City of Split](#), with over 80 experts participating on a **pro-bono basis**. In addition, since 2018, SEI regularly organises another hackathon with the financial support and active participation of local public administration and FEBT teachers, the [Smart City Challenge](#).

COVID-19 Response

The COVID-19 pandemic seriously affected FEBT's operations and delayed strategic planning processes, as has been presented already. From [March 16th 2020, FEBT moved to online](#) teaching and learning mode. A special section of the [news](#) was introduced with bi-lingual announcements for students. To provide synchronous learning according to the teaching schedule, FEBT purchased the institutional license for Zoom (with over [34 zoom accounts](#)) along with some other software tools and A/V equipment for teachers and lecture rooms, which the faculty used to teach online from the second semester of 2019/2020 onwards. There were **no breaks in the delivery of the programme**, and the shift to online delivery was swift (over the weekend). At the same time, the period during lockdown was used to introduce more problem-solving and critical thinking assignments in the FEBT curricula. A Moodle course for teachers (Assembly Hall) was introduced to exchange good practices and support teachers who had issues with using the LMS. Two student surveys were conducted (one by FEBT and the other by students), and the results are deliberated further in the report.

During the summer of 2020, the management planned and organised the mixed model approach in which study programmes were delivered both online and in-class, taking into account all precautions and measures issued at national, city, and University levels. However, the guidance at the national level has changed frequently with the COVID-19 situation calling to face-to-face education whenever possible ([Ministry of Science and Education COVID-19 dedicated site](#)) and emphasising the majority of the study programmes in Croatia are **not accredited for online delivery mode**. From September 2021, this has been [additionally underlined](#) and monitored by the Ministry. The changes following the instructions from the Ministry were frequent, e.g. in the first semester of 2021/22, the schedule was revised four (4) times. All [restrictions were removed](#) two years after the first announcement.



The impact of COVID-19 on the study programmes is discussed under respective chapters. In a 2022 survey of FEBT teachers (N=79), as some positive changes that COVID-19 brought about, the new investments in hardware and software were particularly emphasised. The teachers appreciated the continuity and flexibility the institution has demonstrated during these two years and declared that they increased their engagement level and adapted well to new communication channels with students. On the other hand, aware that technology-enhanced learning is becoming a norm, they suggest that FEBT invests further in the infrastructure and tools and in teacher training programmes.

Challenges Ahead

In line with the recommendations of the EFMD Accreditation Board, FEBT has embarked on long-term, in-depth structural changes. Due to COVID-19 related issues and management change, the strategic planning and reform processes have been somewhat delayed. The new management **kick-started a reform of all study programmes and embarked on the systematic modification of policies and procedures, in particular, related to internationalisation in scientific work and teaching.** With the new strategy that is to be finalised in the first half of 2022 with the support of the [Strategic Advisory Board](#), FEBT aims to enhance its international relevance significantly.

However, certain challenges may affect the plans:

- **The new legal framework for the HEI sector in Croatia is under development** as an essential precondition for the use of funds dedicated under the **National Plan for Recovery and Resilience for Croatia**. Although the new legal framework is expected to improve the quality of higher education while fostering scientific excellence and strengthening Croatia's research and innovation capacities, there is still not enough information and the proposals of relevant legal acts. Without a clearly defined framework for how the national authorities intend to define the process of consolidating the public science base, revamp the institutional funding system of HEIs, strengthen the attractiveness of research careers and improve the efficiency of R&I support programmes, there is limited possibility for effective strategic planning at the Faculty level. It also impedes the planning and realisation of all long-term actions.
- An explicit challenge (that astounded international experts in the institutional re-accreditation) is the national **financing mechanism**. At the moment, financing the higher education system in Croatia is based on the concept of programme contracts, defined by the **Decision of the Government of the Republic of Croatia on programme funding for public higher education establishments in the Republic of Croatia in academic years 2018/2019 - 2021/2022** (Official Gazette, No 87/2018.). The Decision provided establishing a four-year scheme and resources for programme funding for HE establishments with the necessary resources to co-finance the material costs of public universities' teaching, scientific and artistic activities. The programme funding consists of basic funding and performance-based funding. However, **the University of Split has not signed the Contract with the Ministry of Science and Education**. In addition, key aspects of financing have not been directly defined between the Ministry and Faculty, and at the same time, the University has a key role in the process. With the new drafts of laws, it is clear that the intention is to empower and incentivise HEIs, i.e. Faculties, through performance-based funding; however, the specifics of the process remain to be presented to stakeholders and accepted by legislators.
- Another issue is **the process of attracting and hiring excellent staff**. As a non-profit public institution representing a legal entity under the University umbrella, **the hiring process is not under Faculty's control**. New employment is allowed only if the University and Ministry provide official consent. In addition, any additional hiring has been restricted by the **Act on Amendments to the Law on the Implementation of the State Budget of the Republic of Croatia for 2020** (Official Gazette, No. 58/2020) and **Decision on the prohibition of new employment of officers**



and employees in public services (Official Gazette, No. 70/2016). These decisions restrict hiring new employees except in the case of prior retirement of an employee from the Faculty. This is a particular challenge for FEBT, given the employee structure and the most unfavourable ratio between students and academics when compared with other faculties at the University of Split. Similarly, the disadvantageous ratio of academic to administrative staff (2,63 to 1) poses a significant challenge to developing new study programmes and scientific projects and services.

1.2. Resources and Facilities

With almost 11,000 m² of property, FEBT has the top-notch infrastructure needed for teaching and research activities. There are **three large auditoriums at FEBT, 18 lecture halls and four IT labs**. All lecture halls and labs are equipped with A/V equipment that could be used for hybrid learning. The structure of the lecture halls is presented below, taking into account seating arrangements with a 1,5-meter distance introduced due to COVID-19 (capacity with a 2-meter distance is also available).

Table 1 List of lecture halls and other lecturing facilities

Lecture hall acronym	Lecture hall	Seating capacity	Capacity 1,5m distance
VA	Large amphitheatre	310	48
MA	Small amphitheatre	242	36
SA	Ceremonial amphitheatre	122	19
D1, D2	Lecture hall (2x110)	220	30+30
D3, D4	Lecture hall (2x60)	120	16+16
D5, D6	Lecture hall (2x66)	132	16+16
D7	Lecture hall	56	12
D8, D9	Lecture hall (2x45)	90	13+13
D10, D11	Lecture hall (2x82)	164	16+16
D12, D13	Lecture hall (2x35)	70	14+14
RCTK	Lecture hall	40	16
V1, V2, V3, V4	Conference room (4x20)	80	7+7
InfoLab	IT lab (2x34 PCs)	68	16+16
InfoLab	IT lab (2x45 PCs)	90	18+18
Total seating capacity		1804	423

Photos of the lecture halls and other facilities are available here:

- Exterior <https://1drv.ms/u/s!AtK43i9iawodjtc7pv9n1ijFsHAing?e=bQvapt>
- Entrance and café <https://1drv.ms/u/s!AtK43i9iawodjtdOJfBCQ-cd1eAhVw?e=jQIBDE>
- Amphitheatres and labs <https://1drv.ms/u/s!AtK43i9iawodjtc2wj550Xlkz16wtQ?e=y7qw38>
- Library, IT labs, smaller halls <https://1drv.ms/u/s!AtK43i9iawodjtdCwLI3l8TvnI5pFw?e=3gTgeZ>

Within the FEBT's premises, there are a **restaurant and cafeteria**. The restaurant is managed by [Student Centre Split](#), another constituent of the University of Split. It caters to different student needs by offering a variety of meals for breakfast, lunch, and dinner. In addition, there is a lounge in the restaurant with space for dining for both staff and students. The Ministry of Science and Education subsidises meals for students; standard daily meals are subsidised with 71,24%. Next to FEBT's building is the [student dormitory with excellent facilities](#) also managed by the Student Centre Split. Out of almost 600 students hosted in this dorm, 72 are studying at FEBT. There are **40 places reserved for incoming students** in the dorm. Monthly accommodation rates are about 100 Eur per student.

In addition to hosting one of the branches of the [Croatian Bank For Reconstruction and Development](#) at its premises (next to the entrance, on the ground floor), FEBT is publishing a public call in March 2022 to lease another office space **to an international business supporting organisation (BSO), a business accelerator**. Having an international BSO operate from FEBT's premises will be mutually beneficial and boost the significant efforts FEBT invested in advancing the entrepreneurial ecosystem in the region through its **Student Entrepreneurship Incubator** (in particular, see the reception of



[STupl](#), and [GITR](#) in the local and regional community). **SEI's evolution and impact in supporting and developing Split's start-up ecosystem from FEBT's premises are described [here \(in English\)](#).** The 6-month intensive programme (**SEI academy**) and numerous SEI projects are managed from two offices, a co-working space and one equipped with A/V equipment used to publish [podcasts](#) (The Garage) with successful entrepreneurs.

FEBT has its **library**, which stocks literature, periodicals, and the information required for the faculty and students' research, teaching, and professional activities. It is **ranked second in Croatia by the number of titles on economics and business**. With a total area of 1,000 m², the library has 30,000 bibliographical units and over 150 national and international periodicals. Moreover, the library fund includes dissertations, theses, and numerous encyclopaedias, dictionaries, and reference books. In case FEBT does not have a specific publication that teachers or students require, FEBT's library orders this particular publication through an interlibrary loan. Besides the FEBT library, students are free to use and borrow literature from the [University Library](#), located short walking distance. [European Documentation Centre \(EDC\) Split](#) operates from FEBT's library, with the library manager in charge of promoting publications and a member of academic staff appointed as **EDC Split manager**.

Furthermore, the library staff maintains an [institutional digital repository](#). In addition to printed publications, there are electronic sources at FEBT's disposal. Through **CARNet and the [Centre for Online Databases](#)**, the library ensures access to all the databases, electronic periodicals and books which are offered to the Croatian academic and research communities by the Ministry of Science and Education. Currently, it includes access to many bibliographic services and databases via [proxy](#). However, not all sources are entirely open, as presented in their [yearly report](#). Access to **relevant databases for multidisciplinary resources, social sciences and humanities** (APA PsycInfo, Econlit, JSTOR, Springer Nature Complete Collection, Taylor & Francis Subject Collections, Wiley Online Library, Web of Science Core Collection, Web of Science Citation Connection, Journal of Highly Cited Data, Scopus, HeinOnline and Oxford Journals) is, however, enabled.

FEBT has financed an annual ProQuest One Business access subscription **for 12.200 USD**. Further to that, **FEBT invests over 27.000 EUR/year to access specific titles of interest in print or online**. The list of the **titles purchased in 2021** is given here:

- | | |
|---|--|
| 1. English for specific purposes Elsevier | 11. Journal of management Sage |
| 2. European journal of marketing Emerald | 12. Journal of management studies Wiley |
| 3. Financial management Wiley | 13. Management accounting research Elsevier |
| 4. International journal of hospitality management Elsevier | 14. ELT journal OUP |
| 5. Journal of financial stability Elsevier | 15. Journal of comparative economics Elsevier |
| 6. Journal of risk and insurance Wiley/American Risk and Insurance Association (ARIA) | 16. Journal of Monetary Economics Elsevier |
| 7. Tourism management Elsevier | 17. Stata Journal Stata Journal |
| 8. Tourism Data in Excel Format- 1 Complete series (1995 onwards) UNWTO | 18. American economic journal: Applied Economics JSTOR |
| 9. Journal of destination marketing and management Elsevier | 19. American economic journal: Economic Policy JSTOR |
| 10. Human resource management review Elsevier | 20. American economic journal: Macroeconomics JSTOR |
| | 21. American economic journal: Microeconomics JSTOR |
| | 22. The American Economic Review Journal of JSTOR |
| | 23. IMF Balance of Payments statistics Yearbook |
| | 24. IMF Government finance statistics Yearbook |

Apart from licences for bibliographic services and databases, the Faculty invests significant funds in **business-related databases**, which support students and teaching/research staff in Business Studies, especially for their projects, international competitions and research for theses. **In 2021, FEBT renewed the licenses for the following databases in the total amount of 42.000 Eur** and a [demo training for students and teachers](#) was organised in November 2021:



- **Thomson Reuters – EIKON for students:** It was extensively used in previous years for student competitions where students from Business Studies achieved noteworthy results (in [2021 national champions](#) and [2022 second place](#)).
- **FINA – Info.BIZ service:** A comprehensive database covering legal, financial and management information for more than 750,000 business entities. It is used by staff for the most part.
- **Bureau Van Dijk – Amadeus** (as of March 2021 Orbis Europe All): Comprehensive information on around 21 million companies across Europe. The data is used for scientific work and theses development primarily by students from Department of Accounting.
- **Bureau Van Dijk – Bank Focus** (as of March 2021 Orbis Europe All): Global banking data, used by colleagues and students from the Department of Finance to identify, analyse and monitor banks and other financial institutions.

FEBT also invests in tools and software essential for various analytical activities carried out by students and researchers. Licenses for statistical software packages are renewed annually: **Statistical Package for Social Sciences (SPSS), Statistica, PLS-SEM, and Stata**. Also, an annual subscription for **Qualtrics**, software for surveying and experimental studies both for students and researchers, is renewed. Alternatively, students and researchers can use LimeSurvey [provided by University Computing Centre SRCE](#). In addition, SRCE offers [many other digital, centralised services and resources that FEBT uses](#) (both researchers and students) under different categories: computer and network infrastructure, data and collaboration systems, software applications, repositories, tools, and educational services. SRCE also maintains [a distribution centre for Microsoft products](#) financed by the Ministry of Science and Education through academic agreements (e.g. Office 365 licences for all).

Every year, FEBT invests in the maintenance of the building, computer equipment and other resources necessary for day to day operations. The annual average of the investments is 0.15m EUR from 2013 to 2020. **In addition, significant funds are expected to be invested in the digital transformation efforts in 2022 and 2023** (as presented in [1.1](#)). A Wi-Fi connection is available throughout the building, and the equipment for hybrid learning is available; however, it needs significant upgrades. A **contribution towards the green transition plan** was made in late 2021 when [FEBT applied for funding to introduce solar energy production](#). Grammarly subscriptions are purchased for 50 users.

As of 2015, FEBT has appointed a [Commissioner for Students with Disabilities](#). She works closely with the University's Office for student activities and improving student standard, i.e., the Expert associate for students with disabilities. With the increasing numbers of students who need a personalised approach due to various difficulties (17 students in the academic year 2021/22), the Commissioner encourages them and informs colleagues about their specific needs as the first point of contact. While **the infrastructure is fully accessible to students with mobility impairments** (lifts, ramps), the teaching and assessment process is adapted to the needs of disabled students between the Commissioner, teacher and student.

[Moodle](#) LMS is used as a platform for technology-enhanced learning for all study programmes and all courses. It is maintained at the Faculty level (as opposed to centrally managed LMS provided by SRCE) to keep the flexibility in selecting features and responsiveness to the needs of the teachers. Resources set up by teachers are complemented with the above-listed databases and tools.

1.3. Faculty

With the recent hires in 2022 (assoc. prof and two teaching assistants), the total number of employees increased to 127, out of which **72% are academic staff**. **Hiring policy changed** to include the requirement of completing doctoral studies in a foreign institution (for young researchers) or recruiting senior researchers with international experience. The number of associate professors



increased significantly, from 22 (2018) to 33 (2021). Two full professors who have retired now work part-time, and there are two employees whose salaries are financed from different projects. As the Faculty hired more staff, the need for external associates decreased. During the academic year 2020/2021, FEBT continued to align with the new [Collective Agreement for Science and Higher Education](#) (Official Gazette 9/2019), where the new parameters for planning the workload for teaching, research, and institutional service have been defined. The teaching component was already well-aligned in the previous reporting period. At the same time, FEBT introduces a new set of regulations that will facilitate complete alignment with the collective agreement that prescribes that working hours should be divided into 45% for teaching, 45% for research and 10% for institutional service. The teaching load ranges from 41% to 48%, and the average at the Faculty level is 45%.

The **average age of the faculty is 44.43 years**. Faculty who hold classes are highly qualified in the fields they teach. Besides teaching, they are responsible for preparing their teaching materials, managing their Moodle courses, and assessing student knowledge through various examination methods. They are strongly encouraged to introduce new and innovative teaching methods to enhance students' learning experience. To that end, the Faculty management (Vice-Dean for Education) sends regular calls for course syllabus improvements, the latest one in February 2022.

Table 2 The composition of FEBT faculty

	Institution-wide	UPB	GPB
Core faculty			
Number of academic staff members	92	73	60
Staff members by academic rank			
Full professors	31	25	23
Associate professors	31	24	18
Assistant professors	13	9	9
Other	17	15	10
Full-time equivalent (FTE)	89.55	71.75	59.25
% of female core faculty	63.04%	65.75%	68.33%
% holding a doctoral degree	88.04%	82.43%	88.33%
% holding only foreign passports	/	/	/
Number of nationalities	1	1	1
% of core faculty with foreign professional or study experience	17.39	16.49	15.00
Ratio FTE students / FTE core faculty	24.44	9.30	6.14
Number of core faculty hired (FTE) over the last 3 years	8	8	6
Number of core faculty departed (FTE) over the last 3 years	5	3	3
Adjunct faculty			
Total number of adjunct faculty	15	8	2
Full-time equivalent	/	/	/
% of total teaching hours taught by adjunct faculty	8.99%	11.24%	2.59%
Visiting professors this ac. year*			
Number from foreign institutions	0	0	0
% of total teaching hours taught by foreign visiting professors	/	/	/
Number from domestic institutions	3	2	0
% of total teaching hours taught by domestic visiting professors	4.13%	4.09%	4.22%
Teaching and research assistants - on short-term contracts	9	8	7

Data was revised and calculated on 09.03.2022.

*** Croatian law does not recognise and regulate the position of visiting professors from abroad.** Therefore, even though foreign professors have delivered lectures within the study programmes under re-accreditation (presented in respective chapters, [folder](#)), this has been voluntary and in cooperation and participation of the core faculty. For example, in 2021/22, nine academics from foreign institutions (e.g. London School of Economics and Political Science (LSE), Hanyang University's



Business School in Seoul, Loyola University Chicago, Copenhagen Business School) delivered lectures within the "From a scientific point of view" lecture series and more via Tourism Talks series, ERSA webinars, Erasmus+ teaching mobilities (44 since 2018/19 [📁](#)) and SEA-EU [bilateral classrooms](#). The faculty appreciates opportunities for international experiences, and from 2018/19, **42 employees (over a third of employees) visited a foreign institution** (out of 80 outgoing mobilities, 37 were for the purposes of teaching in an international study programme).

Excellence in Science and Teaching

FEBT **employs two recipients of the most prestigious State Award for Science awarded by the Ministry of Science and Education of the Republic of Croatia**, assist. prof. Stjepan Srhoj for 2019 (in the category of young researchers) and assoc. prof. Dario Miočević for 2020. Both teach at UPB and GPB. According to the data provided by the Croatian Scientific Bibliography, FEBT scores second in Croatia in terms of articles in publication outlets indexed in the Current Contents database.

Table 3 Publication output in Current Contents (Web of Science) by FEBT and three major competitors from 2017-

Institution	No of Current Contents Publications	No of academics	Publications per academic
Faculty of Business and Economics, Zagreb	238	260	0,92
Faculty of Economics, Business and Tourism, Split	56	92	0,61
Faculty of Economics and Business, Rijeka	39	82	0,48
Faculty of Economics, Osijek	24	69	0,35

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

From 2019 onwards, the core faculty has [published more than 350 papers](#) (7 authored books, 3 edited books, 2 textbooks, 56 book chapters, 166 journal papers, 92 conference proceedings papers). In addition, four employees from the core faculty and one adjunct defended their PhD theses in this timeframe. The scientific results brought about by the Strategic Research Programme from 2016 in the previous reporting period are reflected in the **growing focus on quality versus quantity**. Regulations have been introduced to foster high-quality publishing efforts and award faculty who publish in top-tier journals. As of October 2021, **FEBT finances gold open access for papers published in journals indexed in Q1 Web of Science** and [promotes these to students](#) and the general audience. Recently, the rules have been refined, and new [criteria that particularly encourage international collaboration](#) have been introduced. Overall, there has been a visible increase in papers resulting from international collaborations. It is expected that this number will grow in the future, as research funding at the level of institutions (draft [Regulations for the financing of institutional scientific projects](#)) would favour international collaborations.

At the same time, the same Regulation has provisions for **introducing students as group members** in the scientific work, allowing funding of joint research activities. The concept and the logistics of the institutional-level projects follow good practices set up by the Croatian Science Foundation (CSF) and need to confirm the alignment with the university-level scientific strategy. The [number of scientific projects](#) funded by the Croatian Science Foundation is growing (5 ongoing projects in 2022 as opposed to 2018 when there were 3), but it is still not satisfactory. For that purpose, two workshops were organised in 2021 for future applicants to CSF calls. Horizon 2020 project [SmartCulTour](#) is running until June 2023 and results in high-quality publications with co-authors from partnering institutions (Katholieke Universiteit Leuven, Breda University of Applied Sciences, Università Ca' Foscari Venezia).

The research programme has foreseen **the dissemination of knowledge that originated from research activities**, and a new source, [web portal](#), for its popularisation has been introduced (under redesigned at this moment). At the same time, teachers were encouraged to include their papers in their syllabi via regular calls for course syllabus improvements (the latest one in February 2022).



The latest papers from FEBT's academic staff that have been published in outlets indexed in the ISI (Web of Science, Current Contents) from Thomson Reuters are presented below. The (co)authors who are core faculty at FEBT are emphasised:

1. **Miočević, D.**, Arslanagić-Kalajdžić, M., Kadić-Maglajlić, S. (2022) Competition from informal firms and product innovation in EU candidate countries: A bounded rationality approach. *Technovation*, 110, 2; 102365, 10. doi:10.1016/j.technovation.2021.102365 (IF=6.61)
2. Slapničar, S., **Vuko, T.**, **Čular, M.**, Drašček, M. (2022) Effectiveness of cybersecurity audit. *International journal of accounting information systems*, 44; 100548, doi:10.1016/j.accinf.2021.100548 (IF=4.4)
3. **Mandić, A.**, Kennell, J. (2021) Smart governance for heritage tourism destinations: Contextual factors and destination management organization perspectives. *Tourism Management Perspectives*, 39, 100862, 14. doi:10.1016/j.tmp.2021.100862 (IF=6.59)
4. Williams, A.M., Rodríguez Sánchez, I., **Škokić, V.** (2021) Innovation, Risk, and Uncertainty: A Study of Tourism Entrepreneurs. *Journal of Travel Research*, 60, 2; 293-311. doi:10.1177/0047287519896012 (IF=10.98)
5. **Ninčević Pašalić, I.**, **Čukušić, M.**, **Jadrić, M.** (2021) Smart city research advances in Southeast Europe. *International Journal of Information Management*, 58, 102127. doi:10.1016/j.ijinfomgt.2020.102127 (IF=14.1)
6. Stupar-Rutenfrans, S., Verdouw, Petrouschka C.D.; van Boven, J., Ryzhkin, O.A., Batkhina, A., Idil-Efe, A., Hamzallari, O., Papageorgopoulou, P., Uka, F., Petrović, N. **Garbin-Praničević, D.** et al. (2021) Ethnic outgroup aggression: A pilot study on the importance of emotion regulation, nationalism and susceptibility to persuasion. *International journal of intercultural relations*, 84, 79-85. doi:10.1016/j.ijintrel.2021.07.004 (IF=2.67)
7. **Šestanović, T.**, Arnerić, J. (2020) Neural network structure identification in inflation forecasting. *Journal of forecasting*, 39, 6; 935-952. doi:10.1002/for.2698 (IF=2.3)
8. Herhausen, D., **Miočević, D.**, Morgan, R., Kleijnen, M.H. P. (2020) The digital marketing capabilities gap. *Industrial marketing management*, 90, 276-290. doi:10.1016/j.indmarman.2020.07.022 (IF=6.96)
9. **Čular, M.**, Slapničar, S., **Vuko, T.** (2020) The Effect of Internal Auditors' Engagement in Risk Management Consulting on External Auditors' Reliance Decision. *European accounting review*, 29, 5; 999-1020. doi:10.1080/09638180.2020.1723667 (IF=3.21)
10. **Skokic, V.**, Lynch, P., Morrison, A. (2019) Veza: An informal network of tourism entrepreneurs. *Annals of Tourism Research*, 77, 26-37. doi:10.1016/j.annals.2019.05.004 (IF=9.01)

In the former Strategic Research Programme, the importance of creating synergies between teaching and research activities was also outlined. Besides the traditional textbook-oriented teaching style, faculty is encouraged to include various aspects of academic literature within the bibliographies of the courses they teach. This includes their work and renowned articles published by leading scholars in the field. In doing so, they enrich the course curriculum, improve students' research capabilities and critical thinking, and enhance the quality of programme design. To date, **more than 95% of courses taught in all of FEBT's study programmes (Economics, Business Studies and Tourism) at all levels included various academic articles, reports and studies that are given as supplemental reading for the course.** Some lecturers have even designed new curricula as a result of their scientific projects (e.g. Smart City Management course). In addition, students are strongly encouraged to use various academic literature sources in their undergraduate and graduate theses. With their mentors, they have developed these into academic papers. In this regard, a good number of professors have jointly published papers with students (numbers and names presented in SAR).

The teaching process at FEBT is enhanced with the usage of the **Moodle** e-learning platform where students can access all the materials related to the courses they attend. The material is updated continuously. Teaching and delivery methods include business simulations, the use of business software, multimedia, role-playing, mock presentations, etc., as will be presented in subsequent chapters. To ensure that the faculty are up to date with recent teaching methodologies, FEBT organises various workshops to enhance its faculty's teaching capabilities (e.g. English as a medium of instruction, advanced training on Moodle LMS). As of this academic year, Moodle and Turnitin are integrated for detecting plagiarism even in the low-stakes submissions.



Internationalisation of the Faculty

Among the faculty who are employed at FEBT, **nine (9) have finished their PhD education abroad, whereas twelve (12) have master's degrees from HEIs abroad**. Besides, many FEBT faculty members have resided for more than one semester at foreign institutions. At least 48 have been hosted by an HEI abroad for longer than a month, ranging from one month to 120 months in total. These visits were for research training (research projects and graduate/doctoral theses), teaching activities or studies. For example, in this academic year, FEBT's teaching assistant and PhD candidate Doris Podrug is hosted by the University of Ljubljana in Slovenia for three months, and assoc. prof. Stjepan Srhoj will spend a month as a **visiting professor at the University of Florence in Italy**.

Table 4 Institutions that have awarded PhD and Master degrees to FEBT's staff

Institution	PhD	Master	Total
Alpen Adria University of Klagenfurt	1	0	1
Mediterranean Institute of Management, Nicosia, Cyprus	0	1	1
Staffordshire University, Stoke-on-Trent, UK	5	4	9
Harvard University, USA	0	1	1
School of Economics and Business, University of Ljubljana	0	3	3
Faculty of Law, University in Munich LMU, Germany	1	1	2
KMU, Universitaet St. Gallen	0	1	1
University of Colorado, Denver, USA	0	1	1
University of Strathclyde, Glasgow, Scotland	1	0	1
Vienna University of Economics and Business Austria	1	0	1
Total	9	12	21

FEBT employs **six [CERGE-EI Teaching Fellows](#)** (researchers who have finished their graduate training from leading western universities and returned to Central and Eastern Europe) to teach modern, market-based economics. With the new CERGE-EI MoU (presented in [1.1](#)) and the Distance Learning Programme that started in 2021, in addition to six CERGE-EI Teaching Fellows, three additional teachers have been trained by CERGE-EI staff and are now engaged with foreign faculty supporting them in the delivery of the internationally-designed curricula.

New project proposals are developed for other calls, and several have been submitted in early 2022:

- Capacity2Transform: Activating the transformative potential of cultural and creative industries and sustainable tourism in boosting the twin green and digital transition for the competitiveness of Central Europe, with lead partner Primorska Technology Park.
- #GreenerSnowFlakes: Innovative tools and techniques stimulating green behaviour of young adults, with lead partner AGH University of Science and Technology.
- Horizon Twinning in Smart Industry, with Università degli Studi dell'Aquila and Goetheborgs Universitet as international partners.


Peers from international institutions have expressed their willingness to deliver lectures, partake in co-mentoring, and collaborate with FEBT in delivering study programmes ([📁](#)). Specifically, FEBT has a strong pool of contacts with foreign professors through the [Programme Committee of FEBT's Conference Challenges of Europe](#), editorial board members of FEBT's journal [Management](#) and international research projects. The aim is to engage some of these foreign professors as visiting professors to deliver lectures in study programmes, especially in Business, once the new framework regulates the position of a visiting professor. Until then, sessions for students such as "In relation to business practice" and "From a scientific point of view" will be continued as a series of lectures delivered by managers with international experience and internationally renowned scientists.





Apart from that, professional development and collaboration in an international network within the SEA-EU alliance is addressed earlier. With the participation in the project, FEBT has gained the opportunity to participate in the programme of online teaching collaborations called [Bilateral classrooms](#) and present its researchers in the [Research Potential Database and Shared Infrastructure Database](#). The first virtual mobilities started with a teacher from Malta in the UPB, continuing in 2022 at the GPB level, and with the aim to intensify in SEA-EU 2.0.

FEBT's teachers actively attend international conferences through which they frequently interact with foreign researchers. The complete list of the visits and programmes will be provided in the base room.

Connections with the Corporate World


Guest practitioners and adjunct faculty familiarise students with some of the most recent perspectives and innovative approaches to solving business problems. Currently, the Faculty employs 15 of adjunct faculty who work at various managerial positions within Croatian companies and public and non-profit organisations. FEBT's faculty have strong and profound connections with members of the corporate and entrepreneurial ecosystems. **Over 50% of the faculty have previous work experience outside academia**, in the corporate, NGO or public sector (CVs ). For instance, Roberto Ercegovic, PhD, is adjunct faculty in Banking and works full time at [OTP Banka d.d. Hrvatska](#) as the Head of Capital Market Operations. Katarina Gudelj is a Head of Business Organisation in [AD Plastik d.d.](#), Toni Marinković is the owner of a Law Office Toni Marinković, and Dino Pavlić, PhD is a board member in [Typeqast d.o.o.](#) FEBT's doctoral researcher in marketing, Antonija Kvasina, is the founder of [Nalivpero d.o.o.](#), a startup company that produces a line of organic cosmetics and soaps.

Further, FEBT faculty are members of the supervisory boards of private companies. For instance, FEBT's prof. Ivica Pervan (professor of accounting) is a member of the supervisory board at [Tommy Ltd](#), the largest retailer in this region. Prof. Dejan Kruzic (professor of management) is a member of the supervisory board at Slobodna Dalmacija, the largest regional newspaper and media company. Four accounting professors are on the board of the Association of Accountants and Financial Professionals. Apart from inviting managers and entrepreneurs to deliver lectures within the courses they teach, FEBT faculty fosters entrepreneurial culture among students. In this regard, they invite renowned and successful business people and entrepreneurs (presented in the respective chapters).

Furthermore, FEBT faculty are actively involved in **national, international, professional, and public advisory bodies and committees** as active stakeholders in the public discourse. They do this to contribute to the better management of the public and state sectors and to social well-being in general. At present, among others, in the work of the Croatian Academy of Sciences and Arts, [national scientific field committees](#), the [Economic Council of the President of the Republic of Croatia](#), and many others (). Corporate interactions are streamlined through FEBT's key activities, one being the **SEI** and the other the **SIP**. For instance, since 2019, eleven have been involved in SEI as academic mentors, where they directly interact with mentors from practice (entrepreneurs) with the goal of preparing students for entrepreneurial careers. FEBT SIP is another venue where interaction with the corporate sector is intense, the coordinator assoc. prof. Slavko Šodan reviews, maintains and has [signed agreements with 77 business organisations](#). SIP is structured so that a student's performance is assessed by both academic and corporate mentors who interact to assess whether the student has adopted the learning outcomes of the internship process. Connections with business practitioners are extended by introducing **joint case study development (e.g. with Tommy Ltd, six teams are formed)**. These case studies would be used in the teaching process at FEBT. Other connections are made through **consultancy services**. In this regard, FEBT faculty have successfully completed and delivered consultancy projects to partners from private and public sector, over 25 in 2018-2020 (.



Faculty Engagement with ERS Initiatives

In addition to teaching and research, FEBT's faculty are strongly engaged in the local and national community. Through this process, students are involved as well. The lists and examples are provided in [3.6](#) and [6.6](#). **Prof. Neven Šerić** regularly organises blood donation campaigns through which faculty and students are encouraged to **donate blood for the University Hospital Centre in Split**. The campaign has been ongoing with an excellent response from students and staff. In several projects, one that started in 2022, **faculty cooperates with Association Sunce, one of the leading organisations for the protection of nature and the environment in Croatia**, through which many students have been engaged in projects that have the goal of promoting a sustainable footprint in society as a whole. **Assoc. prof. Ivana Bilic** is a management board member of the [National Foundation for Civil Society Development](#) (a leading public institution for the cooperation, linking and financing of civil society organisations in Croatia). **Assoc. prof. Zoran Mihanović** is a [Vice-president of Alliance for Poljica](#) (an NGO focusing on Poljica's sustainable development and cultural heritage). The list with notable engagements will be available ()

FEBT's faculty are deeply involved in projects that have **a social impact**. Through **service-learning projects** (mentioned in [1.1](#), [3.6](#), and [6.6](#)), fifteen FEBT faculty are actively involved in mentoring students in 2021/22 preparing business/marketing plans and monitoring their progress at partner NGOs and civil society organisations. In 2019, two European Social Fund projects ([SN4SD](#) and [FINAME PRO](#)) that promoted financial, entrepreneurial, and digital literacy and enhanced cross-cultural orientation among high school students were successfully completed.

The Faculty Management System: Balancing Research, Teaching, and Administrative Workloads

The Faculty management system is regulated by the [Collective Agreement for Science and Higher Education](#) (Official Gazette 9/2019) and FEBT's internal guidelines. At the level of departments, research and teaching activities are planned, and the reports are sent to MSE on a year-by-year basis. According to the agreement, the standard work division allocates **45% of the overall working time to teaching, 45% to research activities and 10% to institutional contribution**. The structure and teaching workload are based on the financing model of public HEIs in Croatia). Enrolment numbers of full-time students are directly linked to the funding that would cover all the fixed and variable costs related to its core activities. New legislation announces different funding mechanisms, and the Dean is a member of the working group at the university level that formulates improvement suggestions. If a faculty member is engaged in international or domestic research projects, they can **have a lower teaching load**. For instance, if a professor is a lead researcher in a domestic/international project, their teaching load will be truncated by one course per academic year. The teaching performance of each faculty member is monitored, evaluated, and improved continuously every semester. Within this framework, the faculty's performance in the teaching process is assessed every year through student surveys ([8.2](#)), and teachers with low scores discuss their results with the Dean.

Furthermore, FEBT has a **research performance measurement system** that monitors the research performance of its faculty on a year-by-year basis. To this end, the management plans to introduce new regulations for managing research projects at the institutional level (plans in this regard are in [1.1](#)). It would provide the basis for how FEBT will disseminate funds to its researchers and research groups. Awards and Recognitions are also addressed above, particularly with the emphasis on internationalisation.

According to FEBT's regulation, **each academic department is provided with funds disseminated to faculty members for their professional development**. Faculty members use these funds for research and professional training (conference/workshop registration fees, travel and



accommodation costs, publishing costs, etc.) and upgrade their teaching competencies in methodological, didactic, psychological, or pedagogical areas. For example, **in 2019/20 there were 140 occasions where the funds were used for conferences, study visits and other professional development events, 82 in 2020/21 and 26 in 2021/22 until February 2022)** (📁). Furthermore, within the Centre for Lifelong Learning and Adult Education, various projects, based on teachers' requests, programmes for mastering new methods in statistics, econometrics, and marketing, ultimately contribute to faculty development. An example is a programme starting on March 14th 2022, where a five-day seminar on Spatial Econometrics in R by prof. Katarzyna Kopczewskais is offered to all faculty. The QA protocols guide performance measurement (presented in chapter [8](#)).

Chapter 2: UPB Programme Design

2.1. UPB Programme Objectives and Target Markets

The main objective of the [Undergraduate Programme in Business Studies \(UPB\)](#) is to equip students with the necessary skills and competencies to successfully integrate in the world of business and enable them to make competent decisions while employed in various positions in private, public and non-profit sectors. Thus, UPB focuses is on building specific functional skills (through the core and elective courses and specific concentrations) and as well on horizontal skills, which entail socially-responsible behaviour, a global mindset, IT analytical skills, and entrepreneurial orientation. In this sense, main **UPB's objectives** are to:

- **equip** UPB's students with **skills and competencies** needed for **successful integration** into the **world of business**, the **start of a new business venture** and **coping with competition** in a domestic, international and digital context;
- to provide UPB's students with an **adequate mix of academic, practical and international content**, with the purpose of preparing them for the **global business world**;
- to develop **diversity, ethics, responsibility and sustainability perspective** in UPB students.

These objectives are aligned with **FEBT core values** and follow its envisioned strategic path. As specified in [1.1.](#), FEBT strategy for 2020-2030 is in its final phase. However, the goals can be seen from the Dean's Programme for 2021 -2024 (📁). One of the key five goals of the programme relates to **study programmes that are internationally relevant and aligned with the requirements of society and the research and professional work of FEBT staff**. Due to the core position of UPB in the FEBT study programmes, the Faculty Management finds it beyond any doubt that the mission, vision and strategic goals of FEBT must be considered in close relation to the objectives of UPB and reflected within them.

The existing UPB is well aligned with the EQUAL Guidelines: Undergraduate degrees in General Business and Management and the need of the world of business. To assure the alignment of the UPB with the **actual needs of the business sector**, the following **professional associations were consulted** when designing the programme and conducting its major revisions:

- CROMAR - Croatian Marketing Association – BBS, Marketing concentration
- Croatian Institute of Internal Auditors – UPB, Accounting and Auditing concentration
- Croatian Chamber of Tax Advisors – UPB, Accounting and Auditing concentration
- CISEX - Croatian Independent Software Exporters – UPB, IT Management concentration
- Association of Croatian Accountants – UPB, Accounting and Auditing as well as Financial Management concentrations
- Association of Accountants and Financial Managers Split – UPB, Accounting and Auditing as well as Financial Management concentrations.



Their opinion is that goals and ILOs of the UPB are aligned with the requirements of the profession and enhance the employability of candidates who graduate from this programme. Formal approval letters from professional organizations will be available ([📁](#)).

Furthermore, FEBT continuously interacted with members of its **Corporate Council**, which comprises executives and managers from the most important companies in the Split region. This interaction was used to upgrade and improve the UPB and other study programmes. During the pandemic, this cooperation was put on hold. It is, however, restated and strengthened in this academic year with the **new members being appointed** and new initiatives planned (specified in [1.1.](#)). In cooperation with the Council, FEBT has recently developed and launched the **alumni survey** to determine which **competencies are most important in contemporary business** and how FEBT alumni perceive to be equipped with these upon their graduation. The inputs gained will be used to improve FEBT study programmes in the short-term period from the next academic year, but, more importantly, will be an important input in redesigning the existing study programmes of FEBT, including the UPB ([📁](#)). Namely, FEBT is committed to ensuring its study programmes design and ILOs continue to meet the expectations of future employers, the institutional context and the needs of the business sector and is **firm in the decision to redesign the UPB** to reflect the latest societal developments and anticipate the future workforce needs. The process was initiated in November 2021, as specified in [1.1.](#)

FEBT takes necessary actions to ensure the **UPB fits national and international contexts**. In terms of national, staff are encouraged to continuously amend the curricula of courses to cover the relevant topics and skills/knowledge it requires. In terms of the **international context**, **UPB relies heavily on its faculty**, 27% of which have **earned their MSc or PhD abroad and 62% of which have been on training and/or further teaching and scientific specialization on faculties and business schools abroad (14 months on average)**. Furthermore, international context is assured by the inclusion and continuous following of recent research, studies and case studies; international guest lectures ([📁](#)), [courses offered in English](#) and in [cooperation with foreign institutions and professors](#), cross-cultural teaching groups with Erasmus+ incoming students, wide options for outgoing study and internship nobilities – all elaborated in detail in subsequent chapters of SAR.

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

- Setting the requirements from the state matura exams - FEBT has the **highest requirements among the economics and business faculties in the Republic of Croatia** (*Mathematics* – B level grade, *Croatian Language* – A level grade, *English language* - A level grade).
- Setting the UPB's enrolment **quota** for the next academic year.
- **Promotional activities** including: 1) FEBT's '**Open Door event**' and FEBT's website promotional announcements such as '*Why FEBT*', in which future students can receive all necessary information on UPB study programme and on various aspects of studying on FEBT; 2) FEBT's '**Ask about FEBT – online event for high school graduates**', Alumni testimonials and other promotional videos on FEBT's official YouTube [channel](#). 3) **FEBT's Instagram and Facebook promotional campaigns** aimed at attracting potential candidates to choose UPB. Through these channels of communications, former students speak about the benefits of studying at FEBT, 'classroom experience' and beneficial extracurricular activities such as membership in student organizations and initiatives, the possibility to develop innovative ideas through the Student Entrepreneurship Incubator, workshops and training held in the SEI, student internships and international



experience and the cross-cultural capital gained through the international exchange programmes in internships and studying (Erasmus+ and CEEPUS). Unfortunately, due to COVID-19 restrictions, regular visits and presentations of the UPB study programme to high schools and participation in UniSTs Educational fair were limited but are planned for this year (preparations in progress).

- Announcement of enrolment quota and clear and explicit enrolment criteria through University of Split's public call. The public call is advertised in all the major newspapers in the Republic of Croatia, *Universitas* – Croatian university newspaper, and FEBT's and [University of Split's websites](#).

Furthermore, a close **relationship with relevant high schools** in the region is nurtured continuously. As recent examples, two online presentations of FEBT programmes for high schools in April 2021 called "[Ask About the College!](#)" were organized; FEBT programmes are presented each year at the [Education Fair of Tourism & Hospitality High School](#) in Split; an educational programme in Community-based learning and was held in November 2021 for IV gymnasium Split.

Additionally, FEBT has taken a **proactive approach in showcasing the research and expertise of its professors** and staff in various influential **media** through varied PR activities. Recent examples include contemporary economic issues presented by [assoc. prof. Ana Rimac Smiljanic](#), [assoc. prof. Sandra Pepur](#) and [assoc. prof. Ivana Bulog](#), [assoc. prof. Josip Viskovic](#), [assoc. prof. Tina Vuko](#) and [assoc. prof. Marko Čular](#), [Tea Mijač, PhD](#) and [assist. prof. Ante Mandić](#). These are always streamlined through the FEBT website and social media since they attract highly motivated potential students ([4.4](#)).

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

Potential UPB entrants are ranked based on their overall success in the high school and state matura exam. As FEBT aims to attract higher quality students, the required entrance criteria for set to achieve that. FEBT holds **the highest standards among all public Faculties of Economics in Croatia**, being the only one requiring A level in English and one of the two requiring A in the Croatian language. The quota, i.e., the number of free slots available for the first-year students in UPB is set every year and was 245-255 in recent four years. UPB is aimed dominantly at full-time students who are subsidized i.e. their tuition fee is paid by the Ministry of Science and Education of the Republic of Croatia. Part-time students cover the tuition costs by themselves, but their interest and enrolment number are much lower (11% in 2021/22).

The UPB prepares students to take on **lower and medium management level positions** in respective industries, institutions and sectors, their entrepreneurial ventures, and the successful continuation of studies on the graduate level. As elaborated in more detail in [4.2](#), the UP category is not adequately recognized by the employers' market nor the graduates themselves, who largely continue to graduate studies. However, those who progress to the job are expected to have the adequate skills and competencies to successfully integrate into the contemporary business world in starting positions and the knowledge required for competent decision-making when they progress to lower and middle management in various private, public and non-profit entities. Thus, the UPB graduates are expected to **exert specific functional business skills but also horizontal skills**, including soft skills, socially- responsible behaviour, a global perspective, IT and analytic skills and core entrepreneurial skills.



2.2. UPB Curriculum Design

FEBT has adopted a methodology by which **ILOs are defined on three levels**. The first level includes the **horizontal ILOs** common for all study programmes delivered at FEBT. The second level comprises ILOs that are particular for **each study programme**. The third level includes the **ILOs that are specific for concentrations** being offered under a study programme.

Table 5 UPB ILOs

Horizontal ILOs	
1. Ability to present attitudes, knowledge, ideas, and problem solutions to experts and common people (G1)	
2. Analyse business problems by applying quantitative methods and ICT (G2)	
3. Develop communication and cooperation skills in culturally different business environments (G3)	
4. Solve business problems by respecting the principles of ethics and social responsibility (G4)	
Study Programme ILOs	
1. Review the basic concepts of the behaviour of producers and consumers in the market (SP1)	
2. Analyse the overall economic activity of the national economy (SP2)	
3. Analyse the basic business functions and processes in managing a firm (SP3)	
4. Streamline the business functions and processes in a firm (SP4)	
5. Prepare an analytical background for business decision-making in a firm (SP5)	
Concentration-specific ILOs	
Financial Management	1. Align the business processes of a firm in accordance with the appropriate institutional and regulatory financial framework (FM1) 2. Analyse the structure and functions of financial institutions, financial markets and the tax system (FM2)
Accounting and Auditing	1. Estimate the accounting positions of the financial perspective and performance of a firm (AA1) 2. Link accounting information to reports and conduct an integrated audit of financial statements (AA2) 3. Define adequate accounting policies specific to a firm's business (AA3)
Marketing	1. Analyse the key aspects of the business environment and behaviour of different customer groups and their impact on the marketing activities of a firm (MKT1) 2. Suggest guidelines for the marketing decision-making of a firm (MKT2)
Management	1. Determine the strategic position of a firm by applying management methods and techniques (MNG1) 2. Design the organization of a firm in terms of management, strategy, structure, technology and culture (MNG2) 3. Propose a human resources management system in a firm (MNG3)
IT Management	1. Review the principles and methods of designing and modelling business information systems (IT1) 2. Tie technologies and tools to support business processes and business decision-making (IT2) 3. Develop an effective IT solution for the support of the business processes of a firm (IT3)
Entrepreneurship	1. Analyse the critical fundamentals of launching and/or developing a new venture (EP1) 2. Develop an entrepreneurial project (EP2)

As can be seen from the list, these relate to their chosen profession's "hard" skills, i.e. skills and knowledge on the core aspects of economics and business operations and the transferable, generic, soft skills (horizontal ILOs). Understanding of the business world and its development (SP2 and SP5) and the broader trends in society (G4) are also included in ILOs. The international perspective is the literature, and the topics covered for achieving ILOs relate to the international literature, case studies, vignettes, guest practitioners. To assure that the UPB ILOs can be achieved by the structure and content of the UPB study programme, a **comprehensive analysis of the ILOs matrix** of individual courses and the overall UPB was undertaken (📁).

UPB Programme Coverage and Content

The UPB is delivered in **3 years in full-time mode and carries 180 ECTS**. The dominant language of delivery is **Croatian**, with some courses delivered in English. However, the study programme is nationally accredited and can be delivered in Croatian and English. A semester-based outline of the UPB is presented in the table below, along with the ECTS assigned to each course. **Each ECTS carries 30 working hours of in-class and out of class activities.**



Table 6 The Undergraduate Programme in Business (UPB) structure

1st year (Common for all concentrations)	
Semester 1	Semester 2
<u>Compulsory</u> 1. Principles of Economics (6 ECTS) 2. Information Technologies (5 ECTS) 3. Mathematics (5 ECTS) 4. Fundamentals of Accounting (6 ECTS) 5. Statistics (6 ECTS) 6. Business English I (4 ECTS) 7. Physical Education (1 ECTS)	<u>Compulsory</u> 1. Mathematics in Economics (5 ECTS) 2. Macroeconomics I (5 ECTS) 3. Microeconomics I (5 ECTS) 4. Basic Finance (4 ECTS) 5. Business English II (4 ECTS) 6. Workshop I (5 ECTS) 7. Physical Education (1 ECTS)
2nd year (Common for all concentrations)	
Semester 3	Semester 4
<u>Compulsory</u> 1. Microeconomics II (5 ECTS) 2. Macroeconomics II (5 ECTS) 3. Management (6 ECTS) 4. Marketing (6 ECTS) 5. Business English III (4 ECTS)	<u>Compulsory</u> 1. Statistical Analysis (5 ECTS) 2. Croatian Economy (6 ECTS) 3. Financial Management I (5 ECTS) 4. Managerial Accounting I (5 ECTS) 5. Workshop II (5 ECTS) <u>Electives (student needs to choose minimally 8 ECTS)</u> 1. Business Planning (4 ECTS) 2. Commercial Law (4 ECTS) 3. Banking (4 ECTS) 4. Business English (2 ECTS)
3rd year	
Semester 5	Semester 6
Concentration: Financial Management	
<u>Compulsory</u> 1. Quantitative Methods in Management (5 ECTS) 2. Human Resources Management (5 ECTS) 3. Tax System and Policy (5 ECTS) 4. Financial Accounting I (5 ECTS) <u>Electives (student needs to choose minimally 9 ECTS)</u> 1. Financial Institutions Accounting (4 ECTS) 2. Business Communication (4 ECTS) 3. Stock Exchanges and Securities (5 ECTS) 4. Consumer Behavior (5 ECTS) 5. Business English V (2 ECTS)	<u>Compulsory</u> 1. Financial Institutions and Markets (5 ECTS) 2. Final Thesis (15 ECTS) <u>Electives (student needs to choose minimally 10 ECTS)</u> 1. Cost Accounting I (5 ECTS) 2. Entrepreneurial Planning (5 ECTS) 3. Business English VI (2 ECTS) 4. Risk Management (5 ECTS) 5. Business German (5 ECTS) 6. Business Italian (5 ECTS) 7. Student Internship (6 ECTS) 8. Student Internship – service-learning (6 ECTS)
Concentration: IT Management	
<u>Compulsory</u> 1. Quantitative Methods in Management (5 ECTS) 2. Human Resources Management (5 ECTS) 3. Business Information Systems (5 ECTS) <u>Electives (student needs to choose minimally 9 ECTS)</u> 1. Financial Institutions accounting (4 ECTS) 2. Business communication (4 ECTS) 3. Introduction to Programming (5 ECTS) 4. Managerial Decision-Making (5 CTS) 5. Business English V (2 ECTS)	<u>Compulsory</u> 1. E-Business (5 ECTS) 2. ERP Systems (5 ECTS) 3. Final Thesis (15 ECTS) <u>Electives (student needs to choose minimally 10 ECTS)</u> 1. Relational Databases (5 ECTS) 2. Entrepreneurial Planning (5 ECTS) 3. Financial Institutions and Markets (5 ECTS) 4. Business English VI (2 ECTS) 5. Business German (5 ECTS) 6. Business Italian (5 ECTS) 7. Student Internship (6 ECTS) 8. Student Internship – Service Learning (6 ECTS)
Concentration: Management	
<u>Compulsory</u> 1. Quantitative Methods in Management (5 ECTS) 2. Human Resources Management (5 ECTS) 3. Strategic analysis (5 ECTS)	<u>Compulsory</u> 1. Enterprise Organization (5 ECTS) 2. Operations Management I (5 ECTS) 3. Final Thesis (15 ECTS)



<p><u><i>Electives (student needs to choose minimally 9 ECTS)</i></u></p> <ol style="list-style-type: none"> 1. Financial Institutions Accounting (4 ECTS) 2. Business communication (4 ECTS) 3. Managerial Decision-Making (5 ECTS) 4. Business Information Systems (5 ECTS) 5. Business English V (2 ECTS) 	<p><u><i>Electives (student needs to choose minimally 10 ECTS)</i></u></p> <ol style="list-style-type: none"> 1. Marketing Strategies (5 ECTS) 2. Cost Accounting I (5 ECTS) 3. ERP Systems (5 ECTS) 4. Business English VI (2 ECTS) 5. Business German (5 ECTS) 6. Business Italian (5 ECTS) 7. Student Internship (6 ECTS) 8. Student Internship – service learning (6 ECTS)
<p>Concentration: Marketing</p>	
<p><u><i>Compulsory</i></u></p> <ol style="list-style-type: none"> 1. Quantitative Methods in Management (5 ECTS) 2. Human Resources Management (5 ECTS) 3. Market Research (5 ECTS) 4. Consumer Behaviour (5 ECTS) <p><u><i>Electives (student needs to choose minimally 9 ECTS)</i></u></p> <ol style="list-style-type: none"> 1. Financial Institutions Accounting (4 ECTS) 2. Business communication (4 ECTS) 3. Business Information Systems (5 ECTS) 4. Brand Management (5 ECTS) 5. Business English V (2 ECTS) 	<p><u><i>Compulsory</i></u></p> <ol style="list-style-type: none"> 1. Marketing Strategies (5 ECTS) 2. Final Thesis (15 ECTS) <p><u><i>Electives (student needs to choose minimally 10 ECTS)</i></u></p> <ol style="list-style-type: none"> 1. E-Business (5 ECTS) 2. Financial Institutions and Markets (5 ECTS) 3. Product Management (5 ECTS) 4. Business Negotiation (5 ECTS) 5. Business English VI (2 ECTS) 6. Business German (5 ECTS) 7. Business Italian (5 ECTS) 8. Student Internship (6 ECTS) 9. Student Internship – service-learning (6 ECTS)
<p>Concentration: Entrepreneurship</p>	
<p><u><i>Compulsory</i></u></p> <ol style="list-style-type: none"> 1. Quantitative Methods in Management (5 ECTS) 2. Human Resources Management (5 ECTS) 3. Entrepreneurship (5 ECTS) <p><u><i>Electives (student needs to choose minimally 9 ECTS)</i></u></p> <ol style="list-style-type: none"> 1. Financial Institutions Accounting (4 ECTS) 2. Business communication (4 ECTS) 3. Family Business (5 ECTS) 4. Accounting for Craftsmen (5 ECTS) 5. English for Business V (2 ECTS) 	<p><u><i>Compulsory</i></u></p> <ol style="list-style-type: none"> 1. New Venture Strategies (5 ECTS) 2. Entrepreneurial Planning (5 ECTS) 3. Final Thesis (15 ECTS) <p><u><i>Electives (student needs to choose minimally 10 ECTS)</i></u></p> <ol style="list-style-type: none"> 1. Principles of Audit (5 ECTS) 2. Marketing Strategies (5 ECTS) 3. Financial Institutions and Markets (5 ECTS) 4. Business English VI (2 ECTS) 5. Business German (5 ECTS) 6. Business Italian (5 ECTS) 7. Student Internship (6 ECTS) 8. Student Internship – service-learning (6 ECTS)
<p>Concentration: Accounting and Auditing</p>	
<p><u><i>Compulsory</i></u></p> <ol style="list-style-type: none"> 1. Quantitative Methods in Management (5 ECTS) 2. Human Resources Management (5 ECTS) 3. Financial Accounting (5 ECTS) <p><u><i>Electives (student needs to choose minimally 9 ECTS)</i></u></p> <ol style="list-style-type: none"> 1. Financial Institutions Accounting (4 ECTS) 2. Business communication (4 ECTS) 3. Accounting for Craftsmen (5 ECTS) 4. Business Information Systems (5 ECTS) 5. Business English V (2 ECTS) 	<p><u><i>Compulsory</i></u></p> <ol style="list-style-type: none"> 1. Principles of Audit (5 ECTS) 2. Cost Accounting I (5 ECTS) 3. Final Thesis (15 ECTS) <p><u><i>Electives (student needs to choose minimally 10 ECTS)</i></u></p> <ol style="list-style-type: none"> 1. Accounting for Non-Profit Organizations (5 ECTS) 2. Financial Institutions and Markets (5 ECTS) 3. Entrepreneurial Planning (5 ECTS) 4. Business English VI (2 ECTS) 5. Business German (5 ECTS) 6. Business Italian (5 ECTS) 7. Student Internship (6 ECTS) 8. Student Internship – service-learning (6 ECTS)


Most courses have 6 ECTS related to 52 hours of class and 128 out-of-class working hours for the student, while 5 ECTS courses relate to 52 hours in class and 98 out-of-class working hours. The UPB provides students with a **blend of practical and theoretical knowledge and perspectives**. To assure this, various innovative teaching techniques are used in the classroom – more details in [3.2](#). Besides providing a mix of functional knowledge and skills in terms of the concentration chosen, the



UPB also entails workshops aimed at enhancing students' critical thinking, leadership, project management and other relevant "soft skill" competencies: more details in [3.2](#).

The programme lasts for three years, with **the first two years common to all UPB students**. These two years are focused on courses that **deliver the core knowledge from the field of economics and business** together with the core skills from all the main functional areas of contemporary firms, namely: finance, accounting, management, and marketing. During **the first two years**, emphasis is put on the content that enables students to develop **critical horizontal skills** such as analytics, foreign languages, IT, and various methodologies essential for contemporary business decision making, offered through Workshops I and II. **In the 3rd year**, students choose their specific **concentration** in which they want to deepen their skills and knowledge. After completing the core courses over the first two years, students have a clearer idea of which area they wish to pursue in their careers. At the same time, the **programme structure allows students to partly design and adapt the study programme to specific needs** of their personal development. For instance, students from one concentration (e.g., Management) are offered elective courses in other concentrations (e.g., Marketing). Also, in designing the UPB, FEBT puts a lot of emphasis on **foreign languages** to integrate students into the EU labour market successfully. During the first two years of the study programme, students are **obliged to attend four English language courses specifically tailored for business** while in the last year of the study programme they can elect additional **two English language courses** (V and VI) and **choose Italian or German language** courses adapted for business. The Alumni survey results conducted at the beginning of 2022 proved that English language competence was the highest-rated competence among our alumni. On the whole, FEBT's UPB is comparable to the programmes of the following higher education institutions:

- Wirtschaftsuniversität Wien, (<http://www.wu.ac.at>) (Triple crown accredited)
- University of North Carolina, Chapel Hill, Kenan-Flagler Business School, (<http://www.kenan-flagler.unc.edu/>) (AACSB accredited).

Assessment in the UPS aims to determine the attainment of intended ILOs defined for every course on the programme. Thus, the assessment methods are designed according to each course's specifics and include midterm and final written and oral exams, individual and team projects, individual assignments and activity in the course content (more details in [4.1](#)). In addition, each course has a detailed description of assessment methods and grading written in the syllabus (.

Balancing Academic, Research and Practice-Oriented Perspectives in Teaching in the UPB

FEBT focuses on providing a good **blend of academic, research, and managerial perspectives in its UPB and has continuously made efforts in this direction** since the programme inception. In striving to achieve an optimal balance between scholarly rigour and business practice, **UPB relies on its faculty**, which, as elaborated in [2.1](#), has a **substantial international academic background**. Additionally, 53% of FEBT's faculty has **significant work experience in the business world (4.59 years on average)**, **hold advisory, board member or expert panel positions (93 in total)**, and continuously **work on developmental and commercial projects for the local community and business subjects (39 such projects in the last five years;** on average three-member faculty project team), whereas **38% of our adjunct faculty were or still are active in the business world**. Exposure of more than one-quarter of FEBT's faculty to scholarly rigour and teaching practices abroad and sharing acquired knowledge with their colleagues, combined with practical experience and inputs from FEBT's faculty and adjunct faculty, guest practitioners' lectures, practical teaching materials, etc., provides a solid foundation for achieving the desired balance between academic and practitioners-oriented perspectives.



In practical terms, several activities have been implemented to ensure that the latest research is incorporated into the teaching process. Firstly, lecturers are prompted to include **scientific publications** (papers in journals, collections, and monographs) as a source of primary or supplementary literature in courses in the UPB (examples in [📁](#)). These publications are either published by faculty or by academicians who are considered top thinkers and leaders in the field. Secondly, FEBT professors are engaged in **joint publishing activities with undergraduate students, with 66 papers published in the last three years** with UPB and GPB students. This is favoured by legislation, i.e. listed as a prerequisite for professional advancement (any publication including conferences). Still, FEBT faculty have published joint research papers in academic journals, indexed in Web of Science and Scopus databases (a list of papers with examples in [📁](#)). Internal Rulebook on rewards supports this kind of activity. Furthermore, a substantial number of final theses have emerged from the research activities of faculty members who supervise the students and include them in their research activities. The Rulebook on institutional research projects **strongly supports the inclusion of students in internally-funded research projects**. In these projects, students can take on the role of an active researcher (e.g., the topic of the project is related to the student's final thesis) or logistical support (e.g., the student is responsible for collecting data). Such activities ensure that the UPB follows the latest developments of respective fields.

To ensure the adequate combination of academic and research dimensions, i.e. **the proper blend of theory with practice**, students in the UPB are also **exposed to managerial perspectives**; FEBT encourages the involvement of **guest practitioners** from renowned international and Croatian firms and company visits. For example, guest lectures and company visits organized by Alumni FEBT Association in SEFNET series, XVI edition held in 2021; [“In relation to business practice”](#) series of guest lectures of reputable managers organized by FEBT since 2020 hosted 9 top practitioners last academic year, [Tourism Talks](#) series of online guest lectures from renowned tourism managers and academics organized in pandemics hosted 7 prominent tourism and hospitality managers to which UPB students were always invited, the same was with guest lectures in Economics studies sponsored by [ERSA Croatia chapter](#). Furthermore, professors invite and mentor students in diverse Case study challenges offered by various firms, such as the CFA challenge in [which FEBT students were national winners and runner-ups](#) in the last two years. In cooperation with the largest regional firm, “Tommy” a student team competition in several real-life business challenges from diverse functional business areas, is initiated ([March 2022](#)). Guest practitioners bring additional value by inspiring students with real-life business scenarios, to assess the fit between academic teaching and business reality critically.

In 2016/17 FEBT started the **Student Internship Programme (SIP)**. Currently, the SIP represents an elective course with 77 partner organizations offering 114 placements. Students are surveyed after completing the SIP, and survey results reveal their high level of satisfaction with the programme ([📁](#)). Additionally, in 2019 FEBT introduced the Student Internship Programme – Service-learning ([SIP-SL](#)), where students work in teams to solve real-life issues/problems for the NGOs and civil society organizations. They address and contribute to solving specific societal problems by applying their studies' generic and functional business skills. This elective course results from activities FEBT staff carried out within several externally funded projects. FEBT's activities in service-learning have been recognized and [rewarded for their extraordinary contribution to the University of Split](#) development in 2021. Student surveys conducted upon the programme completion show an extremely high level of student satisfaction with the programme organization and results ([📁](#)).

Furthermore, UPB students have numerous opportunities to attend practitioner-led events organized by FEBT's [Student Entrepreneurship Incubator](#), which hosts diverse events (more details in [1.1.](#) and [6.3.](#)). Furthermore, students are invited and motivated to attend other conferences and events



organized with partners, including the [European Commission](#) and its GD for [Research and Innovation](#), [Europe Direct](#), [Regional Association of Employers](#) and [Chamber of Commerce](#) and many more. These are often related to sustainability, corporate and social responsibility and other global challenges.

Other Curriculum Design Aspects in the UPB

As presented in [2.1.](#), the **representatives of the world of practice** were **involved in designing the programme** from its inception and remained in the meantime through consultations with the **Corporate Council**. Its role will be vital in developing the new UPB programme, and members' stance is highly supportive and affirmative of the process ([📁](#)). The UPB is built taking into account the guidelines of EQUAL and **PRME**. FEBT has been a member of PRME since February 2017. In May 2017, FEBT introduced its social responsibility policy, and since then, reports have been submitted regularly.

FEBT supports any voluntary work and individual initiatives from students and faculty in **ERS**, but also **systematic initiatives** were undertaken with the formal introduction of service-learning (SL) as one of the crucial steps in the process. SL has been practised for almost a decade sporadically by several FEBT professors but a major milestone were **two grants from the European Social Fund (ESF) for two service-learning projects**. Project [PATI \(Practical-Active-Together-Interdisciplinary\)](#) was focused on integrating the SL concept within the curriculum of specific courses (more relevant for our GPB). Many NGOs and civil society organizations (connected to FEBT through joint projects, the internship programme, etc.) serve as a backbone for improving the ERS component in the UPB. The other project included the formation of the [Centre for Service Learning](#), through which a dozen of FEBT faculty was trained on how to integrate and embed service-learning within their courses by experienced professors from Penn State University, USA. As a project result, an innovative concept and a new axis in the Student Internship Programme (SIP), SIP-SL was introduced in 2018/2019 with six NGOs and civil society organizations as initial partners to accommodate UPB students for SL internships. Until today, the number of NGOs included has multiplied more than four times, being 26 today. As a result, **FEBT has two institutionalised ways of conducting SL – through SIP-SL elective courses and SL projects embedded within a few individual courses.**


Although the current UPB is a comprehensive and well-designed study programme aimed at enhancing students' functional business skills, international mindset, and socially-responsible behaviour, **FEBT has initiated the process of a study programme redesign**. This redesign process aims to align the study programme with recent developments in business and society and put more emphasis on critical cues in the business learning process, such as an international orientation, digital transformation, and social responsibility. Although planned earlier, the pandemic has forced FEBT to delay this major step, restarted in November 2021. **The goal is to have a redesigned full-time study programme finished and submitted for approval to relevant bodies by the end of 2022.**

The international focus of the programme design is built to deliver key business-related knowledge and skills offered by similar programmes worldwide. Furthermore, the curriculum is designed to **reflect contemporary business-related course content**. The literature is mostly international and supplemented with recent research papers addressing contemporary topics in specific fields ([📁](#)). UPG programme offers a **wide range of opportunities for studying and doing internships/working abroad** through Erasmus+ study and internship schemes offered through FEBT's extensive partnership network. These are provided to UPB and GPB students. A prerequisite for this is a good command of foreign languages, foremost English. As already presented, UPB offers Business English at all years of the study programme and Business Italian and German for interested students. Furthermore, students can opt for and are motivated to enrol in courses taught in English which they take with incoming Erasmus+ students (the so-called "internationalization at home").



Internationalization at Home (IaH) has become a strategic priority for FEBT as a concept that sees internationalization beyond external physical mobility with a strong focus on teaching and learning in culturally diverse settings. By offering all courses in English to home and international students, FEBT students can promote common values and closer understandings between different people and cultures while also improving the educational quality of the UPB.

2.3. Design of Delivery Modes and Assessment Methods in the UPB

Delivery modes and assessment methods in UPB courses are in line with ECTS assigned to a certain course. To ensure that both are aligned, **internal and external assessments** are performed on a regular basis. Internally, lecturers are introducing changes in delivery modes, literature and assessment methods in their courses each academic year based on the input they get externally, through periodic **quality feedback provided by the students**. In the second half of each semester, students assess the quality of each course in the UPB they attended by giving feedback on several aspects (course and teacher) including the student perception of whether the assigned ECTS are in line with: 1) what is actually delivered in class and 2) what is demanded through assessment methods. This feedback is effectively communicated to lecturers, and if necessary specific changes in a course curriculum are made to meet standards in delivery modes and assessment methods. Furthermore, as another step, **peer-to-peer feedback procedure is planned** to be developed in this academic year (Action plan in ) . Detailed outlook on the quality assurance process in Chapter [8](#).

UPB Delivery Modes

The UPB is delivered in a full-time mode with the possibility of part-time enrolment³. The UPB is a **standard, in-class study programme** with courses entailing a smaller percentage of online learning mainly delivered on campus in classes (IT labs). As most students are full-time students, the delivery teaching mode is spread throughout the morning and afternoon. The [Rulebook on Study Programmes and Studying](#) defines that part-time students are required to attend 50% of classes compared to full-time students, and teachers are prompted to offer them other ways of covering the course materials instead such as seminars, review papers, individual assignments etc. Working part-time students can get the exemption from attending classes by submitting their full-time work contract – to compensate for the attendance, teachers are instructed to devise other activities such as seminars, review papers, individual assignments etc. Teachers are required to be at students' disposal for 2 consultation hours a week, with one of them being in the afternoon. **Furthermore, professors are required to answer all written student queries within 48 hours of their receipt.**

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


Besides direct teaching activities (lectures, exercises, seminars), ECTSs are allocated to all other activities (individual learning, data analysis, writing homework, preparation for exercise/seminar sessions, conducting field research, reading compulsory and additional literature sources at home and in the FEBT library, etc.). The **instructions** on what is expected within each task are laid out in **course Moodle**. In spring 2020, due to **COVID pandemics**, the delivery mode was changed overnight

³ If a full-time student fails to pass an exam in two consecutive academic years, he/she loses the status of full-time student and the state subsidy. These students can enrol in the part-time study programme in which they bear the costs by themselves.



to **online mode**. FEBT management organized prompt and continuous instructions and support for online delivery through asynchronous and synchronous mode. At the same time, the faculty members made enormous efforts to deliver quality programmes in these new circumstances. The lockdown period was used to introduce more problem-solving and critical thinking assignments in the FEBT curricula. FEBT conducted two student surveys to assess the quality of teaching and student experience in that period. Both revealed that **students were satisfied with the teaching process and the results**. In 2020/21 a hybrid model was implemented at the beginning of the year, and very soon was switched to online teaching due to COVID restrictions. In 2021/22 the programme is delivered in person with a smaller number of hours for large groups in hybrid or online mode, while as of 7th March 2022, all teaching returned to in-class mode.

Before the start of every academic year, lecturers are asked to **revise** (if necessary) their corresponding course syllabi which are then collected by the Expert Associate for Teaching Process and supervised by the Vice Dean for Education. Eventually, all **revised course syllabi** are **approved by the Faculty Council**.

The total sum of ECTS credits for the UPB is 180, which equals 5,400 working hours of student learning engagement. Students complete the UPB by handing in a final thesis. It is a research project where students address and analyse a chosen theoretical concept in a real business context by applying the proper methodology (e.g., secondary data analysis, case study or survey where appropriate). In this process, the student is directly supervised by a mentor who helps them during the work on the final thesis (more details further). Examples of final UPB theses will be available in .

The **international learning process** is stimulated in several ways. Firstly, through the curriculum which covers the international and global perspectives of topics studied; secondly, using the international literature and case studies or research covering the examples from the international scene. Thirdly, through offering courses in the English language taught in cross-cultural environments. The data shows that the number of UPB incoming and FEBT students enrolling in English-taught UPB courses is rising each year. Thirdly, guest lectures from [international firms](#), [renowned scholars and teachers](#) from abroad provide an invaluable international perspective. All these elements assure that students' insights and thinking goes beyond the national borders and includes a global perspective.

Programme Management, Administration and Quality of Student Handbooks in the UPB

The teaching process is directly **supervised by the Vice-Dean for Education** assoc. prof. Smiljana Pivčević. Those under her supervision are the Expert Associate for the Teaching Process (Ms. Katarina Sumić Milković) and the team from the Office of the Registrar. The Office of the Registrar deals with student orientation, enrolment, complaints, and the requirements that affect a student's experience at the UPB. The Expert Associate for the Teaching Process handles everything regarding the structure and delivery of the study programmes and communicates directly with professors/the faculty. All the issues regarding studying and teaching are regulated through the comprehensive [Rulebook on Study Programmes and Studying](#), which defines students' rights and responsibilities during studying. At the time being, programme managers are not in place in FEBT organizational structure. FEBT management is aware that it is not an adequate organizational feature and plans to address it in the upcoming redesign of study programmes.

The **Office of the Registrar** employs four people at the disposal of UPB students throughout their studies. The Office of the Registrar works with students every workday (Monday-Friday) from 9:00 to 13:00. During the enrolment periods (mid-July and late September), the working hours are extended according to the needs of the students. Furthermore, students can request services they might need



from the FEBT's legal secretary, while all legal documents (laws, rulebooks and decisions) are publicly available from the Faculty's website.

When **first enrolled in this study programme**, UPB students are provided with key information about all aspects of studying at FEBT. Furthermore, a brochure is prepared with all the essential academic and non-academic **information for first-year** students available at the FEBT website ([Guidebook for Freshmen](#)) and all the information available on the FEBT website. On the first day of each academic year, **an opening ceremony** is organized. First-year students are greeted by the Dean and FEBT management and introduced to first-year professors, support staff and informed about all opportunities offered during the study on FEBT (Student Entrepreneurship Incubator, student associations, student internship programme, service-learning, Erasmus+ opportunities, etc.). Additionally, in 2021/22 **three short online educations for first-year students were pre-recorded** in Zoom and made available via Moodle platform. Instructions **included three modules**: "High-school pupil vs. student"; "The basics of studying on FEBT", and "Time management and communication skills". After a week, a [quiz with rewards was organized](#) and the best performing first-year students were awarded and greeted by the Dean and Vice-dean for Education.

UPB Assessment Methods

A **wide array of assessment methods** is employed within UPB courses to test whether students have attained the expected ILOs. The methods used are under the discrete choice of lecturers' who had all gone through a compulsory education on designing the assessment methods for achieving ILOs. The education was held by specialized professors in pedagogy. Recently, in February 2022, within the E4 ESF financed project, online education for all FEBT teachers was offered on the subject.

The assessment methods include term project assignments, presentations, seminars, papers, quizzes, tests, written and oral exams, work/practical assignments, and presentations which verify that the ILOs have been achieved (more details in [4.1.](#)). Since the ILOs of the UPB are directly related to the ILOs of the courses that are being delivered within it, **course-specific assessment methods support the achievement of ILOs** of the overall UPB.

In the design of the UPB, emphasis is on **achieving the alignment between ILOs and the assessment methods used** for testing them. To assure that, the Table of constructive alignment was designed for each UPB course ([📁](#)). In each course, a student's attainment of ILOs is **evaluated continuously** during the semester and the final grade is the sum of points/grades which the student achieves through different assessment methods. All courses have a defined set of assessment methods which best fit the nature of a given course ([📁](#), more details in [4.1.](#)) By using a wider range of grading methods, **a more objective and unbiased assessment** of a student's attainment of ILOs can be obtained in a specific course and the UPB in general. Likewise, the goal is to **motivate students to work continuously** throughout the semester and avoid potential alienation if only one assessment method was used, i.e., a midterm or final exam.

The majority of the courses have a form of written and/or oral **exam**, through the design of open-end, multiple-choice, or essay questions. However, the proportion of multiple-choice questions does not exceed 20% of the overall grade, and the individual component in the overall grade is higher than 50%. Examples of exams, project assignments, term papers, and presentations will be provided ([📁](#)). Each **course** has a **clear definition of the passing grade**, i.e., the percentage/points/grade required for passing the exam. If the student fails the exam, they can re-sit the exam. University-level regulations define **four chances to re-sit an exam** during three exam periods throughout the academic year (February, June/July and August/September). Students who are not satisfied with a



grade can retake the exams and file a complaint if they find the assessment not objective/adequate. All the procedures are given in the Rulebook on Study Programmes and Studying.

The UPB ends with a positively graded **final thesis**, the final student assignment required to complete the study programme. FEBTS puts in much effort to ensure the final thesis is of **adequate quality and integrity**. Students choose their mentors between the end of November and mid-February in a two-cycle selection process through ISEF. The elements of the process and instructions are provided in *Guidelines for student thesis writing*, available to all students in Moodle. **Mentors support and guide students in preparing their thesis continuously** throughout the whole writing period through **regular one-on-one consultations**. Furthermore, the FEBT library organizes **courses for preparing student assignments** and is at disposal for any help. **University-wide support** is provided through various classes and workshops, such as the [Academic writing course](#) within the SEA-EU alliance offered to UPB students. In conjunction with this, a lot of effort is put into the **mechanisms to prevent potential plagiarism situations**. Thus, **anti-plagiarism software Turnitin** is acquired, and its usage is **required before the thesis submission**. It is also used for assessing other student papers within individual courses. FEBT's internal documents clearly define the stance towards plagiarism and intellectual property violations - [Rulebook on Student Disciplinary Actions](#) defines plagiarism as a severe student's obligations breach and lays down the procedure and potential sanctions in case of its detection. The procedure is conducted by the Disciplinary Committee consisting of Vice Dean, two professors and two students) and involves a hearing and appeals procedure. Other details on the UPB thesis procedure are outcomes in [4.1](#).

Chapter 3: UPB Programme Delivery & Operations

3.1. Student Recruitment

Enrolment into the first year of every public undergraduate study programme **in the Republic of Croatia is conducted through the [Central Applications Office - CAO](#)**, which conducts state matura exam. As most potential candidates are fresh high school graduates, FEBT does not apply work experience related criteria in ranking the candidates. Following the results and rankings of candidates on state matura exam, FEBT conducts enrolment of students in accordance with announced enrolment quotas. In this sense, FEBT announces [detailed instructions for the enrolment process](#).

To evaluate the effectiveness and purposefulness of its recruitment process, **FEBT continuously analyses the entry profile of the student body** (Table 7). In the last three years, enrolment numbers are stable, average high school grade and UPB as a high school graduates' first choice both show a positive increasing trend, whereas the percentage of high school graduates coming from gymnasiums is decreasing. FEBT is aware of the limited number of potential future UPB students on UPB's target market and thus the lack of a more desirable entry profile of the UPB student body, all caused by the **unfavourable context and declining demographic indicators** in the Republic of Croatia and neighbouring countries. In conjunction **with the rising competition** (details in [1.1](#)), this leads to a smaller pool of high school graduates as UPB's target market. For instance, in the last five years, the number of high school graduates decreased by 11.65% in the Republic of Croatia and FEBT's closer surroundings (Splitsko-dalmatinska County) by 9.45%. Therefore, **FEBT management places great attention on broadening UPB's target market with its significant internationalization efforts and the delivery of UPB in the English language as an ultimate goal**. The main goal is to start with the UPB programme in English language respecting the prescribed procedure by the Ministry of Science and Education. FEBT regularly organizes induction events for new UPB students at the start of the new academic year, entitled '*Orientation day for freshmen*'. Due to the COVID-19 restrictions, FEBT organized this event virtually in the academic year 2020/2021.



Table 7 Entry profile of the UPB's student body

Academic year	2018/2019	2019/2020	2020/2021	2021/2022*
Number of applicants	738	696	677	n/a
Enrolment numbers	243	255	254	245
Gender (% of women)	62.1%	65.6%	66.1%	62.4%
Average grade – high school	3.83	3.86	3.97	n/a
UPB as a first choice	241	239	250	n/a
# coming from gymnasium	95	114	91	102
# coming from other schools	148	143	163	152
# with Math level B	182	182	228	n/a
# with Cro level A	243	255	254	245
# with Eng level A	243	255	254	245
% of students outside Croatia	6.94%	7.17%	2.16%	3.29%

* Due to the autumn enrolment terms, Central Applications Office – CAO has not yet finalized data for 2021/2022.

At the beginning of the academic year 2021/22, respecting regulations related to COVID-19 restrictions and COVID-19 digital certificates, [the event was organized as a combination of a live in-person event in FEBT's large amphitheatre hall](#) and online *Welcome* event ([YT link](#), [YT link](#), [YT link](#), [YT link](#)). At this event, FEBT management speaks to the students, explains what it means to study at FEBT, the possibilities and responsibilities for students, and acquaints them with the most important logistical support and orientation. Additionally, the representatives of the Library, the International Office, Office of the Registrar, SEI, and student organizations also speak to students on the event. Both students and UPB faculty attend during this event so students can actually meet the teachers they will be seeing during the first two semesters. For the purposes of UPB students' successful integration, at the event, an **orientation guide/brochure** entitled ['Guide for FEBT's first-year students'](#) is disseminated to them, and together with [FEBT's buildings and halls virtual tour](#), made available on FEBT's website. Prompted by FEBT management, Student organization representatives organized tours for first-year students in 2021, presenting halls, Library, offices, restaurants, coffee shops, etc.

3.2. Pedagogy

To transform young talents into skilful business professionals prepared to face the global business world, UPB tries to achieve an **optimal balance between academic and practitioner-oriented perspectives** in its programme structure and within every single course.

In conducting its teaching process and ensuring a full experience of value-added education for its students, **UPB deploys a range of different teaching and learning methods**. Furthermore, in the last three years, **FEBT has made significant efforts in improving and innovating** its UPB and GPB study programmes' delivery methods. To gain insights into the **achieved effects**, FEBT has conducted an **in-depth analysis at the start of 2022**. (Table 8). Apart from traditional lecturing, on many courses, students have scholarly papers that are part of its core or supplementary reading, discuss and critically reflect short domestic and international case studies and business vignettes, work in teams on problem-solving assignments and students projects, solve self-evaluation quizzes at the end of the class, etc. The entire teaching process is supported by e-learning platform Moodle through which students, using their personal e-account, can easily access course-related information, learning materials, assessments and interact with faculty if they have any questions or unresolved issues. Due to the **COVID-19 pandemic**, the e-learning platform Moodle, combined with Zoom, MS Teams and Kahoot applications, served as a basis for the teaching process. In this sense, **FEBT's management, supporting departments, and UPB faculty invested significant efforts** to deliver UPB's lectures and overall content to its students **as close as possible to live in-person teaching experience**. FEBT management has continuously monitored and made quick adaptations in the organization of the entire teaching process following ever-changing COVID-19 restrictions. Supporting departments



(Library, International Office, Office of the Registrar) all function(ed) in online mode with increased availability to UPB students. **Faculty made a significant adaptation** in courses' syllabuses, teaching methods, teaching materials and assessment methods under online learning mode, accompanied with increased availability to students via digital communication technologies. Recording and uploading of lectures, live Zoom video lectures, more detailed teaching materials with additional notes and explanations uploaded on Moodle platform, and a **stronger emphasis on students' critical thinking and project work**, as a method of courses' learning outcomes assessments, are some of the most notable adaptations made by UPB's faculty.

Table 8 Various aspects of UPB/GPB programme delivery (📁)

Innovation in teaching and/or learning methods - 1 st time implementation of method on the course in last three-year period (2018/2019-2020-2021)	Quizzes and self-evaluation quizzes	↑ 17.4%
	Additional reading, presentations and critical reflections (seminars, discussions, forums,...)	↑ 12.9%
	Case studies	↑ 10.6%
	Video materials	↑ 9.9%
	Student projects and practical teamwork	↑ 7.6%
	Guest lectures	↑ 6.8%
	Use of specialized software	↑ 5.3%
	Other	↑ 29.5%
	Total	100.0%
Structure of used student-centered teaching and/or learning methods on UPB/GPB courses	Student project papers	16.3%
	Practical assignments	15.3%
	Case studies	14.9%
	Students' teamwork	14.1%
	Writing and presenting seminar papers	12.4%
	Discussions/critical reflections	10.0%
	Self-evaluation quizzes	8.3%
	Other	8.1%
	Total	100.0%

One dimension that UPB strongly emphasises in its delivery modes is **student-centred learning**. Thus, in many UPB courses, traditional teaching, with PowerPoint and a writing board, is only one part of the classroom experience. Many lectures use quizzes (often on a weekly basis on Moodle platform), so students can continuously monitor their level of attained knowledge. In addition, students are regularly required to discuss the key theoretical concepts and business situations between themselves, moderated by teachers if necessary. Case studies, on which UPB faculty heavily relies on as a teaching and learning method, have proven to be a very useful tool for student-centred learning since they stimulate students to discuss, develop critical thinking skills, and offer solutions that are applicable in real-world business situations (e.g. *Business Information System, Management, Strategic Analysis*). Similarly, in classroom assignments, term papers, and group project assignments, students are required to form a group, perform group work for a specific period of time (in classroom or outside the classroom, lasting 1-hour or maybe 1, 2 or 3 months), tie key theoretical contributions to real-world business situations and context to make grounded business decisions, and to reflect, usually via written or oral report, on the validity of their choices (e.g. *Consumer behaviour, Product Management, Enterprise Organization*). In this way, students' teamwork, communication, collaboration, individual and group decision-making, planning, organization, and presentation skills, are developed and nurtured. While performing mentioned learning activities, students receive instant feedback from their peers. They are challenged to perform self-organization, self-control, self-reflection and social awareness activities, leading to **social-emotional learning as a pillar of student-centred learning**. Related to this, UPB's elective options of **student internship programme and service-learning internship programme** are also notable examples of student-centred learning. The concept of teaching assistants aims to put additional focus on students and student-centred learning by



providing counselling and helping students attain learning outcomes from different (students') perspectives. The cohort of the most successful students-around 25-30 annually on UPB and GBP-are hired by FEBT through announced student job competition to assist faculty in teaching activities.

FEBT continuously works at improving its study programmes and teaching experience for its students, and UPB and its students are no exception. **FEBT management makes and updates a number of decisions and guidelines** for UPB faculty to ensure that the **teaching process** takes place **on a standardized and high-quality level**, with the use of effective teaching and learning methods. Mentioned decisions and guidelines include decisions on minimum weekly consulting hours, students' e-mail/Moodle message response time, students' work assessments response time, guidelines on course syllabus' necessary elements, its design and desirable teaching and assessment methods, guidelines, important dates and deadlines on mentoring UPB students, etc. This **administrative agility** was especially important (and still is) during the COVID-19 pandemic. Further, **FEBT allocates annual funds for each faculty** for his/hers scientific and professional training needs and disseminates to its faculty, by e-mail, all available **information on pedagogy and teaching methods related events, opportunities and invitations**. To this purpose, FEBT has distributed updated guidelines and resources for using e-platform Moodle (although in 2017 UPB faculty had extensive training and workshop on this matter), directed UPB faculty to attend webinar *Teams for Education in Higher Education* in 2020, organized by the Ministry for Science and Education and University of Zagreb's Computing Centre, and at the beginning of 2022 organized education for UPB faculty entitled *Improving teaching competencies for higher education teachers*, as a part of ESF founded project *Excellence and Efficiency in Higher Education in the Field of Economics (E4)*. Additionally, **students are assessing UPB's faculty** every semester for their teaching performance and course organization (📁). If necessary, FEBT management, on the basis of conducted analysis and conclusions made by FEBT's Quality Assurance Committee (📁), has constructive conversations with individual professors to improve their teaching approach and methods. Additionally, UPB students, upon their graduation, complete exiting questionnaires and reflect on important aspects of studying at UPB. Summary results of both evaluations made by students, indicating a very high level of satisfaction of UPB students with UPB's faculty teaching quality, course and programme organization and delivery, and a high level of satisfaction with available resources, supporting services, extracurricular activities are in Table 9.

Table 9 Students' assessment of the quality of UPB delivery methods and supporting resources*

Type of assessment	2018/2019	2019/2020	2020/2021
In semester questionnaire on course's teaching methods and organization	4.7	4.6	4.7
Exiting questionnaire on UPB content, delivery modes and supporting operations and resources	4.0	4.0	4.1

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

FEBT has defined guidelines for learning outcomes' definitions, syllabus structure and the range of disposable and desirable **teaching and assessment methods**. In this sense, every UPB course's syllabus is [publicly available in Croatian and English language on FEBT's website](#) and contains course's objectives, enrolment requirements and competencies, one overall and four to seven specific learning outcomes, weekly class content, applied teaching and assessment methods, students responsibilities, list of required and optional literature and applied quality assurance methods. **Courses' learning materials have a strong emphasis on practical and international perspectives**. They include **contemporary literature** (textbooks preferably and predominantly up to 5 years old), supplemented with faculty's Powerpoint presentations (handouts), practical examples and assignments, additional readings in terms of academic and professional articles and empirical contributions such as short case studies, business vignettes, video-materials, etc. Apart from textbooks available in FEBT's Library, large



majority of learning materials are in the form of MS Word, MS Excel and Adobe PDF documents, uploaded on Moodle platform and accessible via Internet sources (articles, case studies, certain number of international textbooks, etc.), and made available in FEBT's photocopy shop. Having in mind that UPB courses put a strong emphasis on additional, often international learning materials and literature in delivering its contents and achieving stated learning outcomes, FEBT's Library offers UPB students free access to all important databases such as *Web of Science*, *SCOPUS*, *Science Direct*, *Emerald e-Journals Premier*, *JSTOR Business*, *Springer*, *Wiley*, *Cambridge Journals*, *Oxford journals*, *ProQuest - ABI/INFORM Complete*, *Directory of Open Access Journals*, and direct access to around 150 scientific journals and professional magazines. These resources can be accessed by UPB students from FEBT's network and Library premises.

3.3. Personal Development of Students

FEBT pays a lot of attention to providing adequate support to its students regarding the quality of studying and developing learning skills. On the level of each UPB course, **teachers monitor and evaluate students' progress in** class and out-of-class activities, predominantly on a weekly basis (practical assignments, teamwork, students' projects, quizzes, etc.), and **provide feedback to students**. Students' progress throughout their UPB study is being monitored on individual basis in the **Office of the Registrar** in the form of a **personal file with personal information** and data related to enrolled courses, the number of times students have sat every course exam, list of courses being passed, number of earned ECTS, the average grade of UPB study, requests being made by students, formal decisions related to student's status and study progress, etc. (📁). To offer its students individual advisory and counselling services related to their studying and career development, **FEBT is committed to institutionalizing these services** within the house, as a part of FEBT studying experience. For this purpose, at the beginning of 2020, FEBT has made a formal decision of establishing the **FEBT Centre for Career Development** (📁) and adopted the accompanying *Code of Conduct* (📁). Due to the ongoing policy of 'significant restrictions and bans on opening new positions' employed by the Ministry, accompanied by the required and time-consuming administrative procedure of opening new positions, FEBT is still 'on hold' awaiting the requested new position in the *Centre for Career Development*. Related to this, FEBT has made all organizational and job design arrangements for the new position and has received encouraging feedback from the Ministry, and thereby expects for the *FEBT Centre for Career Development* to be up and running in the coming months. Until then, a segment of the foreseen activities is delivered by the Student Business Incubator. Apart from the upcoming *FEBT Centre for Career Development*, UPB students, through the University of Split, can request and receive counselling and specific services in the offices and centres:

- Office for Disabled Students,
- University Student Associations,
- Student Counselling Centre,
- Career Centre,
- Medical Counselling Centre,
- Psychological Counselling Centre,
- Legal Counselling Centre,
- Centre for Interreligious Dialogue.

Additionally, **FEBT management employs an informal 'open door' policy** by which UPB students are encouraged to turn to the Vice-Dean for Education for remedial guidance in the case of any major study and learning-related problems. This policy is also translated to and employed by UPB's faculty.

UPB programme design, in accordance with its general and generic learning outcomes, pays great attention to developing a balanced portfolio of skills that students need to be competitive in the global marketplace. Introductory courses are designed to familiarize students with basic business and economics concepts (**the holistic aspect**), whereas six concentrations lead to more specific and in-depth knowledge of specific areas of business (**the functional aspects**). These aspects and areas are horizontally connected with **horizontal skills** such as: 1) explicit argumentation and presentation of



attitudes, ideas and problem solutions, 2) analysing business problems by applying quantitative methods and ICT, 3) developing communication and cooperation in culturally different business environments and 4) solving business problems by respecting ERS principles. In this sense, five compulsory courses related to quantitative methods (e.g. *Mathematics, Statistics, Quantitative Methods in Management*) equip UPB students with **required quantitative analytical skills**. *Information technologies* course develops the ICT skills of future UPB graduates, whereas three compulsory Business English courses equip UPB students to effectively communicate in culturally different business environments. Apart from UPB's various courses, their teaching and learning methods and emphasis on practical and international perspectives, which all contribute to the development of some aspects of listed horizontal skills, special attention is given to enhancing students' teamwork effectiveness, creative and critical thinking, planning and problem-solving skills and project management methodology. Namely, compulsory course *Workshop I*, with its content focused on nominal group technique, brainstorming method, and world café method, followed by compulsory course *Workshop II*, with its content related to project management methodology essentials, quality circle technique, cost-benefit analysis and benchmarking, aim at developing listed horizontal skills of UPB students, which they can effectively use in their upcoming, more concentration-related courses and student obligations. Optional courses such as *Business Communication, Business Information Systems*, and *Business German/Italian language* provide additional sources for developing UPB's horizontal skills. In this sense, elective courses *Student Internship* and especially *Student Internship - Service Learning* aim at developing horizontal skills of applying general concepts to practical situations, contributing to the community, respecting ERS principles and being aware of a broader context.

UPB, with its programme design and applied delivery modes on the level of specific courses, strives to **install individual and team student project work as an integral part of achieving intended learning outcomes**. Student project papers, performed individually or as a team effort, is the leading mode of student-centred learning (see Table 8). UPB students are required to perform other learning activities that are project-oriented in their nature, such as practical assignments and preparing and presenting seminars, which require students to perform short-term project work lasting several days or weeks. On UPB study programme, special attention to practical project work and work-based learning is provided through **Student Internship** and especially **Student Internship - Service Learning courses** (details in 1.1.). Both programmes received **highly positive feedback from students** regarding student assessments (*Student Internship* – grade increased from 4.5 in 2018/19 to 4.79 in 2020/21; *Student Internship - Service Learning* – average grade in three year period is 4.46) (📁).

Table 10 Students, mentors and organizations employers on UPB's Student Internship and Student Internship - Service Learning courses

	2018/2019	2019/2020	2020/2021	2021/2022
Student Internship				
Number of students enrolled	28	23	8	39
Number of faculty mentors allocated	19	16	7	n/a*
Number of chosen companies employers	26	22	21	77*
Student Internship - Service Learning				
Number of students enrolled	Pilot project	20	29	22
Number of faculty mentors allocated		14	14	20
Number of chosen NGOs/CSOs employers		21	14	16

*The allocation and selection process is still underway, thus the data on the UPB faculty mentors being allocated is not finalized, whereas 77 is the number of companies employers (pool) for students to choose from.

Special attention has also been paid to **extracurricular activities**. Students who have entrepreneurial preferences and ideas are free to join the Student Entrepreneurship Incubator (SEI) Academy and undertake a series of lectures and seminars that are aimed at developing key skills



necessary for managing an entrepreneurial venture (i.e., creation of a business model, designing a marketing and financial plan, etc.). In addition, in cooperation with SEI, FEBT organizes a series of workshops and classes aimed at developing advanced business and entrepreneurial skills of UPB students (founding an entrepreneurial venture, scaling up a start-up business, financing an entrepreneurial venture, etc.). More on the success of SEI in the broader context is presented in [1.1](#). In total, **FEBT and SEI have delivered 98 specialized lectures and seminars** to UPB students in the **period 2019-2021**, covering areas of personal development and business skills and specific topics in digitalization, management, marketing, project management, finance and innovation (details in [6.3](#)). Some of the notable lectures and seminars include (📁):

- *Leading virtual teams in global environment* (Mr. Nikša Pivac from Ericsson)
- *Everything I wished I knew about Leadership when I was starting out* (Mr. Michael Anderson from Anderson)
- *How to network efficiently and effectively* (Mr. Michael Freer from Ensoco)
- *Creating content on social networks* (Mrs. Ivana Jalić from Laureli Corner)
- *Rewards and bonuses ensure successfulness for every project – Truth or myth?* (Mr. Alan Mirko Poldrugač from SAP Croatia)
- *Innovation workshop* (Mr. Goran Škugor and Mr. Toni Mastelić from Ericsson)
- *Confident Presenting in a Real & Virtual World* (Mr. Peter Hopwood from Hopwood Speaker Coaching)
- *Flash your employer with the best resume and application!* (Mrs. Maja Frapporti-Roglić from Center for Career Informing and Counselling – Croatian Employment Service)

The trends of delivered lectures (from 7 in 2019 to 75 in 2021) and students' attendance (over 2500 UPB & GPB students) are very promising, indicating **vivacious extracurricular activity at UPB FEBT**.

3.4. International Aspects

The UPB programme was initially designed as a study programme delivered in the Croatian language and aimed at domestic students. However, UPB has changed its nature over the years in terms of international content offered and **gained much attention from international students**. FEBT still does not run full-time UPB in the English language for various reasons, with the Ministry's regulations and limitations on the hiring of FEBT faculty and enrolment numbers being the leading ones. However, respecting the necessity of opening to the international student market and gaining international relevance, **FEBT is determined to introduce the UPB programme in the English language as soon as possible and has taken the necessary steps in that direction**. The detailed analysis and major redesign of the UPB study programme are underway, and the first significant milestone has been reached. The appointed Working group, counting eight UPB professors as team members, has produced the *Analysis of the successfulness of the current UPB study programme*, which is the basis for the upcoming major redesign of the UPB study programme scheduled for the spring and summer months of 2022 (📁). The process will then continue in a more legislative manner with sending the official proposal to the Ministry of Science and Education for evaluation of the redesigned programme, Recognizing the urging need for further improvements at FEBT and UPB, **FEBT's new management**, while running for office in April of 2021, in its *Work programme* and accompanying **Action plan emphasized five priority areas**, for which significant improvements are to be made in their three-year mandate (October 2021 – October 2024) (📁). From the mentioned five areas, 1st is directly focused on the UPB study programme and its international aspect: **1) The improvement of FEBT's study programmes with international relevancy and compliance with social needs**. FEBT's new strategy for the period 2021-2030 is expected to build strongly on the *Action plan* and especially on the area of UPB and GPB programmes' internationalization.



To deliver an international learning experience to its UPB students, UPB faculty relies on its significant international education and training insights and experience. **Faculty mobility, incoming and outgoing, was very active for years** but was heavily affected by COVID-19 (Table 11). In this sense, mobility numbers have started to show signs of recovery as the COVID-19 uncertainty and threat decreases. FEBT, with the participation in the SEA-EU European University project, has participated in a pilot project of online teaching collaborations called *Bilateral classrooms* (details in [1.1.](#)). In 2020, teacher Joe Schembri, PhD from the University of Malta, delivered 15% of lectures on one course, and 20 students attended the lectures. For the spring semester of 2021/22, cooperation with the University of Gdansk on virtual incoming and outgoing mobilities was agreed on. One additional virtual mobility was realized in winter semester 2021/22, whereas two more are scheduled for the spring semester.

Table 11 UPB and GPB faculty mobility

FEBT faculty international education and specialization	27% have earned their MSc or PhD abroad			e.g. Harvard University, SAD; Temple University, Philadelphia, SAD; University of Colorado, SAD; University of Strathclyde, Scotland; Staffordshire University, UK; Vienna University of Economics and Business, Austria; Ludwig-Maximilians Universität Munchen, Germany; Università degli Studi di Siena, Italia		
	62% have been on training and/or further teaching and scientific specialization on faculties and business schools abroad					
Mobility	Incoming			Outgoing		
	2018/2019	2019/2020	2020/2021	2018/2019	2019/2020	2020/2021
	35	10	16	34	15	6

UPB and GPB, as two closely related study programmes, **offer 30-35 courses yearly to be delivered in English**, which account for almost three-quarters of all FEBT courses being offered in English (Table 12). Incoming UPB students can choose from both the UPB and GPB list of available courses. From the number of offered courses in English, 70-75% is actually delivered to domestic and international students. In the academic year 2021/22, UPB and GPB had offered 31 courses and 24 of them are and will be delivered in the English language during the year. In the last two years, COVID-19 pandemic has taken its toll on the number of FEBT courses being delivered in English, within which UPB and GPB courses have recorded a minimum decrease of the courses not being delivered - just several of them. Nevertheless, the **numbers shown in Table 12 are significantly higher than the same numbers in the academic years preceding the 2019 SAR.**

Table 12 Number of courses offered and delivered in the English language

	2018/2019	2019/2020	2020/2021	2021/2022
Total FEBT offered	44	46	45	43
UPB & GPB offered	32	35	33	31
Proportion of the total FEBT offered	72.7%	76.1%	73.3%	72.1%
Total FEBT delivered	37	37	36	24
UPB & GPB delivered	27	28	25	24
Proportion of the total FEBT delivered	73.0%	75.7%	69.4%	70.6%

Thus, a **diverse mix of students and international mindset is a part of UPB study programme context and delivery.** In this sense, 3%-7% of UPB students (depending on the year and COVID-19 restrictions) come from neighbouring countries, such as Bosnia and Herzegovina, and enrol UPB programme in the Croatian language. International students are also very present in the UPB delivery context, as UPB attracts many coming through international exchange programmes. Namely, FEBT places a strong emphasis on enhancing its students' learning experience and international perspective through **international exchange programmes.** The majority of exchange flows (incoming and outgoing) occur through the Erasmus++ and CEEPUS platforms. Erasmus+ is the most important exchange programme for FEBT, with 70 HEI partners from 20 countries. The most notable partners for the UPB study programme are: Poznan University of Economics and Business (EPAS



accredited), Wroclaw University of Economics, Poland (EPAS accredited); University of Lisbon, Lisbon School of Economics and Management, Portugal (AMBA accredited); University of Ljubljana, Faculty of Economics (Triple crown accredited), Slovenia; University of Maribor, Faculty of Economics and Business, Slovenia (ACBSP & AACSB accredited), University of Sarajevo, School of Economics and Business (EPAS and AACSB accredited).

Table 13 Student mobility and Croatian students enrolled in courses delivered in English 

	2018/2019	2019/2020	2020/2021	2021/2022
Mobility				
UPB outgoing	12	4	9	13
% of total FEBT - undergraduate level	57.1%	66.7%	90.0%	72.2%
UPB incoming	52	55	49	80
% of total FEBT - undergraduate level	96.3%	94.8%	89.1%	92.0%
Ratio of UPB incoming vs. UPB domestic students	1:5	1:5	1:5	1:3
UPB students mobility structure by country	Incoming students 2018/2019-2021/2022		Outgoing students 2018/2019-2021/2022	
Portugal	40	16.9%	12	31.6%
France	37	15.7%	1	2.6%
Spain	33	14.0%	2	5.3%
Poland	25	10.6%	1	2.6%
Italy	16	6.8%	4	10.5%
Germany	13	5.5%	/	/
North Macedonia	8	3.4%	/	/
Latvia	7	3.0%	/	/
Slovenia	6	2.5%	/	/
Ireland	6	2.5%	/	/
Azerbaijan	6	2.5%	/	/
Lithuania	6	2.5%	/	/
Belgium	4	1.7%	/	/
Bulgaria	3	1.3%	2	5.3%
Slovakia	3	1.3%	/	/
Austria	2	0.8%	4	10.5%
Czech Republic	1	0.4%	7	18.4%
Estonia	/	/	2	5.3%
Other	20	8.5%	3	7.9%
Total	236	100%	38	100%
Croatian students enrolled in courses delivered in English				
UPB and GPB	39	95	165	344
% of total FEBT	67.2%	67.9%	87.8%	91.2%

The ratio of incoming international students who enrol in courses delivered in English vs. domestic students is 1:5, to even 1:3 in the academic year 2021/22 (Table 13), showing a very positive trend. **The number of incoming students** who enrol in UPB courses in English, except for COVID-19 restrictions effect in 2020/21, shows a great increase in the last four years from around 50-55 to 80 incoming students (**54% increase**). **The number of outgoing students** is modest and stable, showing **an increase and very positive trend** after the COVID-19 effect in 2019/20 (summer semester) and 2020/21. Nevertheless, FEBT, among other aspects, recognizes this as an area for further improvement in the upcoming time. From Table 13, it is evident that the largest number of UPB incoming students come from **Western European countries such as Portugal, France, Spain, Italy, Germany, etc. (63.5%)**. The same can be said for the destination countries of UPB outgoing students (60.5%). Apart from mentioned countries, a very significant incoming mobility country is Poland, whereas along with Portugal, the Czech Republic is the most popular outgoing mobility country. During the last three years, most mobility was on a study basis while 14 UPB and GPB students in total went for an internship abroad (this can be considered a slight increase compared to 2019 SAR data).



As evident from Table 13, UPB student mobility and UPB and GPB students who enrol in courses in English are a cornerstone of FEBT's overall mobility and international context profile and results, indicating the crucial importance of these two study programmes for FEBT. In this sense, **very high students' assessment grades** on the teaching quality and overall organization of delivery on **courses delivered in English language** (Table 14) indicate a **high-quality approach and dedicated way** of delivering these courses by UPB faculty. These results further provide **evidence on how important and top priority this aspect of UPB programme delivery is for FEBT** and its future orientation to introduce the UPB programme in English.

Table 14 Students' assessment of teaching methods and organization of UPB courses delivered in English * 


Type of assessment	2018/2019	2019/2020	2020/2021
In semester questionnaire on course's teaching methods and organization - courses delivered in the English language	4.4	4.8	4.8

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

The number of Croatian students that enrol courses delivered in English increased dramatically in the last four years from 39 to 344 (**an increase of almost 900%**), showing that FEBT's goal of introducing UPB in the English language has a sound basis not solely for international, but also for the domestic student market. These numbers also indicate that **FEBT efforts through marketing campaigns** to promote international exchange programs and student mobility and promote the benefits for domestic students of enrolling courses in English have **produced very positive results**. In this sense, FEBT has undertaken the following marketing efforts:

- Testimonials of former incoming students via FEBT official [website](#) and [YouTube channel](#);
- Promotional posters and announcements (official website and FEBT building lobby area), especially in September at the start of a new academic year, focused on:
 - a) providing information on incoming and outgoing student mobility and their benefits,
 - b) encouraging domestic students to enrol the courses in English by emphasizing several benefits (e.g. benefit such as that enrolling courses in English carries additional bonus points for students who plan to enrol to outgoing mobility programme in the future ([brochure](#));
- *Erasmus Thursday* – launched in 2020/2021 to collect and disseminate incoming students' experiences of studying at FEBT, acquiring cross-cultural skills, international perspective and global awareness, and living in Split.

FEBT will continue and enhance its marketing efforts to attract more foreign and domestic students to its UPB and GPB study programmes and its English language lectured courses.

One of the main goals of the UPB study programme is to educate skilful professionals by offering them an adequate mix of academic, practical, and international content to prepare them for the global business world. Therefore, UPB strives to internationalize the learning experience of its students. Apart from courses being offered and delivered in English, the **large majority of UPB courses include a significant amount of international learning content**, as evidenced in course syllabi's compulsory and optional literature, which heavily relies on international textbooks and papers, Powerpoint/handout materials which are partially based on international contributions, case studies and business vignettes on foreign companies, video materials of predominantly international origin and in English, etc. According to the in-depth analysis conducted by FEBT at the beginning of 2022 () , on average, **44% of learning content on UPB and GPB courses is of international origin** (used literature, assignments, case studies, video materials, etc.), whereas **on average 56% of references used in UPB and GPB student papers are international titles**.

To further increase international content in its UPB study programme, in 2021, FEBT launched a **new speaker series entitled 'From a scientific point of view'**, in which prominent scholars with substantial



international scholarship and background deliver lectures to UPB students. This lecture series serves as a basis for identifying, further recruitment, and formalising relations between these foreign lecturers and the FEBT, primarily through the Ministry of Science and Education's [Project of returning Croatian scientists to their homeland](#). Within this project, FEBT is currently in the process of **recruiting one international faculty member on a full-time basis**. The professor is expected to be part of FEBT faculty before the next academic year. **The initial plan to bring six international faculty to teach part-time at UPB was unfortunately not achieved, primarily due to the COVID-19 pandemic**, during which the recruitment and implementation of the previously mentioned national Project was significantly slowed down. However, international experience has been a significant criterion in recent hiring (employment of the Assistant professor with PhD from Austria). Yet, the Ministry of Science and Education has a restrictive legislative framework and policy of limiting new faculty employment (previously mentioned project being an exception). Nevertheless, as the lecture series '*From a scientific point of view*' is introduced as continuous addition, the formed network of international scholars continues to be a very active, beneficial and value-added option to UPB programme delivery. **The network has grown to 23 international scholars** that are planned to deliver lectures on courses to students at UPB and GPB study programmes (usually one to two 90-minutes lectures per specific course; up to 10% of course timetable). FEBT continues to actively work on its initial plan of bringing international faculty to teach part-time on its UPB and GPB study programmes, thereby further internationalizing UPB and GPB study programmes.

Additionally, as a part of '***In relation to business practice***' lectures series, also launched in 2021, prominent **practitioners with international business backgrounds delivered lectures** on UPB courses. Some of the lectures from both series are planned and delivered as a part of standard course lectures' timetable and are treated as additional high-quality content on the course with a strong international perspective. Often, these lectures are part of a student's learning outcomes assessment by the teachers. On the other hand, some lectures within both lecture series, with broader and overarching topics, are not course bounded and are open to all UPB and GPB students (Table 15). As a result of UPB faculty's private connections, a certain, **smaller number of lectures (up to 20) were also held by international scholars and practitioners** on UPB courses in the last three years.

As a part of their extracurricular activities, students from the **UPB are encouraged to attend various workshops/presentations/lectures organized through FEBT and delivered by international scholars and practitioners**. Another valuable international content offered to UPB students is a *Series of international webinars on current economic topics* (e.g. [webinars](#)), where UPB students could listen to foreign experts share insights on contemporary topics. Due to the COVID-19 related restrictions, these series and those previously mentioned were delivered using the possibilities of digital technology (primarily Zoom lectures). [CERGE-EI Foundation's Distance Learning Programme](#) is another option for UPB students in which they can take specialized, advanced subjects to strengthen knowledge and comparative advantage in the labour market. Further, starting from 2017 *European Documentation Centre* offers to UPB students publications, lectures and other events related to EU, internationalization, and international relations topics, thereby enhancing the cross-cultural and international mindset of UPB students. Finally, UPB students can enter the available competitions, conferences, and internships to deepen and demonstrate their knowledge against regional and international competition. For instance, in 2021, three FEBT students have made it to [The CFA Institute Research Challenge EMEA Regional Semifinal](#).

To tackle UPB's internationalization challenges on a strategic level, FEBT has established a **Strategic Advisory Board (SAB)** consisting of renowned academics coming from institutions like MIT, LSE, CalTech, Cardiff University, Free University of Amsterdam, Leeds University. The role is to assist



in developing corporate and institutional relationships nationally and internationally and help to increase the contributions of practitioners, including direct contact with FEBT staff and students. Apart from activities of counselling and broadening the FEBT's cooperation network, SAB is very active in FEBT's summer schools, previously listed lecture series and in communication and cooperation with FEBT management and faculty.

Table 15 Notable international content (outside of courses' official syllabi) available to UPB students 2019-2022 

<p>'From a scientific point of view' lecture series (ongoing from 2021) Class attendance: 10 to over 100, course dependent</p>	<ul style="list-style-type: none"> o <i>The potential for revitalization of rural areas through migration of socio-economic active population</i> (Mrs. Ana Vuin, PhD from College of Indigenous Futures, Arts and Society – CIFAS, Charles Darwin University, Australia); o <i>Publishing in top tier journals: A workshop to share learning experiences, success stories, and mistakes</i> (Mr. Ante Glavaš, PhD, Grossman School of Business, University of Vermont); o <i>Creating unique sensory associations with brands: the challenge of perception</i> (Mrs. Katherine C. Sredl, Quinlan School of Business, Loyola University of Chicago)
<p>'In relation to business practice' lecture series (ongoing from 2021) Class attendance: 10 to over 100, course dependent</p>	<ul style="list-style-type: none"> o <i>Opportunities and challenges of Project Management Discipline - Recognized leaders that drive quality, efficiency and strategic changes</i> (Mrs. Božena Cvitanović, Head of PMO at Atos IT Services and IT Consulting, France); o <i>The role of customer experience and data analytics in segmentation and positioning</i> (Mrs. Tajana Stanković, Vice President - Customer Experience Manager at Swiss Re Group, Zürich, Switzerland); o <i>What is the purpose of HRM in contemporary tech companies</i> (Mrs. Tanja Slišković, Senior Organizational Behavior Scientist, Zalando, Germany)
<p>Series of international webinars on current economic topics, in cooperation with ERSa Croatia (Croatian Section of the European Association of Regional Studies)</p>	<ul style="list-style-type: none"> o <i>The segregated city - A Nordic overview</i> (Mr. Ryan Weber and Mrs. Shinan Wang, Nordiege, Norway); o <i>Tourism, smart specialization, growth and resilience</i> (Mr. João Romão, PhD, Int. Tourism and Business, Yasuda Women's University, Japan); o <i>Nordic perspective of resilience in post-corona world</i> (Mr. Alberto Giacometti and Mr. Jukka Teräs, Nordiege, Norway); o <i>Institutions and the fortunes of territories</i> (Mr. Andrés Rodríguez-Pose, PhD, London School of Economics, UK); o <i>Carrying capacities in the post-corona period</i> (Jan van der Borg, PhD, Ca 'Foscari University of Venice & program director of OC Toerisme at KU Leuven, Italy/Belgium)
<p>CERGE-EI Distance Learning Programme attendance: 7-22</p>	<p>Courses delivered in English (20 contact hours) at FEBT by main instructors from Prague (CERGE-EI) and local instructors from FEBT faculty. Offered courses in 2021/2022 are: <i>Comparative Economic Systems - Transition Economics, Innovation Economics, Behavioral Economics, Education Economics, Financial Markets, Health Economics, Intro to Data Science, and Labour Economics 2</i></p>
<p>European Documentation Centre network</p>	<p>Presentations and lectures on the topics of the EU, internationalization, and international relations that are aimed at both graduate and undergraduate students' enhancement of a cross-cultural and international mindset.</p>
<p>Student competitions, conferences and internships</p>	<ul style="list-style-type: none"> o <i>The CFA Institute Research Challenge</i> (USA) - annual global competition that provides students with hands-on mentoring and intensive training in financial analysis and professional ethics. o <i>AI in ESG competition</i> (Poland) - dedicated to business students in Europe that would like to join and participate in this initiative. Each team consists of 2 to 4 people; competition is conducted in English. o <i>L'Oréal Brandstorm</i> (France) - students from all over the world, including Croatia, organize into teams of three trying to develop a creative solution to one of the real challenges of each brand or product group within the L'Oréal Group. o <i>Get in the Ring</i> - franchise of international competition where the winner of the local edition is placed in the global finals; the aim is to support start-up entrepreneurs in a higher stage of development through the allocation of grants. o <i>STup!</i> (SEI-FEBT Croatia) - international student start-up competition whose members are students at all levels and who develop entrepreneurial projects or research projects with the potential for commercialization. o <i>Accounting Battle</i> (student association eStudent, Croatia) - students have the opportunity to demonstrate their knowledge and get to know companies from the accounting profession o <i>University Trading Tournament</i> (Croatia) – UTT - regional competition in trading in financial markets o <i>Marketing madness</i> (Croatia) - two-day conference of an interactive nature for students eager for new knowledge in the marketing field and its application o <i>UN Global Compact and PRME (Principles for Responsible Management Education) internship program</i> (USA) - provides students with a unique opportunity to gain insight into the work and engagement of the United Nations and create relevant experiences.



With all this said, UPB students are exposed to a great extent to international perspectives and contributions during their UPB study, ultimately providing them with an international learning experience and an international mindset as close as one study programme can get without being offered entirely in English. **From the last SAR (2019), FEBT has introduced many new initiatives and undertaken important steps to internationalize its UPB study programme further.** Nevertheless, **FEBT is aware of its remaining shortcomings in the area of internationalization** on its UPB study programme and **will tackle them vigorously in the upcoming period, as new FEBT management has made this its top priority.**

3.5. Interactions with the World of Practice

Bridging theory with practice is at the very core of FEBT's teaching philosophy. In this way, the goal is to blend an academic perspective with the unique experience offered by the business practice. By doing so, the UPB can leverage value-added in teaching and learning. As a result, **the involvement of business practice in different varieties is encouraged in many UPB courses.** UPB teaching and learning methods, which significantly rely on case study methodology, practical assignments based on actual business data and information, student project work conducted in companies and visits to companies (field teaching), are a way business practice is infused in UPB study programme (see 3.2.). Through these methods, students can gain insights into strategic and operating activities, mechanisms and decision-making in companies and relate those insights to the theoretical background.

Lectures on **courses held by prominent practitioners** is another way to include the world of practice into the UPB learning experience. In this sense, **'In relation to business practice'** lecture series is an important contribution to the practical relevance of the UPB. Through this series in 2020/21 practitioners from respectable international companies, such as Coca Cola Hellenic Bottling Company, Swiss Re Group, Zalando and Atos IT Services and IT Consulting, held five guest lectures on courses at UPB (see Table 15), thereby enhancing UPB's practical and international perspective. On the UPB courses *Enterprise organization, Marketing strategies, Product management* and *Entrepreneurial Planning* such lectures were held, whereas additional four guest lectures were held through **Alumni SEF collaboration network** between UPB faculty and FEBT graduates-now practitioners (courses: *Operations management, Auditing*). Two more guest lectures were held by practitioners' at UPB courses due to individual UPB faculty connections (course: *Stock exchanges and securities*).

As an elective course at UPB, student internship is another important lever to include practice into the UPB study programme. In the last four academic years, despite the COVID-19 pandemic, *Student Internship* has brought together 98 UPB students, up to 50 companies and around 25 UPB faculty (see Table 10). In this course, UPB students have to perform 176 hours of internship in a company and use the remaining 4 hours (180 in sum) to write and present an *Internship Report*, which is then being evaluated by both mentors - company employer mentor and FEBT faculty mentor. In this way, by spending 22 working days in practice, UPB students have an excellent opportunity to apply UPB acquired knowledge and skills in real-time business situations (Table 16).

Table 16 Sample of UPB student internships 

Company employer	Functional area of internship	Internship description	UPB Concentration
GRAND HOTEL LAV LLC	Sales and Marketing Department	<ol style="list-style-type: none"> 1. Web-based market research 2. Support 3. Communication with potential customers via e-mail and telephone 4. Business correspondence 5. Coordination of office operations 6. Support to sales staff 	Marketing



Deltron LLC	Procurement and Sales Department	<ol style="list-style-type: none"> 1. Web-based procurement market research 2. Communication with potential suppliers via e-mail and telephone 3. Business negotiation 4. Delivery/logistics management 5. Coordinating the activities of ordering and selling specified range of products 	Management
Tech Resources LLC	IT Department	<ol style="list-style-type: none"> 1. Software testing and the importance of testing 2. Working in a test tool (Jira) 3. Writing a Test case 4. Creating a Test cycle 5. Manual application testing 6. Creating and reporting a Bug 7. Test results 	IT Management
OTP Bank PLC	Market-related Back-office	<ol style="list-style-type: none"> 1. Participate in developing a mark to model approach to fair value calculation 2. FX modelling and distribution of forward exchange rates 3. Hedge valuation 4. Calculation of efficiency test 5. Reporting and analysis 6. Harmonization of the main system and satellite systems (FMC LOANS application) 7. Support for new product development 8. Permanent supervision 9. OP Risk Manager for MBO 	Financial management
Bontech Research Co LLC	Accounting Department	<ol style="list-style-type: none"> 1. Calculation of salaries 2. Calculation of VAT 3. Preparation of payment orders 4. Creating of bank account statements 5. Entry of cash-flow 	Accounting and Auditing
UHY Consulting LLC		<ol style="list-style-type: none"> 1. Preparation of project documentation A, B 2. Development of project concept and logical matrix 3. Business plan development, investment study 4. Preparation of feasibility study 5. Communication with clients, obtaining the necessary documentation 6. Developmental strategy, project preparation management 7. Ongoing advising on funding opportunities through EU projects 	Entrepreneurship

Apart from the UPB faculty's significant work experience and continuous active interaction with the practice (elaborated in [2.1](#)), **adjunct faculty provides a valuable source of business practice** contributions on UPB courses. Around **38% of FEBT's adjunct faculty were or still are active in the business world**, some of which work in leading employers and renowned companies in Split region, such as AD Plastik Group (one of the leading companies in Eastern Europe specialized in the development and production of interior and exterior car components) and OTP Bank (4th largest bank in Croatia). Every year, 8-10 adjunct faculty deliver lectures on UPB courses and usually, they are assigned half of the scheduled lecture hours.

Extracurricular activities available on FEBT are excellent opportunities for UPB students to get in touch with the practice and enrich their acquired knowledge with **practical insights**. In addition to the student competitions, conferences and internships listed in Table 15, [SEI](#) provides UPB students with opportunities to attend or enrol in some form of practical content, i.e. 98 specialized lectures, workshops and events in the last three years. Among them, most notable practical content include:

- [Global Entrepreneurship Week](#) (yearly event aimed at fostering entrepreneurship among young people and encouraging entrepreneurial activities; various lectures, workshops and networking events are organized on which around about 200 students attend);



- [Smart City Challenge Hackathon](#) (yearly event aiming to develop solutions in the field of smart city technologies for detected problems in local infrastructure; on average, the competition brings together seven teams with 30 participants, of which the three best solutions continue their work through the Academy program);
- [Hack4Split hackathon](#) (a yearly event that aims to solve problems detected in the local community and design social innovations in line with the UN's Sustainable Development Goals; on average, the hackathon included five competition teams and 30 participants);
- [Get in the Ring](#) (yearly competition organized in cooperation with the City of Split, and within the international network *Get in the Ring*, aimed to support start-up entrepreneurs in a higher stage of development through the allocation of grants; the best team goes to the international finals of the *Global Meetup* where they have the opportunity to internationalize their business further; in two years competition received a total of 71 applications, 32 teams competed, and HRK 550.000,00 HRK or around 73.000,00 € was awarded);
- Programme [Student Business Academy](#) provides UPB students with a technically equipped workspace at the FEBT where they can develop their innovations and, in addition to independent work, have the opportunity to share ideas and work in teams with other entrepreneurially oriented colleagues in the SEI, and attend SEI's lectures and workshops. The programme is scheduled across 6 months with weekly classes and tasks, equivalent to 8 ECTS.

Apart from *Hack4Split hackathon*, **four other events/programmes were introduced for the first time at FEBT during 2019**, indicating **significant positive development in this area in relation to the last SAR (2019)**, which was written at the beginning of the year.

In order to institutionalise its connections with practice, at the end of 2018, FEBT has established **Corporate Council**, accompanied with *Council's Rules of Procedure* ([link](#)). Among Council's 11 members are representatives of the largest and leading companies in the Dalmatia region and Croatia (Tommy LLC, CEMEX Croatia PLC, OTP Bank, AD Plastik Group, Molson Coors Brewing Company - Croatia), representatives of-for the region especially important-tourism sector (Le Meridien Lav, Interligo) and of the local developmental agency (RAST LLC). Council's main activities, among others, are to ([link](#)):

- Participate in FEBT strategy development;
- Participate in the process of design and redesign of FEBT' study programmes and syllabi;
- Foster inclusion of practitioners in FEBT's teaching process;
- Promote cooperation between employers and students in writing case studies and thesis.

Although established, the *Corporate Council* did not fully utilise its potential for various reasons, one of which was the COVID-19 pandemic. In this sense, **FEBT expects significant intensification of activities from the Council**, especially with the new membership composition formed in November 2021. One of the first activities performed by the Council is calling to and providing valuable inputs for surveying FEBT graduates in February 2022.

In addition to the *Corporate Council*, **the representative of the world of practice is actively engaged** in functioning one of the most important FEBT's committees – **Quality Assurance Committee**. In Committee's regular meetings, a quality and sustainability manager from CEMEX Croatia PLC gives practical inputs, especially those related to the teaching process, thereby influencing the improvements efforts and actions proposed by the Committee in relation to UPB study programme design, delivery, operations, and outcomes.

3.6. Ethics, Responsibility and Sustainability (ERS)

FEBT recognizes the importance of ERS perspectives both at institutional and UPB levels. These are implemented in the study programme through:



- **established** [committees](#) such as *Ethics Committee* (student representative account for 20% of the committee's membership), *Fact-finding Committee in disciplinary proceedings for serious and particularly serious breaches of duty*, and *Student Disciplinary Committee* (student representatives account for 40% of the committee's membership),
- **appointed** *Commissioner for the Protection of the Dignity of Workers*, [Commissioner for Students with Disabilities](#) and *Commission for Protection against Discrimination, Harassment and Sexual Harassment*; and
- **developed and adopted** FEBT's *Code of Ethics* and FEBT's [Social Responsibility Policy](#).

FEBT ensures that the teaching process at the UPB study programme is conducted in an **environment supportive of equity, diversity, inclusion, and socially responsible and ethical behaviour in general**.

The previously listed ethics-related regulatory framework is in use in all aspects of the teaching process at UPB. This is especially vivid in the **assessment of students' achievements**. On the one hand, UPB faculty are expected to behave ethically and to respect all FEBT's core values, predetermined rules and code of conduct in their teaching and assessment activities. For instance, following the results announcement, teachers must enable every UPB student who has sat the mid-term or exam access and inspection of their evaluated and graded mid-term or exam. On the other hand, students are expected to follow predetermined rules and code of conduct while in a classroom, sitting a mid-term or exam or writing and submitting student papers and graduation theses. In 2021 FEBT has introduced new guidance related to using **Turnitin software as an anti-plagiarism tool** on its UPB study programme. This implementation is accompanied by posted guidelines for UPB students on how to use *Turnitin* and with an adequate procedure according to which UPB students must check their student graduation theses against plagiarism, by using *Turnitin* software, before submitting them to a UPB faculty mentor for evaluation (📁). UPB faculty mentor also must check submitted graduation thesis by using *Turnitin* software and, in the case of non-compliance with predefined standards, initiate disciplinary process against UPB student. Additionally, when submitting their graduation thesis, UPB students need to sign the **Statement of academic integrity** (📁) and attach it to the graduation thesis. As a result of implemented ethics-related regulatory framework, from January 2019, there were 31 disciplinary processes, 13 against UPB and 3 against GPB students, resulting in an official warning before the exclusion, for breaches of regulations, predominantly due to the unethical behaviour of cheating or attempting to cheat-on mid-terms and exams (📁).

On the level of UPB courses, UPB students are exposed to a great extent to the ERS topics, as evidenced by FEBT's 2022 in-depth analysis (📁). According to the analysis results, **ERS topics are lectured and covered on 52% of UPB and GPB courses**, predominantly in the areas of business ethics' aspects implementation in general, various corporate social responsibility dimensions and contemporary sustainability requirements and initiatives. More concretely, corporate and business frauds, ethical values and standards in business, ethics in communication, ethical standards in B2B, banks' corporate social responsibility and poverty issues are among the most common topics covered in courses (Table 17). Six UPB students have concluded their UPB study programme with graduation theses that have ethics, responsibility and/or sustainability as keywords in the last three years.

Table 17 Sample of ERS topics lectured and covered on UPB courses 📁

UPB course	Topic(s) covered on the course
Enterprise Organization	The case of Enron Corporation Scandal; Apple & Foxconn – iSlave case; Negative effects of classic management theory on employees well-being
Management E-Business	Managerial ethics and corporate social responsibility Implementation of ethical principles



Entrepreneurship	Minorities - Immigrants and women in entrepreneurship
Family Business	Marketing strategies of non-profit organizations and social entrepreneurship
New venture strategies	SDG concept in new venture development
Marketing strategies	Marketing strategies for non-profit organizations and social entrepreneurship
Principles of Auditing	The role of auditor independency and professional ethics; The Code of auditors' professional ethics; Corporate frauds cases
Business Communication	Ethics in communication
Microeconomics I & II	Effects of corporate restructuring on employees
Accounting	Standards of ethics and principles of transparency, independency and professionalism
Accounting for non-profit organizations	The of financial statements reporting in non-profit organization's corporate social responsibility
Commercial Law	The principles of: a good businessman, conscientiousness and honesty, loyalty of company members to each other and to the company
Principles of Economics	Open economic issues of the modern world - The issues of poverty, ecology and sustainability
Marketing	Social responsibility of marketing and macromarketing
Croatian Economy	Economic growth and development Circular economy UN Sustainable development goals Renewable energy sources
Financial Institutions and Markets	The problem of market abuse - Insider trading and capital market manipulation examples The impact of financial development on poverty reduction and sustainability
Managerial Decision-Making / Leadership	Personal values and ethical decision-making Ethics and social responsibilities of a leader
Banking	Ethics in finance and social responsibility of banks
Consumer Behaviour	Environmental awareness and its impact on consumer behaviour Consumer protection

Within UPB programme design, **special attention is paid to the project type of work supporting social causes.** Started as a pilot project, in last three academic years UPB's elective course ***Student internship – Service-learning*** has brought together 71 UPB students, more than 20 NGOs/CSOs and around 25 FEBT faculty to work together on resolving social problems in the community and building UPB students as socially active and aware citizens (see Table 10). This course foresees that UPB students [spend 125 working hours in NGO/CSO, working in project teams with NGO/CSO mentor](#), usually on developing and implementing a project that supports social causes and/or solves social problems. The service-learning internship is concluded with the presentation of project results and *Internship Report* evaluation by both mentors.

Extracurricular student activities are another important source for enriching UPB students with ERS perspectives and their roles in the contemporary business world, thereby building UPB students' awareness of social problems and the importance of their resolutions. **SEI** with their events (e.g. *Hack4Split hackathon*) and lectures includes ERS-related topics such as '*The role of technology in sustainable and inclusive cities*' (prof. Maja Čukušić, FEBT), '*The Future of Business is Social*' (Mrs. Anja Šerc, BB Counselling LLC, Slovenia) or '*The digitalization of green surfaces*' (Mr. Fran Poštenjak, ArboSMART Technologies LLC). Apart from this, FEBT and its faculty, as an advanced member of **PRME initiative** from 2017 ([📄](#)), are very active in running research projects addressing ERS challenges - 10 in total in the last several years. Certain activities and outputs of these projects are available to UPB students through organized open-type events or specialized lectures.

Chapter 4: UPB Programme Outcomes

4.1. Quality of Student Work

UPB's course-level ILOs are defined **for qualification level 6**, according to the Croatian *National Qualification Framework* and **European Qualification Framework**. **UPB employs a wide range of**



assessment methods, from traditional written and/or oral exams to term papers, practical individual and group work in-class assignments, group project work/papers, and quizzes, ensuring that an overall assessment of student's attainment of course-level ILOs, and subsequently UPB ILOs, is comprehensive. Within these assessment methods, UPB students must collect empirical data and information from the business world, interpret them and critically reflect on them in relation to the theoretical body of knowledge being lectured and discussed in courses. Practical project papers, student papers and graduation thesis are examples of such assessment methods. Further, when working on practical assignments and case studies (individually or in a group), UPB students are exposed to problem-solving challenges in particular business situations. Related to this, UPB faculty makes sure that **students' work, compared to group work, is the predominant way of achieving course-level ILOs**. Due to the **COVID-19 pandemic** and rapid changes of circumstances in which teaching and assessments were taking place, assessment methods were modified in order to better suit the virtual assessment environment. In this sense, **more emphasis was placed on open type problem solving and critical thinking questions, project assignments and quizzes**. In a virtual environment (Moodle platform), students were provided with individual access to assessment assignments, terms and exams via personal e-account, given upon enrolment, and were verified and monitored during the assignments, terms and exams by the UPB faculty via Zoom application.

For each course, the **assessment regime is explicitly and transparently described** in the [course syllabus posted on FEBT's website](#). Additionally, UPB faculty on a course's 1st-introductory lecture explains in detail to students all of their obligations, activities expected from them and assessment regime on the course. In this sense, FEBT's suggested good practice is for UPB faculty to post an introductory lecture on a course's Moodle website that emphasizes students' obligations and assessment regime. In this way, it is ensured that students are familiarized with grading procedures and required levels of points in each aspect of the assessment to achieve a passing grade ultimately. Furthermore, UPB faculty is obliged to enable UPB students the access to submitted and evaluated papers, term papers and exams, usually via formally scheduled appointment, in order to answer to students' additional queries related to assessment methods employed on the course and to discuss any ambiguities and questions being raised by the students. Following all this, UPB faculty pays special attention to the employment of adequate assessment methods through which it can verify the comprehensive achievement of course's ILOs and, through the **designed alignment matrix** (📁), the achievement of Concentration's ILOs and UPB generic and general ILOs. Thus, **a clear linkage between UPB course-level ILOs and assessment methods and UPB ILOs is achieved**.

Objective assessment of students' work is in core values of FEBT and UPB. The ethics-related regulatory framework, including *Ethics Committee* and *Student Disciplinary Committee*, with students representative in committees' memberships, and *Code of Ethics* and *Guidelines for writing student papers* (📁), all ensure that an **objective assessment of student's work** is being conducted at UPB (see 3.6.). In predefined official exam terms, UPB students can sit for the exam on a specific course a maximum of four times in one academic year and a maximum of eight times in two back-to-back academic years. The inputting of the student's final grades is the process that starts with a student applying for the exam. In that case, the Office of the Registrar compiles the list of students that have applied to sit for the exam for a specific course. If the student has acquired enough points through various assessment forms during the semester, they are granted a passing grade and need not sit for the exam during the official term. In other cases, if the required number of points are not achieved, then the student needs to sit for the exam. In the case of three unsuccessful exams in a row in one academic year, the 4th (and the 8th) exam is being conducted in front of an appointed UPB faculty's three-member **Exam Commission** to ensure assessment objectivity and double marking of UPB



students' work. If a student fails the 4th exam sit, they must re-enrol the course in the next academic year, whereas failing the 8th exam sit results in the student being expelled from the UPB programme.

After the exam, the teacher fills out the list with the appropriate grades for UPB students that have applied to sit for the exam (grades range from 1 to 5, where 2-5 are passing grades), signs the list and then sends it back to the Office of the Registrar. In the case of an exam being conducted in front of an *Exam Commission*, all commission members sign the list. Afterwards, the Office of the Registrar sends back the individual forms for UPB students that have passed the exam to be signed by the teacher, who returns the signed forms back to the Office of Registrar. **The grade data** for each UPB course and all UPB students are **stored in ISEF in the Office of Registrar** (📁). This allows an easy-to-use platform for analysing the progression rates for each FEBT course in every academic year of every study programme FEBT delivers. The IT department system engineer (Mr. Velimir Skroza) is responsible for deriving all the data that might interest FEBT's management. **FEBT management conducts an analysis of progression rates** in general and for each course of the UPB on a yearly basis and implements corrective actions if necessary.

Regarding **progression statistics** on UPB in general and **pass rates on specific courses**, the **effects of the COVID-19 pandemic are more than evident** (Table 18 and Table 19). Respecting and applying ever-changing COVID-19 restrictions and shifting the UPB delivery and assessment modes back and forth between classrooms and virtual environments has produced a significant amount of adjustment requirements for UPB faculty, especially for UPB students. In this sense, the pandemic's overall context of uncertainty, threat and accumulated stress did not favour UPB students. **Aware of negative trends in courses-level pass rates**, concluding with 2018/2019, and received PRT initial comments (May 2019) and subsequent *PRT Report* (October 2019), **FEBT has tackled the issue of low pass rates by:** 1) identifying bottlenecks in courses that were most influential on students' ability to complete the programme and 2) instructing UPB faculty in charge to apply more interactive approach in teaching. Certain positive effects were recorded in the academic year 2018/2019, whereas the majority **of positive effects were evidenced in the academic year 2019/2020, in which 60% of the teaching process has been conducted without COVID-19 pandemic** taking place (before April 2020). Anticipating the potential return to the virtual learning environment in autumn of 2020 due to another COVID-19 pandemic wave, **FEBT has taken several actions** to increase or maintain currently improved pass rates. To this purpose, FEBT has instructed UPB faculty how to 1) effectively use available LMS tools to increase participation, discussions and to provide support to students, and how to 2) effectively use video conferencing tools (Zoom, Microsoft Teams), all to achieve synchronous and interactive teaching lessons. Indeed, because of the two new major COVID-19 pandemic waves, **in the academic year 2020/21 only 15% of the teaching process was conducted in-person in FEBT classrooms**, leading to the significant absence of positive effects and a **decrease in pass rates**. This was especially evident in courses that heavily rely on quantitative methodology, calculation procedures, practical exercises, and writing boards where the live in-person contact is very hard to replace with virtual learning tools. **The majority of such courses are in the 1st year of study**, with several also being in the 2nd year of study.

This problem is additionally fostered by the fact that for the academic year 2020/21, UPB has enrolled high school graduates who have attended the final third of their graduation year in COVID-19 lockdown circumstances (spring 2020). Regarding COVID-19 lockdown, Central Applications Office (CAO) has also modified the requirements on state matura exams by excluding some standard exam content and [reducing the number of exam assignments on -for FEBT and UPB](#) especially important - *Croatian language* and *Mathematics* exams by 10% (see Table 7). **All this led to the UPB student generation of 2020/21 being lower in quality**, compared to other UPB student generations,



ultimately leading to the **increase of 1st year drop out rate in 2020/21**. Specifics of the 2020/21 UPB student generation aside, **FEBT is aware that the issue of low pass rates and high 1st year drop out are still very much alive and requires all the attention of FEBT's new management**. Therefore, FEBT will continue to work diligently on improving the UPB course-level pass rates and drop out rates and aims to achieve positive effects and results, such as in the academic year 2019/20. One of the first actions undertaken by the new FEBT management, since taking office in October 2021, is more **rigorous attendance monitoring** and **greater emphasis on the importance of adequate teaching methods being applied** to the courses.

Table 18 Pass rates for the core (compulsory) courses in the UPB

UPB core (compulsory) courses	Previous 3 years (avg)	2018/2019	2019/2020	2020/2021
1st year				
Principles of Economics	48%	39%	47%	47%
Information technologies	53%	52%	72%	47%
Mathematics	44%	30%	63%	30%
Statistics	39%	55%	56%	38%
Mathematics in Economics	41%	29%	75%	27%
Microeconomics I	68%	40%	47%	29%
Macroeconomics I	34%	54%	51%	37%
Fundamentals of Accounting	57%	44%	52%	46%
Basic Finance	60%	61%	71%	56%
Workshop I	80%	75%	79%	71%
Statistical Analysis	65%	65%	90%	40%
Business English I	86%	81%	87%	82%
Business English II	72%	73%	77%	70%
1st year – average pass rate	57%	54%	67%	48%
2nd year				
Microeconomics II	70%	74%	88%	27%
Macroeconomics II	32%	89%	60%	46%
Management	70%	75%	68%	73%
Marketing	61%	52%	78%	69%
Croatian Economy	60%	60%	80%	35%
Business English III	92%	90%	96%	94%
Managerial Accounting I	64%	63%	86%	63%
Financial Management I	73%	68%	91%	45%
Workshop II	88%	88%	95%	92%
2nd year – average progression rate	68%	73%	82%	60%
3rd year				
Quantitative Methods in Management	77%	77%	84%	63%
Human Resource Management	86%	85%	95%	71%
Strategic Analysis (MNG)	94%	100%	89%	96%
Enterprise Organization (MNG)	88%	95%	95%	81%
Operations Management (MNG)	56%	61%	70%	53%
Financial Institutions and Markets (FM)	64%	81%	94%	79%
Tax System and Policy (FM)	84%	96%	96%	100%
Consumer Behaviour (MKT)	86%	72%	90%	97%
Marketing Research (MKT)	97%	100%	88%	100%
Marketing Strategies (MKT)	98%	94%	95%	91%
Entrepreneurship (ENT)	95%	96%	97%	94%
New Venture Strategies (ENT)	97%	100%	100%	97%
Entrepreneurial Planning (ENT)	94%	100%	100%	97%
Financial Accounting I (AA)	71%	74%	85%	72%
Cost Accounting I (AA)	91%	95%	100%	79%
Principles of Audit (AA)	97%	100%	100%	84%
Business Information Systems (IM)	86%	78%	96%	67%



E-Business (IM)	95%	100%	100%	90%
ERP Systems (IM)	84%	100%	95%	74%
3rd year – average pass rate	86%	90%	93%	83%
UPB study programme – avg pass rate	73%	75%	82%	67%

Rulebook on Study Programmes and Studying, [posted on the official website](#), explicitly defines the criteria for the progression of UPB students through the UPB study programme. A regular full-time student enrolls for 60 ECTS each academic year. Student progression into the next academic year is determined by the number of ECTS they have achieved in the previous academic year. For instance, if a student has managed to acquire 40 ECTS, in the next academic year they are allowed to register for courses in excess of no more than 40 ECTS. **FEBT management continuously monitors progression and graduation statistics and more in-depth analyses are conducted.**

As results from Table 18 indicate, there is a significant difference in UPB students' pass rates in the 1st year, compared to the pass rates in the 2nd and 3rd year, regardless of COVID-19 impact. In this sense, **1st year dropout rates** from Table 19, similarly to the pass rates from Table 18, show a very **positive trend in 2019/2020, to be reversed in the opposite direction in 2020/2021**. Relatively high 1st year dropout rates, are followed by very low dropout rates in the next two UPB study years. Subsequently, FEBT management, while acknowledging the necessity of conducting previously mentioned improvements, sees **UPB's current target market**, more concretely the level of quality of high schools graduates, as **one of the root causes of low progression and graduation rate statistics and a more structural problem that needs to be tackled**. However, tackling this problem is not entirely on FEBT's control. Namely, the initiation of **UPB study programme in English**, seen by the FEBT as the main lever to broaden and internationalize its UPB student market and thereby improve its quality characteristics, is highly dependent on the Ministry of Science and Education stance on new hiring of FEBT faculty and on approving the additional enrolment quota.

Table 19 Progression rates from 1st year to 2nd year for the last three UPB generations

Academic year of enrolment		Previous 3 years (average)	2018/2019	2019/2020	2020/2021
Progression from 1 st year to 2 nd year	<2 ECTS	2.0%	0.8%	0.8%	0,0%
	3-17 ECTS	6.9%	4.1%	2.7%	6,2%
	18-29 ECTS	14.5%	10.3%	5.5%	12,8%
	30-54 ECTS	31.1%	31.1%	31.2%	26,9%
	55-59 ECTS	7.5%	6.8%	13.3%	5,8%
	≥60 ECTS	14.8%	18.2%	21.9%	15,2%
1 st drop outs		23,3%	28.5%	24.6%	33.1%
Total		100%	100%	100%	100%

The final step in a UPB student's study is writing the graduation thesis. **The graduation thesis**, which accounts for 15 ECTS points, follows the standard defined at the institutional level. During the entire process of writing the graduation thesis, UPB student receives academic guidance from the allocated mentor, whom they chose at the beginning of the 3rd year of study, according to their concentration and study interests. FEBT posts official call on its website, and UPB students, using their personal e-account provided by FEBT, [choose mentors they would like to guide them via FEBT's website](#). UPB student formulates a potential topic of graduation thesis according to its study and professional interests and discusses it with his/hers mentor. Upon agreement, the student officially submits the graduation thesis topic to the Vice-dean for Education for approval. UPB students conduct desk and empirical research and prepare graduation thesis manuscripts upon receiving approval. An applicable perspective might include a qualitative/interview inquiry, a secondary and historical data quantitative analysis, or a primary data/survey quantitative analysis. Since the UPB includes courses in *Statistics* and *Statistical Analysis*, students enrolled in this study programme are well-equipped with the data analysis skills that help them to analyse the data at hand properly. Eventually, students are expected



to discuss the findings from their application of theoretical concepts, whether they are in line with theoretical assumptions or not. In this way, critical thinking among students is widely stipulated. In this process, it is essential that **students consult both theoretically-relevant** (i.e., academic papers) and **practitioner-oriented** (i.e., reports, professional articles) **literature sources** to secure an acceptable level of academic rigour and the practical relevance of their theses. At the end of the process, adhering to the ethical principles and ethics-related regulatory framework (3.6.), UPB student submits graduation thesis to mentor for evaluation and receives graduation thesis grade (Table 20).

Table 20 Breakdown of graduation theses grades in the UPB

Grade	Grade profile	2018/2019		2019/2020		2020/2021	
2	Sufficient (2)	2	1.5%	3	2.4%	5	3.9%
3	Good (3)	17	12.5%	23	18.7%	14	10.8%
4	Very good (4)	56	41.2%	44	35.8%	45	34.9%
5	Excellent (5)	61	44.8%	53	43.1%	65	50.4%
Total		136	100%	123	100%	129	100%

A large majority of graduation theses receive very good (4) or excellent (5) grades due to the dynamics of the process of writing a graduation thesis. During this process, the mentor receives multiple versions of the graduation thesis manuscript from the UPB student, reviews them, and when the submitted manuscript finally meets the required formal and academic level of rigour and quality, the graduation thesis grade is awarded by the mentor. If graduation thesis-related research results have the potential for publishing in scientific media (journals, conference proceedings, etc.), and if there is an interest from UPB students for publishing, UPB student and mentor engage in writing a scientific paper to be submitted for publishing after the UPB student's graduation. To this purpose, **66 scientific papers** have been published in the last **three years** in journals and conference proceedings indexed in Web of Science or Scopus databases, **co-authored by UPB and GPB students and their mentors as a direct result of graduation theses' research.**

4.2. Graduate Quality and Career Placement

Since its academic year 2005/06, UPB has produced more than 2500 graduates. UPB graduates continue their study at the GPB level in a vast majority after UPB graduation. Namely, the Croatian labour market and employers failed to recognize the undergraduate degree qualification. As much as 94% of undergraduate students in Croatia directly continue to graduate studies, where the UPB is no exception (**up to 96% of UPB students continue to GPB**). Currently, continuous and comprehensive analytics on UPB graduates' employment type, employment organizations, employers' feedback, range of jobs, careers obtained, etc., are not available. Although FEBT did put efforts to monitor the careers of their graduates on all FEBT's study programmes through several surveys, *Corporate Council's* insights and other institutional analytics, the management is aware that it is not sufficient and has, therefore, established *FEBT Centre for Career Development* to institutionalize career-counselling services for its students, including UPB students, which is expected to be in function in the coming months. In the meantime (and additionally), UPB students have at their disposal *Career Centre* at the University level for career placement services. FEBT occasionally contacts potential and actual employers of UPB graduates to receive valuable feedback on their graduates' accomplishments and on desirable improvements on the UPB programme design and delivery.

As emphasized in 3.3., FEBT's management pays a great deal of attention to analysing its UPB students' graduation statistics (Table 21). The average duration of the **UPB study shows a positive trend of shortening the duration from 3.8 years to 3.4 years** in the last relevant academic year. **UPB students**, to participate on Erasmus+ international exchange programme or while awaiting a job or enrolment to GPB study, purposefully prolong their UPB study for an additional half or entire



academic year, leaving only graduation thesis to be finished. In this way, UPB students can maintain their full student benefits provided by the State, such as maintaining medical insurance, maintaining student card that allows them affordable eating in student canteens, etc., an option which one part of UPB students utilizes. Thus, for these reasons, the average duration of UPB study is longer than expected, and the percentage of graduated UPB students is significantly lower in the last two academic years. **In relevant years, the rate of graduated UPB students fluctuates from 47-55%. A positive trend** can also be observed for the **UPB study final grade**, which increased from 3.3 to 3.6 in the last relevant academic year.

Table 21 Graduation statistics for enrolled UPB generations

Academic year	Number of enrolled students	Average duration of UPB study (years)	UPB study final grade (avg. of all study grades)	% of graduated students	1 st year drop out	% of graduates continuing on GPB
2014/2015	284	3.8	3.3	46.8%	27.1%	94.5%
2015/2016	228	3.7	3.4	54.8%	23.4%	96.0%
2016/2017	239	3.6	3.4	48.5%	21.3%	94.0%
2017/2018	253	3.4	3.4	40.3%	25.1%	95.8%
2018/2019	243	3.0	3.6	29.6%	28.5%	90.4%
2019/2020	255	n/a	3.8	n/a	24.6%	95.1%
2020/2021	254	n/a	n/a	n/a	33.1%	91.5%

The percentage of the 1st year dropouts on the UPB study was already mentioned as an area for significant improvement for FEBT and UPB in the upcoming period. Apart from the previous discussion on this issue, it can be emphasized that UPB is a comprehensive programme that offers up-to-date knowledge and skills in business and is demanding. It is especially valid for UPB's 1st year (and accompanying dropout rate), in which analytical and critical thinking skills are being developed in UPB students through a set of highly demanding courses, especially in COVID-19 affected circumstances.

4.3. Alumni

Because most UPB students, up to 96%, directly continue their education to the GPB, Alumni information is **presented in 7.3.**

4.4. Programme Reputation

FEBT's **UPB is recognized nationally and regionally as a high-quality undergraduate study programme**, equipping young people with the knowledge and skills necessary to exploit entrepreneurial ideas, perform various business activities on a high professional level, and make rational business and managerial decisions all in ever demanding and contemporary business environments. **The demand** for UPB study programme on the target market (high school graduates) is relatively good - **2,81:1 in the last three years** (see Table 7), even though FEBT sees the UPB target market as an area of potential significant structural changes in the upcoming period when UPB starts with delivery in the English language. Currently, up to 7% of enrolled UPB students come from surrounding countries, when excluding the COVID-19 effect. In 2019, in the last institutional accreditation process, conducted by the **Croatian Agency for Science and Higher Education (ASHE)**, FEBT was evaluated by an international expert panel (1.1). In this accreditation process, **FEBT achieved overall accreditation results very close or even identical** to those of the largest higher education institution in Croatia and leading national and regional (outside Croatia) faculty in the field of economics and business – **AACSB and EPAS/EFMD accredited Faculty of Economics & Business Zagreb**. Additionally, in the last academic year, UniST was ranked **21st on the global WURI list** - World's Universities with Real Impact (Ethical Value dimension), earning that position by heavily relying



on FEBT's service-learning institutionalization and practices (10 FEBT faculty received UniST's Plaques for outstanding contributions).

UPB faculty are often summoned to give an expert opinion or participate in discussions on specific contemporary and current business and economic topics and issues, thereby contributing to and promoting the reputation of the UPB study programme. Keeping in mind that up to 96% of GPB students are former UPB graduates, the accomplishments of UPB and GPB students can be directly and indirectly regarded as a reputation of the UPB study programme. In this sense, **UPB and GPB students are often topics in the local and national newspapers and portals** due to their achievements in their study programmes and their participation in the initiatives and projects to support social issues and resolve social problems. Table 22 shows some press clippings related to UPB and GPB students' competition successes and participation in social causes and initiatives and UPB faculty public appearances, leading to the reputation building of the UPB programme. Although highly regarded nationally and regionally, **FEBT** management is not satisfied with the current presence of FEBT and UPB programmes in the public and **aims at raising public awareness of FEBT's and its students' accomplishments**. In this sense, a new initiative of encouraging UPB faculty to be more present in public media, as academic and consultancy experts, as mentors to students on notable projects and initiatives, and contributors to the local community and Dalmatia as a region, all to raise FEBT's and UPB's and GPB's reputation.

Table 22 The most notable public appearances made by UPB and GPB students and faculty

Public appearance	Short description	Link
UPB and GPB students		
<i>White Heart Student Scholarship Project</i>	Team of four UPB and GPB students have worked on the project aimed on awarding scholarships to needing students	Link
<i>Children for children</i>	Humanitarian action among FEBT students	Link
<i>Service Learning Student Internship</i>	Presentation of finalized projects through UPB's <i>Service Learning Student Internship</i> programme	Link
<i>CFA Challenge</i>	Team of three UPB and GPB students won the national competition	Link
<i>Accounting Battle</i>	UPB/GPB student won the 2 nd place in the national competition	Link
<i>HANFA Annual Award For the Best Scientific and Professional Student Work (Economics)</i>	FEBT student won HANFA (Croatian Financial Services Supervisory Agency) annual award	Link
<i>Award winning students' testimonials on UPB and GPB</i>	Testimonials on benefits of studying at FEBT's UPB/GPB, made by students winners of the Rector's (University of Split) <i>Excellence Award</i>	Link
UPB and GPB faculty		
	Publicly presenting and promoting the project: <i>User-oriented (re) design of processes and modelling of information systems on the example of smart city services</i>	Link
	Giving expert opinion on the effects of crisis and specific economical help measures in order to recover national economy.	Link
	Giving expert opinion on the digital euro as an answer to increasing role of virtual currencies around the world.	Link
	Presenting the results of conducted scientific research on balancing the professional and personal obligations of mothers in time of COVID-19 pandemic.	Link
	Giving expert opinion on the options of the Government and Croatian National Bank while borrowing money on the international capital market in times of crisis.	Link

Chapter 5: GPB Programme Design

5.1. GPB Objectives and Target Markets

The [Graduate Programme in Business Studies \(GPB\)](#) is a **natural extension of the UPB**, providing theoretical and methodological knowledge and skills for practical application in today's changing business environment. Unlike the UPB, which is focused on developing a foundational platform of the business processes, **GPB aims at equipping students with advanced knowledge and skills in**



specific areas of business such as: Financial Management, IT Management, Management, Marketing, and Accounting and Audit. In addition to the core subjects of the programme, the GPB offers numerous elective courses which allow students to independently co-design their programme according to their preferences and personal development needs. Given the scope of study courses and subjects, the GPB provides an opportunity for students to get more **in-depth knowledge in specific areas of business management. GPB programme objectives** are to:

- **attract motivated, high-quality** Bachelor students and **equip** them with adequate in-depth **knowledge and skills** needed for **middle and top management** positions in the area of their specialization;
- provide GPB students with an **adequate mix of academic, practical and international content** to prepare them for the **global business world**;
- incorporate the sense of **diversity, ethics, responsibility and sustainability** in GPB student's way of decision-making.

As stated in [1.1](#), FEBT's strategy to 2030 is in its final phase. Due to GBPs central position within FEBT study programmes portfolio, the **strategic path envisioned for FEBT will be defined in terms of sustaining this centrality and programme objectives** and to reflect the **FEBTs aim of internationally relevant GPB aligned with requirements of the society as well as the research and professional work of FEBT staff.**

The design of the GPB is well aligned with the EQUAL Guidelines: MBA Guidelines. To investigate whether the GPB is aligned with the actual needs of the business sector, the following **national professional associations were consulted** before finalizing the curriculum draft for the GPB:

- Croatian Tax Advisory Chamber (HKPS)
- Croatian Institute of Internal Auditors (HIIR)
- Croatian Marketing Association (CROMAR)
- Croatian Insurance Bureau (HUO)
- Croatian Accounting Association
- Association of Accountants and Financial Professionals in Split.

Based on their recommendation letters, the underlying goals and **ILOs of the GPB are aligned with the requirements of the profession and enhance the employability** of the candidates who graduate from this programme. Furthermore, two crucial EU-funded projects further aligned **the study programmes with the needs of the business sector** – [ECONQUAL](#) (2015-2016) and [E4](#) (2019-2022). Through the projects, **the consortium of Croatian public HEIs in business and economics have developed the occupation and qualification standards for all concentrations delivered within GPB.** These were developed **in intense consultation with employers through interviews and country-wide surveys** to elicit the **competencies required for successful work in these areas.** These competencies were then transformed into ILO that need to be covered in study programmes, and, subsequently, the existing GBP programmes were improved and adopted. FEBT was the project leader in the E4 project finalized in March 2022.

The **target market** for FEBT's GPB are candidates who have **completed the three-year undergraduate study programmes.** As explained in [4.2.](#), most UPB students continue directly to the graduate programme, i.e., sourced from the FEBT UPB. For students coming from other Faculties and Universities, the promotional activities mentioned in [2.1.](#) serve as a marketing platform for the GPB programme as well. FEBT introduces a quota, i.e., the number of free slots for first-year students enrolling into the first year of the GPB. Like the UPB, the GPB is also subsidized so that the Ministry of Science and Education pays the tuition fee for regular full-time students. Part-time students cover the tuition costs by themselves and the same rules described in [2.1.](#) apply for GPB part-time students.



5.2. GPB Curriculum Design

Same as in UPB ([2.2.](#)), GPB ILO were defined applying the three levels methodology. As is the case with UPB ILOs, GPB ILOs were carefully designed to **assure the attainment of necessary hard and soft skills (horizontal ILOs) as well as the understanding of the business world and its development (SP2) as well as the broader trends in the society (H4 and H6).**

Table 23 ILOs of GPB

Horizontal ILOs	
<ol style="list-style-type: none"> 1. Critically evaluate complex problems based on relevant methodology, literature and data (M_H1) 2. Explicitly communicate attitudes, findings and/or research results (M_H2) 3. Select and combine quantitative and ICT methods in solving business and management issues (M_H3) 4. Develop communication and collaboration skills in different business and cultural environments (M_H4) 5. Build personal and team responsibilities in solving complex business problems (M_H5) 6. Integrate principles of ethics and social responsibility into decision-making (M_H6) 	
Study Programme ILOs	
<ol style="list-style-type: none"> 1. Develop strategies for managing the resources of a firm (M_SP1) 2. Critically evaluate the various industrial structures and strategic behaviour of firms (M_SP2) 	
Concentration-Specific ILOs	
Financial Management	<ol style="list-style-type: none"> 1. Assess the business performance and market position of financial institutions (M_FM1) 2. Manage financial instruments and taxes (M_FM2) 3. Assess the impact of changes in the financial system on the financial decision-making of an organization (M_FM3)
Accounting and Auditing	<ol style="list-style-type: none"> 1. Design the financial statements of complex business entities and evaluate their reliability by applying relevant accounting and audit standards (M_AA1) 2. Support the process of managerial decision-making by applying an integrated model of measurement of financial and non-financial performance (M_AA2) 3. Validate the findings from a proposed audit risk model and selected audit procedures (M_AA3)
Marketing	<ol style="list-style-type: none"> 1. Analyse environmental factors and critically evaluate their impact on the marketing activity of an organization in domestic and international markets (M_MKT1) 2. Identify, valorise, and develop relationships with market stakeholders according to an example of profit / non-profit / public organizations (M_MKT2) 3. Develop a value proposition for different consumer/customer groups by which the organization will differentiate and achieve a competitive advantage in the marketplace (M_MKT3) 4. Design specific marketing strategies and tactics (M_MKT4) 5. Critically evaluate and apply contemporary tools-metrics in managing relationships with different consumer/customer groups (M_MKT5)
Management	<ol style="list-style-type: none"> 1. Critically evaluate the organizational structure of an organization (M_MNG1) 2. Identify problem solutions in the areas of operations and quality management (M_MNG2) 3. Validate the contingencies of the decision-making process and the functioning of the system for its support (M_MNG3)
IT Management	<ol style="list-style-type: none"> 1. Specify the user requirements in developing an information system (M_IM1) 2. Evaluate the effects of introducing information systems into the business (M_IM2) 3. Provide a model of analytical data processing using technology and business intelligence tools (M_IM3)

The GPB is **delivered in two years through full-time and part-time modes**. It has **120 ECTS**, and the dominant language of delivery is Croatian, with many courses also delivered in English. The study programme is **nationally accredited** and can be delivered in Croatian and English. Below, the semester-based outline of the GPB is presented along with the ECTS assigned to each course. Each **ECTS is equivalent to 30 working hours** of in-class and out of class activities.

The GPB offers a **balanced combination of practical and theoretical perspectives**. GPB entails various innovative teaching techniques - case studies, term papers, experiential learning through simulations, quizzes, hands-on projects, etc. enhanced with the practical experience students get from student internships, corporate visits, and guest practitioners (details in [6.2.](#)).



Table 24 The Graduate Programme in Business Studies structure

Semester 1 (common to all concentrations)	
<u>Compulsory</u> 1. Strategic Human Resources Management (5 ECTS) 2. Financial Management II (5 ECTS) 3. Marketing Management (5 ECTS) 4. Microeconomics III (5 ECTS) <u>Electives (student needs to choose minimally 10 ECTS from the list of elective courses)</u> 1. Methodology of Economic Research (5 ECTS) 2. Corporate Law (5 ECTS) 3. Statistical Methods (5 ECTS) 4. Real Estate Finance (5 ECTS) (FM)	
Semester 2	Semester 3
Concentration: Financial Management	
<u>Compulsory</u> 1. Economics of Insurance (5 ECTS) 2. Financial Modelling (5 ECTS) 3. Tax Management (5 ECTS) 4. Research Paper I (5 ECTS) <u>Electives (student needs to choose minimally 10 ECTS from the list of elective courses)</u>	<u>Compulsory</u> 1. Financial System (5 ECTS) 2. Bank Management (5 ECTS) 3. Research Paper II (10 ECTS) <u>Electives (student needs to choose minimally 10 ECTS from the list of elective courses)</u>
Concentration: IT Management	
<u>Compulsory</u> 1. Planning and Analysis of Information Systems (5 ECTS) 2. Business Intelligence (5 ECTS) 3. Business Process Simulation (5 ECTS) 4. Research Paper I (5 ECTS) <u>Electives (student needs to choose minimally 10 ECTS from the list of elective courses)</u>	<u>Compulsory</u> 1. Multidimensional Information Systems (5 ECTS) 2. IT Projects Management (5 ECTS) 3. Research Paper II (10 ECTS) <u>Electives (student needs to choose minimally 10 ECTS from the list of elective courses)</u>
Concentration: Management	
<u>Compulsory</u> 1. Strategic Management (5 ECTS) 2. Operations Management II (5 ECTS) 3. Organization Design (5 ECTS) 4. Research Paper I (5 ECTS) <u>Electives (student needs to choose minimally 10 ECTS from the list of elective courses)</u>	<u>Compulsory</u> 1. Business Decision-Making (5 ECTS) 2. Decision Support Systems (5 ECTS) 3. Research Paper II (10 ECTS) <u>Electives (student needs to choose minimally 10 ECTS from the list of elective courses)</u>
Concentration: Marketing	
<u>Compulsory</u> 1. International Marketing (5 ECTS) 2. Marketing Communications (5 ECTS) 3. Services Marketing (5 ECTS) 4. Research Paper I (5 ECTS) <u>Electives (student needs to choose minimally 10 ECTS from the list of elective courses)</u>	<u>Compulsory</u> 1. Business Logistics (5 ECTS) 2. Customer Relationship Management (5 ECTS) 3. Research Paper II (10 ECTS) <u>Electives (student needs to choose minimally 10 ECTS from the list of elective courses)</u>
Concentration: Accounting and Auditing	
<u>Compulsory</u> 1. Financial Accounting II (5 ECTS) 2. Audit (5 ECTS) 3. Cost Accounting II (5 ECTS) 4. Research Paper I (5 ECTS) <u>Electives (student needs to choose minimally 10 ECTS from the list of elective courses)</u>	<u>Compulsory</u> 1. Internal Control and Audit (5 ECTS) 2. Managerial Accounting II (5 ECTS) 3. Research Paper II (10 ECTS) <u>Electives (student needs to choose minimally 10 ECTS from the list of elective courses)</u>
<u>Electives</u>	
1. Actuarial Mathematics (5 ECTS) 2. Capital Budgeting and Project Evaluation (5 ECTS) (FM) 3. Compensation Management (5 ECTS) (MNG) 4. Contemporary Management (5 ECTS)	1. Times Series and Panel Data Analysis (5 ECTS) (FIN, IT, AA, MNG) 2. E-Marketing (5 ECTS) (MKT) 3. English for Finance and Accounting (5 ECTS) (FIN, AA)



5. Cultural Studies in Business (5 ECTS) 6. E-Learning in the Business Environment (5 ECTS) (IT, MNG, MKT) 7. International Financial Management (5 ECTS) (FM) 8. Marketing Management for Nonprofit and Public Organizations (5 ECTS) (MKT) 9. Marketing of Financial Institutions (5 ECTS) (MKT) 10. Quality Management (5 ECTS) (IT, MNG) <i>*concentration-specific electives are labelled in bold with the abbreviation in parenthesis (e.g. MKT represents the Marketing concentration)</i>	4. Financing Infrastructural Projects and PPP (5 ECTS) (FIN) 5. Corporate Restructuring (5 ECTS) (FIN) 6. Crisis Management (5 ECTS) (MNG) 7. Project Management (5 ECTS) (MNG) 8. Project Finance (5 ECTS) (FIN) 9. Accounting Standards (5 ECTS) (AA) 10. Cash Flow Accounting (5 ECTS) (AA) 11. Smart City Management (5 ECTS) 12. Student Internship (6 ECTS) 13. Student Internship – service-learning (6 ECTS) 14. Tourism and the Environment (5 ECTS) (MKT) 15. Event Management (5 ECTS) (MKT) 16. Change Management (MNG, IT)
Semester 4 (common to all concentrations) <u>Compulsory</u> 1. Graduation Thesis (20 ECTS) 2. Graduation Exam (10 ECTS)	

Besides the list of **elective courses**, the students of one concentration can **enrol** in a **compulsory course belonging to another concentration**. For instance, Management concentration students can enrol in the International Marketing course from the Marketing concentration. The GPB is coherent in terms of structure and content and compared to the UPB it offers advancement in terms of depth and the applicability of knowledge to the business. At the very beginning, students opt for a specific concentration in which they want to deepen their skills and knowledge. The programme is set for **two years** where the **first semester is common** to students from all concentrations. The first semester is focused on courses that offer an advanced view of a firm's processes, such as: Financial Management II, Strategic Human Resources Management, Marketing Management, and Microeconomics III. Besides the compulsory courses, students can choose two from three available courses (Methodology of Economic Research, Corporate Law, and Statistical Methods) to deepen the methodological, analytical, or legal framework essential for business management.

Nevertheless, the GPB itself is not only focused on achieving the right mix of functional knowledge and skills (depending on the concentration taken by the student, but also on the **inclusion of competencies assuring the required level of academic rigour**. In the GPB, students are obliged to attend two Research Paper courses. Research Paper I aims to develop the critical thinking and academic writing of students. Students are required to write a position paper on a topic of their interest (which can become the basis for their graduation thesis) by referring to sources from the academic literature. Research Paper II aims to prepare students to develop the research proposal for their graduation thesis. In Research Paper II, students must fully demonstrate their academic abilities by providing: research problem formulation, aims of the research, research questions or research hypotheses, research methods, potential contributions, thesis structure, and literature sources.

After successfully attending the compulsory courses that offer a more complex view of contemporary firms and businesses, students proceed to their **chosen concentration** in the **second semester**. Although students select specific concentrations (e.g., Marketing), the programme structure allows them to **choose electives from other concentrations**, thus tailoring the programme according to their personal development needs. FEBT's GPB is comparable to the programme of the University of Ljubljana, Faculty of Economics (Triple crown accredited).

Assessment in the GPB courses is individually defined to determine the attainment of intended ILOs. The assessment methods are **designed according to each course's specifics** and include midterm and final written and oral exams, individual and team projects, individual assignments and activity in course-content. Detailed descriptions of assessment methods and grading are in the syllabus (📁).



As is the case with UPB, **creating a balanced blend of academic, research and managerial perspectives in GBP as of the utmost importance in GBP as well.** As it was showcased in the UPB chapters, the GPB tries to expose students to various research activities through joint publishing with faculty, working on projects, etc. (elaborated in [2.2](#)). More detail is provided in [7.1](#).

Besides the academic and research dimensions, **students in the GPB are exposed to the managerial perspective.** Many **FEBT faculty have experience in the business world** (CVs in the [folder](#)), and the majority of adjunct faculty comes from the business world. In this regard, FEBT encourages the involvement of **guest practitioners from renowned international and Croatian firms**, as well as **company visits**. These activities inspire students with real-life business storytelling and enable students to assess the fit between academic learning and business reality critically. Every year FEBT cooperates with FEBT ALUMNI to host managers to deliver lectures in various courses in the GPB through the SEFNET event. For example, last year, guest lecturers included [Vinko Ursić Glavanović, Key account manager in Coca Cola Hellenic Bottling Company](#), [dr. Tanja Slišković, Senior Organizational Behaviour Scientist, Zalando](#), [Vesna Jungić, CEO in Procurement Business Partner](#) and others. Also, GPB students were invited to Tourism Talks lectures by tourism and hospitality managers and numerous events and lectures organized by the Student Entrepreneurship Incubator. More information on these events and initiatives is provided in [1.1](#) and [6.5](#). As in UPB, students of GPB are regularly invited to the events, lectures and workshops organized by SEI and other numerous FEBT events organized with different partners ([2.2](#)).

Also, GPB students can enrol in elective course **Student Internship Programme (SIP)** as well as in Student Internship Programme – Service Learning (SIP-SL). The number of students taking on these options is growing, and their rating of the programmes is very high ([folder](#)). Furthermore, several courses offer an opportunity to run projects for real-life firms (e.g. Marketing communication for Student Centre Split, in Marketing Management for Non-profit and Public Organisations students participate in the service-learning project, and in Event Management students organize a real-life charity event for the civil society organization of their choosing. They have [raised and donated 35 000 Euros so far](#).

As presented in [2.1](#), the **representatives of the world of practice were involved in designing the GBP programme from its inception** and were **consulted afterwards** through consultations with the Corporate Council. Their stance on the programme redesign is highly supportive and affirmative ([folder](#)). Furthermore, as elaborated already, the inputs of employers on the competencies required for all concentrations, i.e. specializations of GBP, have already taken place through ECONQUAL and E4 projects. The resulting standards of occupations and qualifications are submitted and (will be) published in the national register of qualifications framework ([HKO](#)).

Service-learning is an important programme axis of FEBT and is implemented as a SIP-SL elective course and through SL projects embedded within a few individual courses in GPB as well.

Although the GPB represents a graduate programme with a clear objective of equipping students with advanced business skills, an international mindset and socially-responsible behaviour, as explained earlier, **FEBT has started the process of GPB redesign.** This redesign process aims to align the study programme with recent developments in business and society and put more emphasis on critical cues in the business learning process, such as an international orientation, digital transformation, **and social responsibility**. This year, the process started with focus groups being held with key stakeholders: students, faculty, and companies. The goal is to have a **redesigned full-time study programme finished and submitted for approval to relevant bodies by the end of 2022.**



5.3. Design of Delivery Modes and Assessment Methods in the GPB

Delivery modes and assessment methods are in line with the ECTS assigned to each course. In order to secure that both are aligned, **internal and external assessments are being made on a regular basis.** Internally, lecturers apply changes to their course books each academic year based on the input they get externally, through the periodic quality feedback provided by students themselves. At the end of each semester, students assess the quality of each course they attended in the GPB by giving feedback on whether the assigned ECTS are in line with 1) what is delivered in class and 2) what is demanded from them through the assessment methods. This feedback is effectively communicated to lecturers. If necessary, changes in the course curriculum are made to better meet the standards in delivery modes and assessment methods. A detailed outlook on the quality assurance process in [8](#).

Same as UPB, **GPB is delivered in full-time mode with the possibility of part-time enrolment**⁴. The majority of students are full-time students, and the teaching schedule is defined accordingly. The regulations on part-time students are described in the Rulebook on Study Programmes and are the same as for UPB (details in [2.3](#)).

GPB is an **in-class study programme** with courses entailing a smaller percentage of online learning delivery on campus in IT labs. **Diverse teaching methods** are used in courses that best suit the specific ILOs defined. **Every course has a detailed syllabus** which comprises: course objectives, the course ILOs, delivery methods, week-by-week itinerary, assessment methods, and bibliography, all available on the [FEBT website in Croatian and English](#). Students have **access to all up to date course materials through the Moodle e-learning platform** where lecturers upload all course materials - lectures, presentations, case studies, quizzes, additional literature sources (articles, reports, etc.), Internet sources, multimedia, and RSS feeds. **The majority of courses in GPB do not rely only on traditional lecturing** but also comprise **various teaching methods** such as case study analysis, interactive discussions, multimedia, guest practitioners, company visits, usage of IT, and other analytical tools. Furthermore, analytical exercises are used based on IT tools (MS Excel, WinQSB, SPSS, Marketing Game, PowerSIM, Ms Dynamics – OLAP, NAV, SQL). Details on delivery methods are transparently listed in the course syllabi on the link above.

Each **course has a designated number of ECTS** reflecting the total hours-workload necessary to pass the course. In comparison to the UPB, the GPB has put more emphasis on the practical aspects of teaching and **every course offers advanced skills based on the real-world applicability of the theoretical concepts students learn.** In this way, the appropriate balance between theory-driven knowledge and managerially-relevant skills is achieved.

To assure that courses are up to date, **before the start of every academic year, lecturers are asked to revise their syllabi** collected by the Expert Associate for Teaching Process and supervised by the Vice Dean for Education. **The Faculty Council approves all revised syllabi.** Most of the courses comprise 5 or 6 ECTS, with each ECTS being an equivalent of 30 hours of student work. The total sum of ECTS credits for the GPB is 120, equalling 3,600 working hours of student's learning engagement.

Students complete the GPB by handing in a **graduation thesis** which takes the form of a research project in which students need to address certain theoretical concepts in a real business context by applying the proper methodology (e.g., the statistical analysis of primary and/or secondary data). In this process, the student is directly supervised by their mentor, who helps during the work on the

⁴ If a full-time student fails to pass an exam in two consecutive academic years, he/she loses the status of full-time student and the state subsidy. They can enrol in the part-time study programme in which they bear the costs by themselves.



graduation thesis and is evaluated by a three members Committee. The thesis is “defined” in the Graduation Exam. Examples of final graduation theses are available in (📁).

Same as in UPB (2.3), in GPB, great emphasis is put on the **international learning context process** – the literature (textbooks and research papers) and case studies; opportunity to take courses in the English language thought in cross-cultural environments with the incoming Erasmus students; possibility of Erasmus study visits and internships through a broad network of FEBT partner HEIs; guest lectures from [international firms](#), [renown scholars and teachers](#) from abroad These **assure that students’ insights and thinking includes a global perspective.**

Everything related to the management and administration of the GPB is the same as that for the UPB as described in detail in 2.3. Students can get all the information from **Registrars’ office** in person or via email and telephone. All relevant regulations and decisions are available to students on FEBT website or Moodle. Each course **has a comprehensive syllabus** that covers all the important aspects related to course: objectives, ILOs, week-by-week itinerary, teaching methods, assessment regime, and recommended literature for the course and is available on FEBT website and Moodle. Students may fully rely on the Moodle e- learning platform where lecturers upload and update all the relevant material for the course (presentations, reports, assignments, up-to-date information, etc.). Access to the Moodle platform for the GPB will be made available to the peer review team during the visit.

The assessment of a student's attainment of ILOs is carried out **through various assessment methods** which are under the discrete choice of lecturers. As mentioned before, **all professors were educated on ILOs and designing adequate assessment methods.** The methods include: written and/or oral exams, term project assignments, presentations, seminars, term papers, quizzes, tests, work/practical assignments, and business software simulations, all of which verify the student's achievement of ILOs in the course and in the programme as a whole. Since the ILOs of the GPB are directly related to the ILOs of the courses that are being delivered within it, the course-specific assessment methods generally have the function of achieving the ILOs of the overall GPB.

In the design of the GPB, emphasis was put **on achieving an alignment between ILOs and the assessment methods used for testing them.** To assure this, for each course the Table of constructive alignment was designed for the purpose (examples in the 📁). A student's attainment of ILOs is evaluated continuously during the semester in each course. The final grade is the sum of all points/grades that the student achieves through different assessment methods. All courses have a defined set of assessment rules that best fit a given course's nature. For instance, besides a formal exam, Marketing-related courses include term project assignments in which students prepare a comprehensive plan of action for a specific marketing activity (e.g., a marketing communications plan, an international marketing plan, etc.). Within the Finance concentration, students are exposed to various analytical tests in which they need to solve a + financial problem. Similarly, in Accounting-related courses, students are assessed by solving assignments related to financial reporting according to accounting standards. In the IT Management concentration, students’ attainment of ILOs is assessed using modern ICT tools and software (e.g., MS Dynamics). In the Management concentration, students must deliver term papers, project assignments, and strategic plans. By using a wider range of grading methods, **the goal is to give a more objective and unbiased assessment of a student's attainment of ILOs** in a specific course and the GPB in general. Likewise, **another goal is to motivate students to work continuously throughout the semester** and avoid any sources of alienation that would result if only one assessment method were used, i.e., a midterm or final exam.

Generally, **most of the courses have some form of written and oral exam**, either through open-ended, multiple-choice questions or essay/short case study questions. However, the **proportion of**



multiple-choice questions does not exceed 20% of the overall grade and the individual component exceeds 50%. Examples of exams, project assignments, term papers, and presentations will be provided ([link](#)). **In some cases, the coursework excludes a traditional examination** and entails a combination of term papers, case study analyses, and project assignments. As with the UPB, each course in the GPB has a clear definition of the passing grade, i.e., the **percentage/points/grade that a student needs to achieve** to pass the exam. If the student fails to meet the passing grade expectations, they can **re-sit the exam**. According to university-level regulations, each student has four chances to re-sit the exam during the three exam periods organized during one academic year (February, June/July, and August/September).

The **assessments in the GPB strongly relies on term papers and project assignments**, with the **Graduation thesis** being the final student assignment required for GPB completion. FEBT emphasises **mechanisms that assure the required quality and integrity of all student papers**, especially the Graduation thesis. Students **choose their mentors** through the FEBT information system (ISEF) between the end of November and mid-February in a two-cycle selection process. The process and guidelines for thesis writing are given in Instructions for students' papers in FEBT, while mentors guide students in preparing their thesis continuously through regular one-on-one consultations. Furthermore, the FEBT library organizes **courses for writing student assignments** and is available for any help. At the university level courses such as the [Academic writing course](#) are available within the EU alliance. To assure the objective Thesis assessment, **a three-person Committee is assigned by Vice-dean for Education to evaluate** each Graduation Thesis Application, the submitted final thesis and conduct the Graduation Exam. The final grade is the average of the three grades obtained.

As already explained in [2.3.2.](#), a lot of effort is put into the **mechanisms to prevent plagiarism**. Antiplagiarism software Turnitin usage is obligatory before the thesis submission, while it is also used for assessing other student papers within individual courses. The Code of Ethics defines the stance towards plagiarism and intellectual property violations. FEBT's [Rulebook on Student Disciplinary Actions](#) defines **plagiarism as a severe student's obligations breach** and defines the procedure and potential sanctions in case of its detection. The procedure is conducted by the Disciplinary Committee consisting of the Vice-dean for Education, two professors and two students) and involves a hearing and appeals procedure. FEBT ensures that all activities related to teaching and especially to grading are communicated to students through the Moodle e-learning. Besides official office hours, which each lecturer reserves for students, the Moodle platform is also used for interactive communication.

Chapter 6: GPB Programme Delivery & Operations

6.1. Student Recruitment

FEBT deploys promotional activities every academic year to inform potential students about graduate programmes and enrolment criteria and quotas. This typically includes **public calls via University's web**, disseminated through all [major newspapers in Croatia](#). Eligibility for enrolling in the GPB entails:

- finished university undergraduate study programme in Business or related disciplines (e.g., Economics, Tourism);
- finished university undergraduate study programme from unrelated disciplines (e.g., Psychology) with the requirement of enrolling in the preparatory programme delivered by the FEBT's Centre for Lifelong Learning;
- finished professional undergraduate study programme with the requirement of enrolling in the preparatory programme delivered by FEBT's Centre for Lifelong Learning.



Eligible applicants can choose from three available areas of university graduate studies: Economics (two concentrations), Business Studies (five concentrations), and Tourism (single focus study without concentrations). As a part of the application, candidates mark areas and concentrations as their first choice, second choice, and so forth until the list of all available graduate studies is exhausted. Criteria for entering the GPB are explained in the Rulebook on Study Programmes and the Studying System. Applicants are ranked according to points. The formula for calculating the points is as follows:⁵

$$\text{Points} = \frac{\left(\frac{AG}{5} + [1 - (0.15 \times EYS)]\right)}{2} \times 100$$

Since most students (in the last four academic years, on average, 91.1%) who have finished the UPB continue straight on to the graduate programme, criteria such as “business experience” are not applicable. After the application procedure ends, students are ranked according to the points, and the quotas for each concentration are filled accordingly (quotas are set per academic year). If a student fails to achieve enough points to enrol in the concentration they listed as the highest priority (first choice), he/she is reallocated to the concentration that was the second choice. The process is ongoing until all slots in all concentrations are filled. In the following table, the profile of enrolled students, along with the enrolment statistics for the last three academic years, is presented.

Table 25 Profile of enrolled students in the GPB over the last three years

Year	Number of applicants	First choice	Quota	Enrolled	Avg. grade in UPB	Female	Male	Age (avg.)	Finished UPB	Same concentration UPB as enrolled GPB
2020/2021	205	151	170	158	3.36	70.25%	29.75%	22.9	94.30%	51.27%
2019/2020	211	152	170	156	3.46	58.33%	41.67%	23	94.23%	43.59%
2018/2019	212	138	190	143	3.44	65.03%	34.97%	22.8	88.81%	30.07%

The number of applicants is fairly stable and in accordance with numbers reported in SAR 2019. Still, a slight increase in the number of enrolled students is evident, and the average grade in the undergraduate programme is somewhat higher. Students enrolled in GPB are **predominantly female** and on average **22.9 years old**. The vast majority of students enrolled in GPB have finished UPB, and there is a **tendency towards vertical specialization evident**. Since students enrolling in the GPB are mostly recently graduated FEBT undergrads, no special induction and orientation are required. Students with an undergraduate background other than FEBT are carefully introduced to the system of studying at FEBT, and essential information is provided in the FEBT’s online guide.

6.2. Pedagogy

The GPB is an **advanced study programme in Business** in which students are equipped with the advanced skills delivered through academic and managerial frameworks. As shown in [1.3](#), **FEBT is fully capable of delivering GPB** considering the structure of faculty members (especially regarding the adjunct faculty that are professionals and experts in their respective fields). Furthermore, as a part of the preparation for the re-accreditation visit, FEBT conducted a survey (later in the text – FEBT’s in-depth study) on a population of core faculty (the full report will be provided in the [link](#)). The results had shown that **core faculty have professional experience** in their own right - holding advisory, board members or expert panel positions (93 in total) and participating in developmental and commercial projects (39 in total over the last five years; average project team size: three faculty

⁵ Abbreviations mean: AG - “average grade achieved in the undergraduate programme”, EYS - “number of years spent in the undergraduate programme beyond than required (3)”



members). In this regard, the inputs from business practice provide an essential backbone to the GPB. The connections with business practice are stimulated in a variety of modes. More specifically, GPB courses rely heavily on **guest practitioners** (over the last three years, in total 19 guest practitioners delivered classes in GPB, where the largest influx of guest practitioners is evident in Strategic Management and Multidimensional Information Systems courses), **business software solutions** (where in the GPB the most significant ones include Arena Simulation Software, Cube Player, ExtendSim, Hubro Marketing Simulation, IBM Cognos, IDEA Caseware, Microsoft Dynamics Sure Step, Microsoft SQL Server, Open Project, Powerism, R, Rapid Miner, SAP Crystal Reports, WINQSB), **case studies** (approximated amount of case studies accounts for about 15% of all programme delivery methods), **business field trips** (in the last three academic years, Operations management II course alone had eight field trips in some of the biggest companies in Split-Dalmatia County like AD Plastik d.d., Brodogradilište d.o.o., Cemex Croatia d.d. and Split Airport d.o.o. covering a wide range of topics such as production planning, quality management, supply management, and production control), **practical assignments** (approximated amount of practical assignments accounts for about 15% of all programme delivery methods), etc. Also, at the graduate level, FEBT ensures that **teaching methods are more student-oriented**, with many of the courses involving small group project assignments and individual exercises (among student-centred teaching and learning methods, the most frequent one is project work. The whole teaching process in this study programme is fully supported by the usage of the **e-learning platform Moodle** through which students can easily access course-related information, learning materials, and assessments (where appropriate), and they can interact with faculty if they have any questions or open issues. Due to the COVID-19 pandemic, Moodle platform was combined with supplementary apps: Zoom, MS Teams and Kahoot to ensure that the quality of the teaching process is not compromised. All classrooms at FEBT are equipped with Internet connections, and Wi-Fi connectivity is provided to students in real-time.

The goal of FEBT is to ensure that all courses within the GPB unite scholarly and practitioner-oriented perspectives. In this regard, many of the courses have scholarly papers that are part of the core or supplementary reading. In the GPB, **students are required to develop specific methodological, analytical, and academic skills**. In the Methodology of Economics Research, GPB students are exposed to the core principles of business research methods. In the Research Paper courses, students demonstrate academic writing skills that are essential to writing a graduation thesis. Students get acquainted with the most common statistical methods used in business research through learning-by-doing in the Statistical Methods course. In some GPB courses, lecturers have integrated their research work into the course content (e.g. the Bank Management course), critical reviews on books and papers (e.g., the Strategic Management and Strategic Human Resources Management courses), term papers, etc. In the very same courses, balance is achieved by integrating more practice-focused content such as short case studies and business vignettes from international and domestic business newspapers as well as by relying on works from relevant scholarly-practitioner outlets such as Harvard Business Review, California Management Review, MIT SLOAN Management Review, etc.

To secure that the practitioner-oriented dimension is incorporated into the study programme, GPB students have an opportunity to attend **guest lectures** given through GPB regular classes ***In Relation to practice*** sessions, ***From the scientific perspective*** sessions, **corporate visits, workshops and lectures** related to various events organized by Student Entrepreneurship Incubator (Global Entrepreneurship Week, Grow Your Skills, Student Digital Hub, Get in the Ring), or join the Student Entrepreneurship Incubator if they have an innovative entrepreneurial idea. Also, to make their corporate interactions more realistic, GPB students can choose an **internship** from 77 companies and organizations and 26 NGOs. Besides practical-oriented and methodological perspectives, the GPB offers its students an opportunity to develop analytical skills mainly through courses and



concentrations that are analytical in nature (e.g., most of the courses in the Financial Management concentration use MS Excel with which students develop their analytical capabilities that are essential for financial decision making, whereas IT Management concentration courses use an array of recent IT tools that are essential in managing business information systems and business intelligence).

In order to achieve a full-scale experience for GPB students, FEBT extensively relies on the e-learning platform **Moodle** in engaging with students and enhancing their experience with the teaching process. Moodle is used for a variety of teaching-related activities, such as: 1) **uploading presentations and other teaching materials** (reports, articles, weblinks, etc.), 2) **informing students in real-time**, 3) **interactive communication** between students and faculty, and 4) using various platform options for **student assessment** (e.g., courses in the IT Management concentration rely heavily on the assessment method options offered through the Moodle platform). Also, FEBT's memberships in Oracle Academy program and Microsoft Dynamics Academic Alliance enable our GPB students to take advantage of state-of-the-art business software tools for teaching and learning.

All teaching and learning materials are available via FEBT's e-learning Moodle platform and FEBT's library (students can borrow textbooks, business periodicals and magazines, and access specific databases by which they can enhance their learning experience). All the available digital databases are explained in Section 1.2. and they present a great source of value for students, especially for the preparation of their projects, term papers, and graduation theses.

FEBT employs various methods in order to secure the principles of **student-centred learning**. For instance, most lecturers use **quizzes** so students can continuously monitor their level of knowledge (during COVID-19 pandemic, lecturers were required to formulate and implement an alternative to students' class attendance, so self-assessment quizzes were introduced and continued to be used even after restrictions were eased). **Case studies** have proven to be a useful tool for student-centred teaching since they stimulate students to discuss, develop critical thinking skills, and offer solutions applicable in real-world business (e.g., the Marketing and Management concentrations rely heavily on case studies). Many of the courses in the GPB rely on **term papers** or **small group assignments** where students are required to come up with a specific plan of action in a given context (e.g., in Marketing-related courses, students are required to come up with a marketing plan for a specific product/service depending on the course) and thus demonstrate how well they tie key theoretical concepts to real-world business applications. In the case of group project assignments, students are required to conduct a peer review and reflect on how well other team members contribute to the project's overall success. Also, FEBT engages **9 teaching assistants** and, in the last three years, have engaged **69 student teaching assistants** who come from the most successful students to assist other students in the teaching process.

Students are assessing GPB's faculty on a semester basis regarding their teaching performance and course organization. If necessary, FEBT management, on the basis of recommendations made by FEBT's Quality Assurance Committee, takes corrective actions. Additionally, GPB students, upon their graduation, complete a questionnaire and reflect on aspects of studying at GPB. Results of both students' evaluations, indicating their level of satisfaction with GPB's faculty teaching quality, course and programme organization, available resources, and extracurricular activities, are presented below.

Table 26 Students' assessment of GPB delivery and supporting resources

Type of assessment	2018/2019	2019/2020	2020/2021
Exiting questionnaire on GPB content, delivery modes and supporting operations and resources	4.0	4.1	4.3
In semester questionnaire on course's teaching methods and organization	4.66	4.73	4.68

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



Even though **numbers are showing a positive trend** (Questionnaire on GPB content) **or robust, stable position** (In semester questionnaire), FEBT has a strong commitment towards continuous improvement of its study programmes and teaching methods. This year, FEBT initialized a profound reform of UPB and GPB. The first stage of the process is completed (Analysis on the current state and perspectives of UPB and GPB), and structural and content innovations are expected to be delivered in the next period. Faculty are continuously encouraged to take scientific/professional training, especially those related to improving pedagogical competencies and technology-enhanced learning.

6.3. Personal Development of Students in the GPB

The **GPB offers a balanced portfolio of skills** that students need to be competitive in the ever-demanding global marketplace. Basic courses are designed to familiarize students with more complex functions that underlie a holistic business organization (financial management, marketing and strategic HRM). Concentrations are designed to offer more in-depth knowledge in a specific area of business, whereas transferable skills such as ICT and analytical skills are embedded throughout the study programme. Besides the personal development initiatives integrated in the core curriculum of the GPB, extra attention has been paid to activities outside of the GPB curriculum. As in the UPB, students who have an entrepreneurial idea are free to join the SEI and undertake a series of lectures and seminars that are aimed at developing key skills necessary for managing an entrepreneurial venture (i.e., creation of a business model, designing a marketing and financial plan, etc.). Alongside this, FEBT organizes a series of workshops and classes through the SEI Academy that are aimed at building more advanced business and entrepreneurial skills for GPB students such as launching an entrepreneurial venture, scaling up a start-up business, financing an entrepreneurial venture, etc. Ms. Lana Ugrčić, Head of SEI, is responsible for all the activities that take place through the SEI. In the following table, a list of the most notable lectures/seminars/workshops aimed at GPB students organized through SEI can be found (more information in [1.1.](#) and [3.5.](#)).

Table 27 Lectures/seminars organized by Student Entrepreneurship Incubator 2019-2021

	GEW 2019.	GEW 2020.	GEW 2021.	GROW YOUR SKILLS 2021.	STUDENT DIGITAL HUB 2021.	Total
Personal development and business skills		1	4	11	22	38
Specific topics - digitalization		2	1		20	23
Specific topics - management					2	2
Specific topics - marketing	3	3	2		8	16
Specific topics - project management	1		1	8	4	14
Specific topics - finance	1					1
Specific topics - innovation	2	2				4
Total	7	8	8	19	56	98

Within a two-year period, there was a record sum of **98 lectures and seminars for students** provided by SEI (organized/supported by SEI). The list of all events (provided in the [folder](#)), was filtered to include only business-related topics. Lecturers were professionals coming from international/multinational companies like Ericsson, Oracle, SAP and Ernst&Young), NGOs (like Sunce, Association for nature preservation, environment and sustainable development) and governmental sector (like Ministry of regional development and HBOR-Croatian Bank for Reconstruction and Development). Lectures and seminars covered a wide range of topics: personal development and business skills, issues and topics in areas of digitalization, marketing, management, finance and innovation. Examples are given for every area of interest:

- Personal development and business skills: *How to network efficiently and effectively* (Mr. Michael Freer from Encosco), *Speaking with impact* (Mr. Peter Hopwood from Hopwood Speaker Coaching),



- Digitalization: *Data Mining* (Mr. Živko Krstić from Atomic Intelligence), *Figma: iOS vs. Android* (Mr. Petar Vrandečić from Reroot),
- Finance: *How to use debt finance instruments?* (Mrs. Mira Krneta from HBOR),
- Marketing: *Content Marketing* (Mr. Ilija Brajković from Kontra agencija), *What is PR?* (Mr. Luka Šipić from Vrh komunikacije),
- Management: *Leadership* (Mrs. Maja Kalinić from ESM-Eppur Si Mouve), *Five most important traits of team players* (Mrs. Ivana Tišljar from HUTA),
- Project Management: *From successful planning to successful project* (Mrs. Franka Smoljo from Typequast), *Experiences in managing portfolio of small "custom-tailored" projects* (Mrs. Ana Restović and Mr. Ivo Šimić from Ericsson),
- Innovation: *Intellectual Property Management in EU-funded projects/Horizon 2020* (Mr. Jorg Scherer, EU IP Helpdesk), *Innovation* (Mr. Goran Škugor and Mr. Toni Mastelić from Ericsson).

In total, in period 2019-2020 more than 500 students (UPB & GPB) participated in lectures/seminars organized during Global Entrepreneurship Week. Just under 2000 students attended lectures/seminars associated with Grow Your Skills and Student Digital Hub projects. Additionally, during 2021, in total, **eight lectures** were delivered through the ***From the scientific perspective sessions***. Topics covered marketing, management, and digitalization areas and included scientists from eminent schools and universities like London School of Economics, Copenhagen Business School, and Loyola University. The majority of lecturers were Croatian/regional scientists who work on international institutions, and the FEBT management team is determined to use international connections more meaningfully by integrating them in the study process and regular classes. Examples are given below:

- Management: *Achieving Strategic Alignment: The Role of Culture* (Mislav Radić, PhD, London School of Economics),
- Marketing: *Humor in Advertising: What Makes it work?* (Hye Jin Yoou, PhD, University of Georgia),
- Digitalization: *Biometric sensors: new frontiers of IT systems and human behaviour research* (Dinko Bačić, PhD, Loyola University).

Moreover, in 2021 ***In relation to practice*** sessions were launched. In total, **nine lectures** were given by professionals coming from companies like Zalando, LinkedIn, Coca Cola and Swiss Re Group. Examples of lectures are given below:

- *What is HR of modern tech companies about?* (Mrs. Tanja Slišković, PhD, Senior Organizational Behavior Scientist, Zalando),
- *The role of customer experience and data analytics in segmentation and positioning* (Mrs. Tatjana Stanković, Vice President – Customer Experience Manager, Swiss Re Group),
- *Portfolio management and new products development* (Mr. Vinko Ursić Glavanović, Key account manager, Coca Cola Hellenic Bottling Company),
- *How I developed career in e-learning and how e-learning contributes career development?* (Antonia Bralić, PhD, Head of Customer Success, Academic and Government, LinkedIn Learning, LinkedIn).

Again, lecturers engaged *In relation to practice* sessions were Croatian/regional professionals (many of them FEBT alumni) working abroad and were successfully targeted and acquired by FEBT to leverage their expertise in making connections of GPB with practice more purposeful and up-to-date. Since FEBT study programmes are undergoing much-needed reform, curriculum rejuvenation with guest lectures is a viable option until the process is completed. It should be stated that huge **progress** was made in this area **since 2019** when only a modest list of guest lecturers could be offered, and connections of GPB to the world of practice could only to a limited extent be explained. FEBT management strongly believes that internationalization and meaningful relationships with the world



of practice are the vital threads that connect GPB with desired learning objectives. Finally, just as UPB students, GPB students have at their disposal various centres and offices that are aimed at enhancing their overall experience while studying. These centres and offices are explained in [3.3](#).

6.4. International Aspects of the GPB

An international orientation characterizes the GPB in several ways. First, in terms of its content, most courses feature **internationally-recognized case studies and literature**. FEBT still does not run a full-time GPB in English, due to limitation of enrolment numbers. However, FEBT is determined to reform study programmes and introduce the full-time GPB in English in the upcoming years since students' interest in **GPB courses in English is increasing**. Currently, 31 courses are offered, and 24 courses from the UPB and GPB are delivered in English. Incoming GPB students can choose from both UPB and GPB list of available courses and have an additional opportunity to enhance their international learning experience through many extra-curricular activities such as *In relation to practice sessions*, *From the scientific perspective sessions*, lectures through the European Documentation Centre, workshops and lectures through the SEI, etc. Also, students can attend lectures delivered by professors from partner HEIs in the Erasmus+ and CERGE-DL programme.

Table 28 Number of courses offered and delivered in English

	Total FEBT offered	UPB&GPB offered	Proportion of the total FEBT offered	Total FEBT delivered	UPB&GPB	Proportion of the total FEBT delivered
2018/2019	44	32	72.73	37	27	72.97
2019/2020	46	35	76.09	37	28	75.68
2020/2021	45	33	73.33	36	25	69.44
2021/2022	43	31	72.09	24	24	70.59

As it can be seen from Table 28, the **number of courses offered in English has increased** to a great extent, compared to the number reported in 2019 SAR, and there is a stable proportion of courses related to business evident (around three-quarters of all courses offered in English at FEBT are UPB and GPB). Not all offered courses are delivered, but there is clear evidence that around 70% of all delivered courses account **for UPB and GPB courses** (this can be used as a proxy for the demand). Simultaneously with the efforts to attract more incoming students, a great deal of effort is put into encouraging Croatian students to take English taught courses (additionally validating FEBT strong commitment to introduce full-time GPB in English).

Table 29 Number of Croatian students enrolled in English taught classes

	Total FEBT	UPB&GPB	Proportion
2017/2018	40	29	72.50
2018/2019	58	39	67.24
2019/2020	140	95	67.86
2020/2021	188	165	87.77
2021/2022	377	344	91.25

It is evident that modest **demand has increased tremendously over the years** and that the vast majority of students enrolled in English taught classes take business-related subjects (UPB and GPB). This academic year, FEBT management has decided to offer some of the GPB electives only in English (as a strategy for reducing teaching hours exceeding normal teaching load and as a strategy for stimulating demand for English taught classes).

FEBT places a strong emphasis on enhancing the experience of its students through **international exchange programmes**. Since FEBT does not offer a full-time programme in English yet, it is strongly believed that the exchange programmes facilitate the creation of an international mindset among



students. The majority of exchange flows (incoming and outgoing) occur through the Erasmus+ and CEEPUS platforms. Erasmus+ is one of the most important exchange programmes for FEBT, with more than 70 HEI partners from 20 countries. The most notable partners are presented in [3.4](#).

Student mobility numbers in the GPB are given in the table below. During the last three years, the **majority of mobility was for studying** while 14 students in total went for an internship abroad (a slight increase compared to 2019 SAR). It is important to note that the share of students who went for outgoing mobility in the record year 2019/20 was around 28% of the total enrolled population. Some turbulence is evident in analysed years regarding mobility numbers (due to the COVID-19 pandemic), but numbers still firmly demonstrate an inclination toward internationalization. Analysing incoming GPB students by country of origin, it becomes evident that the largest markets for FEBT's GPB are Poland and Italy in the period 2018-2021 (as it was during the last accreditation visit). The structure of outgoing FEBT's GPB students reveals some reciprocity (in the case of Italy). Still, it becomes clear that FEBT students prefer (familiar) Mediterranean countries (more than half of all outgoing students choose Portugal, Italy or Spain as their destination). Finally, there is a significant proportion of GPB students choosing the Czech Republic as their mobility destination.

Table 30 Student mobility in the GPB

Mobility	2018/ 2019	Out of total FEBT graduate level	2019/ 2020	Out of total FEBT graduate level	2020/ 2021	Out of total FEBT graduate level	2021/ 2022	Out of total FEBT graduate level
Outgoing	28	66.67%	44	75.86%	26	78.79%	39	67.24%
Incoming	27	96.43%	22	91.67%	24	85.71%	41	95.35%

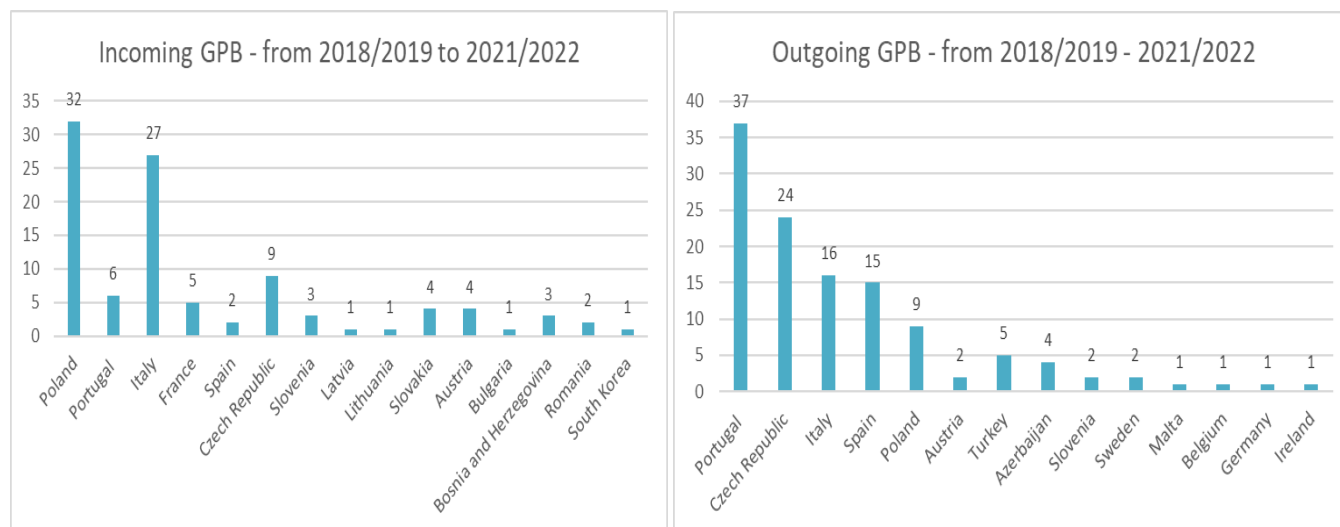


Figure 9 Incoming and outgoing mobility by countries of origin/destination from 2018/2019-2021/2022 academic years

Upon completion of the exchange study programme, incoming GPB students are invited to evaluate important aspects of teaching quality. The results for the last academic year are provided in Table 31.

Table 31 Students' assessment of GPB courses delivered in English in 2020/2021

Type of assessment	2018/2019	2019/2020	2020/2021
In semester questionnaire on course's teaching methods and organization	4.61	4.56	4.91

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

Even though COVID restrictions heavily burdened last academic year, GPB courses were enrolled, and student feedback suggests that classes were of exceptional quality (a detailed list of courses and assessment reports will be provided [here](#)).



During the last accreditation visit, **two of three areas of improvement included international dimension and developing a deeper relationship with strategic partners**. FEBT took PRT's recommendations seriously and from 2021 took part in [CERGE-EI Foundation's Distance learning Programme](#) (enrolment numbers clearly indicate that CERGE can be considered as one of FEBT's strategic partners). CERGE-EI Professor Krešimir Žigić is a long-time supporter of FEBT's internationalisation efforts. GPB courses are being delivered in this (spring) semester, including Financial Markets taught by assoc. prof. Ana Kundid Novokmet (21 students enrolled) and Intro to Data Science delivered by junior researcher Tea Kalinić (19 students enrolled). Facts presented in this chapter suggest that progress has been made, both quantitative and qualitative. However, we are fully aware that much work still has to be done in order to achieve the full spectrum of internationalization and develop meaningful relationships with strategic partners instrumental to GPB quality.

Finally, FEBT's internationalization efforts go beyond Erasmus+ and distance learning programmes to include the organization of **international summer school programmes**. Only this year four international summer schools are offered, two of them being business-related. Entrepreneurship, Innovation and Creativity summer school is designed for graduate students (among others), and participants will be awarded with six ECTS upon completion. The school blends both academic and professional international lecturers (alongside FEBT faculty) to deliver state-of-the-art educational product (to mention important contributors: Senija Čausević, Associate professor in Marketing and Cultural Studies at the School of Oriental and African Studies, SOAS, London, UK, Mr. Arjan Goudsblom, Co-Founder and Director at Preneurz, Amsterdam, Senior Connector Technology at Techleap.nl, Amsterdam, Neatherlands, Mr. Gergő Gulyás Founder and CFO at cLAB Ventures and Member Of The Board Of Directors at Startup Campus, London, UK).

FEBT has established a **Strategic Advisory Board** consisting of renowned academics coming from institutions like MIT, LSE, CalTech, Cardiff University, Free University of Amsterdam, Leeds University. The composition of the board reflects international aspirations and striving for excellence, whereas the most important roles of the SAB is: providing independent external advice, engagement with projects and new initiatives, assisting in developing corporate and institutional relationships nationally and internationally, helping to increase contributions of practitioners into research, learning and teaching, including direct contact with our academic staff and students. In this academic year, **two of the Board members will be engaged as lecturers in FEBT's summer schools** (Professor Dražen Prelec from MIT Sloan School of Management in Behavioural Economics summer school and Professor Peter Nijkamp from Free University of Amsterdam in Regional Development summer school).

GPB graduates are excellently prepared and fit for positions in international companies. FEBT students' second biggest employer in the Split metropolitan area (second only after OTP bank d.d. which is a foreign-owned bank) is International Medical Corps Croatia; non-profit relief and development organisation that is fully international and that in the last three years alone have employed 43 GPB graduates (Financial Management and Accounting and Auditing concentrations) or 84% of the total number of recently employed staff. Moreover, over the last three years, nine FEBT graduates were promoted (around 20% of the total number) where employment rates and career advancements can be, at least partially explained by the quality of the GPB. Further explanations on the career placement of FEBT's graduates will be provided in [7.2](#).

6.5. Interactions with the World of Practice in the GPB

Managerial input from business practice provides an essential value-added in the GPB. In this way, GPB students are able to have first-hand experience on how theoretical concepts evolve in real-life



business. As in the UPB, the involvement of business practice in different modalities is encouraged in many courses of the GPB. By using **case study methodology** as a means of teaching, students are able to grasp and really experience how companies operate in a dynamic business environment. **Inviting business practitioners** as guest speakers is another way of enhancing students' experience in the GPB. Guest speakers come from either corporations and/or start-up companies. In 2021 *In relation to practice* sessions were launched and in total, nine lectures were given by professionals coming from companies like Zalando, LinkedIn, Coca Cola and Swiss Re Group, or start-up companies like Mushroom cups (lectures covered contemporary issues in management, marketing and IT). Additionally, during the last year, 60 different lectures/seminars/workshops were organized by FEBT's SEI, covering a wide range of topics in management, marketing, digitalization, innovation, finance, and project management, delivered by professionals coming from respectable corporate sector partners. IT concentration is relying heavily on **partnerships with large IT companies** and corporate interactions are particularly beneficial in this area (recent example is lecture given in 2021 by Mr. Alen Bulić from Ericsson company through GPB course Management of IT projects – *Agile project management in software development*, and 2020 Oracle Academy Day where Oracle Digital Academy presentation was available for all GPB students). FEBT **actively includes former students into the teaching process**, so one of the most important activities of the ALUMNI Association is the SEFNET event which is organized as a set of lectures of former students to current ones. Former students come from reputable local, regional and national companies, so SEFNET is a convenient way of integrating the business practice component within the core curriculum. It links faculty, former students (managers and entrepreneurs), and students. A dozen such lectures are held annually, and in the last year, lectures were given through GPB courses Financial Accounting II, Operational management II and Strategic Management - lectures were given by professionals coming from the biggest companies/employers in the area like Brodogradilište d.o.o. and AD Plastik d.d.

FEBT is determined to make its **Corporate Council** a fully operational advisory body since it gathers respected professionals: managers and entrepreneurs, major business players in Split business scene (and Split-Dalmatia County). The most important role of the Council, with respect to the GPB is to contribute a more practical perspective to FEBT's efforts in designing and implementing competitive and attractive study programme that fits both current and future labour market needs. To that end, Mrs. Snježana Galić (Galić Tax Consulting d.o.o.), a member of the Corporate Council, was in the last academic year engaged as a guest lecturer (topic: The taxation of mergers). Additionally, as a result of the Corporate Council's valuable inputs, in February 2022, a survey was conducted on the population of FEBT's graduates, revealing a great deal on the current job profiles and adequacy of knowledge and skills acquired through the study programme of FEBT's graduates.

By having **adjunct faculty** who come directly from business practice, FEBT ensures that students experience how certain business concepts and frameworks reflect in the real world.

As mentioned above, FEBT tries to utilize its SEI in teaching as much as possible. Besides the extracurricular activities occurring through the SEI explained in [6.3](#), interactions with the entrepreneurial and corporate worlds are streamlined with the GPB curriculum. In this regard, **Global Entrepreneurship Week** is held every year where professors deliver lectures in the GPB and host renowned and rising star entrepreneurs who share real-life business experiences with students.

Besides traditional ways of incorporating real business experience, FEBT supports the inclusion of **company sponsored projects** within GPB courses. For instance, this academic year, a case study competition in 6 projects that will include Marketing and Management concentrations' students is initiated in partnership with Tommy Ltd. Tommy is the largest employer in Split-Dalmatia County (employing more than 3400 employees and from the last available [reports](#), in 2020, Tommy was



ranked 6th biggest retail company in Croatia. The company is represented in FEBT's Corporate Council by Development manager, Mr. Sebastijan Ivanković. FEBT's GPB students have a tradition of winning awards in national and international **company-sponsored competitions**. The most notable during the past three years are:

- Julija Božan (Financial management concentration graduate) won 1st award in HANFA (Croatian Financial Services Supervisory Agency) students' scientific and professional papers competition in 2021 (scientific paper under the mentorship of Associate professor Josip Visković entitled "*The effect of cryptocurrency on traditional financial markets*",
- Filip Šego and Filip Lesić (students of Financial management concentration) were members of the FEBT team that won 2nd place in the CFA (Chartered Financial Analyst) Research Challenge 2022. Under the mentorship of Associate professor Ana Rimac Smiljanić students have developed investment options in Podravka d.d. stock,
- Mario Delić and Marko Plastić (students of Financial management concentration) were members of the FEBT team that won 1st place in the CFA Research Challenge 2021. Under the mentorship of Associate Professor Ana Rimac Smiljanić students have developed investment options in Kraš d.d. stock,
- Bruna Čalija, Matej Erceg, Ana Govorušić, Ana Jelavić and Dominika Marijan (students of Financial management and IT management concentrations) were members of the FEBT team that won 3rd place in the CFA Research Challenge 2021. Under the mentorship of Associate Professor Ana Kundid Novokmet students have developed investment options in Kraš d.d. stock,
- Duje Petričević (student of Accounting and Auditing concentration) won 2nd place on Accounting Battle competition under the mentorship of Full Professor Branka Ramljak in 2021.

Similar to the UPB, the GPB also puts a lot of emphasis on increasing the student experience with business practice through the **Student internship programme**. SIP is an elective course in the second year of the GPB. The internship is directly related to the study programmes as it enables students to acquire practical skills by applying their acquired theoretical knowledge from courses to chosen organizations. The SIP is carried out within a partner organization (i.e., company, public institution of regional/local government, or non-profit) with which the FEBT has signed an agreement. GPB students can choose an internship from 77 companies and organizations and 26 NGOs.

Table 32 Sample of GPB student internships

Employer	Functional area of internship	Internship description	GPB Concentration
Uber d.o.o.	Online marketing	1. Web market research 2. Development of advertising plans 3. Ad development 4. Creation and implementation of AdWords campaigns 5. Monitoring AdWords campaigns 6. Designing Facebook campaigns 7. Monitoring Facebook campaigns	Marketing
Sunce – Association for Nature Preservation, Environment and Sustainable Development	Sustainability and environmental protection programme EkoPartner	1. Development of promotional campaigns 2. Webpage and Facebook administration and management 3. Communication with representatives of accomm. providers 4. Communication with destination management boards and tourism agencies 5. Data management and administration 6. Assessing user satisfaction with the programme 7. Office administration	Management



Net Media Sistemi d.o.o.	Project development	1. Clients request analysis 2. Business processes analysis 3. Project specification documents development 4. Preparing tender documents 5. Project implementation control	IT Management
PBZ Intesa Sanpaolo	Corporate banking	1. Contacting and attracting clients 2. Collecting documents and processing requests for high-risk products 3. Writing up a credit/loan proposal 4. Writing up standardized contracts and collateral seizure 5. Managing savings accounts 6. Monitoring the relationship with clients	Financial management
UHY	Accounting	1. Payroll 2. Calculation of VAT 3. Creating a payment form for bank accounts 4. General ledger entries for bank accounts 5. General ledger entries for cash registers 6. General ledger entries for incoming invoices 7. General ledger entries for outgoing invoices	Accounting and Auditing

FEBT is especially proud that the **interest in developing partnerships with FEBT via SIP has grown rapidly in the NGO sector in the past period**. Since its inception in 2019, service-learning module of SIP has grown exponentially (from six contracts signed in 2018/2019 to 26 contracts in 2021/2022).

Besides corporate involvement through the regular courses of the GPB curriculum, a great deal of attention is paid to extracurricular aspects of connection with the world of practice. In this regard, FEBT has recognized value in partnering with various constituents in providing specialized conferences and events. In this regard, FEBT has been actively co-organizing **3P – Programme for Fostering Entrepreneurship** since 2013. In the last three years, 3P event wasn't organized due to COVID-19 restrictions (and the fact that students were overloaded with online activities⁶ while the entrepreneurs were occupied by the survival of their companies). At the 3P conference, GPB students have a unique opportunity to meet Croatian entrepreneurs, most of whom are successful and have an international presence. This year's event (expected to be held in June) highlights digitalization. Associate Professor Ivana Bilić is credited for initiating and successfully organising 3P events.

6.6. Ethics, Responsibility and Sustainability (ERS) in the GPB

FEBT recognizes the importance of ERS perspectives both at institutional and study programme levels. At the study programme level, FEBT ensures that **all students are exposed to ethics, social responsibility and sustainability**. First and foremost, these topics are recognized in generic ILOs, which are at the foundation of all study programmes offered at the FEBT.

ERS topics are streamlined through the GPB in several modalities. In some courses in different concentrations, ERS topics are a constituent part of the curriculum (e.g., IT Projects Management, Change Management, Quality Management, Strategic Management). ERS topics are constantly represented through case studies, student presentations, and field visits. For instance, in Quality Management (Management concentration), students are acquainted with ethical principles in production as well as quality assurance issues. This topic is also covered during the corporate visit students make within this course. In Audit and Internal Audit and Control courses, students explore

⁶ According to the results of the survey organized and conducted by FEBT's students in 2020 (N=860), students were not satisfied with on-line classes during COVID-19 pandemic due to the fact that most of the students' households don't have more than one computer (many students have siblings who were attending on-line school/classes and parents working from home) and often don't have Wi-fi connection. Online classes alone have put an extra pressure on students and hosting important events on-line in that situation would not be as efficient.



ethical issues in the auditing profession, mostly related to corporate scandals, accounting manipulations, and fraud (e.g., WorldCom, Lehman Brothers, Societe Generale, etc.) as well as threats and mechanisms to protect the independence of external and internal auditors. In Financing of Infrastructure Projects (Financial Management concentration), students learn cost-benefit analysis methodology, which considers the social responsibility and sustainability of a project. In Statistical Methods, students are acquainted with the ethical principles of data collection. In Bank Management, students are exposed to socially responsible and ethical banking and financial inclusion (Financial management concentration). Besides integration within courses, some of the graduation theses cover ERS topics accordingly.

Table 33 Number of student theses with an ERS focus 2019-2021

Topic	Number of theses
Ethics	18
Social responsibility	6
Sustainability	3
Total	27

FEBT recognizes the value of service-learning to directly engage students with ERS initiatives, so **SL methodology is fully integrated into some of the GPB courses**. Most notable examples include Marketing concentration courses: Marketing-management for non-profit and public organizations held by Associate Professor Zoran Mihanović, one of the pioneers in introducing SL pedagogy and methodology to FEBT's curriculum, Marketing communications (both introduced in 2016) and Event Management course held by Associate Professor Smiljana Pivčević in which students have been organizing charity events to raise funds for civil-society organizations since 2011. After successfully implementing service-learning pilot projects (through several courses in 2014-2017), FEBT and partners received funding from the European Social Fund for the project **Centre for Service Learning**. The goal of the project was to establish a centre for service-learning at FEBT and expand FEBT's SIP with possibilities for students to do training at NGOs and civil society organizations with a social cause. Implementation started in the academic year 2018/2019 in which six NGOs accommodated eight GPB students for internships. SL was fully integrated into the FEBT's curriculum as a service-learning SIP module upon project completion. Today, there are 26 NGO partners, **20 faculty staff mentoring SL-SIP projects**, and respectable students' demand for this course, so FEBT's efforts put in this development path were highly rewarded.

It should also be mentioned that FEBT's ERS initiatives extend beyond the classroom. This is also reflected in the efforts to lead societal changes, which are evidenced, e.g., by the excellent results of the SEI where in this academic year, **nine start-ups (13 FEBT's GPB students included)** from the University of Split have been mentored with the helping hand of both FEBT's faculty members, of whom Assistant Professor Ljiljana Najev Čačija is the most active one, and partners from the corporate and entrepreneurial worlds. Out of nine start-ups, two are dedicated to addressing socially responsible and sustainability agendas (SEA-ID and Afforestation Platform).

Chapter 7: GPB Programme Outcomes

7.1. Quality of Student/Participant Work in the GPB


The GPB employs a wide range of assessment methods, from traditional written and oral exams to term papers, group project assignments, business simulations, and quizzes, all of which ensure that an **overall assessment of a student's attainment of ILOs is comprehensive**. In each course syllabus, the assessment regime is explicitly and transparently delineated, so the students are familiarized with the grading procedures and the number of points they need to achieve in order to



obtain a passing grade. To this end, FEBT has designed an alignment matrix in which each course-level ILO is related to the assessment method employed.⁷ A clear linkage between course-level ILOs and assessment methods is achieved in such a perspective.

A great deal of attention is paid to the objective assessment of a student's work. Students are familiarized with the ethical code and the rules for conducting examinations. If they violate any of the norms from the Code of Ethics, their misconduct is reported to the Ethics Committee. If the Ethics Committee decides that the misconduct was serious, the case is forwarded to the Disciplinary Committee where the students can be reprimanded or even expelled depending on the severity of their misconduct. There is an opportunity for students to appeal in front of the committee upon decision. The inputting of the final grades is the same process as described for the UPB (in [4.1](#)).

Graduation theses follow the standards defined In the Guidebook at the institution level. Students are required to choose a topic for their thesis according to their professional aspirations and address it both through theoretical and practical perspectives. The practical perspective might include a qualitative/interview inquiry, secondary and historical data quantitative analysis, or primary data/survey quantitative analysis. Since the GPB entails the Statistical Methods and Methodology of Economic research courses, students enrolled in this study programme are fairly equipped with methodological background and with the data analysis skills that help them to properly analyse the data at hand. Both mentioned courses are electives in the current study structure, and results of the analysis on the current state and perspectives of UPB and GPB have shown that **in order to improve the academic depth of final dissertations** (which was one of the major weaknesses of GPB according to 2019 Peer Review Report) both **methodological and quantitative/analytic contents should be incorporated into the compulsory study curriculum**. It is yet to be decided whether these contents should be delivered through regular study subjects or in the form of methodological and quantitative/analytic seminars/workshops or similar (they don't necessarily have to include ECTS load, but have to be obligatory). The design of such a seminar is underway. Eventually, students are expected to discuss the findings from their application of theoretical concepts, whether they are in line with theoretical assumptions or not. In this way, critical thinking among students is widely stipulated. In this process, it is essential that students consult both theoretically-relevant (i.e., academic papers) and practitioner-oriented (i.e., reports, professional articles) literature sources to include the proper level of academic rigour and ensure the practical relevance of their graduation theses. Formally, the procedure starts with students choosing a mentor from the pool of available faculty members at the institutional level. By enabling students to do this, they are given the freedom to choose the faculty member who would be the most appropriate supervisor in the field in which they want to write their thesis. The students regularly consult with their mentor while preparing the thesis proposal which needs to satisfy sufficient levels of rigour and quality. The thesis proposal (Research Paper II) must contain problem definition, goals, hypotheses and/or research questions, contributions and literature sources. Afterwards, the thesis proposal (Research Paper II) is disseminated to the grading committee defined by the Vice-dean for Education comprised of the mentor and two other faculty members who are affiliated with the topic of the thesis. Each committee member grades the thesis proposal individually, and the final grade is calculated based on the average. If the student achieves a positive grade (from 2 to 5) they can continue working on the graduation thesis. When the student completes the thesis, they submit it, and the grading committee needs to provide the student with a final grade. Eventually, a thesis defence is organized where the student presents his/her thesis orally in front of the same committee. The final grade is calculated as

⁷ The alignment matrix will be available in the 



an average of thesis and oral defence grades. A breakdown of final thesis grades⁸ in the GPB is given in the table below (for the last three academic years). Compared to 2019 SAR, numbers presented in Table 34 have not changed much; the distribution of Final Theses grades is satisfactory/adequate.

Table 34 Breakdown of Final Theses grades in the GPB

Grade	2018/2019	2019/2020	2019/2020
2	0.65%	0.00%	0.00%
2.5	0.65%	0.00%	0.56%
3	0.65%	0.93%	1.12%
3.5	1.95%	9.35%	1.12%
4	13.64%	17.76%	10.06%
4.5	23.38%	20.56%	20.67%
5	59.09%	51.40%	66.48%

Project assignments are also a vital part of the assessment methods in the GPB and have an important role in the process of the students' attainment of ILOs. Depending on the course, the structure of a project assignment can take individual or group form; it can be a business/marketing plan or a term paper. Examples of exams and project assignments will be available in the [folder](#).

During 2019 accreditation visit, **one of three areas of improvement included academic depth of the student's work with respect to the final dissertation**. From the academic year 2021/22 **using antiplagiarism software is obligatory** for all GPB students (Decision on the obligatory plagiarism check for final dissertations issued by the Faculty council on December 21st 2021). Additionally, as a part of the preparation for the 2022 re-accreditation visit, a study was conducted on the population of FEBT's academic staff (80 respondents in total). It was evident that during the three last academic years, in total, **66 academic papers were published in WoS/Scopus journals and conference proceedings resulting from co-authorships with students** (if co-authorship is assessed as a proxy for research collaboration, then collaboration with students is a fruitful one). Associate Professor Ana Kundid Novokmet is especially productive in this area publishing six papers in the last three years on the basis of GPB student-mentor collaboration, all of which are high-quality academic papers. The presented facts clearly suggest that the 2019 Peer Review Report conclusions and suggestions were taken very seriously and as a valuable input for shaping development paths.

All grades are entered and monitored through FEBT's centralized information system ISEF. This allows a good platform for the analysis of progression rates for each course for each academic year of each study programme FEBT delivers. The Office of the Registrar is responsible for inputting the grades and the IT department system engineer Mr. Velimir Skroza is responsible for deriving all the data that might be interesting to FEBT management. **FEBT management conducts an analysis of progression rates in general and in each course of the GPB on yearly basis and implements corrective actions** if necessary. In the following table, progression for the last three GPB generations from year one to year two concerning the ECTS points is listed:⁹

Table 35 Progression rates from year one to year two for the last three GPB generations

Academic year of enrolment	No of students in GPB	First year dropout	<2 ECTS	3-17 ECTS	18-29 ECTS	30-54 ECTS	55-59 ECTS	≥ 60 ECTS
2020/2021	158	9	0.00%	3.16%	1.27%	39.24%	20.89%	29.75%
2019/2020	156	7	0.00%	1.28%	1.28%	14.10%	16.67%	62.18%
2018/2019	143	9	0.00%	0.00%	1.46%	29.20%	27.74%	35.04%

⁸ Final thesis grades are calculated as an arithmetic average of Final thesis grade and Final thesis defence grade.

⁹ Detailed statistics on progression in each course with awarded grades is available on demand during the re-accreditation visit.



Based on the results from Table 35, it seems that the progression rates from year one to two at the GPB are more than satisfactory. In the Rulebook on Study Programmes and Studying, the criteria for student progression are explicitly defined. Regular students enrol for 60 ECTS each academic year. Student progression into the next academic year is determined by the number of ECTS they have attained in the previous academic year. For instance, if a student has managed to acquire 40 ECTS, in the next academic year they are allowed to register for courses in excess of no more than 40 ECTS. If the student has not passed a course from a given academic year, they are required to enrol into it again during the next academic year. If they fail to pass a given course for the second time, they are dropped from the programme. See Table 36 for the progression statistics for the GPB core courses.

Table 36 Progression rates for the core (compulsory) courses in the GPB for the last three generations

Compulsory courses	2018/2019	2019/2020	2020/2021
First year			
Economics of Insurance	70.59%	89.66%	40.48%
Financial Management II	73.55%	90.72%	79.76%
Financial Modelling	93.33%	89.36%	74.36%
Financial Accounting II	80.00%	88.10%	62.50%
Research Paper I	78.98%	83.96%	80.56%
Marketing Management	60.00%	79.19%	70.77%
Services Marketing	95.83%	96.30%	100.00%
Marketing Communications	83.33%	92.59%	96.30%
International Marketing	75.00%	84.85%	82.35%
Microeconomics III	71.75%	81.19%	52.13%
Operations Management II	55.10%	71.43%	46.88%
Planning and Analysis of Information Systems	75.00%	74.07%	74.36%
Tax Management	83.72%	88.00%	82.50%
Business Intelligence	75.00%	81.48%	80.56%
Organisational Design	60.61%	78.57%	70.37%
Cost Accounting II	94.74%	94.59%	71.05%
Audit	94.59%	94.44%	65.79%
Business Process Simulation	68.75%	71.43%	69.23%
Strategic Management	87.88%	87.80%	93.55%
Strategic Human Resources Management	82.50%	89.50%	78.70%
Second year			
Bank Management (FM)	100.00%	97.56%	97.56%
Financial system (FM)	90.00%	93.18%	85.71%
Internal Control and Audit (A&A)	94.12%	100.00%	97.14%
Research Paper II	82.32%	87.88%	81.40%
Managerial Accounting II (A&A)	100.00%	100.00%	100.00%
Management of IT Projects (IT)	100.00%	91.67%	77.78%
Business Logistics (MKT)	100.00%	100.00%	96.15%
Business Decision-Making (MNG)	96.30%	100.00%	92.59%
Decision Support Systems (MNG)	92.59%	100.00%	96.30%
Customer Relationship Management (MKT)	93.55%	100.00%	96.15%
Multidimensional Information Systems (IT)	92.31%	85.71%	84.00%

7.2. Graduate Quality and Career Placement in the GPB

Since its inception in the academic year 2008/2009, the GPB has produced more than **1,900 graduates**. The final grade is calculated as the average of all grades achieved in all the courses (90 ECTS) as well as the graduation thesis (20+10 ECTS). FEBT is aware that ECTS loading on the graduation thesis exceeds the standard load (see results of the benchmarking analysis in the Analysis on the current state and perspectives of UPB and GPB), which will be addressed in the future period. Eventually, a grading scale from 2 to 5 is applied. The final grade is not shown on the diploma. The following table presents graduation statistics for the last three academic years.



Table 37 Graduation statistics for the last three enrolled generations of the GPB

Academic year	Number of enrolled students	Number of graduated students	Dropout in the first year
2014/2015	178	158	20
2015/2016	179	164	12
2016/2017	196	187	10
2017/2018	146	125	15
2018/2019	143	120	15
2019/2020	156	87	10
2020/2021	158	0	8

According to the graduation statistics, the **ratio between graduates and those initially enrolled** is very satisfactory, and it evolves to around **90%** over the years. Yet, for the last two enrolment generations (2019/20 and 2020/21) the data is not complete. For instance, for the 2019/20 generation, the number of graduates is only 87, and there is a logical reason behind this. The actual duration of the study programme is two years. However, most students postpone the graduation thesis and graduation exam for an additional study year, enabling them to extend their student status. According to the University regulations, repeated enrolment of these two courses does not require the payment of tuition fees. Students wishing to extend their student status often use this possibility. Such a method extends the graduate studies for one year for up to 50% of students. The following table presents the distribution of grade profiles in the GPB.

Table 38 Distribution of grade profiles in the GPB for the last three academic years


Grade	Grade profile	2018/2019	2019/2020	2020/2021
2.0-2.4	Sufficient (2)	2.92%	1.34%	8.99%
2.5-3.4	Good (3)	30.50%	23.53%	41.37%
3.5-4.4	Very good (4)	45.36%	54.01%	37.05%
4.4-5.0	Excellent (5)	21.22%	21.12%	12.59%
Average grade		3.81	3.88	3.90

During FEBT Day (every December), students who have graduated with the highest grades among their generation receive a financial award, token of appreciation and deliver a speech at the graduation ceremony. The GPB has a curriculum structure and content that offers more complex business knowledge, emphasising specific concentrations in which students want to sharpen their skills and competencies. In this regard, **FEBT receives quality feedback from potential employers and business partners**. During the last talks held with employers, it was noted that the curriculum would benefit from slight changes in terms of modernization by including more content that drives contemporary business, such as digital transformation, AI, big data, and internationalization. During 2020 the **Career Development Centre** was established at FEBT as a result of ESF project aimed at implementation of the Croatian Qualifications Framework. The goal was to harmonize three qualifications of the GPB (concentrations) with labour market needs – Accounting and Auditing, Entrepreneurship and IT Management. However, the Centre is still not active due to employment and financial constraints (the decision-making process regarding new positions is centralized, and the University of Split gave guarantees that this problem, of utmost importance for FEBT, will soon be resolved). Regardless of the obstacles in designing FEBT's graduate quality monitor, for the purposes of justifying the value-added of its GPB, FEBT regularly seeks to obtain information on the actual employment of former students and to track their careers.

Data on **employment of GPB generation 2018/19** was collected from the Agency for Science and Higher Education (complete Report will be provided in the [link](#)). The sample consisted of 140 FEBT graduates (identifying GPB graduates was not possible). The results have shown that 42% of the respondents are either full-time or part-time employed (in the fields of their specialization). An additional 15% of 2018/19 generation is either full or part-time employed in industries/fields other



than their specialization. 15% of the respondents are still active students, and 27% are unemployed. As an explanation for unemployment, the majority of respondents (41%) is offering insufficient supply in the labour market. The vast majority of respondents (88%) is employed in the private sector, whereas just over half of respondents (52%) reported finding first position leveraging personal connections (family, friends, acquaintances) or taking the initiative (approaching potential employers). It should be noted that 75% of the respondents were male (FEBT's gender structure is female-dominated) so it should not be considered representative but still provides useful feedback.

FEBT is conducting its **own survey** using the tools available through social networks. The data collected in **2022** (complete Report will be provided in the ) demonstrate adequate representativeness (N=353, 63.74% female, 32.7 average age). Of all respondents, 63.74% were university programme graduates. Of university graduates, 76.89% accounts for GPB graduates (Financial management and IT management concentrations). Just under 40% of GPB graduates found employment in less than a month, suggesting that GPB graduates are highly sought after/desirable employees. Additionally, the number of our GPB graduates employed in the biggest and most attractive employers in Split metropolitan area (OTB bank, International Medical Corps, Hrvatski telekom, AD Plastik, Tommy) reinforces this finding (LinkedIn analysis/current position). From the list of biggest employers of GPB graduates, it becomes evident that many of them are represented in FEBT's governing bodies, and that FEBT's networking strategy is proving efficient.

Recent investigation on selected career development aspects of former students also showed that FEBT's graduates don't change employers often (mean number of employers=2), and during their career change three jobs on average (it is not clear whether the case is job rotation or promotion). It should be noted that for just above 30% of the respondents 10 years or more have passed after graduation and for 21.9% of them, more than five years have passed after graduation. A fair proportion of FEBT's graduates are employed in large companies (34.2%), and around one-fifth of them are positioned in the financial services sector. FEBT's graduates are predominantly employed in the private sector (70.3%), and the majority of them did not have international experience (69.7%). When asked about the adequacy of knowledge and skills (acquired through FEBT's study programme) for the first job, almost 40% of respondents have reported that the level of knowledge and skills needed upgrading (especially interdisciplinary skills). On the other hand, level of English proficiency, teamwork skills and communication skills were more than satisfactory. The results also revealed that around one-third of respondents have conducted internship programmes and around one-quarter of them reported that internship experience was essential for employment prospects.

Employers are, in general, **keen to provide feedback** and information when asked; just recently FEBT contacted one of the largest employers of GPB graduates (Financial Management and Accounting and Auditing concentrations), International Medical Corps (Director, Ms. Dubravka Pupačić is FEBT's graduate). We are proud to find out that IMC is relying heavily on GPB graduates, nurturing their potential and preparing them to take future leading positions.

Employers often contact FEBT in search of quality graduate students. This close connection with the corporate world benefits the students and their future career prospects. On the other hand, permanent communication with employers provides FEBT with feedback on employers' (dis)satisfaction with the competencies of our former students. Students are informed about employment opportunities via Moodle platform or word of mouth.

In the following table, a sample of positions of FEBT's GPB students (obtained from an in-depth analysis) is given. Faculty members were asked to name GPB students who were employed in the



company in which they were conducting SIP or in a company used as a case example for their research (graduation thesis) in the last three years.

Table 39 Sample positions of GPB students

GPB student	Company
Alen Stojanović	Poslovna inteligencija d.o.o.
Duje Šalov	Human Resource Cloud d.o.o.
Ana Morožin	Ericsson, Stockholm
Ana Zeljko	HEP d.d.
Ana Anđelić	FINANCA d.o.o.
Paula Pavić	SeeknHit
Duje Rogulj	Tommy d.o.o.
Ivan Radić	Hedera d.o.o.
Luka Krasić	BKS BANK AG Klagenfurt
Mario Delić	Erste Invest
Marko Plasnić	PBZ mirovinski fond
Nela Turčinov	Moto Sport
Tea Tulić	OTP banka d.d.
Bruna Paštar	Studentski centar Split
Toni Parat	Suzuki
Karmen Jelavić Šako	OTP banka d.d.
Filip Borna Ivanišević	Vodovod i kanalizacija d.o.o. Split

It is evident that FEBT's **GPB graduates are fully capable of obtaining employment even in more complex, international settings**, and that fact boosts optimism for future FEBT's positioning in ever demanding higher education landscape. FEBT management team is fully aware that the operational Career Development Centre is *conditio sine qua non* in meeting EFMD quality standards; steps, within FEBT's authority, in operationalizing the Centre have already been taken.

7.3. Alumni

The ALUMNI association is an independent, non-governmental and non-profit organization established in 2001 among former FEBT students to improve the activities of the organizations they work in, as well as FEBT itself, all for the benefit of the local and wider community.

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

One of the most important activities of the Association is the **SEFNET event** which is organized as a set of lectures of former students to current ones. A dozen such lectures are held annually at FEBT or in partner companies where former students work. Through these activities, the ALUMNI association is actively involved in the UPB and GPB curricula and indirectly through the employment of GPB students in the companies they work in. In addition to SEFNET, the Association also organizes **lectures or public roundtables** on various topics. During the last three years, the ALUMNI association was less active due to the COVID-19 pandemic and the fact that Croatian companies were severely hit by the crisis (COVID-19 pandemic caused). During the last year, two **field business trips** were organized for GPB students: shipyard Brodogradilište d.o.o. Split (live), and AD Plastik d.d. Solin (online via Zoom). Needless to say, circumstances were far from ideal, but a glimpse of optimism seems reasonable since the recent call for projects/cooperation in 2022 SEFNET sounds enthusiastic.



The ALUMNI association also actively cooperates with FEBT in **organizing guest lectures** from international scholars, policymakers, and business people through the European Documentation Centre. Besides lectures in business and economics, the ALUMNI association also hosts interesting lecturers from other scientific fields (e.g., microbiology, archeology, history, architecture, etc.), literary evenings, presentations, and book promotions. Film projections that address business and economics topics are also organized to initiate wider discussion among members and current students. Membership is additionally fostered by social events and networking through a choir (which is more than 10 years old and performs at book promotions and exhibition openings in Split and the surrounding area), artistic workshops, and excursions/visits to educational-entertainment-sports facilities. The ALUMNI association is in continuous contact with partner ALUMNI associations in Rijeka, Osijek, Opatija and Sarajevo. The association is a member of ASUS, an umbrella ALUMNI association of the University of Split. The association organizes and participates in humanitarian and voluntary work through donations, cooking for homeless people, picking up litter at Park Forest Marjan, etc.

7.4. Programme Reputation

During the (re)accreditation process in 2018 conducted by the Agency for Science and Higher Education, FEBT was assessed as an average performer among other comparable faculties being best in class in only one (institutional and teaching capacity) of five areas pertinent for national accreditation. Having in mind that FEBT in 2010 ASHE accreditation was the highest performer in four out of seven areas, it has to be stated that prolongation of much-needed reforms was effectuated in inferior performance. In this academic year FEBT management has initiated a series of reforms, out of which the reform of study programmes is the most important one (Analysis on the current state and perspectives of UPB and GPB). During the inauguration of the Student Internship Programme, the Rector stated that **FEBT's SIP is a role model for other faculties, schools, and departments at the University of Split**. Moreover, in the last academic year, the **University was ranked 21 on the global list of World's Universities with Real Impact (Ethical Value dimension) owing to FEBT's service-learning institutionalization and practices** (FEBT faculty members, 10 in total, received University of Split's Plaques for outstanding contribution to introducing and implementing service-learning and for the institutionalizing of service-learning). FEBT is continuously present in the media. Professors of the GPB are often summoned to give an expert opinion on certain business/economics issues. GPB students are frequently present in the media due to success obtained through the Student Entrepreneurship Incubator, competitions and challenges. Media coverage sample is available in [📁](#).

Chapter 8: Quality Assurance Processes

8.1. Design and Review Processes

Since 2005, when Quality Management System (QMS) was introduced based on ISO 9001, FEBT has been continuously planning, implementing, measuring, analysing, and improving its processes to demonstrate its ability to consistently provide services that meet the needs and expectations and ensure the satisfaction of stakeholders. The system has been certified by external independent certification institutions from December 2007 to December 2018. The Dean decided to waive further ISO accreditation of QMS in the circumstances when ASHE accredits the procedures every five years based on the **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)**. Following the ESG requirements in 2015, FEBT's QMS enables: 1) upgrading the quality of its study and educational programmes, 2) increasing quality and transparency in research, and 3) building mutual trust with stakeholders and increasing recognition of the institution in the external environment. The FEBT's QMS has supported a more student-centred approach to learning and



teaching while embracing flexible learning paths and recognising competencies gained outside formal curricula. More specifically, the QMS caters to the necessity of growing internationalisation, the inclusion of digital learning methods, and the embeddedness of the institution within society.

The process and the EFMD accreditation brought about significant change and supported FEBT in connecting with foreign institutions, some of which emphasised EFMD accreditation as a prerequisite. FEBT management is inspired by the values of the EFMD accreditation, which help academic institutions to strive for excellence in an ongoing improvement process.

Since the mandate of the new management, in October 2021, the Dean adopts FEBT's quality policy in line with the Dean's Programme for the period 10/2021 - 09/2023 and with professional standards, state laws and regulations and other policies of the institution. The FEBT's quality policy promotes the design, delivery and operations of particular UPB and GPB study programmes and their outcomes respecting internationalization, ethics, responsibility, and sustainability (ERS), academic rigour and connections with practice. The FEBT's quality policy improves the "robustness" of its quality system and the inclusion of all key stakeholder perspectives. The current FEBT quality framework, initially built on the Plan-Do-Check-Act (PDCA) cycle, is further organized into four parts, corresponding to the following stages: planning and design, implementation and delivery, program monitoring, and programme improvement.



Figure 10 The Quality Framework adopted by the FEBT

The Centre for Quality Assurance was established in 2012 as an advisory and expert organizational unit of the FEBT. The Centre proposes and coordinates the initiatives for continuous quality assurance and improvement. Since 2005 the Faculty has employed a professional **Quality Assurance Manager (Ms. Jelica Fabris)**, being the only institution at the University of Split to have done so.

In 2005, the FEBT established the Quality Committee, subsequently renamed the **Quality Assurance Committee**, in accordance with the quality system established at the University of Split. The QAC, as a permanent advisory and professional body of the Faculty, within the scope of its activities, proposes to the Dean its annual plan/report of measures and activities belonging to the QMS; monitors and evaluates the quality of teaching and effectiveness of studying; monitors the process of support for



students in both curricular and extracurricular activities; monitors the involvement of teaching and non-teaching staff in international exchange programmes; monitors and evaluates the performance quality of administrative services; monitors and evaluates the quality of lifelong learning programmes and proposes measures and activities for the improvement of efficiency of the Faculty's processes. The QAC members (eight in total) are the three Vice-Deans, Quality Assurance Manager, two student representatives, one representative from the teaching staff, and one from the corporate sector. The Vice-Dean for Business Affairs, prof. Branka Marasović (professor of mathematics) has been the chairman of the Quality Assurance Committee since the academic year 2021/22. The chairman coordinates the FEBT relationships with The Centre and Office for Quality Assurance at the University of Split, ASHE, and with all the internal and external stakeholders of the FEBT's QMS.

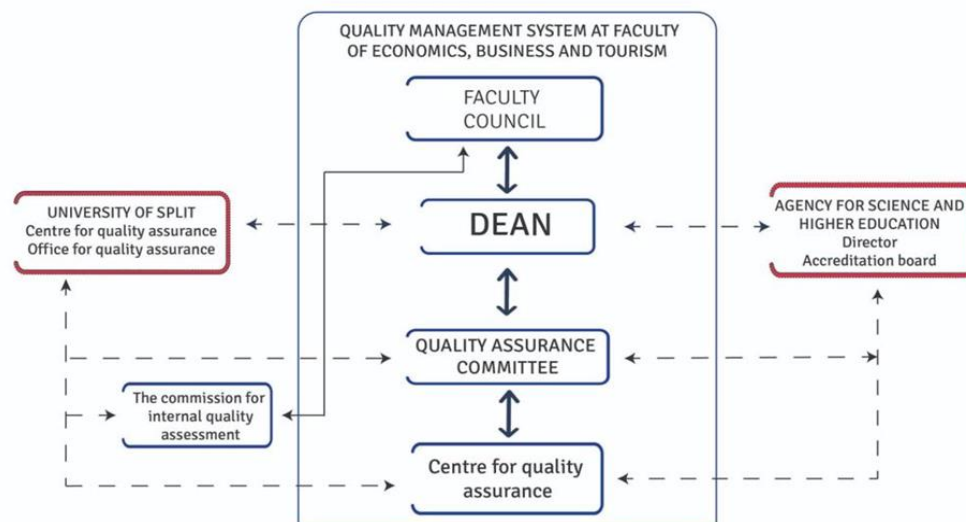


Figure 11 Constituents of the FEBT's QMS

The QMS reports on measurements of students' satisfaction with the teaching process, programmes and outcomes delivered, and professional practice and proposed improvement measures that are continuously subject to evaluation and acceptance by the **Faculty Council**, following the proposals coming from the Quality Assurance Committee and the FEBT management. Based on the opinion of the **QAC** and/or a proposal from the Dean, the Faculty Council makes decisions on:

- adopting quality policy and quality manuals;
- adopting the QA indicators for all of FEBT's activities;
- monitoring and coordinating the participation of QMS stakeholders;
- monitoring the involvement of staff in international exchange programmes;
- monitoring and evaluating the quality of lifelong learning programmes;
- monitoring the process of support for students in both curricular and extracurricular activities;
- measuring activities to be undertaken within the QMS;
- adopting annual plans and reports on the activities of the Quality Assurance Committee;
- adopting and disseminating the results of student evaluations of the quality of teaching and studying, the assessment of the quality of the work of administrative and professional services;
- adopting the results of progression rates and graduation;
- adopting reports of internal and external independent periodic reviews of the FEBT's QMS;
- appointing the heads and members of the Quality Assurance Committee as well as members of the Commission for Internal Quality Assurance Assessment;
- evaluating the achievement of annual operational QMS objectives.



The Quality Manager conducts internal audits following the prescribed national and branch legal acts and the provisions of the QMS since 2005 in all organizational units of the FEBT and in all work processes. Upon internal audits, up to approximately 30 non-compliances had been detected annually. For identified discrepancies in the course of the processes, corrective actions were initiated by the vice-deans in charge. The quality manager performs verification of the implementation of corrective actions. Once a year, the status and effectiveness of internal audit findings are assessed at the Quality Improvement Committee meetings, while QAC meetings are more frequent (monthly).

The internal audit is conducted periodically following the 2015 ESG standards, at least once every two years by the Committee for internal audit. This Committee is a permanent board established by the FEBT and performs a periodic internal audit of the FEBT's QMS according to ESG and ASHE guidelines. This Committee consists of three representatives of the teaching staff, one representative of the non-teaching staff, and one student representative who are not directly involved in decision-making at the system level. **The functionality of the established quality assurance mechanisms and the entire system's efficiency is assessed.** The evaluation results are documented in the form of an internal audit report, with recommendations for improvement and defined follow-up. The Committee carried out the latest internal audit in June 2021, and the Faculty Council adopted the results in December 2021. FEBT management should respond to the findings of the Committee's report with an action plan that addresses the most important problems and challenges in the FEBT's QMS and processes.

The University's Quality Assurance Committee also reviews the FEBT's QMS. This commission comprises employees of the University of Split who are not directly involved in decision-making at the system level. The evaluation results are documented in the form of an internal audit report, with recommendations for improvement and defined follow-up. The last procedure of periodic internal evaluation of the QMS was carried out by the Committee in 2018.

FEBT has undergone the following external evaluation procedures:

1. the second cycle of re-accreditation in the academic year 2018/19 (ASHE),
2. the first EFMD Process Accreditation for the UPB and the GPB in the academic year 2018/19.

Every five years, FEBT undergoes an **independent external evaluation conducted by ASHE**. For this purpose, ASHE's [accreditation](#) board has introduced an enhanced re-accreditation model for HEIs implemented during the re-accreditation cycle that started in 2017. The new model has been aligned with the amended ESG and adopted as [Standards for the Evaluation of the Quality of Universities and University Constituents in the Procedure of the Re-accreditation of Higher Education Institutions](#). As a part of the ongoing QA requirement, FEBT needs to continuously (yearly) update the data on its resources, faculty composition, the number of students, drop out and progression rates, and research output in ASHE's central database- MOZVAG. In November 2018, FEBT underwent the re-accreditation process and was visited by a peer review expert team (more details in [1.1.](#)). Assessment for the topic: *Internal quality assurance and social role of the higher education institution* was marked at a satisfactory level of quality. In line with the recommendations of the expert panel and national commission, FEBT developed and submitted a five-year action plan for quality improvement in December 2021. As a part of the **EFMD's EPAS accreditation**, PRT visited FEBT in May 2019. The PRT recommended issuing accreditation for UPB and GPB study programmes, along with recommendations for improvement, which the EFMD Board accepted. After analysing recommendations for improvement, FEBT management submitted yearly progress reports accepted by the Faculty Council.

The FEBT's QMS has improved the formalized system that documents all processes, activities, and responsibilities to guide every aspect of the FEBT's performance. **At the end of last year, FEBT automated and turned into e-forms the most frequently used internal documents and quality**



forms and thus established an operational quality management system that ensures the efficiency of administrative processes, quick and easy access to stored digital documents, and continuity and transparency of the process. It has contributed to safer document storage, greater data analysis capabilities, and less chance of human error (One of the students' frequent feedback was: "I think improvements need to be made in the administration. Digitalisation can save students' time."). In February 2022, FEBT signed a contract with the Ministry of Science and Education and the University Computing Centre – Srce to **implement the [Information system for higher education institutions \(ISVU\)](#)**. It is a network-oriented modular information system designed to support business processes at HEIs. Although having a custom made system (ISEF) proves to be an efficient solution, the legal framework at the national level requires migration into a standard one maintained centrally.

The current procedure for issuing diplomas includes thorough reviews by the Office of the Registrar. Each diploma with the signature of the Dean also contains FEBT's dry stamp, kept in the safe. Students are also given a Diploma Supplement, confirming which exams they have passed and the grades they have achieved, also issued in English. The FEBT's Statute prescribes revocation of a degree. An academic or professional title will be revoked if it is found that it has been acquired in contravention of the terms and conditions for its acquisition or by a major violation of the rules of studying. The academic or professional title can be taken away by the Faculty Council according to the procedure prescribed by the *Rulebook on Studies and the System of Studying*.

Programme Design/Review and Approval Process

FEBT consistently follows the procedures for approving new or minor/major changes to existing study programmes following the *Rules on the evaluation of study programmes* approved by the University in 2012. The *Rules* define the mechanisms, responsibilities, and objectives regarding the approval, supervision, and periodic evaluation of minor and major changes of study programmes, LLL programmes, including evaluation of learning outcomes and taking into account the conditions for conducting study programmes defined by law. Approval of new study programmes or changes to existing ones is carried out by the Study Committee appointed by the University Senate. The university submits all changes and amendments to study programmes to the MSE and/or ASHE to modify the Register of Study Programmes and the MOZVAG system. FEBT regularly introduces changes and amendments to its study programmes. The procedure of introducing new study programmes or modifying the existing ones is defined by the quality assurance procedure QP01, in accordance with the *Rulebook on the Assessment Procedures for the Study Programmes of the University of Split*, while the procedure itself is additionally elaborated on by the *Decision on the Procedures of Syllabi Modification* from 2013. **The chart of the FEBT's QA review and approval process is illustrated below.** In September, teachers are invited to submit amendments to their course syllabi to the Expert Associate for Teaching based on recent knowledge from international, national and local scientific and professional sources in their field of work and feedback on student evaluations of teaching in the previous semester/academic year. Faculty Council votes on the modifications to the syllabi during regular meetings held before the start of the new academic year and/or semester. Requests for major changes to the study programme (above 20% but not more than 40%) or for the introduction of a new study programme, the FEBT submits to the Study Committee of the University of Split for evaluation and the Senate of the University of Split for approval. After that, the Expert Associate for Teaching officially files and uploads the updated syllabi. All current versions of course syllabi are [publicly available](#) from the web and through the Moodle platform, as the FEBT established practice to give students feedback about implemented changes and modifications resulting from student evaluation.

FEBT regularly monitors the implementation of teaching according to the implementation plan of the study programme (e.g. whether the implementation of the study programme uses appropriate forms



of teaching (lectures, exercises, fieldwork, etc.) and analyses the implementation. The Office for Quality Assurance at The University of Split regularly collects and submits data on the success of the implementation of study programmes for FEBT and other data on achieving defined LOs (achievement of learning outcomes, a ratio of graduated and enrolled students, employment of graduate students, etc.). The analysis of data on the success of the implementation of study programmes is the subject of discussion at the session of the Quality Assurance Committee, and the Vice-Dean for Teaching acquaints the Faculty Council in detail with the trends of study success at all levels of study.

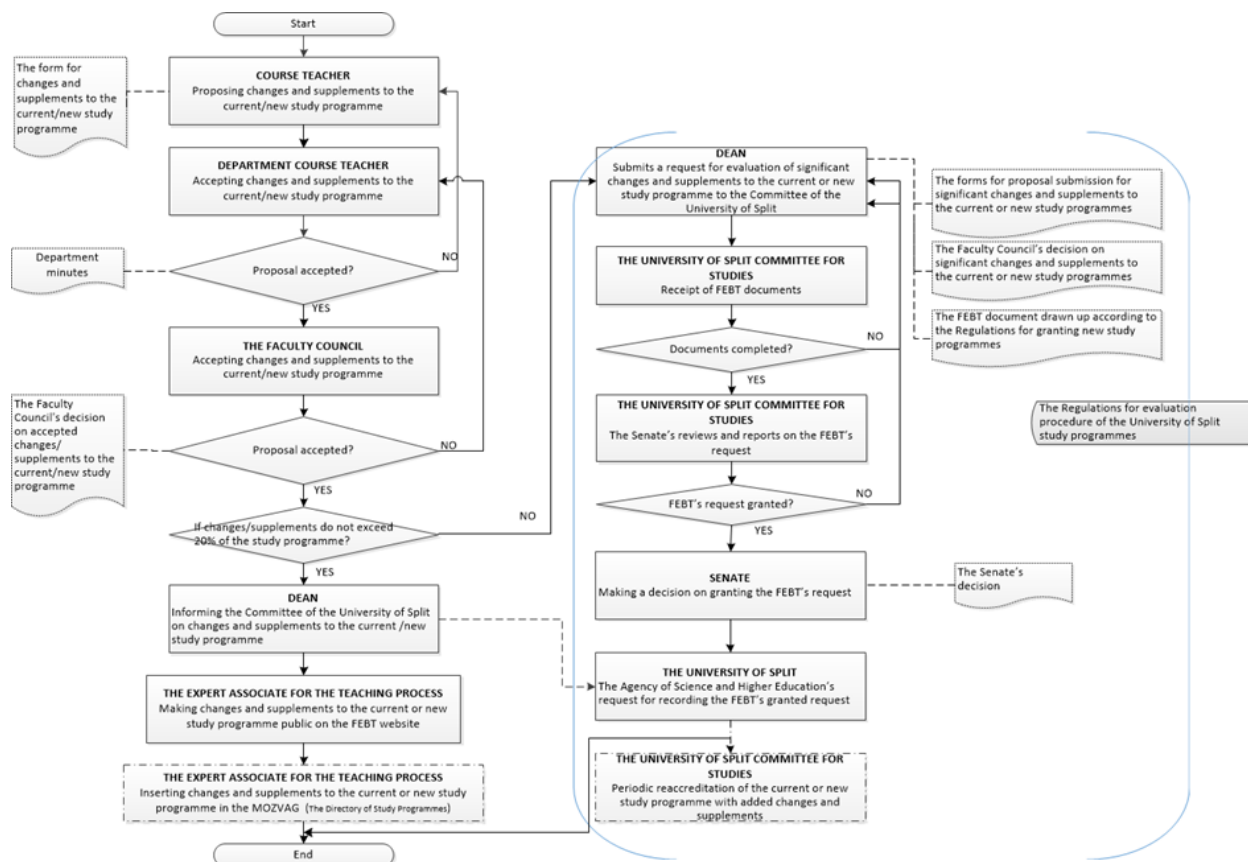


Figure 12 Chart of the QA review and approval process

In the process of modifying the existing programme, comparable study programmes are considered, meaning those offered at similar institutions. Considering FEBT's policy to enhance socially responsible behaviour, management acknowledges the importance of feedback from students and employees but also the importance of having recognised the needs of the wider community and its impact on adjustments to study programmes. In this regard, the FEBT's management regularly communicates with its Corporate Council and Alumni members. In coordination with them, a survey among graduated students was conducted in February 2022 (7.2). Alumni can still participate and contribute with their views on the acquired skills and required profiles and contribute to revisions.

Periodic Programme Review

The results of student surveys and reports of internal audits and internal evaluation are used to evaluate each faculty's teaching quality. This is eventually used as important feedback to faculty members whether to adapt or improve their teaching or serve as a foundation for improving the study programme as a whole. Based on the ongoing dialogue and cooperation with students and other



stakeholders, FEBT has modified its study programmes on 5 occasions since the last PRT visit: October 2019, December 2020, August 2021, September 2021, March 2022. **The latest revisions to the GPB from March 2022 are made** due to the results of the project Excellence and Efficiency in Higher Education in the Field of Economics (E4) ([1.1](#), [5.1](#), [5.2](#)). The project developed occupational standards and qualification standards, and the GPB was improved in consultations with the stakeholders.

8.2. Quality Assurance on Operations

Survey on the teaching process

In each semester, UniST carries out an institutional survey on students' satisfaction with the teaching process for each course delivered at FEBT (Tables 9 & 26). It provides the groundwork for modifications to the study programmes (assessment of ILOs, appropriateness of assessment, course workloads, etc.) Exchange students who attend English courses also participate (Tables 14 & 31, score 4.91). The Dean, Head of QAC, and Quality Manager are provided with the feedback. To measure the students' satisfaction through the survey, FEBT monitors and compares the average grade in relation to the one achieved at the university level. The QM prepares average grades per course and teacher as a result of students' evaluation, selects the relevant qualitative feedback (identifies the best examples and in particular comments on the ethics, communication and relationship with teachers) and submits the overall results to QAC. The Committee then analyses the data from the student surveys to propose adequate measures to improve the quality of the teaching process. The Dean discusses with the selected peers and submits a written report to the Rector of UniSt once a year.

Survey on the overall quality of the study programme (students who are finishing the programme)

This evaluation focuses on a wide range of activities that impact students' experience during their studies and consequently impact the key indicators, e.g. completion of studies. The survey of the overall quality of studies is particularly relevant since it allows one to look back at the programme they are about to complete. It includes eleven categories (total of 83 questions): general study conditions, quality of service provided by administrative and professional offices, content and organisation of study programmes, teaching process and knowledge assessment, teacher-student relationship, institutional support for studying, student relations, other aspects of studies, a final assessment of the study programme. The final reports adopted by the Faculty Council on student surveys over the last 5 academic years are available on the [FEBT's intranet](#). Results in Tables 9 and 26.

Students' evaluation of administrative services and other aspects of students' life

This survey aims to establish students' attitudes on the FEBT infrastructure, administrative offices' performance (Library, Student Office, the Faculty's management), the Students' Association, students' accommodation, sports, leisure and health care. The student survey is carried out online at the end of the second semester. In 2020/21 FEBT global score was 3.9, the same as the University score.

Analysis of students' success rates

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

In addition, FEBT conducts student evaluations of the internship and service-learning programmes based on the recommendations by ASHE and EFMD, considering the high interest of students. Both programmes received highly positive feedback from students (see [3.3](#)).

