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| **EFMD PROGRAMME ACCREDITATION  ANNUAL PROGRESS REPORT** |

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| **Name of the Institution:** | Faculty of Economics, Business and Tourism (FEBT), University of Split |
| **Name of the Programme:** | Undergraduate Programme in Business Studies |
| **Date of Accreditation Decision:** | 27th September 2022 |

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

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| **Progress Report 1:** | | | |
| Due Date: | | 27/9/2023 | |
| Submitted: | | Day/Month/Year | |
| Feedback Provided: | | Day/Month/Year | |
| Overall assessment of progress: | | | |
| Above Expectations | Meets Expectations | Below Expectations | Not Acceptable |
| **Progress Report 2:** | | | |
| Due Date: | | 27/9/2024 | |
| Submitted: | | Day/Month/Year | |
| Feedback Provided: | | Day/Month/Year | |
| Overall assessment of progress: | | | |
| Above Expectations | Meets Expectations | Below Expectations | Not Acceptable |

***(Information above added by EFMD Quality Services)***

**Guidelines:**

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

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| **FIRST PROGRESS REPORT Year 2022-2023** |

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| **Strategic Developments within the Institution and/or the Programme** |
| **Description of strategic developments within the Institution/Programme** |
| The strategic framework of FEBT is expected to be formally adopted by the end of the year. The delay in the process is caused by major changes in the legal and operational context of the HE in Croatia, caused by the introduction of the new laws; the Act on Higher Education and Scientific Activity (Official Gazette 119/22), followed by the Act on the Quality Assurance in Higher Education and Science (OG 151/2022). These changes forced the changes of statutes of all public HEIs in Croatia, and consequently of many institutional-level procedures. This was used by FEBT as a great opportunity to give emphasis to the international aspects of the study programme. Specifically, in formulating the strategic measures as a part of the new framework and in the new procedures, FEBT prioritises aligning its study programs with global societal needs; improving the relevance of education in an international context; collaborating with international partners for joint educational programs; and integrating international research into the delivery of study programs. Finally, the financing framework of HEIs in Croatia is expected to be redefined making the funding formula more flexible, reducing the reliance on tuition fees and increasing transparency. |
| Feedback from the EFMD Programme Accreditation Office: |

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| **Area of Required Improvement 1:** Enhance the Programme management and consider establishing and appointing a dedicated programme director. | | |
| **Description of progress towards the Area of Required Improvement** | | |
| In order to enhance the management of the Undergraduate programme in Business Studies (UPB), from the PRT visit in May of 2022 FEBT has undertaken several different improvement initiatives:   * Following PRT’s and Accreditation Board’s recommendations, at the start of 2023 FEBT management conducted further analysis on various aspects of the programme director establishment decision, such as financial and legal implications, availability of potential candidates, benchmarking analysis of other reputable HEIs practices regarding the position establishment and candidate appointment, etc. Following analysis’ insights, especially those related to financial and legal implications, FEBT management has decided to establish the position of Academic Coordinator for the Undergraduate programme in Business Studies (UPB), a position very similar to the classic Programme director position. Job design for the position, containing job requirements (qualifications, experience, and skills), duties and responsibilities, and working conditions has been finalized during the spring of 2023. In this sense, the Academic Coordinator for Undergraduate programme in Business Studies (UPB) is expected to be a *person responsible for the effective execution and continuous improvement of the UPB in accordance with the vision and mission of the FEBT, the predefined objectives of the UPB and the requirements and policies of the FEBT’s quality system.* From June 2023 FEBT has been actively searching for a suitable candidate for the position, mainly by conducting interviews internally in order to find a perfect job-person fit. FEBT management’s plan is to have person appointed to the newly established position of Academic Coordinator for the Undergraduate programme in Business Studies (UPB) by the end of 2023. * In order to further improve the UPB programme design, delivery and outcomes, and consequently contribute to better programme management, in September of 2022 FEBT has established a Task force for the development of new proposals of UPB and GPB study programmes, comprised of 18 professors from all academic fields. The main purpose of this expert team is to propose significant changes and interventions in programme’s overall structure, curriculum design, delivery and assessment methods, pedagogy, and international and ERS aspects, which will improve UPB’s and GPB’s content, quality, effectiveness of delivery, and reputation, and level-up the quality and employability of UPB and GPB graduates. Task force has been working diligently throughout the winter 2022/2023 and spring 2023 on the new UPB programme proposal and several conceptual solutions with a number of improvements have been developed by the end of May 2023. After a public presentation of new proposals and improvements, and a subsequent round of discussion and feedback from FEBT’s departments in June and July of 2023, the Task force is expected to continue to work on new proposals and improvements of UPB in the academic year 2023/2024. In this sense, other stakeholders such as representatives of the business sector, local community, etc., will be included in the process by providing feedback on new UPB programme proposals. * With the aim of improving the management of its study programmes, primarily UPB and GPB as FEBT’s flagship programmes, in September of 2022 FEBT has initiated the project of transition from the current to a new information system, called Information System of Higher Education Institutions - ISVU. ISVU consists of 12 separate modules (e.g. Studomat, Teacher’s portal, Studies and students, Exams, Admin Coordinator, etc.) and is a complex information system that provides support and helps perform standard management and administrative tasks in a higher education institution. FEBT’s IT department and Student office, under the supervision of the Faculty management, are responsible for all transition efforts, from system set-up and its implementation to the final start of the system’s full operation. Up to this moment, generation 2023-2024 of FEBT freshmen, including UPB students, were enrolled with the support of ISVU in July 2023. FEBT plans for ISVU to be in full operation by the start of the new academic year 2023-2024, i.e. October 2023.   Apart from previously mentioned initiatives, FEBT management, mainly the Vice-Dean for Education as the person responsible for managing UPB, has continued to oversee and foster the execution and further intensification of existing good practices in UPB management. In this sense, after the PRT visit in May 2022, as a part of effective UPB management FEBT has:   * developed and introduced a new Regulation on the Student Internship programme (September 2022); * developed and introduced a new Regulation on Student Internship Programme – Service-learning (March 2023); * Appointed new Coordinator for Student Internship Programme – Service-learning (November 2022); * Continued regular practice at the start of each semester of considering and, if accepted, implementing improvement changes and amendments in curriculum designs, modes of delivery and assessment methods on specific UPB courses (for the academic year 2022-2023 this was done in September 2022 and in February 2023, and for the academic year 2023-2024 in September 2023); * Reviewed UPB’s offer of courses delivered in English for the academic year 2022-2023 (September of 2022), and adopted initial UPB’s offer of courses delivered in English for the academic year 2023-2024 (March of 2023) . * Set up a process for Committee nominations for the review of course teaching materials in March 2023. * Developed and introduced the new procedure for graduation thesis’ topic submission and approval, final version of manuscript submission and graduation thesis evaluation in January 2023. Related to this, new *Instructions for writing graduation theses* were created and publicly announced to UPB students in the beginning of 2023; * Designed and conducted in February 2023 a workshop for thesis writing by engaging two FEBT professors specialized in methodology and scientific writing. Complementary, additionally 4 workshops on databases, literature search and evaluation, referencing and anti-plagiarism were organized and conducted by University Library Staff; * With the support of FEBT’s Quality Assurance Committee, developed and introduced a new procedure for student evaluation of thesis administrative procedures and mentoring; * With the support of FEBT’s Quality Assurance Committee, continued regular practice of semester and annual evaluation of: 1) quality of UPB courses teaching methods and organization (including Student Internship Programme and Student Internship Programme – Service-learning courses and courses delivered in English) and 2) quality of UPB content, delivery modes and supporting operations and resources. | | |
| Feedback from the EFMD Programme Accreditation Office: | | |
| Above expectations | Meets expectations | Below expectations |

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| **Area of Required Improvement 2:** Further invest in offers for students’ extra-curricular activities and personal development. | | |
| **Description of progress towards the Area of Required Improvement** | | |
| Identified by the FEBT as increasingly important aspects of UPB students’ learning experience, and further emphasized by the PRT’s and Accreditation Board’s recommendations, the areas of extra-curricular activities and students’ personal development have received additional attention from the FEBT’s management and supporting departments. In this sense, FEBT has invested additional time and resources in these areas, resulting in the following new developments and achievements:   * Intensification of efforts regarding the offer of guest lectures to UPB students (‘*In relation to practice’* lecture series, ‘*From a scientific point of view*’ lecture series, etc.), resulting in a major increase in the number of guest lectures by 100% in one and a half year period (after SAR 2022 – 2023), compared to the ones held in the three year period 2019-2022. Most notable among guest lectures held for UPB students are:   + Lecture on geopolitics and its consequences on economy by Mr. Zoran Milanović, President of the Republic of Croatia;   + Lectures by prof. Eric Maskin and prof. Alvin Roth, Nobel Laureates, held at the international conference organised by FEBT (with participation from UPB students);   + Lectures by EU’s influential policy makers Mr. Hendrik Jan Voskamp, Ambassador of the Kingdom of the Netherlands, and Mr. Luc Tholoniat, Director at Directorate-General for Economic and Financial Affairs, European Commission, on the EU’s responses to threats of de-globalization and recent crises;   + *Academic writing & theory development* (Mrs. Selma Kadić-Majlagić, PhD, Copenhagen Business School). * Continuation of successful initiatives of:   + *International summer school* with four programmes held in 2022-2023. Delivered summer school programmes include notable lectures, such as those by prof. Dražen Prelec from MIT and other international scholars, all with participation from UPB students.   + *CERGE-EI Distance Learning Programme* for 2022-2023, with a modified and extended scheme of nine offered and held courses. For each successfully passed course, UPB students are awarded 5 ECTS credits. * Launching of annual events aimed at connecting UPB students more closely to business practice:   + *Student Internship Programme Day* and *Student Internship Programme – Service-learning Day* – events on which students have opportunities to meet representatives of business, NGO and CSO organizations, exchange all necessary information regarding future internships, network and submit their CVs to potential employers;   + *Meet the Employers Event* – an event on which students have the opportunity to gather information on potential employers, open competitions for vacancies and on career paths and development, participate in workshops and arrange study visits to employers; * Launching UPB students-oriented annual workshop: *How to write graduation thesis?* For the academic year 2022-2023 workshop was held on five occasions during February and March of 2023. * Enabling UPB students with free access to *Coursera for Campus* programme, within which UPB students can freely access courses to acquire new knowledge and skills that can contribute to their more successful inclusion in the labour market. * Launching a new initiative of panel discussions with renowned practitioners. On these panels, UPB students have the opportunity to learn about and discuss current important economic and business topics and issues. In the academic year 2022-2023, three such panels (*Women leaders*, *Finance in sports*, and *Tourism as we want it: Tourism in Split by the year 2030)* were held. Renowned practitioners such as Mrs. Martina Dalić (CEO of Podravka PLC, Croatian leading food company), Mrs. Medeja Lončar, (CEO of Siemens Croatia, Slovenia and Serbia), Mr. Ivica Puljak, PhD (Mayor of Split), Irena Weber (Director General at Croatian Employers' Association; Member of the Parliamentary Finance and Central Budget Committee; Member of the Board of Directors of UN Global Compact Croatia), Mrs. Jelena Tabak (President of the Association of Hospitality Activities at Croatian Chamber of Commerce), and others, participated as panel discussants. * Launching three of *FEBT’s Erasmus+ Blended Intensive Programmes (BIPs)*, with FEBT’s Students Entrepreneurship Incubator (SEI):   + the first one in cooperation with SEA-EU alliance HEIs and Silicone Castles GmbH (Austria),   + the second one delivered in the period May-July of 2022 and again in 2023 with HEIs from Zagreb (Croatia), Paris (France) and Amsterdam (Netherlands), and   + the third one in June of 2023 with HEIs from Malaga (Spain), Stuttgart (Germany) and Brest (France). * Implementation of projects with students:   + *Smart Youth Project* (co-financed by the European Solidarity Corps of the European Union), aimed at connecting young people in the higher education system through the development of digital skills and skills in the field of smart technologies. Within the project, a one panel and 15 educations, covering four main areas, were held in the year 2023.   + *AktivniST* (co-financed by the Central State Office for Demography and Youth), aimed at educating young people about the UN's sustainable development goals and designing local solutions in accordance with the stated goals. Within the project, 23 educations were held in the academic year 2022-2023.   + *Students as maritime innovators,* co-financed by budget funds of the Split-Dalmatia County within the framework of the Program for the Development, Protection and Valorization of Maritime Heritage in the Split-Dalmatia County. During the three-month-long project, the selected students, in the real-time business environment, went through all the processes of functioning a successful start-up in the maritime sector, together with representatives of the Sailboat RC Ltd company and the SEI. * Extension of offer of workshops, seminars/webinars and panels aimed at the professional development of UPB students, mainly through SEI. In this sense:   + two new workshops (*Diamond Lab Split* and *Doubts about buying or renting real estate - A step in the prevention of over-indebtedness among young people*),   + two new webinars (*Financial academy* and *State-of-the-art in European cultural tourism policies and practices*), and   + six new panel discussions (*Student entrepreneur,* *Split Startups Meetup #1, #2#* & *#3, Locals’n’Nomads – An International Meetup #22, #23,* and *How to attract VC and Angel investors? -* Blockchain meetup), were held. * Continuation of ongoing student competitions in cooperation with leading national companies (Tommy Ltd, Viator Ltd). * Continuation of regular SEI events and professional development opportunities for UPB students such as *Global Entrepreneurship Week (GEW)*, *Smart City Challenge hackathon*, *Hack4Split hackathon, BlockSplit Conference, STup!* (SEI-FEBT Croatia) - International student start-up competition, programme *Student Business Academy,* etc. * Established the *Committee for Career Development* in September 2023. The main purpose of the Committee is to support, coordinate and improve FEBT’s efforts and activities regarding the students’ personal development and offer of extra-curricular activities for students. | | |
| Feedback from the EFMD Programme Accreditation Office: | | |
| Above expectations | Meets expectations | Below expectations |

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| **Area of Required Improvement 3:** Deepen the internationalisation of the Programme by using and expanding existing networks. | | |
| **Description of progress towards the Area of Required Improvement** | | |
| Internationalization of the UPB is one of the main strategic goals of FEBT. Not ignoring the continuation of existing good practices regarding internationalization, FEBT has continued to push forward with the new initiatives and creative approaches in order to overcome objective legal- and Croatian HEI context-related barriers and further develop the international context and experience for its UPB students. Major developments in this area are as follows:   * From the last SAR (spring 2022), FEBT has further extended its international network of partner HEIs and thereby broadened mobility options for its UPB students and faculty. In this sense, 14 new agreements were signed after SAR 2022, with Università Sapienza di Roma, Faculty of Economics, Montpellier University, IAE Montpellier School of Management, and ESIC Business School being the most notable new partner institutions. The expanded international network of FEBT’s partner HEIs, coupled with: a) FEBT’s dedicated approach to marketing UPB and its available mobility options, b) high quality of UPB programme design and delivery (including courses delivered in English) and c) very positive word-of-mouth marketing by former students and faculty exploiting mobility options, slightly improved the numbers regarding UPB student mobility and very significantly improved UPB faculty mobility:   + Maintaining and even rising relatively high numbers of incoming student mobility (in 2022-2023 approximately 60% increase in comparison to pre-pandemic and pandemic years) further improved the UPB incoming vs. UPB domestic students ratio from 1:3 in 2021-2022 to 1:2,4 in 2022-2023.   + Numbers regarding the outgoing UPB students are on the approximately same level as in the previous academic year;   + Whereas outgoing teaching mobility has evidenced a 25% increase compared to the previous academic year, incoming teaching mobility has experienced an enormous increase in 2022-2023, significantly surpassing even pre-pandemic record numbers in 2018-2019, i.e. a 93% increase compared to 2021-2022 and a 66% increase compared 2018-2019;   + UPB and GPB, as two closely related study programmes, delivered 21% more courses in the English language in 2022-2023. * FEBT management intensified its initiative of making internationalisation an essential part of new rules and (hiring) procedures for UPB faculty. In this sense:   + FEBT heavily strives to exploit its relationships and agreements with foreign HEIs in order to ensure increased mobility, PhD enrolment abroad and further scientific and professional specialization of its UPB faculty. Namely, according to one aspect of this initiative, FEBT requires newly hired junior researchers to earn their PhD degrees abroad on reputable foreign partner HEIs. Benefiting from FEBT’s full financial support for his living costs and enrolment in a doctoral programme abroad, after 2022 SAR one FEBT’s young researcher is enrolled in a doctoral programme on reputable partner HEI aboard (School of Business and Economics, Vrije Universiteit (VU) Amsterdam, Netherland). Additionally, FEBT has provided full financial support for multi-month study stays abroad on reputable partner foreign HEIs for several other young researchers who are enrolled in doctoral programmes on domestic HEIs (enrolled before the initiative started), such as KU Leuven, Leuven, Belgium and University of Ljubljana, School of Economics and Business, Slovenia.   + At the start of 2022-2023, FEBT finished the process of hiring one international faculty member on a full-time basis through the Ministry of Science and Education’s *Project of returning Croatian scientists to their homeland*. Upon hiring, said colleague immediately become a member of the UPB faculty cohort.   + Through the HORIZON-MSCA-2021-DN-01, GA 101073394 (PRESILIENT) project, in spring 2023 FEBT has hired a foreign young researcher from Belgium on a full-time basis, with a limited contract duration of 18 months. FEBT management expects that said colleague would occasionally play a part in UPB teaching and extracurricular activities. * From the SAR 2022, FEBT has made the extension of its existing international network of partners its strategic priority and has thoroughly analysed the current landscape to pinpoint the best possible options for its future development, especially when it comes to the internationalization aspect of its study programmes. Accordingly, in 2023 FEBT has:   + Started the process of joining The Latin American Council of Management Schools (CLADEA) in order to foster FEBT’s international networking and cooperation efforts. The process is currently in its later stages as CLADEA’s Directing Council and Members Assembly are processing the application.   + Started the process of joining The Association to Advance Collegiate Schools of Business (AACSB) to further strenghted its quality assurance and improvement efforts and to expand its networking and cooperation options.   + Joined Bloxberg Association, a globally maintained decentralized scientific network for scientists aimed to advance science with its own blockchain infrastructure.   + Joined IBSEN (International Business Studies Exchange Network) with strategic goals being to catalyse and multiply the efforts in academic internationalisation; share and benefits from the best experiences, success stories and challenges; build and sustain efficient long-term international relationships; and foster innovation in teaching methodology based on applied research (https://www.ibsen-network.com/?p=1747).   + Continued to develop a cooperation network of business organizations with significant international backgrounds (foreign-owned companies, companies with business activities significantly or predominantly abroad, etc.). Apart from cooperation agreements with Coca-Cola and similar companies, FEBT is especially proud of the newly signed, specific cooperation agreement with Infobip Ltd. Infobip is an IT and telecommunications company, the only Croatian unicorn company, and one of the world's largest providers of A2P SMS services. Its headquarters are in London, has offices on six continents and serves more than 190 countries. During 2023 UPB students had the opportunity to apply for paid internships in Infobip, on heavily internationally oriented marketing and operations positions. * Continuation of successful initiatives of 1) *International summer school* (four programmes) and 2) *CERGE-EI Distance Learning Programme* (nine courses) for 2022-2023. Both initiatives are available to UPB students and are entirely international learning events with the majority of lecturers being from abroad, lectures being delivered in English and with a strong influx of foreign students. * FEBT is the sole organiser of the *14th International Conference Challenges of Europe*, this year held under the title *Design for the Next Generation* from May 17th to May 19th, 2023, in Bol (island Brac, Croatia). Benefiting from existing and continuously expanding international collaboration and scientific networks, FEBT ensured premium quality keynote speakers in professor Eric Maskin (Nobel Prize in 2007) and professor Alvin Roth (Nobel Prize in 2012). Apart from the mentioned Nobel Prize winners, the plenary lecturers were delivered by the most relevant world scientists, such as prof. David Reibstein, world-renowned branding and marketing metrics expert, and prof. Edward Altman, world’s leading expert on credit risk and debt markets. The conference was organised by FEBT’s staff, faculty (1/3 of entire UPB faculty cohort attended), and students, who attended the conference in large numbers, thus becoming a major internationalisation platform. In this sense, UPB students had the opportunity to hear ideas and reflections of world’s leading scientists on currently important economic and business topics, experience the context of large international learning event (sessions, coffee breaks dynamics, ceremonies) and to network and exchange ideas and opinions with professors (*Meet the Professors* breakfast) and their colleagues. * Supported by international (US) scholars via Fulbright Specialist grant; in September and October 2023, Prof. Emer. Rita Anne Balaban from the University of North Carolina at Chapel Hill will work with FEBT’s management. A number of activities aiming at internationalisation of students and accreditations are planned. * Established the position of *Coordinator for international accreditations* and appointed a person to perform the role. With this establishment and appointment, FEBT management aims to further emphasize and develop the international aspect of FEBT’s overall functioning, including its flagships programmes (UPB and GPB), as well as to improve FEBT’s future quality assurance and improvement efforts. | | |
| Feedback from the EFMD Programme Accreditation Office: | | |
| Above expectations | Meets expectations | Below expectations |

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| **Other Developments** |
| **Description of Other (Relevant) Developments** |
| FEBT is also actively working on a new PhD programme in Business and Economics, which will be fully delivered in English and will feature renowned global professors and researchers from our extensive scientist network, who will work along the best researchers from FEBT. Furthermore, FEBT is working on two international joint master programmes: (1) Master programme on *Sustainable Management of Organizations* financed through Erasmus+ EMDM grant (TURQUOOOISE project) with 5 other Universities form the SEA EU Alliance; (2) Master programme in *Sustainable Urban Tourism* with Taylor’s University, Malesia and Breda University, Netherlands. Development and subsequent delivery of these study programmes will:   * Provide FEBT and its faculty with additional options for internalization efforts and activities in the future, such as expanding collaboration and scientific network, building international reputation, etc. * Enable FEBT and its faculty to gain experiences and lessons learned in developing and delivering joint programmes and entire programmes in English language. Much the mentioned insights, experiences and lessons learned can be subsequently utilized by FEBT and its UPB faculty in improving UPB study programme and its internationalization dimension, and extending the extracurricular- and personal development-related offers and activities for UPB students. * Provide UPB students with additional, entirely international and reputable options to continue their higher education on master and PhD level programmes. |
| Feedback from the EFMD Programme Accreditation Office: |

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| **Overall Feedback Year 2022-2023** |
| ***Overall Feedback*** |

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| **Annex 1 - Student Intake Numbers** |

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

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| --- | --- | --- | --- |
|  | **Current year 2022/2023** | **Last year 2021/2022** | **Second last year 2020/2021** |
| No. of formal applicants | 845 | 639 | 677 |
| No. of applicants who were offered a place | 250 | 270 | 270 |
| No. of offers accepted by applicants | 196 | 245 | 254 |
| No. of students actually enrolled in current 1st year intake | 196 | 245 | 254 |
| Average no. of years of work experience | / | / | / |
| Least no. of years of work experience on the programme | / | / | / |

**Notes**

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

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| Feedback from the EFMD Programme Accreditation Office: |

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| **Second Progress Report Year 2023-2024** |

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| **Strategic Developments within the Institution and/or the Programme** |
| **Description of strategic developments within the Institution/Programme** |
| Add text here… |
| Feedback from the EFMD Programme Accreditation Office: |

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| **Area of Required Improvement 1** <Description added by EFMD Programme Accreditation Office> | | |
| **Description of progress towards the Area of Required Improvement** | | |
| *Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).*  Add text here… | | |
| Feedback from the EFMD Programme Accreditation Office: | | |
| Above expectations | Meets expectations | Below expectations |

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| **Area of Required Improvement 2** <Description added by EFMD Programme Accreditation Office> | | |
| **Description of progress towards the Area of Required Improvement** | | |
| *Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).*  Add text here… | | |
| Feedback from the EFMD Programme Accreditation Office: | | |
| Above expectations | Meets expectations | Below expectations |

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| **Area of Required Improvement 3** <Description added by EFMD Programme Accreditation Office> | | |
| **Description of progress towards the Area of Required Improvement** | | |
| *Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).*  Add text here… | | |
| Feedback from the EFMD Programme Accreditation Office: | | |
| Above expectations | Meets expectations | Below expectations |

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| **Other Developments** |
| **Description of Other (Relevant) Developments** |
| Add text here… |
| Feedback from the EFMD Programme Accreditation Office: |

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| **Overall Feedback Year 2023-2024** |
| ***Overall Feedback*** |

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| **Annex 1 - Student Intake Numbers** |

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

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| --- | --- | --- | --- |
|  | **Current year** | **Last year** | **Second last year** |
| No. of formal applicants |  |  |  |
| No. of applicants who were offered a place |  |  |  |
| No. of offers accepted by applicants |  |  |  |
| No. of students actually enrolled in current 1st year intake |  |  |  |
| Average no. of years of work experience |  |  |  |
| Least no. of years of work experience on the programme |  |  |  |

**Notes**

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

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| Feedback from the EFMD Programme Accreditation Office: |