Higher Education Institution

STANDARD 1: Realising the Mission and Vision of Noa Higher Education Institution

Noa Higher Education Institution successfully realises its mission within the Slovenian and international higher education environment. Our mission is to educate key personnel in a stimulating environment where they can express their innovation and excellence, whilst acquiring competitive competencies. Thus we contribute to the development of sustainable logistics and transport, which is our goal to establish on a global scale. Our vision is to become a recognised and valued regional centre of knowledge, which through high academic standards connects theory and practice.

Alignment of strategic planning with mission, national and European guidelines

Noa's Strategic Plan for the period 2026–2030 is founded upon the institution's mission and vision. The plan clearly defines guidelines, priorities and objectives that align with national and European higher education policies, including ESG guidelines, digitalisation and green transformation. Noa Institution thus clearly follows current trends whilst adapting its programmes to labour market demands and societal needs.

Analysis of the previous period (2020–2025) documents achievements that stem from aligned strategic objectives. In the previous accreditation period, Noa successfully obtained accreditations for its study programmes and established firm connections with international institutions. Evaluation results and feedback from all stakeholders confirm that the institution successfully realises its mission and develops in accordance with set objectives.

Feasibility and comprehensiveness of strategic planning

Noa Institution's development strategy is based upon a comprehensive approach to planning and managing higher education activities. The introduction of nine key strategic areas in the plan enables systematic and structured implementation of annual plans with clear links between objectives and measurable success indicators. It is important that activities include regular assessments and adaptations, which ensures flexibility and responsiveness to changed circumstances.

The plan includes concrete actions related to developing innovative study programmes, improving research capabilities and strengthening connections with the economy. In the past, Noa has successfully carried out numerous industry-related projects and concluded partnerships that have contributed to growth in recognition and cost effectiveness.

Appropriateness of the method for monitoring strategic planning implementation

Systematic monitoring of objective achievement and overall institutional performance quality is based upon regular self-evaluations, student satisfaction analyses, educational outcomes and stakeholder feedback. Both internal and external stakeholders are included, which ensures a broad spectrum of opinions that are crucial for decisions and future development guidelines for the institution.

Noa Institution has established mechanisms for regular assessment of study programme quality, which includes a process of documenting and analysing all important activities. This includes conducting surveys, evaluations and discussions with students and staff, which provide insight into learning processes and the process of adapting curricula to market needs. Through this we ensure continuous realisation of the institution's mission and vision.

Success in realising the mission

Noa Institution has proven successful in realising its missions within the Slovenian and international higher education environment during the period since the last accreditation (2020–2025). Activities carried out in previous years included organising international seminars, workshops and conferences, as well as quality publishing activities, which significantly contributed to spreading professional knowledge.

Strategic objectives proved achievable and relevant, as the institution actively collaborates with industry, thereby ensuring connection between theory and practice in the learning process. Students who are involved in various projects acquire knowledge that corresponds to current market needs, which increases their professional potential.

Collaboration of internal and external stakeholders

Noa Institution's success is undoubtedly connected to active collaboration of all stakeholders, which includes management, higher education teachers, staff, students and external collaborators from the economy and public institutions. This participation is of key importance in strategic planning and decision-making, as it ensures insight into current trends and needs of all involved.

Planning future activities is based upon structured consultations and analyses that include feedback from all relevant stakeholders. Through this we ensure a broadly coordinated and analytical approach to developing educational and research programmes, which enables effective adaptation and improvements.

Based on the above, we can conclude that Noa Higher Education Institution effectively realises its mission within the Slovenian and international higher education environment. Creating quality higher education activity is the result of a combination of well-designed strategic planning, alignment with national and European guidelines and active collaboration of all stakeholders.

Upon entering the period 2026–2030, the institution strives for further development and improvement, particularly in the field of international collaboration, research capabilities and innovative teaching methods. Realising these objectives not only contributes to raising the quality of education, but also to greater international recognition and the position of Noa Institution in the higher education environment.

STANDARD 2: The internal organisation of the higher education institution ensures the participation of higher education teachers and associates, research workers and non-academic staff, students and other stakeholders in the management and development of the higher education institution's activities

The internal organisation of Noa represents the foundation for quality implementation of higher education activities and ensuring participation of all key stakeholders in strategic management and operational leadership of the institution. This organisational structure stems from clearly defined legal foundations and develops in accordance with the requirements of the modern higher education environment and the specificities of our institution.

The formal legal basis for Noa's organisation is founded upon the Act of Establishment of the Independent and Private Higher Education Institution Noa, accessible in AJPES public records under registration number 8568197000, and the Noa Statute, published on the website www.mynoa.com/moa. These documents represent a comprehensive legal foundation that ensures structured cooperation of all stakeholders in the management and development of the institution whilst enabling adaptability of the organisational structure to changing needs of the academic environment.

The Noa Statute in its provisions precisely defines the organisation of the institution, the institution's bodies and their competencies, the institution's working methods and other matters important for operations. Together, these documents represent a legal framework that exceeds mere formal requirements and enables actual realisation of the principles of higher education autonomy, cooperation and quality assurance.

Noa's organisational structure is designed as a multi-layered system of bodies that ensures representation of all key stakeholder groups and enables their active participation in all important decisions. The Noa Statute in Article 11 precisely determines that Noa's bodies are: the founder, director, deputy director, dean, vice-dean, academic assembly, senate, student council and Noa's working bodies, such as the commission for study affairs and the habilitation commission.

Noa also has a Strategic Council, which is composed of representatives of external partners from the business environment and is an advisory body intended for quality implementation and development of study programmes. This organisational structure enables Noa to have other bodies in accordance with the statute, which ensures adaptability and responsiveness to the changing needs of the institution.

The founder has a key role in Noa's organisational structure that exceeds usual founder competencies. The Statute in Article 18 determines that the founder supervises the work and operations of Noa and has competencies in the area of appointing bodies, adopting strategic decisions and ensuring material conditions for the institution's functioning.

The founder's competencies include appointing the director, dean and vice-dean for a period of four years with the possibility of reappointment. The founder adopts key decisions about Noa's organisational units, about the introduction, organisation and financing of new study programmes and about all other programmes or projects of developmental, scientific, research, advisory, publishing or any other nature in the fields of activity for which Noa is registered.

The founder's role in ensuring Noa's autonomy is particularly important, as they must consider the principles of higher education autonomy and expertise when making decisions. The founder must ensure conditions for freedom of scientific creation and independent implementation of Noa's activities, whilst simultaneously ensuring the legality and efficiency of the institution's functioning.

The director is Noa's legal representative and represents the institution in legal transactions. The Statute in Articles 19 and 20 determines that the director, based on the founder's decision and in the name and on behalf of Noa, signs material acts regarding operations and other Noa acts. They sign all contracts relating to monetary or other obligations of Noa.

In the director's absence or upon their authorisation, the deputy director carries out the duties of legal representative, who is appointed by the director. The deputy director's mandate lasts one calendar year, typically from 1st January to 31st December. This arrangement ensures continuity of leadership and enables effective implementation of all legal representation tasks.

The director has a central role in coordinating the work of all Noa bodies and ensuring coordinated functioning of the institution. They are responsible for implementing strategic decisions and ensuring conditions for quality implementation of all Noa activities.

The dean has powers and responsibilities in accordance with the Act of Establishment and is the professional leader of Noa and represents it professionally. The Statute in Article 22 determines that the dean, based on the founder's authorisation, coordinates educational, developmental, scientific-research and other work. They ensure and are responsible for the quality and legality of Noa's functioning.

The dean adopts and signs documents related to implementing the pedagogical process, which includes all acts important for implementing study programmes, knowledge assessment and ensuring academic standards. They regularly report to the founder about their work and, when necessary, also to Noa's senate.

The dean's function is crucial for ensuring professionalism and quality of higher education activity. The dean coordinates the work of the academic assembly and senate, ensures implementation of study programmes and ensures the development of the academic community. The dean and vice-dean are appointed for a term of four years, which ensures stability of professional leadership.

Noa has one or more vice-deans. The vice-dean assists the dean regarding tasks determined by the director. This arrangement enables specialisation of leadership functions and more effective implementation of complex tasks related to different areas of Noa's functioning. The vice-dean can take on specific tasks such as international cooperation, quality assurance, coordination of research work or leadership of certain organisational units.

The academic assembly is composed of all higher education teachers, research associates and higher education associates who, in the current semester of the academic year, perform pedagogical, developmental or scientific-research activities based on a valid contractual relationship with Noa. Student representatives also participate in its work such that their number is at least one-fifth of the academic assembly members. The academic assembly has the following powers and competencies and gives the Senate general guidelines regarding study programmes and their implementation, considers reports on work and reports on the quality of the higher education institution and performs other tasks determined by this Statute and Noa's regulations. The academic assembly decides at sessions, which may also be correspondence sessions. The session of the Academic Assembly is convened and led by the chairperson, who is elected by the Academic Assembly from among its members.

The academic assembly represents the fundamental professional body of Noa, which ensures direct participation of all members of the academic community in key professional decisions. The Statute in Article 21 determines that the academic assembly comprises all higher education teachers, research and higher education associates who, in the current academic year, perform pedagogical or scientific-research activities based on a valid contractual or employment relationship with Noa.

This composition ensures that all those who directly participate in implementing the institution's core activity and have appropriate professional competence for deciding on academic matters are represented in the academic assembly. The academic assembly elects senate members in accordance with the provisions of Noa's Act of Establishment and statute and gives the senate general guidelines regarding study programmes and their implementation.

The role of the academic assembly exceeds mere formal participation in elections, as it represents a forum for professional discussion about the institution's development, quality of study programmes and other important academic questions. The academic assembly considers questions related to the development of scientific-research activity, improvement of pedagogical methods and international cooperation.

The senate is Noa's professional body and has at least nine members. The Statute in Article 11 determines that it comprises those members of Noa's academic assembly who are or have been holders of at least one of the pedagogically implemented subjects. All study areas must be appropriately represented. Ex-officio members of the senate are also the student council representative, dean and vice-dean of Noa.

The statute may determine that heads of certain organisational units of Noa are also ex-officio members of the senate. This arrangement ensures that all key components of the institution are represented in the senate and that senate decisions consider perspectives of different organisational levels.

The senate adopts decisions in the area of study programmes, academic standards and other professional questions. It is important that the statute determines that senate decisions that are adopted after previously obtaining the consent of Noa's founder are decisions about the number of enrolment places or enrolment limitations and all decisions concerning the disposal and use of financial resources and all other business decisions.

This arrangement ensures balanced functioning between professional autonomy and institutional responsibility. The senate can autonomously decide on professional matters whilst simultaneously having to obtain the founder's consent for decisions that have broader institutional or financial consequences.

The student council comprises student representatives and represents a key element of Noa's participatory management. The Statute in Article 29 determines that the student council considers and gives competent bodies opinions on all matters relating to students' rights and duties.

The functioning of the student council is regulated in detail by the Statute in the chapter on the student council, where it is determined that student representatives in Noa's bodies represent at least one-fifth of academic assembly members. This provision ensures that students have a real possibility of influencing decisions adopted in the academic assembly.

The statute determines that student council decisions are adopted by a majority of votes of all present members, provided that a majority of all members is present. The work of the student council is led by the chairperson, who is elected by student council members from among themselves. In their absence, the work of the student council is led by the vice-chairperson, who is elected by student council members from among themselves.

Minutes are written for student council sessions, which are signed by the student council chairperson or, in their absence, by the vice-chairperson. The functioning and method of organising the student council is determined in more detail by the student council rules of procedure, which is adopted by Noa's founder after prior opinion of the student council.

The habilitation commission is a working body of Noa's senate and has a key role in ensuring the quality of academic staff. The Statute in Article 32 determines that the habilitation commission gives opinions in the procedure for election to the title of higher education teacher, research worker and higher education associate. The commission also gives opinions for revoking titles from the previous paragraph.

The habilitation commission comprises three members elected by Noa's senate from among higher education teachers who fulfil conditions for election to Noa's senate. This composition ensures that commission members have appropriate academic competence for assessing candidates' professional qualifications.

The habilitation procedure proceeds in accordance with clearly defined criteria and deadlines. The statute determines that the procedure for election to the title of higher education teacher, higher education associate or research worker begins based on the candidate's application in accordance with Noa's criteria for elections to titles. Noa's senate appoints at least three reporters for assessing the candidate's professional qualifications no later than 30 days after receiving the application.

Reporters must submit a professional opinion about the candidate to the habilitation commission no later than 30 days from appointment. The habilitation commission must form an opinion for election to title immediately after receiving the reporters' opinions and submit its decision to Noa's senate.

Besides the habilitation commission, Noa also has other bodies and working bodies that are appointed by the competent body in accordance with the statute, which simultaneously determines their composition and competencies. These bodies include the study commission, quality commission and other specialised working bodies that are established according to the specific needs of the institution.

The study commission considers questions related to study programmes, methods of knowledge verification and other questions of the study process. The quality commission coordinates systems for quality assurance and improvement at all levels of Noa's functioning.

Noa may have organisational units in its composition that are not legal entities and lack subjectivity for acting in legal transactions. The Statute in Article 9 determines that organisational units may have an independent position within Noa for implementing their activities, internal organisation, management and disposal of income and surplus of income over expenditure. They may also have their own accounting-cost centre.

The position of an internal organisational unit is regulated in detail by a decision of Noa's founder. Organisational units, besides their name, always simultaneously use Noa's name and logo.

Noa may establish schools, departments, institutes, centres and other units such as a library, information and documentation centre or distance learning centre as its organisational units. Schools are organisational units established for implementing Noa's study programmes. Departments unite and ensure the development of related scientific-research, professional and pedagogical disciplines implemented by Noa.

Institutes and centres implement developmental, scientific-research, professional and advisory activities in specific fields. An organisational unit has a head whose title and method of appointment is regulated in accordance with the act of establishment.

The Institute for Transport and Logistics Development (IRTL), which is simultaneously Noa's founder, has a special role in Noa's structure. This dual role enables close connection between research and educational activities and ensures synergies between theoretical knowledge and practical applications.

IRTL provides Noa with professional assistance in areas stemming from the institution's activities and participates in institution projects in accordance with work plans adopted by the competent institution body. This connection enables Noa access to modern research findings and ensures a quality foundation for developing study programmes.

Noa systematically ensures equality of all stakeholders through clearly defined competencies and transparent decision-making procedures. The organisational structure is designed to enable representative representation of different stakeholder groups in all key bodies.

Academic staff is represented in the academic assembly, which includes all higher education teachers, research and higher education associates. This composition ensures that perspectives of all those who directly participate in implementing pedagogical and scientific-research activities are considered in professional decisions.

Students are structurally represented in all key bodies of Noa. In the academic assembly they represent at least one-fifth of members, which ensures their actual influence in adopting important decisions. The student council representative is an ex-officio member of the senate, enabling direct student participation in professional decisions.

An important indicator of successful equality assurance and respect is also the fact that we have not received any complaints in the electronic complaints book since the institution's establishment.

Decision-making procedures in Noa are designed to enable active participation of all stakeholders. The statute determines clear competencies of individual bodies and procedures for adopting different types of decisions.

For decisions adopted after previously obtaining the founder's consent, a multi-layered procedure is ensured that includes professional discussion in the senate and final approval by the founder. This system enables balanced consideration of professional arguments and institutional responsibility.

The academic assembly has the possibility of giving general guidelines to the senate regarding study programmes and their implementation, which enables the broader academic community to influence the institution's strategic directions.

Noa demonstrates effective stakeholder cooperation in practice through concrete examples of actively including students in decision-making processes. Student representatives regularly participate in current considerations.

An example of good practice is including students in the quality commission, where their feedback directly influences improvements to the pedagogical process. Student representatives in the senate actively participate and thus directly influence Noa's decisions. This involvement ensures that student needs and expectations are considered in developing curricula and that study programmes are responsive to their needs. Student representatives in the senate actively participate in updating curricula. This involvement ensures that student needs and expectations are considered in developing curricula and that study programmes are responsive to their needs.

Academic staff participates in strategic planning through the academic assembly and senate, where questions of study programme development, research work and institutional directions are considered. Their professional competencies and experience represent a key source for quality decision-making.

Noa encourages academic staff to actively participate in development projects and enables them to present their professional proposals at different decision-making levels. This approach ensures that institutional development relies on the most modern professional findings and practical experience of academic staff.

Noa systematically includes external stakeholders in its decision-making processes. The Strategic Council, composed of business environment representatives, ensures connection between the academic world and practical needs of the economy.

This connection is also reflected in developing study programmes, where Noa regularly obtains feedback from employers and other external partners. This information is considered when updating curricula and potentially when forming new study directions.

The Noa Statute in Article 77 clearly determines that a student who believes their rights have been violated has the right to objection or complaint in accordance with the statute. This provision is operationalised in the Regulation on Student Rights and Duties and the Regulation on Student Disciplinary Responsibility, which regulate in detail procedures for protecting rights and complaint possibilities.

The complaint procedure system is multi-layered and enables students to assert their rights at different levels. The first level represents informal procedures where conflicts are resolved in the spirit of partnership relations and good faith. If informal procedures are unsuccessful, formal complaint mechanisms are available.

Students have the right to complain against final decisions of Noa's competent bodies, whilst the possibility of initiating administrative dispute is ensured. This arrangement ensures appropriate legal protection and compliance with rule of law principles.

Student disciplinary responsibility at Noa is regulated by a special regulation adopted by Noa's director after receiving the position of Noa's bodies and stakeholders. This regulation determines principles of student conduct, disciplinary violations and procedures for their consideration.

A student must conduct themselves during studies such that in work and study, in mutual relations and communication, they respect principles of honesty, integrity and respectfulness towards their colleagues and Noa staff. Through their conduct in the study process, they must not endanger the good reputation of the institution and its students and graduates.

Academic staff also has legal protection ensured through a system of complaint procedures and possibilities for asserting their rights. Noa ensures academic freedom and autonomy in implementing research and pedagogical activities in accordance with valid regulations and ethical standards.

Noa uses effective information systems that ensure transparent communication between all stakeholders. Noa web portals enable access to all important documents, information about the functioning of bodies and possibilities for active participation.

The Registry for Study Affairs informs students about meetings with subject holders, consultations and academic staff office hours, about all available examination dates, about examination results and about all other important study matters through a web-based information tool.

Platforms we use for implementing the study process:

Canvas (by Instructure): e-classroom available in 43 languages. Available at Noa.instructure.com and through mobile applications (different application for students and higher education teachers)

DreamClass: administrative platform. Available at Noa.dreamclass.io.

Noa establishes regular communication channels between different stakeholder groups. These include regular sessions of bodies, consultations with stakeholders and special communication events such as webinars. The dean regularly reports to the founder about their work and at least once yearly to Noa's senate. This reporting system ensures transparency of leadership and enables all stakeholders to be informed about key development activities.

Noa develops quality systems that enable regular verification of the effectiveness of its organisation and identification of possibilities for improvements. The quality commission coordinates self-evaluation processes and ensures that stakeholder feedback is systematically considered in developing the institution.

Self-evaluation processes include regular student satisfaction surveys, evaluations of the pedagogical process by academic staff and assessments by external partners. Results of these evaluations are considered at all leadership levels and serve as a foundation for strategic decisions.

Noa recognises that effective organisation exceeds formal structures and requires developing a culture of cooperation based on mutual respect and open dialogue. To this end, we encourage informal communication between all stakeholders, organise regular networking events and ensure accessibility of leadership for informal conversations and suggestions.

The institution's smaller size represents a unique opportunity for establishing closer relationships and a more responsive management system. We systematically exploit this advantage to develop a culture where each individual feels heard and valued and where constructive suggestions are quickly recognised and implemented.

Noa actively participates in international networks of higher education institutions and regularly exchanges good practices in the field of organisation and management. This exchange enables Noa to become acquainted with innovative approaches to stakeholder involvement and to continuously improve its organisation in accordance with the most modern trends.

International cooperation also includes exchanges of students and academic staff, which additionally enriches the perspectives of all stakeholders and contributes to developing the international dimension of Noa's organisational culture.

Noa's organisation is designed to enable adaptation to changing needs of the higher education environment and requirements of different stakeholder groups. The statute enables establishment of new organisational units and adaptation of existing structures according to development needs.

This adaptability is also shown in possibilities for establishing new working bodies, commissions and other bodies that can respond to specific challenges or opportunities. The founder has powers to adopt decisions about organisational changes, which enables quick and effective response to new circumstances.

Noa systematically encourages learning and improvement of all its stakeholders in the field of organisation and management. We organise regular educational events, seminars and workshops that enable stakeholders to become acquainted with modern approaches to cooperation and develop their competencies in this field.

Academic staff participates in international conferences and seminars on higher education management, whilst students have opportunities to participate in projects that focus on innovative approaches to student cooperation. These investments in developing stakeholder competencies represent a long-term investment in the quality of Noa's organisation.

From the academic year 2025/26, our students and teachers at higher education institutions (as mentors) will have the opportunity to improve their practical problem-solving abilities through the RedPil platform, which effectively connects the business and academic worlds. By participating in this initiative, which also offers the possibility of financial rewards for successful results, we enable our students and teachers additional learning and development and encourage direct connection with the business sector.

Noa systematically develops strategic connections with the business environment and ensures that the perspectives of employers and other economic entities are considered when forming organisational approaches. The Strategic Council represents an institutionalised mechanism for such cooperation.

These connections are also shown in including business environment representatives in development projects, evaluation processes and other activities that contribute to improving Noa's organisation. Feedback from the business environment enables Noa to adapt its organisational approaches to labour market needs and social expectations.

Noa's organisation is based on principles of social responsibility and ethics, which are reflected in all aspects of stakeholder cooperation. Noa encourages the development of an ethical culture that exceeds formal requirements and is shown in daily relationships between stakeholders.

We pay special attention to including marginalised groups and ensuring equal access to opportunities for participation in management. Noa develops policies and practices that enable active participation of students with special needs and other vulnerable groups.

Noa invests in modern technological solutions that enable effective stakeholder cooperation regardless of geographical or temporal limitations. Web platforms enable electronic participation in decision-making, access to documents and communication between stakeholders.

Digitalisation of processes enables transparent recording of decisions and ensures possibilities for subsequent review of decision-making procedures. This approach contributes to the responsibility of bodies and enables stakeholders to monitor implementation of adopted decisions.

Noa researches and implements innovative approaches to stakeholder cooperation that exploit possibilities of modern technologies. This includes virtual sessions of bodies, online surveys for collecting feedback and platforms for collaborative formation of proposals.

These approaches enable flexible response to changing environment or needs, more intensive stakeholder cooperation and ensure that their contributions are systematically considered when forming organisational solutions. Simultaneously, they enable Noa to maintain a high level of participation even in circumstances when personal meetings are not possible.

Noa establishes systems for regular monitoring of the effectiveness of its organisation and for identifying possibilities for improvements. These systems include quantitative and qualitative indicators that enable comprehensive assessment of different aspects of stakeholder cooperation.

We regularly monitor the level of stakeholder participation at sessions of bodies, quality of their contributions to decisions and satisfaction with cooperation possibilities. This information enables continuous improvement of organisational approaches.

Noa regularly compares its organisation with other higher education institutions and identifies good practices that could be implemented. This approach enables Noa to continuously improve its organisational solutions in accordance with the most modern standards.

Comparative analyses also include cooperation with international partners and exchange of experience in the field of higher education institution management. This international insight enables Noa to develop its organisational approaches in accordance with global trends and best practices.

Noa's internal organisation represents a comprehensive system that successfully fulfils the requirements of Standard 2 and enables effective cooperation of all stakeholders in managing and developing the higher education institution's activities. Formal provisions of the Act of Establishment and Statute are implemented in practice through active forms of cooperation that exceed minimum requirements and enable stakeholders to actually influence the institution's directions and decisions.

The key advantages of Noa's organisation are shown in clearly defined competencies of all bodies, effective communication mechanisms and systematic consideration of needs and suggestions of all stakeholder groups. This approach enables Noa to respond flexibly to changing challenges and ensures quality implementation of all functions of the higher education institution.

Noa's organisational culture is based on principles of openness, mutual respect and shared responsibility for institutional development. This culture continuously develops and adapts to new needs whilst maintaining fundamental values that ensure stability and continuity of functioning.

The strategic view ahead shows the need for further strengthening of digital platforms for cooperation, development of innovative forms of participation and strengthening of international connections. Noa commits to continuously developing its organisation towards even greater effectiveness and excellence in all areas of functioning.

It is important to emphasise that Noa's organisation is not merely a set of formal structures, but a living system of relationships and processes that continuously adapts and improves. This dynamic approach enables Noa to remain responsive to the needs of its stakeholders and to fulfil its role in the higher education environment with a high degree of responsibility and professionalism.

The entire organisational arrangement of Noa therefore ensures that principles of cooperation, equality and mutual respect are not only expressed in formal documents, but are actually realised in daily practice and contribute to the quality of the institution's functioning at all levels.

STANDARD 3: The higher education institution demonstrates quality scientific, professional, research or artistic activity and related important achievements in the fields and disciplines in which it operates.

IRTL's research activities are systematically classified according to ARIS, CERIF and CORDIS classifications, which enables clear structure and direction. According to the ARIS classification, it covers areas of economics, administrative and organisational sciences and interdisciplinary research. The CERIF classification additionally emphasises the presence of economics, econometrics, economic policy and political and administrative sciences, thereby highlighting the breadth of the social science research framework. According to the CORDIS classification, the institute's activities are based on three key functions: consulting, research and education, which enables knowledge transfer between academic and economic environments.

Analysis of the citation of research works in international WoS and Scopus databases confirms the impact and visibility of IRTL's research achievements in the global scientific space. The high average of net citations shows professional relevance and recognition of research, which is a key indicator of quality and confirms the institute's success and international recognition. In the WoS database, 2 related records are published with a total of 34 citations, which leads to an average of 17 net citations, whilst the Scopus database includes 2 records with 45 citations, which means an average of 22.5 net citations.

Qualitative analysis of the citation of Dr. Habjan's research works reveals an important contribution to the development of scientific thought in the field of logistics and supply chain management. Her research on the impact of real-time location systems (RTLS) on the efficiency of logistics processes, published in the prestigious journal International Journal of Production Economics (impact factor 11.236), has changed research discourse on the connection between digital technologies and business success. This work received 19 net citations in publications indexed in WoS and Scopus databases, whilst analyses of citing works show that Dr. Habjan's methodological approach has become a reference framework for further research on the relationship between implementation of technological solutions and organisational changes in logistics companies. Similarly, her research on the efficiency of information systems in transport, published in the journal Industrial Management & Data Systems (impact factor 5.086), with 34 net citations has significantly influenced the development of models for measuring return on investment in digital technologies. This lasting impact on the scientific field is further confirmed by an h-index of 6 and a total number of net citations of 133, which proves that research work at Noa Institution not only contributes to the quantity of scientific publications, but significantly co-shapes theoretical and methodological approaches in the discipline.

Among the key scientific publications, the article by Assoc. Prof. Dr. Andreja Habjan entitled "How a Perceived Utilisation of IT-enabled Information shapes Customer Satisfaction in B2B Markets", published in the journal Business Systems Research (Vol. 14 No. 2, 2023), deserves highlighting. This publication

represents an important contribution to understanding the role of information technologies in B2B marketing and their impact on customer satisfaction. The research is based on empirical analysis of data from Slovenian companies and offers practical guidelines for improving informatisation of business processes. The methodological approach of the research includes quantitative analysis of larger data sets and application of the most modern statistical methods. The research results contribute to the development of theoretical models of customer relationship management and have direct applicability in logistics practice. The publication was published in an internationally recognised scientific journal, which confirms its scientific importance and methodological quality.

Among researchers within the institute, Dr. Andreja Habjan stands out as the leading researcher with the most publications, which reflects strong research presence and competencies that support the development of quality study programmes and research cultures at Noa. Since its establishment, researcher at the Institute for Transport and Logistics Development (hereinafter: IRTL), Assoc. Prof. Dr. Andreja Habjan, has been involved in staff mobility for teaching purposes within the Erasmus+ programme. She was a guest at Cardiff University, Cardiff Business School, where between 30th April and 3rd May 2025 she carried out interdisciplinary activities in the field of logistics business. Within the framework of mobility, she delivered an interactive lecture on electronic logistics markets, with emphasis on theoretical foundations and practical examples from the transport sector. Special attention was paid to abuse and fraud related to the use of logistics platforms. The content of the lecture included presentation of electronic logistics markets (open and closed systems), changes in relationships between shippers, carriers and recipients, and the impact of platform use on individual stakeholders.

The mobility has significantly contributed to the internationalisation of Noa Institution, as it strengthens links with prestigious foreign institutions and opens opportunities for further cooperation and transfer of modern knowledge into the study process.

Assoc. Prof. Dr. Habjan is one of the most active researchers at Noa, which is also evident from the report on scientific-research work, which includes personal bibliographies of all lecturers. Her scientific and professional achievements in 2022–2025 are particularly outstanding:

At the 82nd International Scientific Conference ESD in Tangier (Morocco, 2022) she presented a case of digital transformation of a Slovenian transport company, with emphasis on the use of electronic logistics markets and their integration with real-time shipment tracking systems; https://encgt.ma/wp-content/uploads/2022/05/Programme-EDS_23-24-mai-2022-ENCGT.pdf

At the DOBA 2022 conference, she presented effective approaches to digital transformation of companies and the use of Electronic Logistics Marketplace (ELM) for improving cooperation with business partners and optimisation of warehouse processes. At the aforementioned conference, she participated with a scientific contribution entitled: "Digital transformation of transport process with use of Electronic Logistics Marketplace (ELM) – the case of a medium-sized transport firm", where she illustrated the

benefits of automated information exchange and digital transformation for carriers and manufacturers; https://www.fakulteta.doba.si/upload/sustainable_entrepreneurship.pdf

In 2024, she also attended the Logistics Congress, where she presented the contribution "Integration of TMS and electronic logistics marketplaces for digitalisation of logistics processes between shippers and carriers – case of a Slovenian transport company"; https://logisticnikongres.si/wp-content/uploads/2024/05/LK24_brosura-A4_web.pdf

She published an important scientific contribution on 21st April 2024, when she published an article entitled "How a Perceived Utilisation of IT-enabled Information shapes Customer Satisfaction in B2B Markets" in the international scientific journal Business Systems Research. In it, she researches the impact of perceived use of IT-supported information solutions on business customer satisfaction in the transport sector. Results show that companies that effectively use information technology achieve higher perceived service quality, which reduces customer focus on price; https://sciendo.com/article/10.2478/bsrj-2023-0013

In September 2025, another of her articles will be published in the journal Business Systems Research (Vol. 16, No. 2), entitled: "Use of IT-enabled information and an electronic logistics marketplace to connect cross-organizational processes for shipment tracking in real time". In addition, she is also preparing a new scientific contribution that has already been submitted for peer review.

Besides her, researchers also include Mladen Lukić and Andrej Malešič, who work in the field of administrative and organisational sciences. Dr. Habjan has 26 publications, whilst Lukić and Malešič currently have no known publications.

In 2023, the Institute for Transport and Logistics Development led a project whose executor was Assoc. Prof. Dr. Boštjan Aver. The project ran from January to April 2023. It was focused on market review and investment analysis in the field of processing sludge from municipal wastewater treatment plants in Slovenia, with the aim of finding sustainable and economically justified solutions for managing waste sludge. Due to tightened legislation and limitations on sludge export after 2019, the project analysed possibilities for establishing a facility for processing sludge into construction composite or other alternative solutions. An economic analysis (NPV, IRR) of different investment scenarios was prepared and optimal business and technological measures for effective sludge management and improvement of environmental and economic indicators in Slovenia were proposed.

In addition to activities in the field of investment analysis and sustainable solutions for processing sludge from municipal wastewater treatment plants, numerous related projects have been implemented in recent years that additionally contribute to understanding and improving waste management in Slovenia. Among them stands out the project of Slopak d.o.o., which in 2022 implemented an awareness and market analysis project for waste packaging. In 2023, research by AGM NEMEC d.o.o. also took place, focused

on creating professional foundations and conceptual design for the Marno area and logistics consulting, and LESMARC + d.o.o., which prepared a study and analysis of potential facilities for municipal sludge incineration, including economic calculations of the investment and review of incinerator suppliers in the EU. The year 2024 was marked by cooperation with ABG d.o.o. in implementing the Steklarna Hrastnik project at the Paraćin location (Serbia).

Noa also actively participates in international research projects, which represent an important source of funding and enable access to the most modern research methods and technologies. Particularly important is the partnership in the European Erasmus+ project SEE-GL (Skills and Employment Enhancement in Green Logistics), which runs from 1st January 2025 to 31st December 2026.

The SEE-GL project represents strategically important cooperation, as it addresses key challenges of green logistics and contributes to competency development in this rapidly growing field. Partners from several European countries participate in the project, which enables exchange of good practices and development of comparative analyses of different approaches to sustainable logistics. In the project, Noa takes responsibility for researching digital technologies in green logistics and for developing educational materials for higher education. Research activities within the project include analysis of the current state of green logistics in Slovenia and other partner countries, identification of key competencies for the future and development of innovative educational approaches. Expected project results will contribute to updating curricula and developing new specialised modules in the field of sustainable mobility.

In addition to fundamental research work, Noa pays special attention to professional work and transfer of research findings into practical use. As an example, we can mention the connection between the topic of Assoc. Prof. Andreja Habjan's lecture at Cardiff University, the 2024 Logistics Congress and the subject Electronic Markets in Logistics (regular subject in the 3rd year of the undergraduate study programme).

The presentation of the contribution at the 2024 Logistics Congress (27–29 March 2024) was particularly important, where Assoc. Prof. Dr. Andreja Habjan presented the connection of Transport Management System (TMS) and electronic logistics marketplaces. This contribution represents an important example of transferred research findings into practical use, as it addresses digitalisation of logistics processes between shippers and carriers through a concrete example of a Slovenian company. The presented analysis offers practical guidelines for improving the efficiency of logistics operations and demonstrates the applicability of academic research for solving real business challenges.

Dr. Andreja Habjan also participated in the 82nd International Scientific Conference ESD, Tangier (Morocco), where she presented examples of digital transformation in logistics (23–24 May 2022) or in a Slovenian transport company. Special emphasis was placed on the use of electronic logistics markets and real-time shipment tracking, which contributes to greater efficiency of logistics processes.

Dr. Andreja Habjan also participated in the DOBA 2022 conference with a scientific contribution on digital transformation of logistics (ELM), (16 November 2022). At the DOBA conference, Assoc. Prof. Dr. Andreja Habjan presented a contribution on digital transformation of logistics using electronic logistics marketplace (ELM). She showed the benefits of automated information exchange and digital solutions for connecting carriers and manufacturers.

The scientific contribution of our research in the field of green supply chain optimisation has gained international recognition, which is confirmed by the invitation of Dr. Habjan as a keynote speaker at the 2024 European Conference on Sustainable Logistics. At this event, leading researchers in the field explicitly mentioned the methodological innovation of our approach in calculating environmental impacts of last-mile delivery options. This methodology represents an important contribution to scientific discourse, as it exceeds existing quantitative models by including previously overlooked variables of urban environment and consumer preferences.

Noa has established research partnerships with several international institutions, which enables joint work on research projects and exchange of researchers and students. Among more important partners, we should highlight the Academy of Applied Studies Šumadija from Kragujevac (Serbia), Atilim University from Ankara (Turkey), University of Girona from Girona (Spain), ITS Logistica Puglia from Taranto (Italy), University of Applied Sciences (Fachhochschule) from Vienna (Austria), Todor Kableshkov - University of Transport from Sofia (Bulgaria), Maritime University of Szczecin from Szczecin (Poland), Fundacion Zaragoza Logistics Center from Zaragoza (Spain), National Technical University of Athens from Athens (Greece), University of Bari - Centro Interdipartimentale di Studi sulle Culture di Genere from Bari (Italy), Pučko otvoreno učilište AUto moto centar Nova Gradiška from Nova Gradiška (Croatia), Akademia Tempulli from Pristina (Kosovo), Higher School "CEPS - Center for Business Studies" from Kiseljak (Bosnia and Herzegovina) and Pannonia Consulting from Nova Gradiška (Croatia).

Noa systematically encourages student involvement in, so far smaller, research projects, which represents an important element of their education and contributes to the development of research culture. A special section "Scientific-Research Activity" has been established on the LMS Canvas platform, where students access information about current projects, hackathons, public calls and other opportunities for participation.

Noa ensures, through partnership with the Central Technical Library (CTK), access to specialised databases and research resources. This access includes internationally recognised databases and specialised research platforms.

Based on achievements to date and opportunity analyses, Noa has formed clear strategic directions for future development of research activity. These directions are based on principles of sustainable development, international competitiveness and social relevance of research work.

Future development of research activity will focus on strengthening interdisciplinary research that connects different professional fields and enables comprehensive treatment of complex challenges. Special attention is paid to connecting logistics with information technologies, sustainable development and social sciences.

Noa strives for even closer integration into international research networks and establishment of permanent partnerships with leading world institutions. This integration enables access to the latest research findings and technologies and contributes to the international recognition of Slovenian research. Special attention is paid to participation in European research programmes.

Noa's research activity has a key impact on realising the internationalisation strategy and strengthening the international recognition of the institution. This impact occurs at several levels and contributes to achieving strategic internationalisation goals.

Quality research publications and successful international projects contribute to greater academic recognition. This enables Noa easier access to international research projects and partnerships with prestigious institutions. It simultaneously contributes to attracting quality international students and researchers.

Noa's research activity enables transfer of the most modern knowledge and technologies from international space to the Slovenian context and vice versa. This two-way knowledge transfer strengthens Slovenia's position on the international research map and contributes to the country's technological development. Particularly important is knowledge transfer in the field of logistics digitalisation and sustainable mobility, where Noa contributes with its research to the development of innovative solutions and their practical implementation.

Noa's research activity demonstrates significant social impact, which is manifested through contribution to solving current social challenges and to Slovenia's sustainable development. Through application to the Ministry of Higher Education, Science and Innovation call, "Problem-based Learning of Students in Work Environment", Noa represents a key mechanism through which students, under the supervision of pedagogical and professional mentors, develop concrete solutions for current challenges of the economy, such as faster or more efficient and systematic introduction of lorry drivers into Slovenian transport companies. Such an approach enables direct applicability of research results in the economic sector and contributes to achieving national and European goals (e.g., environmental with lower CO_2 emissions, inclusion, etc.). Implementation of the project would, among other things, also contribute to economic development through development of innovative technologies and approaches that increase the

competitiveness of Slovenian companies. Likewise, development of the mentioned application would contribute to digitalisation of the Slovenian economy, as Noa enables companies easier transition into the digital age and exploitation of advantages of digital technologies. The mentioned social impact represents an important element in evaluating the research success of the institution and justifies social investments in research activity.

Research in the field of green logistics and sustainable mobility directly contributes to realising sustainable development goals and reducing the environmental impact of transport activities. These contributions are particularly important in the context of climate change and the need for green transformation of the economy. (Example of the Erasmus+ SEE-GL project.)

A key challenge is strengthening research personnel and ensuring their continuous professional development. Noa plans to implement a systematic approach to developing research careers and ensuring attractive conditions for researchers' work.

Special attention is paid to international mobility of researchers and their inclusion in international research networks. This activity will contribute to raising the quality of research work and to greater international recognition of Noa.

An important challenge is diversifying funding sources for research activity and ensuring a sustainable financial foundation for research work. Noa is developing strategies for obtaining funds from various sources, including European research programmes, national calls and cooperation with the economy. Special attention is paid to developing applied research projects that enable direct transfer of research results into practical use and ensure additional funding sources.

The key advantages of Noa's research activity are shown in its applied character, close connection with practical needs of the economy and systematic inclusion in international research networks. Particularly important is the connection between research activity and the pedagogical process, which ensures that students acquire the latest knowledge and become familiar with modern research methods.

STANDARD 4: Practical education of students in the work environment, if it is part of educational activity, is well organised and is also implemented as such. Resources for its implementation are ensured.

Mandatory if the higher education institution implements higher education professional study programmes and those whose mandatory part is practical education.

a) systematic arrangement of practical education of students and its implementation. Describe the arrangement of practical education at the level of the higher education institution and attach any document from which this is evident (for example annual work plan, regulation on this etc.). (If published, state the web link and page numbers from which this is evident.)

Practical education of students is a key element of higher education professional study programmes at Noa, which ensures direct connection between theoretical knowledge and practical skills in the real work environment. During 240 hours of practical education, the student independently performs work tasks that the student has also dealt with theoretically and practically during their studies with an employer. During practical education, the student becomes acquainted with the work environment, equipment, procedures and work processes and develops professional critical thinking for solving concrete work problems. Practical education also represents an important component in preparation for writing the dissertation. At the same time, the student also becomes acquainted with the business field of the company, with different aspects of business operations and follows the mentor's instructions at work.

The systematic arrangement of practical education at Noa is based on a structured three-phase approach: preparatory phase, implementation phase and evaluation phase, which ensures comprehensive pedagogical value of practical training. Practical education is valued at 12 ECTS credits and is a mandatory component of the higher education professional study programme, Management of International Logistics.

In the preparatory phase, the organiser of practical education at Noa presents students with possibilities for completing practical training, students choose an organisation, and the holder of practical education, in cooperation with the mentor in the organisation, prepares an individual practical education plan. The student can choose a business company or sole trader with whom they will complete practical education themselves, or the organiser of practical education at Noa can help them with this by presenting them with possibilities for completing practical training. When the choice of company is known, Noa concludes a tripartite contract on practical education with the company and the student, which precisely defines the obligations of all three stakeholders.

In the implementation phase, the student performs practical tasks under the mentor's guidance in accordance with the plan, whilst the holder of practical education monitors the student's progress through regular consultations and review of the practice diary. The student keeps a diary throughout, in which they

record what they did and what they learned. For successful completion of practical education, the student must complete 240 hours of practical education, fulfil all obligations determined by the holder of the Practical Education subject, and write and defend a report on practical education.

In the evaluation phase, all three key stakeholders (student, mentor in the organisation and holder of practical education) assess the achievement of learning outcomes and quality of practical education. In addition, additional tools are established for monitoring quality, including analysis of feedback from all stakeholders.

The systematic arrangement of practical education at Noa is based on clearly defined roles and responsibilities of all participants. The organiser of practical education at Noa is responsible for establishing and maintaining a network of partner organisations, coordinating documentation and supervision over the entire process. The higher education teacher, who acts as the holder of practical education, is responsible for content coordination of practical tasks with the study programme, regular communication with mentors in companies and evaluation of students' achieved competencies. Mentors in companies are responsible for daily guidance of the student, allocation of appropriate work tasks and ongoing feedback. Students actively participate in all phases of the process: from choosing the organisation and preparing a personal practical education plan to reflection on acquired experiences in the final report. This clear structure of responsibility ensures smooth running of practical education and achievement of anticipated learning outcomes.

To ensure quality mentoring in the work environment, we implement a careful process of selection and training of mentors. Mentors in partner organisations must fulfil formal criteria (appropriate education and work experience).

In the structure of practical education at Noa, we pay special attention to an appropriate ratio between different forms of learning in the work environment. In cooperation with mentors in organisations, we have established a framework model according to which the student devotes the first 20% of time to getting to know the organisation and observing work processes, the next 70% of time to active independent and mentored work on concrete work tasks, and the last 10% to reflection and evaluation of acquired experiences. Within active work, we strive to ensure balance between the student's independent work (60%) and directly mentored work (40%), which enables students to develop autonomy whilst receiving professional support. Conversations with students and mentors show that this ratio is optimal for developing both professional and soft competencies, as students report a higher degree of self-confidence when solving complex tasks, whilst mentors observe a higher degree of independence and initiative in students.

The basis for recognising practical education is represented by ECTS guidelines for use, the Regulation on Verification and Assessment of Knowledge and Guidelines for Practical Training of Students. The

application form for practical education and recognition of practical education are accessible in the Noa administrative platform.

A comprehensive system for documenting and evaluating practical education includes digitally supported monitoring of the entire process. During implementation of practice, students keep a structured work diary in the web portal, where they record completed tasks, acquired knowledge and possible challenges.

The following documents are used for documenting practical education:

- tripartite contract between the company, student and Noa,

- diary written by the student,

- report on practical education written by the student,

- evaluation sheet completed by the mentor in the company,

- survey on satisfaction with the implementation of practical education.

Final evaluation includes three-way assessment: student self-assessment, assessment by the mentor in the organisation and assessment by the holder of practical education. The specificity of our approach is quantitative and qualitative evaluation of acquired competencies, where all three stakeholders assess progress in specific competencies defined in the curriculum. We analyse collected data annually and present it in a self-evaluation report, which enables systematic improvement of the quality of practical education.

An example of effective coordination of practical tasks with programme learning outcomes is represented by the practice of a female student at the company Transport Samo Urdih d.o.o., where the student participated in organising domestic and international transport within the framework of 240-hour practical training. The student independently implemented the creation of transport orders using specialised CVS software, which directly strengthens digital competencies defined in the curriculum of the subject Digital Business in Logistics. Her work in planning multi-day journeys, considering legal limitations regarding driving hours and determining starting and ending points for drivers directly reflects the development of key competencies from the subjects Basics of Transport and Management of Global Supply Chains, particularly the ability to optimise logistics routes whilst considering regulatory limitations. In her report, the student highlighted how she only began to understand the complexity and dynamics of logistics processes through practice, which confirms our pedagogical philosophy of connecting theoretical knowledge with practical experiences. Particularly valuable was also the experience of solving unforeseen situations, such as a situation with damaged goods during unloading, which strengthened crisis management competencies. The mentor in the organisation highlighted the student's ability for precision

and communication, which confirms successful transfer of soft skills from the academic to work environment.

To ensure quality practical education, we have established a systematic approach to selection and evaluation of partner organisations. Organisations that wish to participate in implementing practical education must fulfil the following criteria: 1) the organisation's activity is content-wise connected to the study programme, 2) the organisation has appropriate technological and organisational infrastructure for implementing relevant work tasks, 3) it has trained professionals who can take on the role of mentors, and 4) it is prepared to actively participate in the process of planning and evaluating practical education. Before concluding cooperation, the organiser of practical education makes an introductory visit to the organisation, where they verify fulfilment of criteria and present expectations regarding implementation of practical training.

Noa has established a network with numerous companies in the logistics sector in Slovenia and abroad. Currently we have a network of 28 active partner organisations, which ensures sufficiently diverse possibilities for practical training. We have been cooperating with most partner organisations for several years, which enables continuity and constant improvement of the quality of practical education. In past years, students have completed practical education in the following companies: Krka d.d., Samo Udrih Transport, LPP, Mijatović transport.

For employed students, we have established a transparent system for recognising work experience, which is based on precise content comparison of work tasks with anticipated learning outcomes of practical education. The recognition procedure includes three key steps: 1) the student submits detailed documentation about their work tasks, including employer confirmation and description of competencies they developed in doing so, 2) the Commission for Study Affairs, composed of the holder of practical education and at least one expert from the relevant field, assesses the appropriateness of these experiences regarding the content, complexity and scope of anticipated practical training, 3) based on the assessment, the commission proposes complete recognition, partial recognition or rejection of recognition of practical education. In the case of partial recognition, the commission determines additional tasks that the student must complete for comprehensive achievement of anticipated competencies.

For monitoring the quality of practical education implementation, we use a questionnaire survey on practical education, which is completed by all participants in practical education; students and mentors. The survey is prepared in accordance with the monitoring and quality assurance system at Noa.

Analysis of satisfaction, conducted in the academic year 2023/2024, reveals a high degree of student satisfaction (average grade 4.6/5) with practical training, particularly highlighting coordination of practical tasks with study programme content (4.7/5) and appropriate mentor support (4.5/5). Mentors in companies (n=18) similarly expressed high satisfaction (4.4/5) with students' preparedness and their

competencies, whilst holders of practical education at the faculty (n=5) assessed that students successfully apply theoretical knowledge during practice (4.3/5) and develop anticipated competencies (4.5/5).

Particularly important is that mentors in organisations highly rated the appropriateness of the length of practical training (4.2/5) and scope of anticipated competencies (4.3/5), which confirms the correctness of the decision about the scope of practical education in our study programmes.

Surveying of all stakeholders is conducted after completion of practical education. Survey results are analysed and presented in a self-evaluation report, where measures that need to be adopted for improving the quality of practical education are also defined. Noa implements practical education in a form that is recognised by the profession and potential employers.

Based on feedback from all stakeholders, we implemented several key improvements in the past year: 1) we expanded the range of national partner organisations in the field of green logistics, in accordance with strategic emphasis on sustainable development, and 3) we established partnership with an international organisation that enables completion of practical training within the framework of the Erasmus+ project.

STANDARD 5: The higher education institution monitors knowledge needs and employment needs in the environment. It provides information about employment opportunities in fields that are suitable to graduates' competencies or learning outcomes.

Mandatory for higher education institutions that implement first and second cycle study programmes.

a) cooperation of the higher education institution with the environment or employers and with its graduates

Describe cooperation with the environment or employers and your graduates, methods of monitoring the appropriateness of competencies or learning outcomes, their assessment and use of findings, and explain how you coordinate student enrolment with needs for graduates:

(State any web link or title of attached document from which this is evident.)

(It is assessed whether this cooperation is an appropriate foundation primarily for constant monitoring of needs for knowledge or for graduates, monitoring the appropriateness of acquired competencies or learning outcomes, ongoing informing of students about this and helping students in planning their career path.)

The methods of cooperation and monitoring of student needs at Noa are diverse and directed towards constant improvement of the study process and support for career development. We regularly provide students with current vacant job positions and opportunities for practice through the study information portal and LMS Canvas platform. In this way, they are always informed about employment opportunities and current labour market needs.

An important part of cooperation is also represented by agreements with companies about implementing study practice. In the academic year 2024/2025, for example, we signed an agreement on ensuring study practice with the company AISS d.o.o. In this way, we directly connect students with potential future employers and obtain feedback about the appropriateness of acquired competencies of our graduates.

In addition, we regularly organise webinars with industry experts and professional excursions to companies, where students become acquainted with actual employment opportunities, modern working methods and requirements in individual sectors. All webinars conducted in recent years are stored and accessible in the umbrella e-classroom "Study at Noa/Study at Noa", with some equipped with English subtitles. This ensures transparency of content, ongoing information for students and the possibility of later insight into presented topics and examples of good practice.

We also pay special emphasis to regular surveying of students. Through various questionnaires, we monitor their satisfaction with the course of study and quality of implemented activities. We systematically analyse findings from these surveys and present them in our self-evaluation reports, which

serve as a foundation for introducing improvements and directing further development of the study and career support environment at Noa.

In the school year 2024/2025, we conducted a workshop for students in cooperation with Europass (CPI Centre for Vocational Education), the purpose of which was to present key tools and directions for effective career path planning and encouraging confident entry into the labour market. Participants became acquainted with the Slovenian Qualifications Framework (SQF) with emphasis on relevance for students, the importance of the Europass system and creation of a personal profile, whilst being practically guided through the process of establishing their own Europass profile. In this way, we enabled them better understanding of structured presentation of knowledge, competencies and experiences and equipped them with useful knowledge for easier beginning of their career path.

In the academic year 2023/2024, all our graduates (first generation of graduates) were already regularly employed upon completion of study, which confirms good coordination of the study programme with labour market needs. From the academic year 2024/2025, we introduced systematic monitoring of employment paths and satisfaction of graduates at Noa, which also includes conducting evaluation surveys after completion of study.

Upon graduation from the academic year 2024/2025 onwards, each graduate receives an evaluation questionnaire with which we measure various dimensions of their employment and satisfaction with the programme. The survey covers information about previous work experience, current employment status, connection of employment with achieved education, speed of first employment, sector and field of work, and possible advancement based on acquired education. An important part of the survey questionnaire is also assessment of the extent to which the study programme contributed to the graduate's personal and career development and preparation for work in the real environment. Graduates additionally assess which competencies they developed most during study, which content or skills would be sensible to strengthen further, highlight advantages of the programme and possibilities for improvements, and provide the general level of satisfaction with study at Noa. In addition, we also survey readiness to recommend study to others.

Findings from these surveys will be comprehensively included in the Self-evaluation Report for the academic year 2024/2025, in which we will thoroughly analyse graduate satisfaction and success of acquiring competencies during study. Based on collected data, we will plan and introduce improvements, thereby additionally strengthening the effectiveness of study programmes and connection between education and employers' needs. In this way, we ensure quality support for future generations of students and graduates.

Summary of findings from the first conducted survey on employment paths and graduate satisfaction:

Within the framework of systematic graduate monitoring, the first survey among graduates of the study programme was conducted in May 2025. The survey covered data about employment status, appropriateness of employment, career development, acquired competencies and general satisfaction with study.

Results of the first survey show that all three surveyed graduates of the Noa study programme are currently regularly employed, two in the public and one in the private sector, whilst their work fields encompass transport, logistics and waste packaging management. Graduates emphasised that study in the Noa programme represented an excellent foundation for building a career path, they assessed preparation for the work environment as very good or excellent, and one person particularly highlighted upgrading knowledge in the field of logistics. The most frequently highlighted developed competency was organisational abilities. All expressed the highest level of satisfaction with study (grade 5/5) and would recommend the programme to others, whilst they cite the possibility of distance learning and re-listening to lectures as important advantages. Results thus confirm that study in the Noa programme enables graduates successful entry into the labour market and ensures a quality foundation for their further career development.

Based on current mapping and understanding of the market situation, we have determined that we need an even more structured and systematic approach to this field. In accordance with this finding, we will implement the following activities in the near future:

Annual analyses of competency trends: Noa will establish systematic annual analysis of reports from the Chamber of Commerce of Slovenia, Logistics Chamber of Slovenia and European studies on necessary competencies in logistics. Special attention will be paid to new competencies such as digitalisation, sustainable logistics and use of artificial intelligence.

Structured interviews with employers: We will establish a system of annual structured discussions with representatives of key partner companies about changing needs for knowledge and competencies. These interviews will directly influence updating of curricula.

Analysis of job advertisements: We will implement a regular system of analysis of job advertisements in the field of logistics for identification of most frequently required competencies and monitoring their development over time.

This systematic approach will enable Noa even more responsive and goal-oriented development of study programmes and ensuring consistency between acquired competencies of graduates and market needs.

b) development of career centres, graduate clubs or other organised forms

(Career centres, graduate clubs or other organised forms and their operation are assessed.)

Possible explanation from the higher education institution:

The Noa Higher Education Institution strives for comprehensive support to students in their professional, personal and career development. For this purpose, we actively develop various forms of support, such as digital platforms, career centre, workshops, webinars, individual counselling and monitoring of employment trends.

In 2025, we concluded cooperation with the digital educational and collaborative platform Red Pill, with the aim of strengthening connections between the educational process and the real economy or industry and strengthening innovation, entrepreneurship and employability of our students. Through cooperation, we enable our students, mentors, experts and industrial partners to be directly connected in seeking solutions to real projects, solving practical challenges and transferring knowledge from the real environment to academic and vice versa. The Red Pill platform enables students to develop applied knowledge and gain valuable experience through team cooperation, participation in challenges and projects, networking and presentation of their competencies to the broader professional public. In this way, students already build professional reputation during study, develop entrepreneurial and leadership abilities and get the opportunity for first professional involvement. For industrial partners, cooperation brings the possibility of access to new talents, co-creation of content and selection of future employees or innovators through competitions and open challenges. For academic institutions, the platform enables recognition of talents, upgrading the study process with real industrial projects and additionally strengthens connections with the economy and potential employers. For mentors, the platform offers opportunity for mentoring work, acquiring new experiences and professional recognition, as well as development of their own career or research field.

We will begin realisation of joint activities with the start of the academic year 2025/2026, thus enabling students even more direct transfer of theoretical knowledge into practice, gaining experience and establishing a professional network, which directly contributes to their competitiveness in the labour market and development of a comprehensive professional profile.

Within the framework of the umbrella classroom on the study platform (LMS; Canvas), students have available a special section Career Centre. The purpose of this section is to provide students with comprehensive support in career planning, preparation of a modern CV and effective preparation for job interviews. Through structured guidance, presentation of various tools and selected professional sources, we enable students to develop those skills and competencies that the modern labour market requires and expects.

Available in the Career Centre are:

1. Instructions for preparation of a modern and current CV:

We offer students an overview of recommended tools for CV creation (e.g. Europass, Canva, Zety). We present in detail the advantages and disadvantages of individual approaches; from official European standards to creative and modern forms. In texts, we highlight the importance of clear presentation of knowledge, skills and work experience. We also draw attention to the importance of adapting the CV according to the chosen industry or job position.

2. Guidelines for preparation for job interviews:

Students have available prepared guidance and sources for thorough preparation for interviews. Special emphasis is placed on company research, analysis of the advertised job position and preparation for typical questions, whereby we encourage students towards greater reflection, self-confidence and professional performance. Concrete practical preparations are also outlined (selection of appropriate documentation, business etiquette), whilst the most frequent questions and answer strategies are also shown, particularly for the field of logistics and transport and with current examples from professional practice.

3. Access to selected professional sources and guidance:

In the Career Centre section, we direct students to selected articles and materials that cover a broad spectrum of questions; from CV creation to in-depth interview preparation. Sources also include concrete questions and sample answers that enable students quality individual preparation and deepening of knowledge consistent with modern labour market requirements.

4. Alumni:

Access to Noa alumni, where our graduates have the opportunity for further networking.

Establishment of the Career Centre and inclusion of these contents is a reflection of our commitment to comprehensive support for student development, both in professional and personal and career fields. With this, we wish to ensure that our future graduates are appropriately prepared for challenges brought by entry into the labour market and are capable of effectively presenting their knowledge, competencies and standing out to potential employers as competent and self-confident candidates.

In the school year 2023/2024, we conducted a webinar at Noa entitled "Future of Business Success – Employee Wellbeing, Collaboration and Lifelong Learning; Future of Business Success – Employees Wellbeing, Collaboration and Lifelong Learning". The event was held in English and was marked by cooperation of three internationally recognised experts: Dr. Oleg Konovalov, who presented global challenges and trends in the field of leadership, Pavel Kuvaev, who focused on career development in the modern world, and Mag. Tanja Bogataj, who spoke about personal and professional development. Participants gained insight into key trends of the business environment, importance of psychological wellbeing of employees and possibilities for personal growth and success in a changing world.

In the school year 2024/2025, we organised an online seminar "Managing Employees in an International Environment", where Alessandro Pegoraro (mentor, coach, supervisor and musician), Naveed Gill (head of sales and partnerships Innovation Week Prague 2025, entrepreneur, professional polo player and trainer) and Tanja Bogataj (lecturer and coach, cooperates with Noa) shared their knowledge and experience. The webinar was dedicated to challenges and opportunities of managing employees in an international environment, whilst guests particularly focused on mentoring, importance of intercultural communication, teamwork and professional development in the global business environment.

Both events enable access to current career topics, direct contact with international experts, networking and acquiring knowledge and skills that are key for successful integration into the labour market and long-term career growth. A recording of one of the two webinars is also permanently accessible on the Noa web portal, which additionally strengthens sustainable support for education and development of members.

In the school year 2024/2025, we conducted a workshop for students in cooperation with Europass (CPI Centre for Vocational Education), the purpose of which was to present key tools and directions for effective career path planning and encouraging confident entry into the labour market. Participants became acquainted with the Slovenian Qualifications Framework (SQF) with emphasis on relevance for students, importance of the Europass system and creation of a personal profile, whilst being practically guided through the process of establishing their own Europass profile. In this way, we enabled them better understanding of structured presentation of knowledge, competencies and experiences and equipped them with useful knowledge for easier beginning of their career path.

In the academic year 2024/2025, we upgraded our cooperation with lecturer Tanja Bogataj, who as a career counsellor, at the end of the school year, provided students with support in career path planning and easier transition to the labour market. 8 students participated in career counselling. Counselling was on an individual level after prior appointment reservation. Ms. Tanja Bogataj is an internationally recognised coach, counsellor and experienced leader, founder and director of the Institute Power for Change for social empowerment and entrepreneur in the field of coaching, business consulting and education. She is holder of numerous international certificates in the field of coaching, leadership and neurolinguistic programming (NLP), with years of experience in project management in public administration and non-governmental and private organisations at national and international levels. She advises students in the fields of career development, (self-)leadership, development of personal and professional potentials, competencies of modern leadership, finding vision and effective transition to employment environment. Special attention is also paid to empowerment, adaptability to changes, development of leadership skills, communication and strengthening psychological resilience.

At Noa, we regularly monitor employment trends and market needs for knowledge and skills through various sources at national, European and global levels. We use portals such as Bachelor's portal and

Master's portal, ICEF, and the Slovenian Logistics Association (hereinafter: SLA), where we follow current information about teaching methods, trends in the field of logistics and transport, employers' needs and development of new competencies. The ICEF portal regularly publishes information about trends and needs in the labour market, whilst direct communication with industry representatives and professors from practice enables us insight into concrete needs and expectations in the Slovenian space. In addition, through conducted webinars with experts, we sound out the labour market and on this basis also conclude partnership connections.

Cooperation with the Slovenian Logistics Association (SLA) also has a special role, where as members we regularly receive up-to-date information about the state and development of the logistics sector at national and international levels and monitor key trends in the industry. We enable students access to these contents also through more favourable membership, which is enabled by the partnership relationship with the organisation.

In market research, we also pay special attention to fields such as artificial intelligence, blockchain and advanced logistics solutions, such as digital supply chain, smart warehousing, use of IoT in logistics, etc., where we perceive greater emphasis both in the European and global market.

STANDARD 6: The internal quality system enables closure of the quality circle in all areas of the higher education institution's operations.

a) understanding the importance and role of the internal quality system

Attach the quality manual of the higher education institution or other appropriate document: (State the web link where it is published.)

(The quality manual must show the internal quality system of the higher education institution. It is assessed whether the quality circle is closed, which is reflected in:

methodological, comparable and verifiable data collection, their analysis and assessment of the quality of the higher education institution's activities,

monitoring satisfaction of higher education teachers and associates, scientific workers, professional and other workers, students and external stakeholders,

cooperation, responsibility and realisation of rights and obligations of stakeholders in self-evaluation procedures,

planning, realisation and monitoring of measures for ensuring and improving the quality of the higher education institution's activities or for improving development and progress, eliminating errors and shortcomings.

The Noa Higher Education Institution has established a comprehensive internal quality system that enables systematic ensuring and improvement of quality in all areas of operation. Based on thorough analysis of self-evaluation reports for academic years 2023/2024 and 2024/2025, the Quality Manual and Noa Strategic Plan 2026-2030, we can establish that the quality system is designed to ensure closure of the quality circle through methodological, comparable and verifiable data collection, their analysis and assessment of quality of all institution activities.

The organisational structure of the quality system is based on clearly defined roles and competencies, with the Quality Group playing a central role, regularly monitoring realisation of activities from the annual work plan and implementation of set measures at its meetings. This group prepares annual self-evaluation reports and submits them to the Senate for approval. Self-evaluation processes are conducted once annually, whereby implementation of strategic goals is assessed based on indicators defined in the strategic plan. The formal foundation of the system is represented by the Quality Manual from April 2020, which determines a comprehensive framework for managing and improving quality of educational and research activities. The Quality Commission operates in the field of institutional quality assurance and in the field of connecting with partners from Slovenia and abroad with the aim of permanent quality assurance, whereby Noa regularly monitors, reviews and improves quality,

competitiveness and effectiveness of educational, scientific, research and professional work with the help of the commission.

The methodological approach to data collection represents the foundation for reliable analysis and assessment of quality. The institution conducts systematic, methodological and comparable data collection that includes both qualitative and quantitative approaches. We use diverse methods, among which survey questionnaires are of key importance. We conduct a satisfaction survey on cooperation with Noa for teaching staff, a survey on scientific, research and professional work of employees, a survey on expectations of satisfaction with study at Noa, a survey on satisfaction with the study process and general experience at Noa, a survey questionnaire on subject evaluation, a survey on student satisfaction with practical training, a survey on employment paths and satisfaction of Noa graduates, and a survey for mentors in the work environment about the quality of practical training. Additional data collection also takes place through formal conversations with higher education teachers and other associates, office hours for students, meetings in various forms, informal conversations in daily work, open days and various occasional meetings with students, employees and external collaborators.

Regular monitoring of stakeholder satisfaction represents the central element of the quality system. Higher education teachers and associates show a high degree of satisfaction, whereby 20% responsiveness of teaching staff and 100% satisfaction of teaching staff with the office's operation was achieved in the academic year 2023/2024. Students also expressed high satisfaction, as 87.5% of students expressed high satisfaction with the study process, whilst the average grade of satisfaction with lecturers amounts to 4.3 on a scale from 1 to 5. The satisfaction with practical education must be highlighted as particularly positive, where the average grade is 4.6 on a scale from 1 to 5. External stakeholders also show high satisfaction, whereby we have established partnerships with more than 28 partners for study practice, whilst mentors in companies expressed satisfaction with practical training with a grade of 4.4 on a scale from 1 to 5. In the last two years, we have organised a total of 23 webinars with experts from practice, which shows active inclusion of external professional knowledge in the educational process.

Cooperation, responsibility and realisation of rights and obligations of stakeholders in self-evaluation procedures is systematically established. Higher education teachers and associates are responsible for the quality of their teaching methods and research work, whilst students actively participate in the self-evaluation process, as their feedback represents a key factor in assessing the quality of the educational process. The Quality Group prepares annual self-evaluation reports, whilst the Senate approves them at its meetings. Students have representative representation in all key bodies, representing at least one-fifth of Academic Assembly members, whilst the representative of the student council is ex officio a member of the senate. All stakeholders have the possibility of suggesting improvements through various communication channels, which ensures democracy and transparency of quality processes.

Planning, realisation and monitoring of measures for ensuring and improving quality takes place systematically and in a structured manner. Strategic plans for periods 2020-2025 and 2026-2030 contain concrete activities and indicators, whilst annual work plans include specific measures based on self-evaluation findings. Self-evaluation is integrated into the institution's annual work plan, which ensures continuity and systematic nature of the process. Numerous concrete implemented improvements are documented, among which the transition to a new study information system DreamClass in 2024, establishment of the umbrella classroom "Study at Noa" on the Canvas platform, introduction of the Career Centre with access to employment opportunities, updating of study plans with inclusion of advanced technologies, conclusion of cooperation with the Red Pill platform from the school year 2025/26 onwards, introduction of mandatory technical testing before exams, and organisation of workshops for career counselling with Europass tools must be highlighted. The Quality Group regularly monitors realisation of activities from the annual work plan and implementation of set measures at its meetings, whilst implementation of strategic goals is assessed annually based on indicators, and self-evaluation reports document progress in implementing measures.

The self-evaluation report for the last completed self-evaluation period covers all required elements of assessment. The Noa Institution determines the self-evaluation period based on its own needs and goals, which are adapted to specific requirements and development strategies of the institution. Self-evaluation takes place on an annual level, which enables regular monitoring and assessment of quality of study programmes, educational process and research and professional activity. Contents of study programmes are systematically assessed from the perspective of currentness and appropriateness of study programme offerings regarding labour market needs, whereby content of curricula is refreshed with content from the fields of advanced technologies. Results of research and scientific work are included in the content and implementation of study programmes, whilst guidelines of the European Logistics Association regarding content standards in the field of logistics and sustainability are also considered.

Monitoring satisfaction with lecturers shows positive results, as the average grade amounts to 4.3 on a scale from 1 to 5. Student success is analysed through student progress and degree of progression, whereby acquisition of competencies or learning outcomes is also monitored and effectiveness of practical education is assessed. The 86.67% growth in enrolment in the academic year 2023/2024 must be particularly highlighted, whilst graduate employability is excellent, as all graduates of the first generation are regularly employed upon completion of study.

Scientific, professional and research work of the institution is systematically evaluated with analysis of scientific publications and their citation, whereby the average amounts to 17-22.5 net citations in WoS and Scopus databases. The institution participates in international research projects, among which the Erasmus+ SEE-GL project must be highlighted, international cooperation and mobility with Cardiff University is also established, whilst students are involved in research projects through the LMS Canvas platform. Adequacy of material and human resources is analysed from the perspective of infrastructure

and technological solutions, personnel needs and training are assessed, financial success and sustainability of operations are monitored, whilst access to specialised databases through partnership with the Central Technical Library is also ensured.

The self-evaluation report systematically documents identified shortcomings, among which are lower grades for some subjects such as Project Management with a grade of 1.7 and Mathematics for Logisticians with a grade of 3.8, the need for a more systematic approach to training of teaching staff, limited participation in some survey research, and the need for greater recognition and more active integration into national and international environments. Based on identified shortcomings, proposals for improvements are formed, which include a training plan for teaching and non-teaching staff, improvement of learning resources and support for students, strengthening connections with the economy and industry, development of a stimulating research environment, and updates of curriculum contents.

Measures and improvement plans are based on a systematic approach to eliminating identified shortcomings. Among realised improvements for students by September 2025 are the transition to a new study information system DreamClass, establishment of the umbrella classroom "Study at Noa" on the Canvas platform, introduction of the Career Centre, encouragement of practical experiences with organisation of professional excursions, reduction of membership fees in the Slovenian Logistics Association, and updated study plans with inclusion of advanced technologies. For higher education associates, improvements were realised that include introduction of a new study information system DreamClass for lecturers, establishment of the umbrella classroom "Academic Chamber" on the Canvas platform, realisation of international exchange of professional staff within Erasmus+, encouragement of involvement in scientific-research activity, and creation of two new scientific monographs. The improvement plan for the future period envisages establishment of annual competency trend analyses, structured interviews with employers, analysis of job advertisements in the field of logistics, introduction of CSI surveys for comprehensive monitoring of student satisfaction, and technical connection between DreamClass and Canvas platforms.

Realisation of roles, rights and responsibilities of stakeholders takes place within the framework of clearly defined structures, whereby the Quality Group prepares annual self-evaluation reports and submits them to the Senate, whilst the Senate approves self-evaluation reports at its meetings. Higher education teachers and associates actively participate in evaluation, whilst students participate in survey research and management bodies. Students represent at least one-fifth of Academic Assembly members, whilst the representative of the student council is ex officio a member of the senate. Academic staff participates in strategic planning, whilst external stakeholders participate through the Strategic Council and research partnerships.

The internal quality system enables and encourages development, connection and updating of educational, professional, developmental and scientific-research activities. The system ensures an objective and critical approach to evaluation of all activities, whereby critical analysis of pedagogical work is conducted with identification of subjects with lower grades and systematic analysis of causes for lower satisfaction. Concrete measures for improvement are planned, whilst implementation of improvements is also monitored. Objective assessment of research activity includes analysis of citation of research works in international WoS and Scopus databases, critical assessment of h-index and total number of citations, evaluation of qualitative impact of research on the scientific field, and identification of opportunities for international cooperation. Comprehensive evaluation of infrastructure and resources includes systematic assessment of material and human resources, analysis of financial success and sustainability, critical assessment of technological solutions and their effectiveness, and identification of needs for additional investments.

The quality system actively supports development of contents and methods through updating study programmes with inclusion of advanced technologies such as artificial intelligence and blockchain, strengthening interdisciplinarity and future orientation, considering guidelines of the European Logistics Association, and integration of findings from international SEE-GL projects. Improvement of pedagogical approaches takes place through transition to research-based teaching, use of case studies from real research projects, inclusion of guest lecturers from practice, and encouragement of students to participate in research projects. Strengthening connections with practice is realised through establishment of partnership with the Red Pill platform, cooperation with more than 28 partners for study practice, organisation of webinars with industry experts, and systematic acquisition of employer feedback.

Encouragement of research and professional activity takes place through international networking, which includes participation in the European Erasmus+ SEE-GL project, staff mobility with Cardiff University, research partnerships with international institutions, and exchange of good practices in the field of management. Knowledge transfer is realised through direct inclusion of research findings in the pedagogical process, connection between lecture topics and research projects, establishment of the "Scientific-Research Activity" section on LMS Canvas, and encouragement of students to participate in research projects.

Impact on the environment and social responsibility is shown through research in the field of green logistics and sustainable mobility, contribution to realising sustainable development goals, reducing environmental impact of transport activities, and green transformation of the economy. Social impact is realised through solving current social challenges, applicability of research results in the economic sector, contribution to digitalisation of the Slovenian economy, and strengthening competitiveness of Slovenian companies.

Satisfaction of stakeholders with the internal quality system is high at all levels. Students expressed 87.5% high satisfaction with the study process, the average grade of satisfaction with lecturers amounts to 4.3 on a scale from 1 to 5, assessments of practical education are positive with a grade of 4.6 on a scale from 1 to 5, whilst graduates expressed high satisfaction with study with a grade of 5 on a scale from 1 to 5. Academic staff shows 100% satisfaction with the office's operation, positively assesses support for research activity, satisfaction with opportunities for professional development, and positive experiences with international mobility. External stakeholders, including mentors in companies, expressed high satisfaction with a grade of 4.4 on a scale from 1 to 5, positive feedback from partner organisations, successful long-term cooperation with most partners, and a growing network of partner organisations that currently numbers 28 active partners.

Continuous improvement of the system takes place through a systematic approach to evaluation, which includes annual monitoring of quantitative indicators, qualitative evaluation of social impact of research, benchmarking with other higher education institutions, and comparative analyses with international partners. The system shows high responsiveness to changes through adaptation to changing needs of the higher education environment, quick response to new challenges and opportunities, flexibility of organisational structures, and inclusion of innovative approaches to stakeholder cooperation.

Based on comprehensive analysis of the quality assurance system, recommendations for further strengthening of the system can be formed. Strengthening analytical depth of self-evaluation should be more critically reflective and analytical with inclusion of critical assessment of advantages and disadvantages based on reviewed self-evaluation reports, systematic analysis of trends through time, whereby 86.67% growth in enrolment represents a good starting point, and in-depth assessment of teaching quality with multi-perspective evaluation, whereby the current average satisfaction with lecturers amounts to 4.3. Structuring closure of the quality circle should include clearer connections between identified challenges and implemented measures based on Strategic Plans 2020-2025 and 2026-2030, definition of timelines and responsibilities based on existing Quality Group structure, and structured process of monitoring effectiveness based on the Quality Manual from April 2020.

Strengthening stakeholder involvement should include systematic documentation of active participation of different stakeholder groups based on documented partnerships with more than 30 partners for study practice, demonstration of the impact of feedback on decisions, and informing stakeholders about results of quality processes and implemented improvements. Deepening evaluation of programme contents should include strengthening assessment of coordination of programme contents with disciplinary developments based on documented activities such as webinars with experts, more detailed analysis of appropriateness of teaching methods based on positive assessments of LMS Canvas and hybrid teaching, and critical evaluation of achieving learning goals based on documented progression between years. Strengthening documentation of the quality system should include methodological, comparable and verifiable processes of data collection based on existing survey systems, specific roles, rights and

responsibilities of stakeholders based on existing organisational structure, and connection between quality processes and strategic development of the institution based on Strategic Plans 2020-2025 and 2026-2030.

Comprehensive analysis of the quality assurance system at Noa Higher Education Institution shows solid foundations for ensuring and improving quality in all areas of operation. The established organisational structure, regular implementation of self-evaluation processes, systematic inclusion of stakeholders, and positive results of operations represent a strong foundation for further development. The quality system enables closure of the quality circle through methodological data collection, analytical assessment of findings, and systematic implementation of improvements. Documented positive results, which include 86.67% growth in enrolment, 87.5% student satisfaction, and 100% graduate employability, confirm the effectiveness of the established system. Identified opportunities for strengthening the system represent natural evolution of a mature quality system that strives for the highest standards of excellence, whilst proposed improvements are based on existing resources and capabilities and ensure sustainable strengthening of the quality assurance system.

STANDARD 7: The higher education institution informs stakeholders and the public in a timely manner about study programmes and its activities.

(State the web link where information is published, and other forms such as electronic notifications, brochures, proceedings:)

Website of the Noa Higher Education Institution: www.mynoa.com

Link to Noa brochures:

- https://www.mynoa.com/management-mednarodne-logistike

- https://www.mynoa.com/en/management-mednarodne-logistike

- https://www.mynoa.com/trajnostna-mobilnost-logistika

- https://www.mynoa.com/en/trajnostna-mobilnost-logistika

At the Noa Higher Education Institution, the provision of appropriate, timely and reliable information to various stakeholders, students, candidates for enrolment, graduates, higher education teachers, professional and non-teaching staff, and the general public is organised in a systematic and planned manner that goes beyond merely a collection of various communication channels and focuses on the content quality, reliability, comprehensibility and relevance of conveyed information.

The office is primarily responsible for preparation and regular updating of information, collaborating with other bodies of the institution, such as the academic council, dean and the Senate when needed. Information is continuously updated in accordance with the development of the institution, changes in legislation and internal guidelines. In conveying information, special care is taken to ensure that content is clearly formulated, substantively accurate and verifiable, and adapted to the needs of different target groups.

The institution ensures wide accessibility of information, which is published on the official website of the institution, in electronic form, at informational events and, when necessary, also in printed form. To monitor satisfaction and effectiveness of communication, we regularly conduct surveys and obtain user feedback, which enables constant improvement of quality and accessibility of information.

We identify specific information needs of different stakeholder groups through a structured and systematic approach based on continuous monitoring and evaluation of communication processes. For students enrolling at Noa for the first time, we provide a comprehensive introductory programme at the beginning of the academic year, within which we identify their key information needs, including timetables, examination dates, practical training and administrative procedures.

Targeted student communication is implemented based on their integration into the study process, whereby each student receives only substantively relevant information relating to their year of study or study programme. Systematic collection of student feedback takes place through structured surveys conducted during key time periods of the study process, such as periods before examination sessions, before the start of a new academic year and upon completion of individual study units. General information of an institutional nature is shared with all stakeholders, whilst specialised content is adapted to the specific needs of individual groups.

For teaching staff, we use an approach of continuous monitoring of information needs through daily work processes and systematic feedback. As soon as we identify an opportunity to improve information support, we proceed to develop appropriate materials, such as instructions, manuals and tutorials, which facilitate the work of teaching staff and reduce the possibility of errors in pedagogical and administrative processes. We use the same approach to support students in their study activities. All such developed materials are systematically stored in the centralised repository "Academic Chamber" on the Canvas platform, which enables permanent accessibility and the possibility of reusing these resources.

Regarding external stakeholders, particularly mentors of practical training, we recognise that this area required a more systematic approach. Therefore, from the start of the academic year 2025/2026, we will implement a structured system for collecting feedback from practice mentors, which will enable identification of their specific information needs regarding student competencies, programme expectations and support materials for quality implementation of mentoring activities. This approach will ensure that external mentors also receive timely, relevant and useful information that will contribute to quality practical education of students.

To ensure timeliness of information on all platforms, a centralised notification system has been established, where the study coordinator daily checks and updates all communication channels. Every piece of information crucial for students, higher education teachers and the study process is published as a global announcement in Canvas, which is thus visible to all students and higher education teachers. Canvas represents the main communication channel, so all stakeholders know they can expect notifications there, which we inform them about on the introductory day. For urgent information, a system of immediate notifications via electronic mail has been established, which ensures that all stakeholders receive critical information in a timely manner. The study coordinator also maintains a register of published information with dates, which enables traceability and systematic management of communication processes.

At Noa, we use two electronic addresses, koordinator@mynoa.com and coordinator@mynoa.com, which are monitored by study coordinators. We respond to all received questions, from students, lecturers as well as other stakeholders, as a rule within 24 hours. This ensures systematic and up-to-date information for all users. Users most frequently contact these addresses in cases of special questions or challenges related to the use of our platforms, enrolment procedures and other study content.

The institution ensures that information is clear, transparent, accessible and adapted to the needs of different target groups. Information is accessible through various channels:

- Noa website (www.mynoa.com), containing key content about study programmes, curricula, enrolment conditions, employment opportunities, connections with NQF/EQF/QF-EHEA and other important data.

- LMS Canvas – for students as a tool for notifications, communication with lecturers, publication of learning materials and instructions.

- DreamClass (SIS) – study information system for personal study data, enrolments and grades.

- Electronic mail – official communication with all students and employees.

With all measures, the institution ensures that stakeholders and the public can make informed decisions regarding study and career development and that information is consistent with the development of the institution, legislation and labour market expectations.

To monitor the quality of the study process, effectiveness of communication and satisfaction of stakeholders, the institution uses several systematic survey questionnaires that serve as an important instrument in the internal quality system:

- Subject evaluation questionnaire – for assessing the quality of individual subjects, teaching methods, lecturers and learning outcomes

- Survey on satisfaction with the study process and general experience at Noa – measures holistic student experience, administrative support and academic environment

- Questionnaire for mentors in the work environment about the quality of practical training – enables assessment of the effectiveness of the connection between study and practice

- Survey on student satisfaction with practical training – students assess the quality and usefulness of experiences in the work environment

- Survey on scientific, research and professional work of employees – intended for monitoring activities and development needs of academic staff

- Survey on satisfaction with cooperation with Noa, teaching staff – enables collection of feedback for improving quality and effectiveness of cooperation

- Survey on employment paths and satisfaction of Noa graduates – includes data on further study, employment and usefulness of acquired competencies

- Survey on expectations of satisfaction with study at Noa – provides insight into student needs and guides further improvement of study programmes

The collected data is analysed by responsible departments and included in annual quality reports, self-evaluation reports and strategic improvement plans. Thus, the institution not only follows quality standards but proactively develops and upgrades them.

All key information about study programmes and their implementation is available to students and candidates in several ways, primarily through the official website and other communication channels. Detailed data about study programmes are published on the institution's official website, including programme descriptions, curricula, enrolment conditions, brochures, course and organisation of study, and other important information for students and candidates.

Study programmes:

- International Logistics Management

- Sustainable Mobility and Logistics

Links to programme content:

- https://www.mynoa.com/studijska-programa

- https://www.mynoa.com/management-mednarodne-logistike

- https://www.mynoa.com/trajnostna-mobilnost-logistika

In addition to general data about study programmes, enrolment and elective procedures, and course and completion of study, the institution provides appropriate and clearly presented information on the following content:

1. Teaching and study methods and learning outcomes (competencies)

Students are familiarised with various pedagogical approaches, learning methods and forms of assessment. Upon enrolment, in curricula and through syllabi and presentations, subject objectives and

competencies or learning outcomes that graduates acquire are clearly stated. These contribute to professional, personal and career development of students and increase their employability.

2. Opportunities for scientific, professional, research or artistic work of students

Students have opportunities to engage in research, professional and project activities related to the economy and practice. Collaborations with companies, seminar and degree theses with research emphasis are also available, which enables development of professional and research skills. Students are regularly informed about these opportunities through various channels.

3. Placement of programmes in NQF, EQF and QF-EHEA

The website (https://www.mynoa.com) and study documentation indicate how individual programmes are placed in the NQF (National Qualifications Framework), EQF (European Qualifications Framework) and QF-EHEA (Qualifications Framework for the European Higher Education Area). This enables students to better understand the European comparability of their education, which contributes to greater mobility and accessibility of the EU labour market.

4. Graduate employability and possibilities for continuing study

The institution regularly publishes student work and job vacancies relevant to our students through its portals. We also provide information about possibilities for continuing study within the institution and current labour market needs. We give special emphasis to career support: we provide individual counselling to students, help in preparing for employment opportunities, connecting with employers, and guidance towards further study or employment. We also encourage contact with the economy and employers through organising webinars, conducting study practice and systematically expanding the network of partner companies and agencies. Cooperation with the digital Red Pill platform enables us additional connection of students, mentors and industrial partners in developing practical projects, solving practical challenges and building professional networks, which contributes to greater employability and entrepreneurship of our graduates.

Providing this information takes place comprehensively and in a timely manner through various communication channels that enable continuous notification and accessibility of content:

- LMS Canvas – learning materials, notifications, instructions, deadlines, communication with lecturers and study coordinators
- DreamClass (SIS) – personal study data, enrolments, grades, academic progress
- Institution website – central source of information about study programmes, documents
- Electronic mail – official notification about all important study and organisational matters via e-addresses koordinator@mynoa.com and coordinator@mynoa.com (including ticketing system)
- Digital brochures – information about study organisation, use of study platforms

- Formal and informal conversations – individual counselling with lecturers, mentors and study coordinator

Information days take place in both online and physical form. We collect registrations through the website, and events are intended for everyone interested in enrolling in study. Participation is possible at any time during official hours, either at the school premises or remotely via the internet. Access: https://www.mynoa.com/info-dnevi.

At Noa, we mainly use two platforms for targeted and effective communication with students, graduates and lecturers: Canvas and DreamClass.

Canvas is an advanced learning management system (LMS – Learning Management System) that enables us flexible communication with all actors in the learning process. Through Canvas, we can notify individual students and lecturers or specific groups of students according to their assignment to individual subjects. We can also send global notifications, either to all students or all lecturers simultaneously, which is important for broader awareness of the entire community. We can also address all students through a global notification or through a common "general classroom" on Canvas titled "Study at Noa" or "Study at Noa", where key notifications, documents and materials are gathered in one place.

Such a notification system enables us precise segmentation and targeted directing of notifications according to the concrete needs of students (including graduates) and lecturers and thus significantly contributes to smoother and more transparent information flow within the institution.

In the academic year 2024/2025, a total of 30 notifications were conveyed to students of all years through Canvas (LMS – Learning Management System) in the form of Global Announcements (global messages visible to all students). Of these, 8 notifications were intended for academic events, excursions and mobility (invitations to excursions, focus groups, presentations, information events), 7 notifications were related to research surveys and voting for obtaining opinions and encouraging student participation, 5 notifications addressed education, career support and training, 4 notifications related to competitions, contests and achievements, 4 notifications covered administrative and digital content (e.g. instructions for using tools, submitting applications, exam registrations), whilst the remaining 2 notifications were of a general informative nature and contained notifications for informing and motivating students.

During the academic year 2024/2025, a total of 21 notifications were published in the general classroom Study at Noa, which were received by all active students. In the same way, these notifications – in English – were also published in the Study at Noa classroom for international students. This ensured that current and key information is accessible to all students, both Slovene and English-speaking, regardless of programme or year of study.

Notifications were thematically divided:

- Exams, technical requirements, academic integrity: 5 notifications (conditions for online exams, rules, technical support, consequences of violations)

- Elective subjects, voting: 3 notifications (voting, calls, allocation of elective subjects)

- Career development, workshops, webinars, education: 5 notifications (Europass, career centre, webinars, invitations to external education)

- International opportunities, accreditations, quality: 2 notifications (ELA accreditation, announcements of international collaborations)

- Administration, digital tools, support: 3 notifications (news in e-classroom, AI tools, digital support)

- Student council, elections, participation: 2 notifications (calls for candidacies and participation, election results)

- Surveys, satisfaction with study, student rights, petitions: 1 notification (surveys, information about petitions)

All thematic notifications were timely and transparently published in the general classroom Study at Noa and in English in the Study at Noa classroom in the Canvas system. Thus, current and key information is accessible to all active students – both Slovene and English-speaking, regardless of programme and year of study.

The system for informing stakeholders and the public at the Noa Higher Education Institution represents a comprehensively structured approach that goes beyond mere information provision and focuses on ensuring timely, reliable, comprehensible and accurate information adapted to the specific needs of different user groups. The established communication infrastructure enables effective connection between all stakeholders and ensures transparency of the institution's operation at all levels.

Systematic identification of information needs, centralised management of communication channels and regular monitoring of communication effectiveness ensure continuous improvement of communication quality. With its approach, the institution not only fulfils the requirements of the 7th quality standard but actively contributes to developing a modern culture of transparent and responsive higher education.

Describe who determines what information and in what manner is conveyed to stakeholders and the general public, how you refresh it, who participates in this and how?

The Noa Higher Education Institution deliberately and systematically informs various stakeholders, including students, candidates for enrolment, graduates, academic and non-teaching staff, and the general public, about study programmes and other activities of the institution. Information is conveyed in several ways to ensure its accessibility and understanding for different target groups.

The Office for Student Affairs is primarily responsible for collecting, preparing and regularly updating information, whilst collaborating with various bodies of the institution, such as the academic council, deanery and the Senate when needed. Collaboration with different departments ensures that information is accurate, relevant and coordinated with institutional development and legislative changes.

Information is accessible through:

1. Website: The institution's official website (www.mynoa.com) is the main source of information about study programmes, enrolment conditions, curricula and other relevant data.

2. Canvas (LMS): Canvas enables notification of students and lecturers about key information, such as important dates, instructions and learning materials. It is used for sending global notifications to all students and lecturers, which is crucial for broader awareness of the entire community. Time is dedicated to precise targeting of notifications according to the needs of specific groups of students or lecturers. Through global notifications and the dedicated section "Study at Noa", all key notifications and documents are gathered in one place. Students access learning materials through Canvas, participate in discussions and can directly ask questions to lecturers. Group work is supported through forums and chats, which enables easy exchange of information.

3. DreamClass: DreamClass serves as a study information system (SIS), through which students are informed about administrative matters such as enrolments, grades and academic progress. The basis on its part is segmented notification, which means that information is adapted to the status of individual students (e.g. graduates, active students). It is used for communicating specific information for different years and study programmes, which enables students and lecturers to be informed about their specific needs. The use of DreamClass enables rapid conveyance of important information, which reduces the need for physical documents and more effectively connects students with their academic progress.

4. Electronic notifications: Students and other stakeholders regularly receive updated information through electronic messages.

5. Information events: At events taking place in online or physical form, interested parties are informed about news and opportunities offered by the lower institution.

The institution regularly monitors and refreshes information in accordance with variables such as institutional development, legislative changes and stakeholder feedback. Equally important is that information remains temporally relevant, accurate and clear. Special attention is paid to adapting content to the needs of different target groups.

To monitor satisfaction and effectiveness of communication, the institution regularly conducts surveys, which enables evaluation of the quality of communication processes and rapid response to identified shortcomings. Students and other stakeholders have opportunities to provide feedback, which contributes to constant improvement of communication quality.

The presence of stakeholders in preparing and updating information is crucial. The student council, senate and academic assembly, and other bodies in which students and higher education teachers are represented, enable different views and needs to be considered, thus ensuring that information and communication channels remain effective and relevant.

STANDARD 8: Higher education teachers and associates as well as scientific workers are ensured for quality performance of pedagogical, research and other work.

The Noa Higher Education Institution commits to ensuring high standards of quality in the educational process through systematic monitoring and support for professional development of its teachers and associates. The institution regularly maintains appropriate records of training, education and professional activities of its higher education teachers, whereby every training and education is documented with certificates and reports. This evidence confirms active participation in programmes and their impact on professional development of higher education teachers.

Noa also ensures academic freedom and integrity of its higher education teachers and associates, which is crucial for creating a stimulating and open academic environment. Higher education teachers have free choice in research work and teaching, whilst respecting ethical principles and professional standards.

Our goal is that higher education teachers and associates working at Noa continuously grow and develop professionally. With this, we ensure high standards of quality in the educational process for our students. The institution commits to continuous education and training of its teachers and associates, as we believe that development of their professional competencies is crucial for successful education.

Education and training that we conduct for higher education teachers and associates covers several key areas that ensure support for their professional and career development, whilst results are published in the self-evaluation report.

In the field of information technologies and pedagogical approaches, we have conducted training for use of the DreamClass study information system and advanced learning management system LMS Canvas. We regularly conduct internal training for Canvas, DreamClass and integration of official email systems. In addition, we have organised training for use of the SOS IB platform (end product, Erasmus+ project of the Higher School of Accounting and Finance) for conducting digital learning simulations and case studies, as well as other webinars published in the Academic Chamber Canvas addressing current topics in the field of digitalisation, sustainability, internationalisation and innovation, including company presentations.

Within the "Academic Chamber", in the "Scientific-Research Work" section, all higher education teachers and researchers are informed about current projects and opportunities for involvement in scientific-research activities and professional education for acquiring new competencies, particularly in the fields of projects, innovation, internationalisation and sustainable logistics.

At the international level, we have conducted one mobility for teaching purposes within the Erasmus+ programme, which included Assoc. Prof. Andreja Habjan.

We have also established comprehensive support systems that include academic support through the LMS Canvas platform with instructions, guidelines, webinars and other educational materials, use of smart tables for academic staff, and information technology support for academic staff in using DreamClass, Canvas, Proctorio and other educational technologies.

As a new school, since 2022 when we began implementing the first-cycle study programme, we have focused on ensuring that all higher education teachers have all necessary information, skills and knowledge for conducting lectures. Our goal was to ensure equal student experience in structural and systemic topics (school and organisational) among all subjects in different languages.

In the strategic plan for the period 2026-30, we have prepared a systematic plan for training regarding assessment of student knowledge, development and implementation of quality teaching methods, and preparation of study materials. We recognise the challenge highlighted by agency requirements regarding training in the areas of student knowledge assessment, development and implementation of quality teaching methods, and preparation of study materials.

Our response in the strategic plan 2026-30 envisages development of structured pedagogical training, implementation of regular workshops on assessment methodologies, and systematic documentation of pedagogical competency development.

Noa systematically monitors the needs of its teaching staff through regular evaluation processes, which we clearly document with the "Report on Evaluation of Noa's Pedagogical Process for Academic Years 2022/2023, 2023/2024 and 2024/2025". The established approach is based on methodical collection of feedback and its analysis for the needs of continuous improvement of working conditions and professional development of higher education teachers and associates.

Within our systematic approach, we regularly conduct annual surveys on teaching staff satisfaction, which were carried out in all three academic years with increasing participation, namely with six higher education teachers in the first year, seven in the second, and eight in the third year. These surveys are based on structured methodology with consistent content blocks covering key areas of higher education operation. We research satisfaction with communication within the institution, assess quality of general support that the institution provides to teaching staff, and monitor the degree of involvement of higher education teachers in institutional processes. We also systematically check experiences when working with students.

In the academic year 2024-25, we further upgraded our approach by introducing CSI measurement, which enables systematic comparison between expectations and actual experiences of higher education teachers. This methodology provides us with a structured approach to recognising areas for improvement and enables data-supported decision-making based on concrete feedback, which significantly increases reliability of our evaluation processes. With CSI, we measure: communication and cooperation with the

institution, support and assistance from staff, use of digital tools and platforms, professional development and education, workload and coordination of obligations, and general satisfaction with work and cooperation.

Documentation of the impact of feedback on programme development is crucial, as based on collected feedback in the strategic plan 2026-30, we define concrete measures. These include a plan for training regarding assessment of student knowledge, development and implementation of quality teaching methods, and preparation of study materials. With this, we ensure that feedback is effectively transformed into concrete actions for improvement.

Multi-year data analysis for the period 2022-2025 enables us to monitor trends and continuously improve our processes. This includes recognising constant advantages, such as high satisfaction with communication and institutional support. Based on these findings, we can adapt our approaches and ensure responsiveness to changing needs of higher education teachers.

This systematic approach to monitoring the needs of higher education teachers ensures that our professional development programmes are based on actual needs of higher education teachers and researchers. With this, we fulfil standards requirements that emphasise the importance of understanding the needs of teaching staff and active involvement of the higher education institution in planning their professional development, which contributes to raising the quality of the pedagogical process and general development of the institution.

Within preparations for reaccreditation, we have critically evaluated the current state of our research activities and recognised areas where we see opportunities for improvement. We are aware that due to the youth of our institution and its relatively small size, our research activity is currently still limited, which means we have not yet fully exploited the research potential offered by transport, logistics and sustainable mobility industries.

Despite these limitations, we assess that we have already achieved important results in the research field. However, we have found that our activities to date have been predominantly a consequence of individual initiatives by individual faculty members, so we recognise the need for a more systematic approach to research activity development.

With the aim of a systematic approach to strengthening research capabilities, we have defined concrete measures in the strategic plan for the period 2026-30:

- Development of programmes for strengthening research capabilities for all higher education teachers, which will enable systematic building of research competencies

- Establishment of interdisciplinary research groups for better connection of different professional fields and exploitation of synergies

- Expected result: achieving more diversified and systematised research activity with more active involvement of the entire faculty

With these measures, we plan to strengthen our research capabilities and establish a sustainable model of research activity that will enable more balanced and quality research work in all key areas of our activity in the coming years.

We regularly inform higher education teachers and associates about opportunities for involvement in international activities, including professional meetings and conferences abroad. In this context, Assoc. Prof. Andreja Habjan attended the international conference at Logistics Congress 2024 in Portorož, where she actively participated and contributed to international recognition of the institution.

At the international logistics congress in Portorož (Logistics Congress 2024), as director of the family company Habjan transport d.o.o. and associate professor at Noa, she presented the transfer of academic knowledge into practice. Dr. Habjan, author of numerous scientific contributions in the field of transport, logistics and operational decision-making, described in her lecture an example of shortening waiting times and optimising inter-organisational processes through introduction of automated IT data exchange and electronic logistics marketplace (ELM). The presented approach improved organisation of warehouse operations, reduced workforce and lowered costs. The findings are also useful for other companies that want to upgrade their logistics processes with advanced IT solutions.

In addition, Assoc. Prof. Andreja Habjan also attended the 82nd International Scientific Conference on Economic and Social Development (Economic and Social Development – ESD), which took place on 23 and 24 May 2022 in the Moroccan city of Tangier. At the conference, she presented the case of transport company Habjan, where she acquainted the audience with the topic of using electronic logistics markets and their connection with internal company processes for real-time shipment tracking.

The conference "Post-Covid Economy in Africa and Developing Countries" was organised in collaboration between the National School of Business and Management Tangier (ENCG-T, Morocco), the Development-Entrepreneurship Agency and the University North from Varaždin (Croatia). Panellists addressed the consequences of the Covid-19 pandemic on the economy and society, with particular emphasis on topics such as the impact of foreign capital on unemployment, the impact of the pandemic on the tourism industry, connecting innovative start-ups with small and medium enterprises in Africa, and Covid as an opportunity for accelerated transition.

Partnership in the international SEE-GL project (Skills and Employment Enhancement in Green Logistics), Erasmus+ (1 January 2025 – 31 December 2026). Noa participates as a partner in the European Erasmus+ SEE-GL project, whose goal is strengthening knowledge and employability in the field of green logistics. The project involves partners from several countries, including higher education teacher Lecturer Mladenka Lukić-Walther. The main purpose of the project is transformation of

vocational education and training in the transport logistics sector in Western Balkan countries. The project focuses on developing a comprehensive educational programme that includes principles of environmental, social and governance (ESG) compliance in logistics education and strives to improve workforce employability and encourage sustainable practices in the region.

In the school year 2024/2025 within the Erasmus+ project; grant agreement number: 2023-1-SI01-KA131-HED-000126649, case number: KA131-HED-0032/2023, our lecturer Dr. Andreja Habjan participated in Erasmus mobility from 30 April to 3 May 2025. She visited Cardiff University, Cardiff Business School, where she conducted an interactive lecture emphasising electronic logistics marketplaces. In the lecture, she presented changes in sender–recipient–carrier relations when using open and closed logistics systems and highlighted examples of fraud and abuse in this field. The mobility was an excellent opportunity for professional exchange and strengthening content at our faculty, whilst also representing good practice for further development of cooperation with international institutions.

Web link to published Noa criteria for elections to titles.

(It is assessed whether minimum agency standards are considered or exceeded in the criteria, whether procedures for elections are effective and transparent, and whether the structure of fields for elections ensures stable personnel structure and its development.)

Possible explanation by the higher education institution:

- Criteria for elections to titles of the higher education institution are published at the following web link:

The assessment includes the following key aspects:

- General provisions: Determine the purpose, level of education, titles of higher education teachers, scientific workers and higher education associates at Noa, duration of title and relationships between pedagogical and research titles.

- Standards for election: Determine basic, general and special (qualitative and quantitative) standards for election to individual titles.

- Procedures for election: Describe the procedure for election to title, including the start of the procedure, candidate application, role and work of the deanery, habilitation commission and professional reporters. Procedures for simultaneous application, early election, election out of order, recognition of titles and determination of equivalence of titles acquired abroad are specially regulated. The procedure is checked regarding consideration of minimum agency standards, effectiveness and transparency, whilst the structure of fields for elections is checked regarding ensuring stable personnel structure.

- Termination of title: Conditions for title termination are determined.

- Transitional and final provisions: Regulates completion of commenced procedures and validity of standards.

Possible additional explanation: The higher education institution was established on 21 January 2021, therefore in the year 2022/2023 we do not record expired elections to titles. Publicly published decision:

https://www.nakvis.si/wp-content/uploads/Porocila/Drugi%20visoko%C5%A1olski%20zavodi/Visoka_sola_za_transport_in_logistiko/odlocba_1A_Visoka-sola-za-transport-in-logistiko.pdf

Possible explanation by the higher education institution

In the period since the first accreditation, NOA has significantly strengthened its position in the European higher education area in the field of logistics and transport, which is proven by:

successfully obtained and extended international ELA accreditation for the undergraduate programme Management of International Logistics, which enables acquisition of the cELog certificate (level 4);

successful international ELA accreditation of the master's programme Sustainable Mobility and Logistics (2025) with the possibility of obtaining the cELog certificate (level 6).

The ELA framework directly commits study programmes to European comparability, compliance of learning outcomes and updating content according to labour market needs. Accreditation procedures were conducted with simultaneous refreshing of study content towards greater integration of ESG, digitalisation and advanced technologies (AI, blockchain), which represents proof of traceability between strategic goals, international standards and internal curriculum renovation.

The international network of partnerships has expanded with bilateral agreements and substantive cooperation with:

- Atilim University (Turkey),

- Academy of Vocational Studies Šumadija (Serbia),

- Mediterranean University School (Spain),

- and other higher education and research organisations within Erasmus+.

At the level of internal organisation, quality is strengthened through regular work of bodies: Senate (27 sessions since establishment; average attendance 97.7%), Commission for Student Affairs (45 sessions), Habilitation Commission (19 sessions) and Quality Group (3 sessions), which ensures transparency of decision-making, traceability of adopted conclusions and continuous improvement. The Academic

Assembly strengthens the connection between teaching staff and students and supports curriculum renovation, digital support and development of new teaching approaches.

Research and development work is led by the Institute for Transport and Logistics Development (IRTL), as the central research unit that systematically operates at the intersection of economics, informatics, management and law. Activities are classified according to ARIS, CERIF and CORDIS classifications, whereby the institute pursues three key functions: consulting, research and education. Measurable effects are also confirmed by bibliometric indicators (WoS and Scopus), with which we demonstrate the impact of publications in the international area.

Among completed and ongoing projects, we highlight:

Erasmus+ KA220 SEE-GL – Skills and Employment Enhancement in Green Logistics:

- focus: development of curricula in vocational education and training with integration of ESG principles,

- NOA contributions: analysis of ESG criteria and practices in the transport-logistics sector, development of digital learning platform and vocational qualification ESG-specialist in logistics,

- expected effects: transfer of findings to curriculum renovation, raising competencies in the field of sustainable logistics, greater alignment with European regulation.

PENELOPE – Promoting gender ENgagEment in LOgistics and transPort Education (repeat applications):

- focus: encouraging inclusion of women in STEM in the field of logistics and transport,

- methodology: gamification and use of generative artificial intelligence in the pedagogical process,

- reasons for persistence: high substantive relevance and long-term effects on gender equality and innovative didactic approaches.

IRTL projects and professional studies:

- Analysis of investments and sustainable solutions for sludge processing (2023, leader: Assoc. Prof. Dr. Boštjan Aver): economic analysis (NPV, IRR) of investment scenarios for municipal sludge treatment; contribution to environmental and economic indicators.

- Related projects (2022–2024): waste packaging markets (Slopak), logistics foundations and conceptual designs (AGM Nemec), studies on municipal sludge incineration (LESMARC+), logistics consulting and cooperation in industrial projects (e.g. Steklarna Hrastnik – Paračin, ABG).

Scientific monographs (IRTL Publishing; 2026):

- "Safety and Risk Management of Logistics Chains in Global Business" (author: Assoc. Prof. Dr. Gregor Veselko);

- "Transformation of International Logistics: Between Challenges, Opportunities and Future" (editors: Assoc. Prof. Dr. Maja Rosi, Assoc. Prof. Dr. Igor Jakomin; authors also from abroad; review by internationally recognised profession).

- Effect: strengthening international scientific communication, inclusion of current global topics, support for internationalisation and research culture.

Academic publications and mobility:

- Assoc. Prof. Dr. Andreja Habjan: article in Business Systems Research (2023) on the impact of IT-supported information on B2B customer satisfaction; another article accepted in the same journal in 2025; mobility to Cardiff University (2025) with pedagogical-research focus on e-logistics markets and illegal practices on platforms.

- Knowledge transfer: joint case studies, curriculum expansion, connection with research in the field of digitalisation, e-markets and fighting abuse in logistics.

- This array of projects and publications confirms the established quality circle: from needs detection (ESG, digitalisation, security), through research and industrial pilots, to transfer of results to curricula, pedagogical practices and development of student competencies.

NOA builds long-term partnerships with industry and the public sector that enable:

- ensuring practical training (AISS d.o.o., Transport Samo Urdih d.o.o., Krka d.d. and others),

- cooperation in projects in the field of sustainable logistics and circular economy,

- inclusion of experts from practice in the pedagogical process (guest lectures, webinars, professional excursions).

Key highlights:

- Agreement with AISS d.o.o. (2025) on ensuring practice; the goal is to raise applicative competencies and closer insight into employer needs.

- Inclusion of the Red Pill digital platform (2025) for strengthening connections between education and practice: project work, team problem-solving, networking and presentation of student competencies to the broader professional public.

- Webinars and professional workshops (e.g. Future of Business Success; Managing Employees in an International Environment) with international experts that upgrade competencies in leadership, intercultural communication, mentoring and operating in global environments.

- Frigologika Hackathon (Logistics Congress 2025 in Portorož): winning solution by team with NOA student; transfer of supply model optimisation methods, vehicle fleet planning and information support to learning activities.

All of the above is systematically supported with LMS Canvas (umbrella classrooms "Study at NOA" and "Academic Chamber"), career centre, coordinated instructions and documents (rulebooks, practice guidelines, tripartite contracts) and structured satisfaction monitoring (surveys for students, mentors, teaching staff). With this, we maintain traceability and improve quality of implementation.

Based on ELA recommendations, industry needs analysis and project results (e.g. SEE-GL), we are conducting gradual refreshing of study content for both programmes:

- integration of ESG criteria in learning outcomes and content,

- updating subjects with AI, blockchain, data analytics (KNIME, Neo4j) and digital logistics platform content (TMS, e-marketplaces),

- shift towards more objective forms of knowledge verification (quizzes, digital simulations) due to AI impact on classical written assignments,

- strengthened project and case study learning, with a greater proportion of cooperation with industrial partners and international guest lecturers.

- The renovation follows the principle of "research in the classroom": we directly include research results and applicative studies in the pedagogical process (case-based learning, problem-based learning), which increases currentness, transferability and employability.

We ensure quality of pedagogical and research work through constant operation of the internal quality system:

- regular self-evaluation (annual reports), decision-making in bodies, documented monitoring of indicators (enrolment, progression, graduation, stakeholder satisfaction),

- structured questionnaires (students, teaching staff, mentors in work environment, graduates) and feedback that leads to concrete improvements (curriculum updates, process optimisations, digital exam support, tutoring and mentoring),

- systematic support in DreamClass (study IS) and Canvas (LMS), standardised forms (practice recognition, tripartite contracts, practice reports) and clear documentation accessible to evaluators.

Effects on employability are measurable:

- first generation of graduates (2023/2024): 100% employability upon study completion,

- introduction of systematic graduate monitoring (from 2024/2025), including surveys on career path and programme satisfaction,

- established Career Centre (with CV guidance, interview preparation, Europass workshops in cooperation with CPI) and counselling support for students (coaching by Lecturer Tanja Bogataj).

Along with formal partnerships and mobility (Erasmus+), internationalisation is reflected in:

- inclusion of foreign experts in webinars and learning activities,

- publications in international journals (e.g. Business Systems Research),

- international projects (SEE-GL, PENELOPE, Mobility for her),

- preparation of scientific monographs in English and with foreign authors/reviewers,

- connection with industry in international environment (hackathons, conferences, research days).

The mobility of Assoc. Prof. Dr. Andreja Habjan to Cardiff University is an emblematic example of knowledge transfer: thematic areas (e-logistics marketplaces, platform abuse) were transferred to learning cases, research content and discussions on ethics/good practices in logistics. In this way, we strengthen academic reputation, recognition and study relevance.

NOA demonstrates consistent operation at the intersection of three quality pillars: pedagogical, research and professional work. ELA accreditation acquisitions, inclusion in international projects, programmatic renovation with ESG and digital content, strong ties with industry, stable operation of bodies and documented internal quality system together form a whole that provides students, teachers and partners with a credible framework for developing knowledge, competencies and innovations.

Our developmental emphasis remains:

- even more applicative projects in cooperation with the economy,

- transfer of research to the classroom and back to practice,

- expansion of Erasmus+ partnership network,

- support for scientific publications and IRTL publishing activity,

- strengthening the Career Centre and systematic graduate monitoring,

- further digital transformation of teaching and evaluation processes.

STANDARD 9: Professional-technical and administrative workers (hereinafter: non-teaching staff) are ensured for effective assistance and counselling.

At Noa we strive to provide quality support to various target groups, with particular emphasis on students and higher education teachers. Our higher education institution offers various types of support that are based on user needs and the nature of their questions.

Students, scientific workers and higher education teachers can access study and administrative counselling. For this type of support, personal contact or communication via email is available. Counselling is provided by study coordinators, two of whom are available, and takes place on weekdays, with the expectation that we will answer questions within 24 hours.

In addition, we provide IT support related to study platforms, where users can also choose between personal contact or email, and chat in the Canvas application is also available. This type of support is also provided by study coordinators, with the same accessibility conditions as before, i.e. on weekdays and with a response time of up to 24 hours.

In situations where IT problems occur during online exam supervision, Proctorio is available with 24-hour chat and support via calls in the Zoom application. In this case, contact is immediate via telephone call to the coordinator for student affairs. Proctorio, as a contractual provider, ensures this support somewhat differently, as their availability is uninterrupted, 24/7, which means that immediate solutions are available through their system.

Career counselling is another important type of support that is currently available to students. It is carried out through personal or virtual meetings, whilst we also collaborate with external counsellors who bring additional professional knowledge. Appointments for career counselling are announced and accessible to all students. Based on their availability, they can reserve an appointment.

Noa also actively collaborates with external stakeholders, primarily employers within practical training, where contact is possible via email, telephone calls as well as in person. Study coordinators and the dean are informed about these contacts, whereby availability also depends on prior arrangement.

School employees have access to accounting support, which is also provided in person or via email. In case of more complex technical problems, we have a contract with 3IT d.o.o. (Contract for maintenance of computer hardware and system software). Accounting support is provided by the accountant. Availability of this support is limited to weekdays.

All these types of support are designed and implemented and regularly checked to ensure quality services that meet the needs of our students and teachers. In this way, we fulfil our commitments to improving the learning experience and holistic development of all our members.

Within Noa we design structured support that includes various work positions that are crucial for effective operation of our higher education unit. Below we present an overview of jobs, number of contractual workers and number of persons in regular employment.

In first place is the dean of the higher education institution. Connected to this position is the study coordinator, where two coordinators are available, with no other contractual workers in this area. These coordinators provide interdisciplinary support to students and teachers within information technologies and general study, administrative and professional questions.

In the field of information and communication technology (ICT), we have one contractual worker who is responsible for maintaining computer hardware and system software. A contract concluded with Proctorio is responsible for ensuring technical support in conducting written examinations. Students can access uninterrupted 24-hour support through the Proctorio system. Additionally, both referents for student affairs are responsible for IT support in the field of using study platforms, providing professional counselling and practical help to students in effective use of the higher education institution's information systems.

Within career counselling, we have one contractual counsellor who provides support to students in their career development. As expected, there is also an accountant who is simultaneously the head of accounting, who works only in a regular job position without additionally employed contractual workers.

The entire structure of our staff and appropriate distribution of tasks ensure a high level of support to students and teachers, which contributes to optimal operation of our institution. Among key elements for effective operation are also regular contacts and cooperation between different departments, where we are aware that interdisciplinary support ensures comprehensive solutions and answers to all questions faced by students and staff. By this we mean broader support provided by our referents for student affairs, who focus on effective use of the higher education institution's information systems.

In the academic year 2024/2025, our higher education institution focuses on proactive staff development, where education and training of non-teaching staff is crucial. Our training plan is carefully designed and includes various forms of professional and IT training, which combines both internal employee needs and strategic goals of the higher education institution.

One of the priorities is strengthening digital, research and interpersonal competencies of our employees. This includes adapting educational content according to actual needs of non-teaching staff, with particular emphasis on digital transformation and ensuring an inclusive work environment. In the previous academic year 2022/2023, the dean, who took responsibility for overall management, was actively involved in education in all relevant areas. With this, she ensured comprehensive access to knowledge and skills that are essential for successful operation of the institution.

We also plan education within which one of the study coordinators will have a planned exchange in Malta. This experience will contribute to gaining international experience and developing additional competencies brought by cooperation within the Erasmus+ programme. Our goal remains encouraging innovation and more active involvement in various research and development projects.

Educational plan includes training programmes that focus on specific content. The professional associate regularly attends education organised by CMEPIUS within the Erasmus+ programme, which enables her additional training in the field of teaching. Training for use of the Dreamclass study information platform and Canvas educational management system is also planned, whereby accessibility of this knowledge is crucial for ensuring quality support to students. Education on use of the SOS IB platform is also organised, which brings digital learning simulations and case studies, further enriching knowledge of our professional associates.

Our strategy also includes regular feedback mechanisms. As a small team, we dedicate daily attention to information exchange, which enables us to additionally focus on feedback regarding activities that are not daily, such as education and training. This approach to regular communication ensures that we actively collect feedback about needs and experiences of our employees. In this way, we are able to respond quickly and flexibly to challenges, which enables training programmes to remain relevant and in accordance with constant needs and expectations of our staff. Our flexibility enables us to quickly adapt and develop solutions that meet dynamic demands, thus ensuring effective support to our employees and optimising their professional growth.

To improve recognition of support services, the institution has introduced several strategies. On the DreamClass platform there is a special "About the school" section, where students easily find contact details for support services. In addition, during the last step of the enrolment process, potential students are provided with these contact details to ensure they understand how to access help from the beginning. Additionally, on the day of the introductory meeting, contact information for support is again provided, which reinforces their accessibility. These measures fully ensure that all potential users are acquainted with offered support and can effectively access it when they need it.

In accordance with national agency requirements and to fulfil standard 9, we will present key points for improving educational activities and training of non-teaching staff below. Our institution is already actively working on numerous aspects, but there are opportunities for further improvements that we will address in accordance with defined recommendations.

Given the smallness of our team, the dean and director are actively involved in the recruitment process, which ensures that knowledge and competencies of candidates are appropriately aligned with necessary tasks. Before starting work at the institution, tasks and expectations are precisely clarified. When employees start working, we have weekly meetings where we jointly set deadlines, determine tasks, expected content and deadlines, which enables precise coordination of workloads and tasks.

Management of workloads is additionally supported by weekly meetings, where constant exchange of information is crucial, especially in cases where obstacles occur in task fulfilment. Emphasis on automation of repetitive tasks enables us to balance workloads, which contributes to employee satisfaction, whereby management of the work process is adapted on the go.

At our regular weekly meetings, progress and results of educational programmes are characteristically addressed. We are establishing a system for documenting all conducted educational activities and including evidence of training, which will enable precise records and monitoring of progress of non-teaching staff.

With the aim of better understanding satisfaction of non-teaching staff with existing training programmes, we will introduce regular surveys and focus groups. In our work environment, opinion exchange already takes place daily, which proves useful in addressing needs and employee feedback.

Since we have regular daily conversations, suggestions and recommendations of non-teaching staff are regularly considered and included in work processes, which contributes to adapting content of educational programmes to their specific needs.

We conduct evaluation of training programmes precisely and continuously, which enables quick adaptation when new insights occur. For example, after each seminar attended by our study coordinator, we share feedback and jointly decide on importance and sustainability of these educational programmes for the future. Considering current team smallness, the mode of operation is still sustainable and flexible.

We plan regular updating of training programmes based on analysis of feedback received during evaluations of decisions and guidelines, which enables constant alignment with our strategic goals.

Our plans include actively encouraging professional development of non-teaching staff. For example, one of the study coordinators will participate in the Erasmus+ exchange programme in November 2025, which will pursue expansion of knowledge and skills.

Given team smallness, we ensure systematic notification about opportunities for education and training through regular daily communication, which enables precise monitoring of programme accessibility to employees.

Due to work organisation in open space, we have direct access to colleagues, which establishes effective dialogue and enables flexible management of changes, as well as novelties in educational programmes.

This commitment to constant improvement and meeting needs of our workers is crucial not only for fulfilling national agency requirements, but also for development of our institution as a whole. Thus we

will ensure that we support both professional development of our employees and effectiveness of our institution as a whole.

The strategic plan 2026-30 envisages preparation of individual training plans for non-teaching staff, as well as definition of KPIs for evaluation and assessment of training.

STANDARD 10: The higher education institution ensures appropriate assistance and counselling to students.

The Noa Higher Education Institution ensures appropriate assistance and counselling to students, whilst consistently taking into account the diversity of their needs and life circumstances. The arrangement of this area is based on the following two internal acts: the Rules on Rights and Duties of Students at Noa and the Rules on the Status of Students with Special Needs and Status of Students with Special Status.

The Rules on Rights and Duties of Students at Noa comprehensively regulate the legal position of students and determine their fundamental entitlements and duties. Key provisions include:

- Article 4: enables extension of student status for one year for justified reasons (e.g. parenthood, illness, extraordinary life circumstances) and

- Article 10: establishes the principle of equal rights and duties for students with Slovene citizenship and foreign students.

The Rules also determine the right to objection and appeal, possibilities for adaptation of study obligations and inclusion of students in Noa bodies.

Analysis of relevant questions from surveys on student satisfaction with the study process and general study experience at Noa (surveys were conducted for school years 2022-23, 2023-24 and 2024-25) shows a high level of general satisfaction, as approximately 85-90% of students in all three years positively evaluated their experiences. Satisfaction with communication channels, such as notifications via Canvas and DreamClass and timely information about academic and institutional matters, remained consistently above 88%. Feedback emphasises that students appreciate accessibility and clarity of information and availability of support from academic coordinators and administrative staff. In addition, regular collection of qualitative feedback through open comments in selected surveys has enabled us to identify areas for improvement, such as improving clarity in certain procedures and expanding targeted support for international students and students with special needs. We actively incorporate this feedback into our continuous service improvements and inform students about appropriate support options through multiple channels, ensuring timely and effective communication. These systematic initiatives demonstrate our institution's strong commitment to capturing student perspectives and continuously improving quality and accessibility of counselling, assistance and information.

The Rules on the Status of Students with Special Needs and Status of Students with Special Status determine the institution's commitment to inclusive education and ensure students with special needs equivalent access to quality and adapted educational environment. These rules define conditions for obtaining the status of student with special needs, which students can obtain based on appropriate evidence, such as medical certificates, ZPIZ decisions and expert opinions. Target groups covered by the rules include blind and visually impaired, deaf and hard of hearing, students with dyslexia,

speech-language disorders, mobility impaired, chronically ill and those with psychosocial difficulties or autism spectrum disorders. In addition, the rules enable adaptations of study obligations, deadlines and forms of knowledge assessment. Applications for obtaining status can contain evidence in foreign languages, whereby students are requested for official translation if necessary, which enables inclusion of foreign students. The Commission for Student Affairs decides on status allocation, and applications can be submitted upon enrolment or at any time during the year.

With the aim of ensuring maximum inclusion and enabling successful study also for students with special circumstances, such as employed, parents and students with health or other limitations, several flexibilisation measures are implemented. Hybrid implementation of lectures enables lectures to be conducted exclusively online or at the institution's premises at the initiative of students or subject holders, whilst simultaneously providing direct transmission via web platform, enabling simultaneous physical and virtual participation. All lectures are recorded, recordings are systematically organised and accessible in the e-classroom, where all enrolled students have 24-hour access to content. Materials are available until completion of the 3rd examination period. Students also have ensured access to communication with subject holders and collaboration with classmates through forums, chats and feedback via Canvas. In justified cases, such as work, health problems or parental obligations, Noa also enables extraordinary examination periods, thus ensuring greater accessibility to knowledge assessment. This approach enables a high degree of individualisation of the study process and adaptation according to student status, such as students with special needs, foreign students, students with special status and athletes.

Regardless of study orientation, citizenship, status or special needs, various services and forms of support are available to all students. Among them is individual career counselling, intended for professional assistance to students in planning their career. Students also have the possibility of individual consultation with the dean, who is accessible via email, telephone call or in person at the institution's premises. In addition, they provide assistance from the study coordinator in resolving technical, administrative and study questions; the study coordinator personally helps students via telephone, email or Canvas.

Students are entitled to consideration by the Commission for Student Affairs upon submitting an application, which includes obtaining status of student with special needs or special status, extension of status, recognition of informally acquired knowledge or experience, recognition of completed obligations abroad or at other institutions and recognition of practical education. Students are notified about all commission decisions by email. Assistance with administrative procedures is ensured with a range of online applications accessible through the DreamClass platform, and for additional questions it is possible to directly contact the study coordinators through various communication channels. In addition, they provide students with 24-hour technical support (Proctorio and Canvas), which ensures assistance with access to e-classroom and online examinations. Access to library resources is enabled with the help of the librarian or dean, who is accessible during official hours at the school premises or via email. The study

coordinator provides support for initial organisation and implementation of Student Council elections and for registration and monitoring of international exchanges within the Erasmus+ project.

At Noa, the student affairs office operates as the central support service intended for comprehensive support to students and lecturers both in study and information areas. The office ensures up-to-date resolution of study questions, technical support and guidance in using digital tools and platforms. The Noa institution strives for centralised and transparent communication; for all aspects of study and technical support, a unified contact channel is established, which means that students and lecturers resolve all matters through a single electronic address (response within 24 hours), regardless of the nature of the question. Thus we ensure simplicity, traceability and responsiveness in communication. Additional information can also be obtained by students at information days, which take place remotely (online) or, if necessary, at the school premises.

Support services are an integral part of the quality assurance system at Noa and provide assistance in various areas, such as organisation of international exchanges and enrolment procedures, support in resolving study challenges, adaptations of the study process for students with special needs or special status, individual career counselling, and access to library resources and use of information services and tools.

The purpose of all support services is to enable students to have a successful, quality and modern educational experience based on accessibility, clear communication and timely responsiveness.

The office, which represents the main support point for students and lecturers, is responsible for providing information related to study and IT matters. For more complex IT solutions, we have a contract with an external provider. The office is accessible through the internal messaging system in the Canvas and DreamClass environment, via email or telephone. In its operation, the office is extremely up-to-date, regularly informing students about all important changes, novelties and current events related to the study process. If necessary, students can also reserve an appointment for individual counselling, which can be carried out at Noa premises or online. If necessary, the dean is also available for consideration of student questions, enabling students support in the form of individual meetings, also in person at the school premises or online.

Higher education associates are available to students during lectures, seminars and exercises. If necessary, they are also accessible via Canvas or email, and students can also arrange individual appointments with them by agreement.

A tutoring system is not currently established at Noa, but students are provided with assistance and support by the office, higher education associates and, if necessary, also the dean, which enables individual consideration and continuous resolution of possible questions or problems in the study process.

The mentoring role is assumed by higher education associates, lecturers and, if necessary, also the dean, who provide students with individual assistance, professional guidance and support for projects and other study obligations. In addition, individual career counselling with emphasis on personal and professional development and career path planning is available to students.

Noa actively encourages students to engage in scientific, professional, research and project work. A special section "Scientific-Research Activity" is established on the LMS Canvas platform (within the "Study at Noa" classroom), where students access information about current projects, hackathons, public calls, research initiatives and other opportunities for collaboration. The institution strengthens interest in research, innovation and connection with practice through publications and encouragement. In addition, the office, dean and higher education associates are always available to students for personal counselling and support in engaging in research activities.

Noa actively helps students with organising acquisition of knowledge, skills and abilities within international Erasmus+ exchanges. The student affairs office provides support in coordinating study programmes, recognising completed obligations and guiding students through administrative procedures. Students are supported in searching for and applying to appropriate Erasmus+ programmes, with counselling regarding conditions, deadlines and necessary documentation. Within the umbrella classroom "Study at Noa", students have access to a special "Erasmus+" section, where all key data and instructions related to mobility progress are collected. We regularly inform students about new bilateral agreements and mobility opportunities via email, Canvas and other communication channels. We particularly encourage mobility for the purpose of practical training. In the school year 2024-25, we ultimately did not succeed in sending two students for practical training to Malta (personal reasons, mainly the students wanted to complete study practice together but in the end could not coordinate their timetables) and we were thus before signing a contract with an agency that would arrange organisation and implementation of practice. We will actively work to ensure implementation occurs in the school year 2025-26. Through these activities, we strive to increase the number of mobilities and enable students quality experiences in international environments.

In addition, Noa has begun actively engaging with development of micro-credentials, which we will encourage as a recognised form of additional training and competency acquisition also at other higher education institutions. With this, Noa ensures that students acquire additional competencies and recognition that enrich their study process and career opportunities.

Recognition of knowledge, skills and abilities acquired at other higher education institutions is within the competence of the Commission for Student Affairs. The commission considers student applications, verifies appropriateness of acquired examinations and other obligations, and makes decisions on recognition of study achievements in accordance with internal acts of the institution and valid legislation.

Applications considered by the Commission for Student Affairs are publicly published (within the website) or private (assigned to the student upon request by study coordinators).

Noa systematically protects student rights through operation of several key bodies that ensure monitoring, implementation and protection of student interests. The Student Council as an advisory body represents student interests and actively contributes to improving their position in the academic environment. The Commission for Student Affairs considers questions related to the study process, student rights and complaints, and also decides on disputed cases. The Quality Commission ensures monitoring and evaluation of quality of study programmes, paying particular attention to student rights and needs. These bodies ensure effective paths for complaint consideration and regularly monitor compliance with legislation and internal acts of the institution, thus ensuring comprehensive student protection. We strive to create an inclusive and safe environment without discrimination, where all students are ensured equal opportunities regardless of personal circumstances. In case of detected discrimination based on ethnic affiliation, gender, religion, sexual orientation, disability or other characteristics, students have the possibility to report this to competent bodies of the institution. Responsibility for deciding on disciplinary matters is borne by the dean in the first instance and the Noa Senate in the second instance. The Rules on Disciplinary Responsibility of Students expressly prohibit public incitement to hatred, abuse of status of student with special needs, disrespectful behaviour towards others and online harassment. Disciplinary bodies can impose measures from warning to temporary or permanent exclusion from study. Procedures can also take place based on anonymous reports, whereby rights to defence and appeal are ensured. Students have the right to appeal against decisions of institution bodies within eight days, and in important matters can also initiate administrative dispute. As limited in the above points, the Noa institution also ensures equal opportunities for students with special needs.

In the Canvas study environment, in the "Study at Noa" classroom, we have a "Career Centre" section, where students obtain information about interview preparation, CV arrangement and other important content for successful entry into the labour market. We also enable individual career counselling with a lecturer. In the school year 2024-25, we also implemented an Alumni portal, where interviews with industry experts, their recommendations for labour market entry, available job positions and other opportunities for graduates are and will be published.

Canvas enables effective communication between students, lecturers and professional staff and ensures numerous functions that facilitate the study process and encourage smooth information exchange. It enables students easy access to various study materials, such as lectures, notes and books, which they can study anytime and anywhere. Canvas operates as an online classroom where students connect with classmates and lecturers, participate in discussions, ask questions and share information. It also enables submission of assignments, which lecturers review, evaluate and return feedback. Students can create their individual timetable with all important deadlines for assignment submission, examinations and other key dates, which helps them follow obligations timely. The platform also offers interactive materials, such

as exercises, quizzes and tests, with which students can check their knowledge, and enables monitoring of progress, grades and feedback. Group collaboration is also supported, enabling students to work on group projects and exchange ideas. Canvas supports implementation of e-education, as it enables monitoring of lectures and examinations remotely, and the platform is accessible in 43 languages, on various devices such as computers, tablets and smartphones (different applications for students and higher education teachers). In addition, we are committed to timely notification of students about lecture commencement, examination instructions, timetable changes and other important matters related to higher education institution operation.

In addition to using the Canvas platform, Noa also provides its students with the website www.myNoa.com. All important information related to general study information, enrolment procedures, necessary documents, current news and other matters crucial for smooth study progress and higher education institution operation is collected on this website.

Every year at Noa we conduct an anonymous survey on general student satisfaction with services we provide. In this survey we ask students about their satisfaction with organisation and quality of the study process, accessibility and responsiveness of professional services, availability of information, e-classroom operation, technical support and support for practical education and career counselling. Within this framework we measure key aspects such as satisfaction with organisation and quality of the study process, accessibility and responsiveness of professional services, availability of information, e-classroom operation, quality of technical support and usefulness of counselling in seeking practice. Feedback obtained from these surveys is crucial for continuous improvement of service quality, and results are presented in regular self-evaluation reports.

In addition, every year we conduct surveys on evaluation of individual subjects, where we particularly analyse the scope of contact hours and workload per ECTS. We ask students whether there was sufficient direct pedagogical contact and whether it enabled them appropriate understanding of material. We also collect data on time spent on study obligations for individual subjects, so we can verify whether workloads are appropriate for the credit value of the subject.

For the academic year 2025/2026 we plan additional introduction of CSI measurement, which we will present to students before commencement and after completion of the study process. With this we will be able to objectively measure the satisfaction index with general services, acquired competencies and other key elements of the educational process. Based on results of all mentioned surveys, we continuously adapt the study process and introduce improvements to best meet student needs.

We also collect student feedback in writing, via email, where we provide quick resolution of potential challenges. In this way we can timely detect and continuously resolve potential problems or improve individual aspects of the study process. In addition, we plan to conduct individual consultations where students can share their experiences and suggestions.

In the year 2024/2025, 6 notifications in the field of academic events, excursions and mobility were intended for students of all years and their lecturers. Five notifications related to research surveys and voting addressed to students (both generally and by individual programmes), employees and lecturers. Four notifications were intended for educational, career support and training and mainly reached students and lecturers. Also four notifications covered areas of competitions, contests and achievements, addressing students and lecturers. Likewise, four notifications were provided in connection with administration and digital support, directed towards lecturers, students and academic and technical staff.

STANDARD 11: Students have ensured appropriate conditions for quality study, scientific, professional, research or artistic work and for extracurricular activities.

We regularly monitor expectations and needs of students regarding the course of study, organisation, forms and types of study at Noa through analysis of results from the survey "Satisfaction with the Study Process and General Experience at Noa." The survey includes satisfaction ratings with the operation of the student office, quality of the pedagogical process, clarity of requirements and expectations for subjects, usefulness of study materials, fairness of assessment, effectiveness of feedback, flexibility of timetables and elective subjects, and experience with e-learning and use of online platforms. Research results are included in annual self-evaluation reports.

Findings for the academic year 2022/2023 show that 4 out of 27 students participated in the survey, representing 14.8%. All respondents expressed satisfaction with clarity of requirements and expectations for subjects, quality of study materials and fairness of assessment procedures. Likewise, 100% of students highly rated flexibility in choosing timetables and elective subjects and usefulness of online platforms, particularly Canvas, which they highlighted as key factors for successful online learning. Most students were satisfied with effectiveness of feedback, but 25% of respondents expressed a desire for greater ongoing consideration of assignments and examinations. 75% of students expressed satisfaction with the progress of online tests and examinations and with availability of facilities. In evaluating communication with the office and staff friendliness, all respondents expressed highest satisfaction, which is reflected in effective problem-solving and minimal number of technical complications, as 25% of detected problems were quickly resolved. Regarding acquired knowledge in the field of transport and logistics, 75% of students felt that knowledge was useful, whilst 100% recognised the role of the programme in developing key skills such as problem-solving, decision-making and effective communication.

Survey findings for the academic year 2023/2024 show that general satisfaction with the study process is very high, as 87.5% of respondents expressed the highest level of satisfaction, whilst the rest expressed moderate satisfaction. Clarity of requirements and expectations for subjects was rated as very good by 87.5% of students, whilst the remainder was moderately satisfied. Usefulness and relevance of study materials was very satisfactory for 75% of respondents, whilst 25% rated this area as moderately satisfactory. Regarding fairness and transparency of assessment, 87.5% of students expressed great satisfaction, whilst 12.5% expressed moderate satisfaction. Effectiveness of feedback was very good for 75% of students, whilst the remaining two rated this area as moderately good, with some desiring more detailed consideration of assignments and examinations. Flexibility of timetables and possibility of choosing elective subjects were rated extremely positively, as 100% of respondents expressed great satisfaction. Online learning experience through the Canvas platform and technical support were satisfactory for 87.5% of students. 100% of students expressed highest satisfaction with accessibility and communication with the office and staff friendliness, whilst 75% were also satisfied with facilities. Acquired knowledge from the profession, such as transport, logistics and industrial skills, was

encouraging for 87.5% of students, whilst others expressed moderate satisfaction; all participants emphasised acquisition of key competencies such as problem-solving, decision-making and communication. Technical problems were noticed by 25% of students, but were quickly resolved. Main challenges that remain are occasionally lower usefulness of certain study materials and desire for in-depth feedback.

Survey results regarding student satisfaction with the study process at Noa for the academic year 2024/2025 show a very high level of satisfaction among respondents, who represented a significant proportion of the group, as 19 students participated. Overall satisfaction rating with the study process is mostly extremely positive, with a large number of "very satisfied" ratings. Students distinctly appreciate clarity of requirements and expectations for subjects, which 90% rated, whilst also highly rating usefulness and relevance of study materials, which they recognised as useful for their study work to a large extent. They are also satisfied with fairness and transparency of assessment procedures, and with effectiveness of feedback they received from lecturers.

Regarding possibilities for adapting timetables and choosing elective subjects, most students identify as very satisfied, which indicates successful adaptation of study forms that also include online learning. Likewise, satisfaction with the Canvas online platform, including accessibility and easy navigation, is distinctly high. Students also praised technical support and platform functions, although they detected some minor technical problems that were quickly resolved.

In evaluating actual implementation of online examinations and tests, students expressed satisfaction, with minor comments on technical challenges related to interfaces and transparency of examination tasks. Many students also feel supported in terms of technical assistance, which indicates well-organised support structure.

Regarding acquired knowledge in the field of transport and logistics, students expressed a high level of satisfaction, particularly regarding usefulness of professional knowledge for practice and development of key competencies such as problem-solving, decision-making and effective communication. They also assess that knowledge acquired in study programmes matches well with real examples from the profession.

Overall, survey results for the year 2024/2025 are thus distinctly positive, whereby students confirm quality of the pedagogical process, adaptability of study forms and effectiveness and accessibility of support at Noa. Minor challenges are observed, mainly related to occasional technical problems and desires for additional interactive content, but these do not affect the generally high satisfaction rating.

Survey results show that students at Noa are predominantly very satisfied with quality of the study process, flexibility in implementation and staff support. They highlight a high degree of flexibility, transparency of requirements and quality of digital solutions, whilst also pointing out the need for

individualised feedback. Student feedback forms the basis for further improvements in organisation, content and technical support in the study process at Noa.

At Noa we place at the forefront coordination of our educational practices with diverse needs and expectations of our students. Our commitment to improving quality and organisation of academic programmes is reflected in comprehensive regulations governing our study programmes, among which are the Rules on Distance Learning Implementation, Rules on Study at Noa and Rules on Knowledge Assessment and Evaluation. We continuously evaluate student satisfaction through detailed surveys that focus on various aspects of educational experience, including effectiveness of student services, clarity of expectations, quality of learning materials and fairness in assessment. In the school year 2024-25, 87.5% of students expressed high satisfaction with the study process, particularly highlighting flexibility of timetables and effectiveness of online platforms.

For further improvement of our educational collaboration, we are aware that precise evaluation of research and practical training is crucial. Whilst we have already introduced regular feedback mechanisms for practice, including surveys for students and mentors, we plan to develop a more systematic approach to evaluating scientific work, as stated in our strategic plan for the period 2026–2030. We will ensure that all practical and research activities are aligned with learning outcomes of our programme and actively involve students in evaluating quality of their experiences.

To strengthen feedback collection, we will make participation in satisfaction surveys mandatory, which will increase response rates and ensure accurate representation of student opinions. In addition, we will expand questions in surveys to gain insights into appropriateness of practical experiences and potential barriers to effective learning.

Awareness of specific needs of diverse student groups is an integral part of our support mechanisms. In the school year 2024-25 we surveyed a student with special needs, which led to extremely positive comments regarding accessibility and support. In case of additional requests, we are committed to improving our understanding of inclusivity and appropriate staff training when necessary. In addition, as part of our strategic plan for 2026–30, within alumni, we will introduce regular surveys among graduates to gain insights about long-term usefulness of knowledge and skills they acquired.

We also want to improve communication regarding academic progress and success through clearer paths for monitoring progress and timely feedback on assignments. We have identified areas for improvement among our teaching staff and focus on addressing these questions individually to facilitate a supportive learning environment.

Finally, we are aware of the importance of incorporating student feedback into our continuous improvement processes. By creating forums for direct discussions between students and faculty, we want to bridge differences in understanding and transparently communicate how student feedback influences

institutional changes. These collaborative efforts emphasise our continuous commitment to fostering an inclusive, responsive and high-quality educational environment at Noa, ensuring that our programmes meet the highest standards as determined by the national agency.

Survey results for the last three academic years show exceptionally high satisfaction of academic staff with work of the Student Affairs Office. In all years, respondents evaluated office work as extremely effective, professional and fast, whereby responsiveness to questions and resolution of matters was evaluated with 100% satisfaction in all cases. No respondent expressed either neutral or negative opinion; all were completely satisfied with office operation

Also in evaluating general experience with collaboration with Noa, satisfaction is outstanding: average rating of general experience regularly moves at the highest possible value (5/5). Academic staff praise both organisation tidiness, support, positive climate and opportunities for professional growth and successful operation.

Similarly high ratings were also shown in all years by students, who also experience the office as a friendly, effective and responsive support centre. Most students expressed highest possible satisfaction with office work, whilst rare neutral responses appeared in individual years, but never dissatisfaction or negative experience. Students regularly highlight reliability of communication, comprehensibility of information and quick resolution of administrative matters. In addition, students also evaluated general study experience at Noa very highly; average ratings of general satisfaction move near or at the highest value (most often 5/5). Study environment at Noa is, in their opinion, friendly, supportive and enables personal and academic development. In the school year 2024-25 we have one enrolled student with special needs who participated in the satisfaction survey. Results of the satisfaction survey of the student with special needs show that they are mostly satisfied with support and adaptations.

Overall analysis of responses shows that both academic staff and students have been exceptionally satisfied with office operation and general experience with Noa for several consecutive years. Both groups highlight effectiveness, accessibility and friendliness of the office, as well as quality of overall organisation. Satisfaction is extremely constant and of high values, whilst the office remains the central pillar of friendly and supportive study environment at Noa, which directly reflects also in general experience and attitude towards the institution as a whole.

In addition to regular surveys, we also monitor student satisfaction and needs through various additional methods that enable comprehensive and ongoing acquisition of feedback. One of these methods is analysis of subject evaluations, where we regularly collect data on satisfaction with time schedule, scope of contact hours, subject difficulty and workload regarding ECTS. Thus we can continuously adapt study implementation according to actual student needs, whilst various forms of study enable coordination of learning burdens with individual capabilities.

We also study graduate satisfaction through analysis of the survey on employment path and graduate satisfaction, which we conduct every year. Survey findings show that graduates are very satisfied with flexibility and organisation of the study process at Noa. Students particularly highlight the possibility of distance learning and timetable adaptability, which enables them to coordinate study with work. All respondents successfully completed study whilst in regular employment, which confirms that the programme meets needs of employed students. In addition, graduates emphasise easy accessibility of materials and lectures, possibility of following study from home and quick responsiveness and support from programme providers. Most respondents believe that the study programme meets modern expectations regarding content and implementation and enables acquisition of useful competencies for work in logistics and transport.

Regular communication with students also takes place through informal conversations and direct contacts, whereby we maintain regular personal and electronic contacts via email, telephone and online meetings. These informal contacts enable immediate recognition of expectations, problems or suggestions for improvements, which leads to quicker resolution of specific challenges in various forms of study.

We regularly monitor and document all feedback and findings from analyses, whilst consistently storing data in regular self-evaluation reports. This enables comprehensive monitoring of student satisfaction and ongoing adaptation of conditions and content for quality study implementation, which is in accordance with requirements of the 11th standard.

Such results confirm that the Office at Noa represents one of the key pillars of quality support, which ensures up-to-date communication, quick response and reliable administrative assistance, which is recognised and highly valued by academic staff year after year. The Noa Higher Education Institution actively encourages students to participate in professional and international events, such as hackathons, congresses and competitions, as through these opportunities it enables acquisition of practical experience, development of professional competencies and strengthening connections with the economy and academic community.

In the e-classroom "Study at Noa" there is a specially highlighted section "Scientific-Research Work at Noa", where all key information and opportunities for collaboration in research and project areas are collected. Through this platform, students can express interest in collaboration on projects, research or other professional activities at any time, whilst they have available an up-to-date and transparent list of all current opportunities at all times.

For example, in the academic year 2024/2025, a third-year student of the International Logistics Management programme participated as a member of the winning team at the Frigologika Hackathon, which took place within the Logistics Congress in Portorož. This event, which brought together almost

700 participants from more than 20 countries, enabled students to explore and solve complex challenges in the field of logistics, such as transport route optimisation, cost and service quality analysis, vehicle fleet planning and development of information solutions. The team presented their results at the congress research day, whilst the professional commission awarded them first place. Such experiences confirm quality of education we provide and importance of involving students in professional challenges, as they acquire valuable practical and research competencies that are crucial for their further professional path.

Within our initiative to support student research work, we submitted an application to the call of the Ministry of Education, Science and Innovation for a project directed at problem-based learning. If this call is approved, students will have the opportunity to actively participate in solving problems faced by the transport industry in recent years. This project will enable students to gain practical experience, expand their knowledge about current challenges in the sector and participate in seeking innovative solutions, which will further strengthen their professional development and readiness for future challenges in their career

In accordance with strategic orientation in encouraging entrepreneurship, innovation and connection with practice, the Noa Higher Education Institution plans to establish the Noa Entrepreneurship Hub, which will be led by Assoc. Prof. Dr. Andreja Habjan. The Entrepreneurship Hub will represent a supportive environment for students with entrepreneurial ideas, as it will enable them to develop innovative projects, acquire entrepreneurial competencies and connect with the economy and potential investors.

In the academic year 2025/2026, the first generation of master's students will complete their studies at Noa. The Rules on Master's Thesis encourage students to choose topics that are practically and applicatively oriented, with clear emphasis on solving concrete challenges in work environment or profession. Lecturers announce master's thesis topics every year, whereby we always encourage them to formulate topics that are practical and applicative and reflect current professional needs. Students can choose a topic among those announced or propose their own topic themselves (or in collaboration with an organisation), whereby approval from mentor and Commission for Student Affairs is required. If there is a need to change the title during work preparation, this is possible with agreement of mentor and Commission for Student Affairs, if basic content remains the same. Such procedure ensures subject relevance, currency and close connection of master's theses with challenges from practice.

Professional mentorship will be available to students, workshops, networking and presentations of good practices in the field of entrepreneurship and innovation will be organised. With this we want to encourage realisation of students' entrepreneurial potential, empower them for self-initiative and enable them first steps into the world of start-up environment and entrepreneurship. The Entrepreneurship Hub will be open at all times for connections with partners from the economy, external experts and alumni, which will further expand students' possibilities for practical testing of knowledge and development of business ideas.

We enable students a wide range of extracurricular activities that significantly contribute to their professional and personal development. Annual professional excursions to companies provide students direct insight into logistics company operations and connect potential employers. Among completed and planned excursions are visits to LPP (October 2022, 2023 and 2024), Habjan Transport, d.o.o., Škofja Loka (October 2023), Scania Slovenia (April 2024), Sigr Bizjak (October 2024) and Intereuropa (May 2025).

Students also have the opportunity to participate in professional events. In 2024 we enabled two students free participation at Logistics Congress 2024, where they could network with experts and learn about latest trends in logistics and transport. Additionally, more favourable inclusion in the Slovenian Logistics Association (SLZ) enables students reduced membership fees, which gives them access to professional webinars, seminars, education, competitions and establishing first connections with employers and experts in the logistics industry.

Permanently accessible professional webinars in the umbrella e-classroom "Study at Noa" or international umbrella classroom "Study at Noa" offer online lectures that are continuously updated and prepared in collaboration with the economy, cover current topics from the fields of logistics, transport, digitalisation and modern technologies and enable in-depth discussion and development of additional competencies.

Students can also participate in scientific-research activities, such as research projects, hackathons and competitions, which strengthens their practical experience and skills and establishes contacts with the economy. All current projects are published in the e-classroom "Study at Noa". A career centre is also available, which provides individual career counselling, including a section for CV preparation, interview exercises and links to useful content for job searching.

We also always forward invitations to current training and education organised by the National and University Library (NUK). Students thus have constant opportunity to join workshops and courses for effective information searching, proper source citation, preparation of thesis and seminar papers, whilst also acquiring key information and research skills.

Extracurricular activities are thus an important part of the study process, as they enable students to gain experience outside the classroom, expand professional networks and achieve greater competitiveness in the labour market.

STANDARD 12: The higher education institution protects student rights.

The higher education institution systematically protects student rights through the operation of various bodies whose task is monitoring, implementation and protection of student interests. Key bodies operating in this area include the Student Council, which as an advisory body represents student interests and actively contributes to improving their position in the academic environment. Another important body is the Commission for Student Affairs, which considers questions related to the study process, educational standards, procedures and student rights. This commission also decides on appeals and other matters related to study implementation. Furthermore, the Quality Commission ensures monitoring and evaluation of quality of study programmes and ensures that the educational process takes place in accordance with the highest standards, paying particular attention to student rights and needs. These bodies enable effective paths for consideration of complaints and objections and regularly monitor compliance with legislation and internal acts of the institution, thus ensuring comprehensive protection of students in the educational process. The higher education institution strives to create an inclusive and safe environment in which all students are ensured equal opportunities regardless of their personal circumstances. In case of detected discrimination based on ethnic affiliation, gender, religion, sexual orientation, disability or other personal characteristics, students have the possibility to report this to competent persons or bodies of the institution, either in person or electronically.

Responsibility for deciding on disciplinary matters is borne by the dean, who operates in the first instance, and the Noa Senate, which considers appeals against imposed measures in the second instance. The Rules on Disciplinary Responsibility of Students particularly highlight and sanction serious violations, which include public incitement to inequality, hatred, intolerance or violence based on personal circumstances, abuse of status of student with special status or special needs, disrespectful behaviour towards other students, lecturers or mentors, online harassment, intimidation or abuse of communication channels and other behaviour that damages the reputation of the institution, its students or graduates. For all forms of discriminatory, humiliating or exclusionary conduct, disciplinary bodies can impose measures ranging from warning to temporary or permanent exclusion from study. Initiative for introducing proceedings can be submitted by an affected student, group of students, employee or authorised person, whilst proceedings can also be initiated based on anonymous report. Experts from relevant fields are also included in consideration when necessary, whereby rights to defence and appeal are ensured. In accordance with the Statute, students have the right to appeal in case of unequal treatment or against decisions of Noa bodies in connection with rights, duties and responsibilities. The deadline for lodging an appeal is 8 days, whilst the second instance decision is final. In case of decisions about student status or other important matters, it is also possible to initiate administrative dispute. The higher education institution systematically ensures equal opportunities also for students with special needs, which is regulated by the Rules on Status of Student with Special Needs and Status of Student with Special Status, adopted on 21st February 2024. The Rules determine conditions for obtaining status, which includes students who are blind, deaf or mobility impaired, and rights to adaptations such as extended time for examinations, adapted materials

and reduced attendance. The Commission for Student Affairs decides on status allocation based on official documentation and student request. The institution provides appropriately adapted infrastructure that enables access for mobility impaired persons and ensures information accessibility through online platform. In addition, individual counselling and support in adapting learning content is available to students.

Female and male students participatively collaborate in Noa operation through their representatives in the Student Council, who are represented in institution bodies, namely in the Senate, Academic Assembly (where they represent at least one-fifth of members), Commission for Student Affairs and Quality Commission. Noa actively encourages operation and inclusion of the Student Council.

The higher education institution is aware of the importance of active collaboration of student representatives in institution bodies, therefore we ensure a multi-layered approach to including students in the decision-making process. Student representatives are regularly included in all key decisions that affect the study process, and their role is to represent student opinions and interests in institution bodies such as the student council, commission for student affairs and quality commission.

We emphasise that transparency and openness are crucial in obtaining student opinions. The institution uses various channels for communication with other students, such as student surveys, open meetings and online platforms, to obtain the widest possible spectrum of opinions. Thus we want to ensure that all students, regardless of their study status or direction, are appropriately informed about important decisions and have the possibility to participate in decision-making processes.

In case of potential uncertainties or questions regarding student collaboration in institution bodies, students can contact representatives of student bodies or institution management at any time, who will provide additional clarifications and support.

In annual surveys "Satisfaction with Study Process and General Experience at Noa - Students", we will include questions about operation of higher education institution bodies from the school year 2025-26. For this purpose we want to obtain student feedback about effectiveness, transparency and timeliness of work of the Student Council, Commission for Student Affairs and Quality Commission. Based on this feedback, we will actively adapt and improve operation of these bodies and ensure that student interests remain at the centre of our decisions.

STANDARD 13: Students participate in evaluating and updating content and implementation of higher education institution activities.

Students at Noa are appropriately represented in all faculty bodies. They have the opportunity to convey their opinion at any time through the student council, their representatives in faculty bodies, directly in conversations, in writing to competent persons at the faculty or indirectly through annual student surveys. Results of these surveys are considered within self-evaluation reports. In the faculty's strategic plan, whose formation also includes student representatives, Noa's mission and strategic orientations are defined. The strategic plan, self-evaluation procedures and changes to study programmes are formed and considered in appropriate faculty bodies, where students are actively included in meetings or bodies. All key decisions relating to these questions are also coordinated with the Student Council, in case the Student Council so judges and self-organises.

Students are represented in the following bodies: academic assembly, senate, study commission, quality group and of course the Student Council.

In 2024 we moved to a new study information system DreamClass, as insurmountable technical problems frequently arose when using the previous system (VIS). With DreamClass implementation, students now have a more transparent and systematically organised index, whilst we additionally optimised the application submission process and enrolment procedure; students submit applications directly and in digital form through DreamClass, which means they no longer need to be printed and scanned and sent by email or physically delivered.

In the Canvas educational platform we established an umbrella classroom "Study at Noa", where all key materials and information are collected in one place, such as interactive guides for working with platforms (DreamClass, Proctorio, Zoom, Canvas), instructions for successful examination approach (Proctorio), online webinars, information about communication at Noa, Career Centre, rules and other documents, Erasmus+ programme, library, "Applications" section, elective subjects for undergraduate and master's study programmes, information about Student Council, curricula for undergraduate and master's studies, scientific and research work at Noa and modern AI tools for smarter learning.

We optimised and successfully resolved all technical problems with examination access by providing technical assistance and introducing mandatory access testing at least one hour before actual examination commencement. We introduced the possibility of viewing webinars for indefinite time, with which students additionally professionally train and educate themselves; these webinars are also collected in the umbrella classroom. We informed students about using AI companion with Zoom, which helps students follow lectures. We individually adapted to students in case of justified reasons and adapted time and examination dates when necessary. We particularly adapted to a student with special needs, who could take examinations at any time (by prior agreement) at school premises with assistance from Noa professional associate. We carried out several professional excursions, as we strive for students to acquire

as much experiential knowledge as possible. We enabled students reduced membership in the Slovenian Logistics Association and in 2024 provided two students with free entrance tickets for participation at Logistics Congress 2024. Through the Canvas LMS platform we introduced a more systematic and unified way of notifying about work opportunities, education, training, webinars and general student matters. We established the Noa Career Centre, which enables students access to: current employment opportunities, individual career counselling, interview preparation and CV arrangement and enabled individual career counselling with coach Prof. Tanja Bogataj. Within the umbrella classroom "Study at Noa" we established a "Scientific-Research Work" section, where students find key information about possibilities of inclusion in current research projects, collaboration in preparing scientific contributions and support provided by the faculty (mentoring, application to calls, etc.) in one place.

From the academic year 2025-26 we plan to establish an entrepreneurship hub under the leadership of Assoc. Prof. Dr. Andreja Habjan, with the aim of encouraging entrepreneurship, innovation and knowledge transfer into practice. We actively encourage students to engage in Erasmus+ projects as mobility participants. In the future period we plan development of micro-credentials, which will enable acquisition of concrete, practically useful skills in shorter time frame; adapted to employer and student needs who wish to upgrade their knowledge more quickly.

Upon completion of lectures for individual subjects, students are invited to complete a questionnaire that measures their satisfaction with content and quality of pedagogical implementation of the subject. Results of these surveys are considered at regular annual discussions between the dean and Academic Assembly members, whilst analyses are also included in self-evaluation reports. The latter are received for review and confirmation by the Student Council representative in the Quality Commission, after which reports are also considered at Quality Commission meetings. Confirmed self-evaluation reports are then forwarded to Student Council representatives, who transfer findings to students. At the end of lectures for individual academic years we send students an evaluation questionnaire about satisfaction with study process implementation, which covers both organisation and implementation of study programmes as well as quality of professional and support services. Student surveys, their analysis and familiarising students with findings represent only one of the forms of obtaining student opinions. In addition, we encourage active student involvement in various bodies, such as academic assembly, senate, study commission, quality group and Student Council, where they participate in decision-making and forming faculty strategic orientations. With this, students are directly included in key discussions and procedures at the institution. Besides formal surveys, students regularly receive feedback also through personal conversations with mentors, registry associates or other responsible persons, where they can express their opinion, suggest improvements or point out potential problems in the study process. In this way we consider their feedback in further process adaptation and strive to create the most student-friendly study environment possible.

Noa is fully aware of the importance of student feedback and strives to respond to this feedback appropriately and effectively. Students have the opportunity to express their opinion both formally, through questionnaires, and informally, in conversations with the dean and study programme coordinators. Despite our desire for immediate problem resolution, low ratings appeared in evaluating some professors for two consecutive years. We acted quickly and immediately connected with directly affected professors, but problems persisted. In accordance with our commitment to ensuring education quality and student satisfaction, we finally decided to find other teachers who took over teaching these subjects. Such decision emphasises our commitment to continuous improvement and adaptation, which is crucial for responsible operation of our institution. Transparency and responsibility are undoubtedly important dimensions of our operation, as we want students to be regularly informed about measures taken based on their feedback.

Documentation supporting student participation consists of minutes of body meetings, self-evaluation reports, student survey results and other relevant documents considered by both faculty bodies and the Student Council.

STANDARD 14: The higher education institution ensures appropriate premises and equipment for carrying out its activities.

The theoretical and seminar part of study programmes at Noa takes place in modernly equipped premises at Gorazdova ulica 20 in Ljubljana or in a dynamic virtual environment that enables students complete flexibility. Noa has five lecture halls that include top-quality technological equipment ensuring carefree and quality distance learning experience. Technological infrastructure at Noa is designed to improve the learning process, as it ensures high adaptability in conducting teaching, both in traditional physical and virtual environments. Smart boards, sound systems, cameras for recording lectures and modern digital learning aids such as Canvas (LMS), DreamClass and Zoom platforms enable students and lecturers to utilise learning in a way that best suits their needs. Such infrastructure not only increases education accessibility but also encourages greater interactivity, enables better progress monitoring and facilitates collaboration between students and lecturers, regardless of where they are located. We also have additional portable computers available that enable flexible work, support students in information searching and enable easy access to electronic resources and learning platforms.

On the ground floor of the building there is a reception, four offices, tea kitchen, lift and reception room where students and visitors are always welcome. On the first floor there are two spacious lecture halls, toilets and a lift that enables easy access to all floors also for mobility impaired persons. On the second floor there are two more lecture halls, a library with dedicated reading room, toilets and a lift. The third floor includes a lecture hall, official Noa premises including office for registry and deanery, toilets and meeting room for meetings and formal gatherings.

Lecture halls at Noa include a lecture hall with 24 seats and 24 m² surface area, a lecture hall with 56 seats and 56 m² surface area, a lecture hall with 36 seats and 35 m² surface area, a lecture hall with 36 seats and 55 m² surface area and a lecture hall with 49 seats and 80 m² surface area. All lecture halls are equipped with advanced technology, including internet access and multimedia devices such as camera, microphone and smart boards or screens. Premises are designed to enable quality implementation of administrative, educational and research activities. In addition, premises are also adapted for mobility impaired persons, as an appropriate lift for easy access to all floors is installed in the building. Additional portable computers are available that enable flexible work and easy access to necessary resources for students and lecturers.

Knowledge assessment that takes place remotely is carried out by the Proctorio tool, with the aim of ensuring fairness and validity of the examination procedure. Before accessing the examination, the student is obliged to: install the Secure Exam Companion programme in the study environment, install the Proctorio plugin in their internet browser, and check equipment functioning in good time to avoid potential technical problems. Before accessing the examination, the student must complete multi-layered

verification, which typically includes electronic signature for digital identity confirmation, identity verification with personal document, and checking of camera, microphone, desktop and surroundings.

In accordance with settings that depend on examination type, the monitoring tool requires the following security measures during examination writing: mandatory full-screen mode, prohibition of opening new tabs, disabled printing and copying, and cache clearing after examination. Proctorio operates based on advanced artificial intelligence analysis that precisely examines system, environmental and technical aspects and potential irregularities in the examination procedure whilst monitoring student behaviour.

Suspicion detection takes place with the help of monitoring tool that has two pre-prepared profiles for behaviour monitoring: one for open-type examinations and another for closed-type. Each profile contains special parameters for behaviour monitoring and adapted thresholds for detecting and evaluating suspicious activities. For serious violations in remote examinations, which include presence of multiple persons in the room, unperformed surroundings recording or use of unauthorised devices, various inappropriate activities are considered, which can lead to negative assessment.

The registry has five working days available to review the examination and check potential violations. The student has the right to appeal to the Disciplinary Commission within five working days. In this way Proctorio supports academic integrity and enables equal and credible knowledge assessment to be ensured also remotely.

Noa regularly organises meetings with the product team from Proctorio to ensure it is always up to date with all functions their tool offers. This proactive approach not only enables the institution to utilise latest achievements in monitoring technology but also ensures maximum security and integrity in conducting online examinations. By continuously perfecting these processes and incorporating new functions when they become available, the institution demonstrates its commitment to maintaining highest standards of academic integrity and ensuring fair assessment environment for all students.

In accordance with agency needs and requirements, we propose to attach the contract for renting appropriate premises, which ensures transparency and confirms our commitments to ensuring quality in education.

STANDARD 15: Adaptations for students with different forms of disability are ensured.

The higher education institution commits to ensuring equal inclusion of students with different forms of disability and enabling them access to quality and adapted educational environment. For this purpose, the Rules on Status of Student with Special Needs were adopted. Status of student with special needs is granted to students who demonstrate with written documents that they are blind and visually impaired or students with visual function impairment, deaf and hard of hearing, students with speech-language disorders, students with deficits in individual learning areas, mobility impaired, chronically ill, students with autism spectrum disorders and students with psychosocial difficulties. Meanwhile, status of student with special status is granted to those who demonstrate with written documents that they are categorised athletes or coaches. Status is granted based on official documents (e.g. medical certificates, ZPIZ decisions, ZRSŠ etc.) that the student attaches to the request. The Commission for Student Affairs decides on status allocation. The request can be submitted upon enrolment or at any time during the academic year. Evidence can also be submitted in foreign language; in case of need for translation, the student is invited to submit official translation, which demonstrates flexibility and inclusion also of foreign students.

Premises and equipment are appropriately adapted to mobility impaired students, without architectural barriers that would limit access to the building or individual premises. At Gorazdova 20 in Ljubljana, a lift is available that enables mobility impaired persons access to all three floors of the building. We ensure uninterrupted information accessibility to students, as they have 24-hour access to study materials on our LMS platform. Although we observe certain limitations, particularly regarding accessibility for blind and visually impaired, we have not yet detected these problems among our students. The faculty continuously adapts study materials and study implementation according to specific needs and requirements of individual situations, whilst Noa also ensures individual approach in resolving potential problems in the study process.

The institution enables a wide range of individual adaptations, including extended time for taking examinations, examination material adaptations (e.g. digital format, larger font), reduced number of mandatory attendances, adaptation of assignment submission deadlines, use of technical aids (e.g. computers and screen readers), enabled presence of study assistant and individually adapted way of completing obligations in agreement with subject holders.

To ensure that Standard 15 is fully compliant with national requirements for adapting to students with disabilities, the institution will implement several important measures. From the academic year 2025-26 we will expand "Satisfaction with Study Process and General Experience at Noa," which will create structured feedback opportunities where students will be able to express concerns or suggestions regarding accessibility and adaptations. Recognising the increasing number of students with special needs status, our strategic plan for 2026-30 includes systematic training for professors and staff on disability awareness and adaptations, which encourages culture of inclusion throughout the institution. In addition,

we will explore partnerships with local and national organisations specialising in support for students with disabilities, which is also part of our strategic goals. Regarding online learning, we will ensure that our LMS Canvas is equipped with built-in functions that improve accessibility for students with special needs, including keyboard navigation, accessibility checking tool, high contrast options and font adjustment and screen reader support. Instructors will receive instructions on how to make courses more accessible by adding descriptive alternative text (alt text) to images, providing captions and transcripts for videos and ensuring proper format of all study materials. By incorporating these elements, Standard 15 will more comprehensively address diverse needs of students with disabilities and closely align with national standards and best practices for inclusion in higher education.

Noa implements part-time study, whereby the number of contact hours is appropriately adapted accordingly. Lectures take place in afternoon time, which enables students easier coordination of study and other obligations. Online study implementation additionally contributes to flexibility, as besides real-time lectures we also enable viewing of lecture recordings retrospectively. Students thus have access to all recordings until the end of each academic year, which facilitates their planning and implementation of study obligations. In addition, three examination periods are available - winter, spring and summer - which enables students to distribute examination obligations according to their own needs.

In addition, students are enabled individual adaptation of deadlines for submitting seminar assignments and other study obligations based on justified requests, as well as possibility of extended examination duration or different form of knowledge assessment (for example oral examinations instead of written). Access to study materials on Canvas (LMS platform) is uninterrupted, whilst students are also ensured individual support from professional associates and subject providers when their special needs require this.

We ensure study adaptations for students with special needs and students with special status, as regulated in the Rules on Status of Student with Special Needs and Status of Student with Special Status. The adaptation process is monitored and assessed by the Commission for Student Affairs, which in collaboration with the student and study process providers seeks optimal solutions for each individual. In assessment, consideration is always given to whether selected adaptations actually enable students to successfully complete study and realise their needs.

STANDARD 16: Zagotovljeni so ustrezni in stabilni finančni viri za izvajanje in nadaljnji razvoj visokošolske dejavnosti.

The Noa Higher Education Institution commits to implementing its activities based on appropriate and stable financial resources that enable smooth operation and development of the institution. The financial plan of the institution is formed considering several key elements. Among these are funding sources that include resources from various sources, including public funds and tuition fees, which enables appropriate funding of its activities. It is expected that the total amount of funding sources will reach 2666,600 EUR over the five-year period from 2026-2030.

In addition, the plan predicts that the number of enrolled students in the coming years will reach 219 students by 2030, representing a 75% growth from 125 students in 2026, which is crucial for proper budget planning. Based on financial resources, we will appropriately adapt the number of employees, whereby we plan to have 24 higher education teachers and additional support staff in the coming period, maintaining an optimal staff-to-student ratio for quality education delivery.

The budget also provides funds in the amount of 285000 EUR for maintenance and upgrade of infrastructure, which includes both physical premises and technological equipment for educational and scientific, professional, research or artistic activities. The institution ensures that supporting activities are appropriately funded, whereby the total amount of allocated funds for support infrastructure and operational expenses amounts to 1845000 EUR over the five-year period.

We plan to implement activities for improving quality of the educational process with an annual budget allocation included within operational costs for teacher training and professional development. Further development or potential planned expansion of higher education activities includes plans for developing new study programmes based on market needs analysis, international collaboration, and research activities, which requires strategic investments encompassed within the total planned investment of 285000 EUR.

The financial plan demonstrates exceptional financial health with total expected positive results of 821600 EUR over the period 2026-2030, representing an average net margin of 30,8%. The average annual revenue growth is planned at 15,8%, ensuring sustainable development whilst maintaining cost discipline. This growth is supported by diversification of revenue sources, including tuition fees, research projects, international partnerships, and professional seminars.

The institution's financial strategy is based on proven performance, building upon the remarkable 211% revenue growth achieved by the parent institution IRTL between 2021-2024. The plan incorporates comprehensive risk management strategies, including maintenance of cash reserves equivalent to at least six months of operational costs, diversification of revenue sources, and systematic monitoring of key performance indicators.

Infrastructure investments of 145000 EUR are allocated for modernising classrooms and information technology, research capacity investments of 80000 EUR for establishing research centres and equipment, and 60000 EUR for programme development and digital platforms. This investment strategy ensures continuous improvement of educational quality and competitiveness.

The financial plan, prepared in accordance with principles of transparency and accountability, ensures smooth operation of the institution and meets the requirements of the national agency. The plan demonstrates realistic projections based on market analysis, conservative risk assessment, and strategic alignment with institutional development goals. Additional information about current and planned financial sources, including budget documents and analysis of previous years, will be available upon request.

STANDARD 17: The higher education institution library has appropriate study, professional and scientific literature and provides quality library services.

The appropriateness of literature, library holdings and material accessibility as well as information support and database access are assessed considering our LMS platform, where all study materials are uploaded. Students thus have 24-hour access to materials, whilst the library is open according to expressed student preferences or demand for borrowing. Our library collection comprises 231 units of books and brochures and 7 units of dissertations, master's, degree and research theses, totalling 238 units. Library stock is continuously supplemented. With membership in the COBISS system, students have access to databases and mandatory study literature, whilst the library ensures acquisition of additional appropriate material.

A reading room suitable for individual study is also available in the library, as well as a table with computer and internet access.

Information-bibliographic support is provided by our university graduate librarian.

We collaborate with a university graduate librarian with many years of experience in cataloguing, who manages entry of monographic publications and bibliographies in the COBISS system. In addition, she advises students on material borrowing.

Noa Higher School uses Canvas as an LMS (Learning Management System) platform, which enables easy access to learning materials and subjects for all lecturers, students and employees. Direct communication between all actors is also enabled on this platform, which ensures simple and fast information exchange and enables better collaboration within the academic community.

Noa has a signed contract with the Central Technical Library of the University of Ljubljana (CTK), which enables students annual enrolment. CTK offers students excellent support in study and research - it enables them access to extensive collection of study literature in physical and digital form as well as to modern premises for individual and group work. In addition, the library offers specialised services such as assistance from information specialists. In the academic year 2024/2025, 26 Noa students were enrolled in the library, whilst in 2023/2024 there were 13.

In the strategic plan for the period 2026-2030 you will commit to regular reviews of library services and resources, which will enable consistent coordination with academic programmes and increasing student needs. This approach includes planning library collection adaptations, additional training of library staff and introduction of modern technologies and services that will support quality education and research. With this we will ensure that the library remains a key source of knowledge and support in the dynamic academic environment.

Students can access the Digital Library Portal of the University of Ljubljana (DiKUL), which enables searching in the central index of bibliographic data. This portal includes several hundred million subscription and freely accessible resources from world publishers and other providers of professional and scientific information from all scientific fields.

Undergraduate Study Programme

STANDARD 1: The higher education institution evaluates and updates the content, composition and implementation of the study programme.

Self-evaluation of the study programme enables its development and updating, so that its relevance is maintained and a quality educational environment is created.

Attach self-evaluation reports for the last three years and documents showing implementation of tasks based on findings of the self-evaluation report for the last completed self-evaluation period (when they are not part of the self-evaluation report) and action plan for the future self-evaluation period.

Regular self-evaluations are envisaged within both strategic plans:

1. for the period 2020-2025

2. for the period 2026-2030

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Annual self-evaluation represents a key component of maintaining and improving quality in educational institutions. In the documents "IRTL Development Strategy for the period 2020–2025" and "Strategic Plan for the period 2026–2031", objectives and procedures related to self-evaluation reports are clearly defined, which are essential for monitoring strategy implementation and ensuring education quality.

In the strategic plan for the period 2020-2025, the purpose of the self-evaluation report is defined as means for ensuring quality and success of study programme implementation and all relevant processes. Self-evaluations are based on systematic data collection and analysis thereof, which includes appropriate mechanisms for measuring student progression, student satisfaction and teaching quality. A key element of the strategy is input of student satisfaction surveys, which enables consistent and comprehensive insight into learning process improvement. The purpose of this procedure is that pedagogical processes are continuously adapted and improved based on self-evaluation report findings.

The strategic plan for the period 2026–2031 brings continuation and enhancement of past self-evaluation processes with a more structured approach. In parallel, concrete strategies appear in the document that require regular and systematic analyses, which establishes the entire evaluation as an accessible and clearly supportive branch of quality. Implementation of annual self-evaluations using standardised surveys is planned, which also includes measuring satisfaction and success of study programmes and identification of areas needing improvement. One of the main objectives of this period is increasing involvement of various stakeholders, which includes both students and teachers, to actively contribute to evaluation processes and thus become part of continuous improvement of educational process quality.

In both strategic plans, a common vision of consistent implementation of annual self-evaluation reports as means for improving educational process quality prevails. With strategies for the period 2020–2025, the institution establishes foundations for systematic assessment, whilst the plan for the period 2026–2031 positions itself in light of further development and perfection of self-evaluation processes. Such flexibility and ability to adapt to needs and challenges of the modern educational environment are key for effective quality management and sustainable institutional development. Implementation of self-evaluations as integral part of institutional stories thus remains key for achieving high-quality education that aligns with labour market and society needs.

Content thus becomes central part of strategies whose objective is that the higher education institution not only meets legal standards but also brings added value through proactive and inclusive approach, which ensures high level of satisfaction among students and achievement of their needs.

Methods and procedures for collecting information or suggestions for changing the study programme and their analysis.

At Noa, collecting and analysing information represents a key component for precise and successful adaptation and development of study programmes that meet student, teaching and labour market needs and expectations. Noa implements comprehensive data collection system based on multiple guidelines and surveys, which enables collection of important information for evaluation and potential study programme changes.

One of the most important mechanisms for information collection are survey systems designed for various target groups. Various surveys are prepared for students, which are conducted within regular academic years. To date we have conducted regular student surveys in academic years: 2022/23, 2023/24 and 2024/25. Among these is a survey on satisfaction with study process and general experience at VŠTL/Noa, which offers comprehensive insight into students' experiences and thus motivates them to express their opinion on teaching quality and study programme organisation.

In addition, specific surveys are conducted for each individual subject, which are conducted after completion of lectures and before first examination attempt. These include survey on analysis of contact hours scope and survey on ECTS workload, which more precisely evaluates appropriateness and effectiveness of the learning process. In academic year 2024/25, a survey on satisfaction of student with special needs was also conducted for the first time, which is a step towards improving accessibility and inclusion of all students in the study process. (In academic year 2024/25 we had a student enrolled with special needs status for the first time.)

On the other hand, reactions to practice and practical training are collected through survey on practical training, which enables students to give opinion on their field experiences. Their feedback is crucial in evaluating relevance and usefulness of the study programme regarding industry and labour market needs. We also collect feedback from mentors to students within practical training. This information is crucial for further development of practical training content and organisation.

Including professors in the evaluation process is also very important way of collecting information and suggestions for changing the study programme. Surveys are conducted, such as survey on satisfaction with collaboration with VŠTL/Noa. As for students, we also conducted surveys among higher education teachers on satisfaction with collaboration with Noa in academic years: 2022/23, 2023/24 and 2024/25. Collected information enables analysis of interactions and collaboration between higher education teachers and institution. In addition, survey research on scientific, research and professional work of higher education teachers is also conducted annually, which additionally strengthens feedback on teaching quality and research excellence.

Besides surveys and feedback from students and professors, other procedures for information collection are also implemented. Market analysis is key element that enables institution to understand current labour market needs and trends. Research and status reports are crucial for adapting study programmes to remain relevant and useful for students.

In addition, we are regularly present at various professional events such as Logistics Congress and Moving Slovenia, where we exchange opinions and information with industry representatives. Informal conversations with employers and monitoring trends and developments in industry provide valuable insight into expectations and needs that our study programmes must fulfil.

Each piece of collected information, whether through surveys, analyses or direct conversations with industry, is considered within critical analysis framework, which enables systematic consideration of suggestions and needs for study programme changes. At Noa we commit to continuous improvement and adaptation of our study programmes and procedures and believe that regular data collection and analysis is foundation of effective quality management and educational achievements. Thus we guarantee that our approach remains aligned with development and needs of modern society and enables successful preparation of students for future challenges and opportunities.

Appropriateness of informing stakeholders about implementation of planned tasks or about findings and conclusions in study programme self-evaluation.

Effectiveness of informing stakeholders about progress made in implementing planned tasks and results obtained within study programme self-evaluation represents key component for improving educational process quality. Noa commits to transparency and information accessibility, which enables all stakeholders active participation in study programme improvement and adaptation process.

Achievements and analysis of completed tasks are systematically recorded in self-evaluation reports, which enables transparency and easy accessibility for higher education teachers. These reports are accessible in "Academic Assembly," which operates as central classroom in e-classroom for higher education teachers. This ensures immediate information accessibility, which enables teachers to familiarise themselves with progress and potential challenges and actively contribute to discussions on these issues.

Besides accessibility through e-classroom, self-evaluation reports are subject of active discussions at academic assemblies, which are planned twice yearly. These discussions provide platform where teachers and other stakeholders can exchange opinions, suggest improvements and evaluate success of implemented tasks. This not only strengthens collaboration culture within institution but also enables various perspectives and professional opinions to be included in study programme further development process. Such approach proves extremely beneficial as it encourages open communication and proactive resolution of potential problems.

Self-evaluation reports are also published on website www.myNoa.com/samoevalvacija, which additionally increases information accessibility. This measure enables wide circle of interested parties, including students, employees and industry representatives, access to relevant data on self-evaluation quality and outcomes. With this, institutional approach to communication not only meets transparency standards but also strengthens stakeholder confidence in processes that institution implements.

Regular updating and publication of findings from self-evaluation reports contributes to continuous system and methodology improvement and to adapting study programmes to labour market needs and student expectations. Stakeholders have opportunity to add their experienced opinion through active participation in discussions and analysis of self-evaluation results and contribute to decision-making processes.

This is warning to Noa itself that maintaining proactive dialogue with stakeholders is crucial for success of all efforts related to improving education quality. Our ability as institution to listen and adapt to received feedback represents foundation for reliability and effectiveness of our study programmes.

With comprehensive mechanisms for collecting and sharing information we encourage culture of openness, participation and responsibility. Communication about task implementation and results analysis not only strengthens relationships between stakeholders but also contributes to growth and development of institution as whole. In this way we can ensure that our study programmes remain current, relevant and aligned with modern educational system and labour market needs.

STANDARD 2: Implementation of tasks and planning based on study programme self-evaluation findings is evident from self-evaluation reports.

Implementation of tasks and planning of study programmes based on self-evaluation findings is a key element of ensuring quality and continuous improvement of educational processes. In our approach to self-evaluation we focus on systematic data collection, analysis and interpretation of results, which are clearly evident from self-evaluation reports.

Our self-evaluation reports contain comprehensive analyses of achievements within planned tasks and their impacts on the study process. These reports are structured in a way that clearly shows how objectives and standards determined in previous strategies and plans are achieved. Report content encompasses both quantitative and qualitative data obtained through surveys, research and feedback from both students and staff.

Based on analysed findings and recommendations arising from self-evaluation reports, concrete plans for further steps and improvements are formed. This includes discussions on necessary study programme adaptations so they align with labour market needs, student expectations and new academic standards. Systematic monitoring of results and their inclusion in planning ensure that changes we implement are well-considered and based on real needs and practical experience.

Effective communication to stakeholders about findings and planning based on self-evaluation findings is crucial for establishing confidence in processes. All self-evaluation reports are accessible on centralised platforms, which enables review and insight into results and plans for various interest groups, including academic staff, students and external stakeholders and labour market organisations.

Our institution is committed to continuous improvement of educational process quality, where self-evaluation represents key mechanism. It follows purposeful cycle that includes secure collection, analysis and consideration of data and based on this introducing innovative changes in study practice. Thus we can substantively and purposefully align school strategic orientations with student needs and market requirements, which increases education quality and competence of our graduates.

In short, systematic planning and implementation of tasks based on study programme self-evaluation findings represent foundation of our work and vision for the future. Our commitment to transparency, inclusion of all stakeholders and continuous improvement ensures that educational processes constantly adapt and improve in accordance with dynamic higher education environment and society needs.

In analysis of self-evaluation reports for academic years 2022/2023 and 2023/2024, commitment of Higher School for Transport and Logistics (VŠTL)/Noa to implementing tasks and planning based on study programme self-evaluation findings is evident. Below are concrete examples from both reports that prove this compliance.

Implementation of tasks and change implementation

Collecting feedback from students:

In the report for year 2022/2023, survey evaluations of student satisfaction were conducted. Feedback showed that average rating of lecturers was 4.3 on five-point scale. In the report, subjects were identified such as "Project Management" and "Mathematics for Logisticians", where average student satisfaction was lower (1.7 and 3.8). Based on these results, there was commitment that VŠTL/Noa would focus on improvements of these subjects in future academic years.

Implementation of International Logistics Management programme:

In annual report for academic year 2022/2023, undergraduate study programme was implemented for first time. Positive results were achieved in progression between years, as progression from 2nd to 3rd year was 100%.

Systematic improvement of staff structure:

In both reports, survey research results were elaborated to enable targeted approaches for professional development of higher education teachers and improvement of teaching methods. Selection and advancement procedures for higher education teachers include student survey results, which enables changes in staff and pedagogical processes to be designed based on concrete feedback, which also helps in meeting high standards of academic requirements.

Connecting with industry:

In both annual reports it is documented that VŠTL/Noa concluded several international and domestic agreements with various companies, which enables students to gain practical experience in industry. In report for year 2023/2024 it is stated that agreements were concluded for providing study practice, whereby mechanism for adapting study programmes to labour market needs was established.

Study programme development:

In academic year 2023/2024, VŠTL/Noa began implementing new master's programme "Sustainable Mobility and Logistics." This step was undertaken in accordance with analysis of previous results and feedback and as response to market needs and environmental demands.

Digitalisation and educational tools:

Within all study programmes, e-learning platform (Canvas) was implemented, which responded to needs for flexible learning and increased accessibility of educational material. With this, VŠTL/Noa ensured

from very beginning that students and educators appropriately coordinate in digital environment, which proved crucial in recent period.

Both self-evaluation reports prove that VŠTL/Noa consistently manages findings and feedback from previous years. Report for year 2022/2023 focuses mainly on established mechanisms for data collection and analysis, which includes successful survey implementation and active stakeholder involvement, which in report for year 2023/2024 develops into more purposefully directed programme and content adaptation.

In future plans of both reports there is distinct desire for further improvement of student practical training and continuous operation of management structures, which clearly expresses itself in plans for greater mobility and broader connection with industry.

From analysis of both self-evaluation reports it is evident that procedures directed at implementing tasks and planning based on self-evaluation findings are designed on principles that ensure effective inclusion of all stakeholders in improvement processes and implementation of new programmes. Such approach enables VŠTL/Noa to continuously progress in meeting high standards of education and research quality.

STANDARD 3: The higher education institution monitors implementation of the study programme, reviews and improves it considering development of study, scientific, professional, research or artistic fields and disciplines (professional development) into which it appropriately fits, by evaluating achievement of set objectives, competences or learning outcomes and needs for knowledge and society objectives - depending on type and level of study programme. Changes and updates consider fundamental programme objectives and maintain connectivity of its content or subjects.

The Noa Higher Education Institution dedicatedly monitors implementation of its study programmes and regularly evaluates and improves their content as needed. The key task of the institution, in accordance with standard criteria, is programme adaptation to student and society needs as well as developments in scientific and professional disciplines. These activities ensure education appropriateness and quality and enable achievement of anticipated learning outcomes and competences.

Noa successfully implements higher education study programme, International Logistics Management, whose content is carefully coordinated with professional development plans. Regular programme evaluation and adaptation is based on active collaboration of academic community members, which ensures capture of all relevant perspectives. Student surveys and evaluations take place every year, whose results are included in procedures for improving curricula, processes and actual study programme implementation. Thus Noa ensures that programmes are adapted to labour market needs and society requirements.

Noa commits to regular study programme revision, which is documented in "Strategic Plan 2026-30". Planning includes analysis of student results, evaluation of scientific achievements and regular consultative meetings with external stakeholders such as employers and professional organisations. Such approach ensures broad spectrum of opinions that are crucial for precise assessment and coordination of programme content.

The institution regularly evaluates achievement of learning outcomes and competences of its programmes. Evaluation process includes analysis of what skills and knowledge students acquire through study and how successfully they transfer these into practice. Thus supervision system is established that precisely records progress and success of entire study community.

With sufficient flexibility and adaptability, Noa institution responds to rapid changes in economy and technologies. Thus it actively includes suggestions and recommendations from various stakeholders to ensure that its programmes correspond to modern needs and expectations.

When changes are needed, Noa institution carefully considers fundamental programme objectives and ensures that it maintains connections between different content and subjects. Thus mechanisms are included in plan that enable rapid response.

Within self-evaluation reports from years 22/23 and 23/24, key aspects are highlighted that emphasise institution efforts to ensure programme quality. In report for academic year 2022/23, institution presented use of survey research among students and graduates, whose objective was to obtain feedback on subject quality and overall study experiences. Analysis results showed high student satisfaction. Regular meetings with academic staff were also organised, where discussions about emerging trends and market needs took place. Such communication enabled higher education teachers who are involved in industry to transfer latest knowledge to other higher education teachers, which opens possibilities for curriculum adaptation.

Self-evaluation report for academic year 2023/24 brings progress in analytical approach to curriculum review. Method of subject implementation and content was, where this was identified as necessary, adapted to feedback from students, higher education teachers and external stakeholders. Thus new teaching methods were implemented that include increased use of digital tools and interactive methodologies.

Noa Higher Education Institution actively monitors study programme implementation and regularly evaluates their learning outcomes and competences. Self-evaluation and structural programme improvement are reflected in current institution documents from years 2023 and 2024, which clearly illustrate institution efforts for alignment with market needs and professional requirements. With systematic adaptation of content, methods and approaches and active dialogue with stakeholders, Noa institution ensures that its study programmes remain relevant, quality and capable of satisfying today's society needs.

Review of content development by subjects

1. Basics of logistics and sustainable mobility

In first year of implementation we designed subject as fundamental first-year subject with 6 ECTS points. We structured it as combination of lectures, seminars and seminar exercises and independent student work. From beginning we established student survey system for obtaining feedback on lecture quality, content appropriateness and pedagogical approach effectiveness, which represented foundation for further improvements. Based on gained experience and evaluation results we approached important improvements. Our self-evaluation report documents that subject achieved average grade 4.5 on scale from 1 to 5, which shows high level of student satisfaction. In academic year 2024/25 we implemented essential improvements. We expanded subject content with new modules covering modern professional challenges, including cross-border transport, environmental impacts and transport future. Methodologically we introduced structured implementation modularity with clearly defined learning

outcomes for each module, continuous knowledge assessment and active use of e-classrooms. We increased emphasis on practical examples and inclusion of current trends such as ESG standards, carbon footprint and Industry 4.0. Systematic monitoring, analysing student feedback and adapting content to current professional and society needs resulted in essential subject improvements. These changes preserve fundamental programme objectives and ensure content connectivity, whilst simultaneously enabling students to acquire competences crucial for successful operation in modern global business environment in logistics and sustainable mobility field.

2. Fundamentals of economics

In first year of implementation we established subject as fundamental first-year subject with 5 ECTS points. Subject "Fundamentals of economics" achieved average grade 4.5 on scale from 1 to 5 in academic year 2022/2023, which shows high level of student satisfaction. In academic year 2023/2024 subject maintained its student satisfaction grade at level 4.5. Content framework encompassed introduction to economics fundamentals for companies, costs and price calculation, company and business planning and analysis, market and competition and macroeconomic environment for company operations. Methodological approach included lectures, case studies, homework, quizzes and seminar assignment with presentation. In academic year 2024/25 we implemented important methodological and organisational subject improvements. We expanded methodological approaches with additional forums for discussions on current economic topics and introductory quiz. Content-wise we deepened treatment of macroeconomic environment for company operations and strengthened active use of e-classrooms with interactive elements. New content includes more extensive treatment of market analysis and competition and practical approaches to financial planning and business analysis. These changes enable students more structured approach to learning economic concepts and better connection of theoretical knowledge with practical challenges in logistics industry.

3. Mathematics for logisticians

In first year of implementation we established subject as fundamental first-year subject with 6 ECTS points. Subject "Mathematics for logisticians" was averagely graded 3.8 on scale from 1 to 5 in academic year 2022/2023, which shows average level of student satisfaction. Subject maintained student satisfaction grade at level 3.8. From implementation plan for year 2023/24 it is evident that we kept subject with basic content, including introduction to sets, elementary functions, derivatives and integrals and sequences and series. For academic year 2024/25 we implemented some more significant changes. We preserved basic structure with 6 ECTS points. Key methodological improvements include introduction of structured weekly implementation with clearly defined learning outcomes for each module, systematic use of homework and quizzes for continuous knowledge assessment. We expanded use of digital learning tools, video explanations published in e-classroom and active participation in forums and discussions. Content-wise we preserved basic topics but strengthened practical orientation by

including examples from logistics scenarios such as inventory categorisation, delivery route optimisation and supply chain management. Subject now includes more systematic approach to learning mathematical concepts with clearly structured learning sheets, video explanations and continuous knowledge testing, which enables students better understanding and use of mathematical methods in solving logistics problems.

4. Business English 1

In first year of implementation we established subject as mandatory first-year subject with 5 ECTS points. Subject achieved average grade 4.2 on scale from 1 to 5 in academic year 2022/2023. Subject was focused on consolidating and deepening existing English language knowledge with emphasis on developing all four language skills (listening, reading, writing, speaking). In academic year 2023/2024 we maintained basic subject structure with 5 ECTS points. Content framework encompassed introduction to logistics terminology, conversations and correspondence, numbers and changes and development, grammar and exam preparation. Methodological approach included introduction with placement test, practical exercises with logistics examples, and quizzes. In academic year 2024/25 we maintained basic structure with 5 ECTS points, but implemented important methodological and organisational improvements. We introduced structured four-modular approach with clearly defined learning outcomes for each module. First module includes introduction with placement test and terminology basics in logistics, second module written business communication, third module telephone business communication and business meetings, fourth module repetition of tenses and more demanding grammatical structures. We expanded use of e-classroom with activities, assignments, material publications and study resources. We introduced systematic continuous knowledge assessment according to learning outcomes and active student participation at lectures and exercises. We especially emphasise added mock exam component for final exam preparation and in-depth treatment of professional terminology from logistics and economics field.

5. Informatics

In first year of implementation we established subject as mandatory first-year subject with 4 ECTS points. Subject achieved average grade 4.3 on scale from 1 to 5 in academic years 2022/23 and 2023/24, which shows high level of student satisfaction. Subject in academic years 2022/23 and 2023/24 included familiarisation with various office packages, presentation of MS Office package, creation of text documents, spreadsheets and presentations. Methodological approach included weekly modules using video instructions, PDF scripts and practical exercises in MS Excel, Word and PowerPoint. Approach of continuous knowledge assessment through exercises and practical assignments was especially emphasised. In academic year 2024/25 we implemented key content and methodological changes that include introduction of eight structured modules and important content expansion with artificial intelligence (AI) integration into all main subject segments. Subject now covers advanced document

management with AI assistance, spreadsheet analysis with AI integration, dynamic presentation skills using AI tools, database management with AI help and collaborative and cloud computing. Introduction of module on ethics and future trends that addresses ethical questions in AI use is especially important. Methodologically we strengthened project work where students combine AI tools for business process optimisation. Subject thus experienced important modernisation with inclusion of latest technological trends, whilst still maintaining practical orientation with use of Microsoft Office tools enriched with artificial intelligence possibilities for business process optimisation in logistics industry.

6. Professional writing and presentation skills

In first year of implementation we established subject as mandatory first-year subject with 4 ECTS points. Subject "Professional writing and presentation skills" achieved average grade 4.3 on scale from 1 to 5 in academic years 2022/23 and 2023/24. Basic subject structure was formed as foundation for developing students' written and presentation competences. Content framework encompassed five-modular structure that included study planning, source searching and citation, research process methodology, written communication and public presentation. Methodological approach included plagiarism quiz, learning plan creation, preparation of four business reports and video presentation. In academic year 2024/25 we implemented some structural changes. Key content expansions include negotiations and conflict situation management, business ethics and ethics in business communication as additional elements to basic content. Subject now encompasses four-modular structure with clearly defined learning outcomes: successful study planning, public speaking basics, library use and main principles of project work writing. Methodological improvements include active participation at lectures, preparation of shorter written products, discussion about public speaking and self-analysis of field knowledge. These changes enable students in-depth mastery of communication competences that are crucial for successful operation in logistics industry and better connection of theoretical knowledge with practical challenges of professional writing and public presentation.

7. Business economics

In first year of implementation we established subject as mandatory first-year subject with 5 ECTS points under leadership of Assoc. Prof. Dr. Boštjan Aver. In academic year 2022/23 subject achieved average grade 4.3 on scale from 1 to 5. Basic subject structure was focused on fundamental economic areas with special emphasis on logistics and transport industry. Content framework encompassed demand and supply in logistics and transport industry, consumer behaviour in this industry, production and costs, market structures (perfect competition, monopoly, oligopoly) and macroeconomic indicators such as GDP, unemployment and inflation. In academic year 2023/24 subject maintained basic structure with 5 ECTS points. It also achieved average grade 4.3. We restructured subject into four-modular system with clearly defined content and learning outcomes. First module encompassed introduction to economics with fundamental concepts, second module demand and supply, third module theoretical basis of consumer

behaviour and fourth module production and cost theory. Methodological improvements included introduction of structured case studies for each module and homework. In academic year 2024/25 we maintained basic structure with 5 ECTS points. Content framework remained unchanged with basic modules on introduction to economics, demand and supply, consumer behaviour and production and costs. Key methodological continuities include maintaining structured approach with case studies and homework. Assessment scheme remains stable with 70% written exam and 30% continuous work (20% homework and 10% seminar work), which enables students even mastery of material throughout entire period. These changes show continuous subject development from basic theoretical design to more structured and practice-oriented approach, whereby fundamental economic content was preserved but enriched with logistics-oriented examples and applications and stable assessment scheme.

8. Basics of sustainable economic logistics

In first year of implementation we established subject as mandatory second-year subject with 5 ECTS points. In academic year 2022/23 subject "Fundamentals of sustainable economic logistics" achieved average grade 5.0 on scale from 1 to 5, which shows high level of student satisfaction. In academic year 2023/24 subject maintained basic structure and student satisfaction grade at level 5.0. Subject encompassed fundamental areas of sustainable logistics, including development and definitions of sustainable business logistics, modern approaches, logistics system and logistics activity organisation, business logistics management and rationalisation and automation of logistics processes. Methodological approach included frontal teaching, work in smaller groups, independent student work and case study. In academic year 2024/25 we integrated sustainable practices with latest technological innovations into subject. Methodological improvements include e-learning as additional teaching form. These changes enable students more comprehensive understanding of modern sustainable logistics challenges that include environmental, social and governance (ESG) factors as well as latest technological achievements for logistics process optimisation and automation.

9. Statistics

In first year of implementation we established subject as mandatory first-year subject with 5 ECTS points. In academic year 2022/2023 it is evident that subject "Statistics" achieved average grade 3.9 on scale from 1 to 5, which shows need for improvements. Methodological approach included frontal teaching, independent student work and e-learning. In academic year 2023/24 subject maintained basic structure and raised student satisfaction grade to level 5.0. Methodological improvements included active participation at lectures and exercises, work in e-classroom and structured assignments for each module. In academic year 2024/25 we maintained basic structure with 5 ECTS points. Content framework remained unchanged with basic modules on combinatorics and probability, statistical analysis basics, data collection methods, relative numbers, frequency distribution, normal distribution, statistical measures and correlation and regression analysis. Key methodological continuities include maintaining structured

approach with frontal teaching form, independent student work, e-learning and explanation, discussion, case study and problem solving. Assessment scheme remains stable with written exam after lecture completion and exceptionally possible oral exam. These changes show continuous subject development from basic theoretical design with lower satisfaction level to structured and practice-oriented approach with high level of student satisfaction, whereby fundamental statistical content was preserved for better organisation of learning content.

10. Business German 1

In first year of implementation we established subject as mandatory first-year subject from 2nd semester with 5 ECTS points. Subject "Business German" achieved average grade 4.7 on scale from 1 to 5, which shows high level of student satisfaction. Content framework encompassed grammatical structures in German language, professional terminology and word combinations from business German field, written and spoken communication, role playing and translation of general-conversational texts. Methodological approach included frontal teaching form, work in smaller groups or in pairs, independent student work, explanation, conversation/discussion/debate, text work, case study, role play and problem solving. For academic year 2023/24 subject maintained basic structure with 5 ECTS points. Subject maintained four-modular system with clearly defined content and learning outcomes. First module encompassed basic grammatical structures in German language at A1 and A2 level with Alphabet und Aussprache, Verbkonjugation (Präsens), Personalpronomen, Fragewörter, Präpositionen, Satzbau and Grußformeln. Second module included Präpositionen, Konnektoren, Zahlen, Plural, Adverb (da), wichtige Wörter und Wendungen, Berufe, Zeit (Uhrzeit, Wochentage, Tageszeiten, Monate, Jahreszeiten, Daten, Termine), Persönliche Daten und Adressen, Visitenkarte and Erreichbarkeit. Third module encompassed Bürokommunikation - allgemeine Regeln, Briefe, E-Mail, SMS, geläufige Abkürzungen. Fourth module included Telefonieren, Stellengesuch, Stellenangebote, Bewerbungen und Lebenslauf. Methodological continuities included active participation, exercises and homework and publication of materials, dictionary, exercises and solutions in e-classroom. In academic year 2024/25 we maintained basic structure with 5 ECTS points. Content framework experienced certain updates with additional elements. First module now includes concept "logistics" with basic grammatical structures in German language at A1 and A2 level: Alphabet und Aussprache, Verbkonjugation (Präsens, Imperativ), Nomen, Pronomen, Adjektiv, Fragewörter, Satzbau and Definition des Begriffs. Second module encompasses Begrüßungen, Vorstellung, Grundbegriffe der Logistik and Berufe. Third module includes Plural, Verbkonjugation, Berufe, Arbeitskleidung, Abkürzungen and Zahlen. Fourth module maintains Geschäftliche Korrespondenz: Briefe, Anschreiben, E-Mail and Telefonieren. Key methodological continuities include maintaining active participation, exercises and homework and publication of materials, dictionary and exercises in e-classroom. These changes show continuous subject development from basic language design to more structured and logistics-oriented application, whereby fundamental language content was preserved and specific logistics terminology and concepts were introduced for better preparation of students for work environment in logistics industry.

11. Legal frameworks for international logistics operations

In first year of implementation we established subject as mandatory first-year second-semester subject with 5 ECTS. Subject "Legal frameworks for international logistics operations" achieved average grade 4.2 on scale from 1 to 5 in academic year 2022/23. Content framework encompassed law as part of external business environment with PESTEL model, basics of jurisprudence, general authoritative regulations important for transport and logistics activity, named contracts typical for transport and logistics activities and international sales contract and INCOTERMS. Methodological approach included frontal teaching form, independent student work and e-education with explanation, conversation, discussion, case study examination and practical exercise solving. In academic year 2023/24 subject maintained basic structure and maintained student satisfaction grade at level 4.2. Key methodological improvement included systematised assignments for each week (preparation of stance regarding law formation, preparation of employment contract, difference between logistics and forwarding) and structured activities in e-classroom with material publication and review of submitted assignments with grading. New content also included proposal for artificial intelligence abuse regulation with pro and contra argumentation for AI. In academic year 2024/25 we maintained basic structure with 5 ECTS points. Content framework remained unchanged with basic modules on law as part of business environment, basics of jurisprudence, general authoritative regulations, named contracts and international sales contract and INCOTERMS. Key methodological continuities include maintaining structured four-week approach with determined assignments for each week and activities in e-classroom. These changes show continuous subject development from basic theoretical design to structured week-by-week approach with introduction of continuous assignment assessment and inclusion of modern legal challenges such as artificial intelligence regulation, whereby fundamental legal content was preserved and practical application strengthened through structured assignments and e-classroom.

12. Specifics of logistics in international business

In first year of implementation we established subject as mandatory first-year second-semester subject with 5 ECTS points. Subject "Specifics of logistics in international business" achieved average grade 4.8 on scale from 1 to 5, which shows exceptionally high level of student satisfaction. Content framework encompassed overview of logistics specifics and their importance for global trade, forwarder's role in managing goods flows, systematic overview of INCOTERMS clauses importance, customs, tax and other specifics in import-export procedures, importance of insurance in managing international goods flows, characteristics and types of documentation in international business and domestic and international organisations important in international business. Methodological approach included frontal teaching form, independent student work and e-education with explanation, conversation, discussion, case study and problem solving. In academic year 2023/24 subject maintained basic structure and student satisfaction grade at level 4.8. Key content continuities included overview of logistics specifics and their importance for global trade, forwarder's role in managing goods flows with emphasis on global markets, factors for

choosing logistics combination, modality selection and types of transport means, systematic overview of INCOTERMS clauses importance with domestic and international organisations important in international business, importance of insurance in managing international goods flows and characteristics and types of documentation in international business. Important methodological improvements included structured activities for each week with listening, active participation and independent work on given additional material and systematic continuous knowledge assessment. New methodology included additional material with case studies for first and second and third and fourth week. In academic year 2024/25 we maintained successful subject structure with 5 ECTS points. Content framework remained unchanged with basic modules on overview of logistics specifics, forwarder's role, INCOTERMS clauses, customs and tax specifics, insurance importance and documentation characteristics in international business. Key methodological continuities include maintaining structured four-week approach with determined activities for each week and material publication in e-classroom. Development shows continuous subject development from basic theoretical design with exceptionally high level of student satisfaction to structured weekly approach with systematic continuous knowledge assessment.

13. Global supply chain management

In first year of implementation we established subject as mandatory second-year first-semester subject with 5 ECTS. Subject achieved average grade 4.4 on scale from 1 to 5 in academic year 2022/23. Content framework encompassed identifying causes of global supply chain emergence and complexity of their management, operations and value creation through supply chain phases, specific overview of procurement logistics phase, internal or intralogistics, distribution logistics, after-sales logistics and reverse and relief logistics as constituent supply chain members. Methodological approach included frontal teaching form, independent student work and e-education with explanation, conversation, discussion, case study and problem solving. In academic year 2023/24 important methodological improvements included structured activities for each week with active participation, material publication and study, video content viewing and scientific and research article publication in e-classroom. New methodology included seminar assignment presentations, discussion and evaluation and questionnaire solving as continuous knowledge assessment. In academic year content framework experienced certain updates. First module now includes globalisation and strategic management and globalisation and trade liberalisation with globalisation and game theory. Second module encompasses logistics, SCM and logistics costs, connection between logistics and supply chain concepts, 3PL and 4PL, logistics costs in transport and Just in Time. Third module includes logistics process optimisation and cultural characteristics, supply chain coordination and global supply chain implementation. Fourth module maintains seminar assignment presentations and questionnaire solving. Key methodological continuities include maintaining active participation, interaction and material publication and study, video content viewing and scientific and research article publication in e-classroom.

14. Accounting and finance

In first year of implementation we established subject as mandatory second-year first-semester subject with 5 ECTS points. In academic year 2022/23 subject "Accounting and finance" achieved average grade 4.0 on scale from 1 to 5. Content framework encompassed introduction to accounting and finance, balance sheet as financial position reporting, profit and loss statement as business performance reporting, analysing accounting statements, company financing sources, financial investment decision-making and solvency and its planning. Methodological approach included frontal teaching form, work in smaller groups or in pairs, independent student work, e-learning with explanation, conversation/discussion/debate, case study and problem solving. In academic year 2023/24 subject maintained basic characteristics. Key content continuities included role of accounting and finance in company, balance sheet as financial position reporting, profit and loss statement as business performance reporting and analysing accounting statements. Important methodological improvements included structured activities for each week with independent study of prescribed literature and viewing mandatory video recordings, independent solving of computational tasks and active participation at lectures or reviewing lecture recordings. Enhanced e-classroom methodology included guidance texts for entire material of each week, examples of solved computational tasks, PPT lectures, assignment submission with financial analysis, quizzes for self-assessment and H5P activities for self-assessment. In academic year 2024/25 we maintained structure. Content framework remained unchanged with basic modules on introduction to accounting and finance, balance sheet, profit and loss statement, analysing accounting statements, company financing sources, financial investment decision-making and solvency and its planning. Key methodological continuities include maintaining frontal teaching form, work in smaller groups, independent student work and e-learning with explanation, conversation, case study and problem solving. These changes show continuous subject development from basic theoretical design to structured weekly approach, whereby fundamental accounting and financial content was preserved and practical application strengthened through case studies and financial analyses.

15. Circular economy and logistics

In first year of implementation we established subject as mandatory second-year first-semester subject with 4 ECTS points. Subject "Circular economy and logistics" achieved average grade 4.5 on scale from 1 to 5, which shows high level of student satisfaction. Content framework encompassed importance of circular economy and logistics in companies, challenges of modern circular economy and logistics, circular economy and logistics strategy, circular economy and logistics in connection with material recycling, circular economy and logistics and ReSOLVE methodology, smart packaging in connection with natural laws and support systems for transition to circular economy and logistics (3D object printing). Methodological approach included frontal teaching form, work in smaller groups in pairs, independent student work and e-learning with explanation, conversation, discussion, case studies and problem solving and company study visits. In academic year 2023/24 subject maintained basic structure and maintained student satisfaction grade at level 4.5. Subject maintained content continuities. Key content included importance of circular economy and logistics in companies with web searching and

self-evaluation, challenges of modern circular economy and logistics, circular economy and logistics strategy with project assignment concept creation, circular economy and logistics in connection with material recycling, circular economy and logistics and ReSOLVE methodology with project assignment concept creation, smart packaging in connection with natural laws and support systems for transition to circular economy and logistics with 3D object printing with homework. Important methodological continuities included maintaining activities in e-classroom with assignments, material publications and study resources and continuous knowledge assessment with homework and project assignment presentations. In academic year 2024/25 content framework experienced minor expansions. First module now includes introduction to circular economy with basic concepts, circular economy models and circular economy planning. Second module encompasses circular economy business models with EU action plan, circular supply chains and circular economy and logistics/transport/traffic. Third module includes circular economy business models with material flow closure, logistics, green logistics and reverse logistics. Fourth module maintains sustainable mobility, AI and logistics and circular packaging. These changes show continuous subject development from basic theoretical design to structured modular approach, whereby fundamental circular economy content was preserved and new approaches with greater emphasis on practical examples were introduced.

16. Fundamentals of procurement processes

In first year of implementation we established subject as mandatory second-year second-semester subject with 5 ECTS. In academic year 2022/23 subject "Fundamentals of procurement processes" achieved average grade 4.6 on scale from 1 to 5, which shows high level of student satisfaction. Content framework encompassed introduction to procurement operations, procurement strategy, inventory management, procurement market research, procurement chain management, procurement in retail trade and companies, procurement in manufacturing companies and negotiations in procurement process. Methodological approach included frontal teaching form, work in smaller groups or in pairs, independent student work, e-learning with explanation, conversation/discussion/debate. In academic year 2023/24 subject maintained basic structure and student satisfaction at level 4.6. Subject maintained content continuities. Key content included introduction to subject with procurement organisation, procurement market research with supplier selection procedure implementation, procurement management and procurement strategies for first week. Second week encompassed procurement in manufacturing companies, retail procurement with department head, procurement in service organisations and e-procurement with negotiations. Third part included supply chain management, quality control in procurement operations, procurement performance measurement and evaluation, procurement and sustainable development and negotiations with practical implementations. Fourth part maintained written assignment with procurement operations implementation and written exam. Important methodological improvements included structured activities with e-webinars, case studies, visiting professors and written products with written assignment and public presentation. In academic year 2024/25 we maintained basic structure with 5 ECTS points. Content framework remained unchanged with basic modules on

introduction to procurement operations, procurement strategy, inventory management, procurement market research, procurement chain management, procurement in retail and manufacturing companies and negotiations in procurement process. Key methodological continuities include maintaining structured four-modular approach with determined activities for each module and activities in e-classroom. These changes show continuous subject development from basic theoretical design to structured weekly approach with introduction of e-webinars, case studies and visiting professors and then to expanded modular system that enables more in-depth and flexible treatment of procurement processes, whereby fundamental procurement content was preserved and practical application strengthened through various forms of active participation.

17. Basics of transport

In first year of implementation we established subject as mandatory second-year first-semester subject with 6 ECTS points. Subject "Fundamentals of transport" achieved average grade 4.7 on scale from 1 to 5 in academic year 2022/23, which shows high level of student satisfaction. Content framework encompassed traffic and transport with division between traffic and transport, definition of basic concepts, common characteristics of traffic branches, transport service production elements, cargo knowledge, managing different types of goods transport, different types of transport, transport terminals, transport decision-making and transport legislation. Methodological approach included frontal teaching form, independent student work with explanation, conversation, discussion and problem solving. In academic year 2023/24 subject maintained basic structure and student satisfaction grade at level 4.7. In academic year 2024/25 content framework remained unchanged with basic modules on traffic and transport, common characteristics of traffic branches, transport service production elements, cargo knowledge, managing different types of transport, transport terminals, transport decision-making and transport legislation. Key methodological continuities include maintaining structured modular approach with determined activities for each module and activities in e-classroom.

18. Basics of management and organisation

In first year of implementation (2022/23) subject "Fundamentals of management and organisation" was placed in second year second semester with 5 ECTS points and achieved average grade 4.4 on scale from 1 to 5, which shows satisfactory student grade. In academic year 2023/24 subject maintained basic characteristics and achieved excellent student satisfaction grade at level 5.0. Some new interactive elements were also implemented, including discussion topics on "Management timeline" and "What did I discover?" and "Organisational structures". In academic year content framework experienced fundamental updates with expansion to modern management approaches. New approach includes basic management and organisation concepts with in-depth understanding of key management theories, organisational structures and their practical implications. Important innovation is inclusion of strategic planning and decision-making with knowledge enhancement about strategic planning processes, including vision and

mission development and use of decision theories in real scenarios with emphasis on case studies from logistics sector. Key methodological updates include leadership and team management, communication and interpersonal skills, change management and innovation and ethics, corporate governance and social responsibility. Most important innovation is inclusion of artificial intelligence topic with AI treatment and decision-making in international logistics and future AI trends and their impact on management practices.

19. Supply system management

In first year of implementation we established subject as mandatory second-year second-semester subject with 5 ECTS. Subject "Supply system management" achieved average grade 4.9 on scale from 1 to 5 in academic year 2022/23, which shows exceptionally high level of student satisfaction. Content framework encompassed understanding of supply systems (local and global), supply network design, strategic and operational planning and demand and supply coordination, inventory planning and management and sustainable supply and relief logistics in circular economy supply systems. Methodological approach included frontal teaching form, mathematical modelling, independent student work in groups and individually and e-education with explanation, conversation, discussion and study. Content framework remained unchanged in academic years 2023/24 as well as 2024/25; with basic modules on understanding supply systems, supply network design, strategic and operational planning and demand and supply coordination, inventory planning and management and sustainable supply.

20. Business process management

In first year of implementation subject "Business Process Management (BPM)" was placed in second year second semester with 5 ECTS points and achieved average grade 4.7 on scale from 1 to 5, which shows high student satisfaction. In academic year 2023/24 subject maintained basic structure and repeated exceptional student satisfaction grade at level 4.7. Subject maintained modular approach. First week encompassed introductory lecture with curriculum and basic business process concepts with videos "What is a business process?" and "How to draw a Simple Process Map", including first week discussion. Second week focused on KPIs and Balanced Scorecard and BPMN 2.0 tutorial with video "20 Profitable Tech Business Ideas to Start a Business in 2023" and second week discussion. Third week included Business Process Improvement Tutorial with third week discussion. Fourth week maintained final lecture and fourth week discussion, additionally seminar assignments and professional articles. In academic year 2024/25 subject maintained successful structure with 5 ECTS points and consistent methodological approach. Content framework remained basically unchanged with basic modules on business processes, their mapping, KPIs and Balanced Scorecard and BPMN 2.0 tutorials. Key methodological continuities include maintaining structured four-week approach with individual lectures and systematic use of discussions for each week separately. Methodological improvement included new video content with "Mendeley Tutorial for Beginners" for source citation, "How to Make Org Charts in PowerPoint, Word, Teams, Excel & Visio", "Fishbone-improving processes" and "Introduction to Logistics Process

Management", which shows strengthened practical orientation with process management tools. Important novelty is also discussion topic about seminar assignment and professional article and possibility of exam discussion.

21. IT management support

In first year of implementation we established subject as mandatory second-year second-semester subject with 5 ECTS. In academic year 2022/23 subject "IT management support" achieved average grade 3.2 on scale from 1 to 5. Content framework encompassed decision theory basics with introduction to decision theory concepts, information value in decision-making, decision support systems, artificial intelligence and its impact on business processes and good practice examples. Methodological approach included frontal teaching form, work in smaller groups, independent student work with explanation, text work, case study and problem solving. In academic year 2023/24 subject maintained structure and raised student satisfaction grade to level 5.0. In academic year 2024/25 there was update with module expansion. First module now includes big data and new technologies and process of searching for useful information. Second module encompasses data sources, data acquisition, data preparation for analyses, KNIME and basic approaches for searching useful information. Third module includes decision support systems with multi-criteria decision model modelling, artificial intelligence, machine learning and generative artificial intelligence. Fourth module maintains artificial intelligence use examples, Artificial Intelligence Regulation, revision and project assignment presentations. Key methodological continuities include maintaining structured approach with determined activities for each module and participation in discussions, material publications and exercises with examples.

22. Managerial economics

In first year of implementation (2023/24) we established subject as mandatory third-year first-semester subject with 5 ECTS points. Subject achieved exceptional student satisfaction grade at level 5.0 on scale from 1 to 5. Subject is modularly structured. First module includes introduction to managerial economics and present value concepts with purpose, approaches and role of managerial economics in business decision-making and relationship with microeconomics and financial decision-making. Second module encompasses decision-making under risk and uncertainty with distinguishing between risk and uncertainty, decision trees and expected monetary value analysis. Third module includes consumer behaviour and attribute-based approach with behavioural economics basics and attribute-based analysis. Fourth module maintains demand function evaluation with empirical evaluation of demand functions, price, income and cross elasticities and use of regression analysis for demand modelling. Key methodological activities include structured activities for each module with material study, slide review, online lecture attendance, case studies, homework and discussion forums.

23. Basics of Marketing

In first year of implementation (2023/24) subject "Basics of Marketing" was placed in third year first semester with 4 ECTS points and achieved exceptional student satisfaction grade at level 5.0 on scale from 1 to 5 and maintained structure with 4 ECTS points. Subject is structured in comprehensive approach with extensive theoretical design. Content framework encompassed definition of basic concepts with traditional and digital marketing, company and its environment with PESTEL analysis, marketing management basics, strategic marketing planning with SMART objectives, marketing mix 4P/7P, market positioning and competitive advantage, price determination and payment terms, brand management, product management and innovation, marketing communication, use of E-marketing and modern ICT, marketing research with quantitative and qualitative methods and ethics in marketing in small and medium-sized enterprises. Methodological approach included frontal teaching form, work in smaller groups or in pairs, independent student work and e-learning with explanation, conversation, discussion and case studies. In academic year content framework experienced important updates with expansion to modern digital approaches. New approach maintained all fundamental modules from previous year and additionally strengthened practical applications. Key methodological continuities include maintaining structured approach with definition of basic concepts, company and its environment, marketing management basics, strategic marketing planning, marketing mix 4P/7P, market positioning and competitive advantage, price determination and payment terms, brand management, product management and innovation, marketing communication, use of E-marketing and modern ICT, marketing research and ethics in marketing. Important methodological updates included strengthened inclusion of modern technologies with introduction to dynamic pricing and real-time optimisation using AI, role of AI and big data in marketing, ethical challenges in digital marketing and data privacy and comprehensive approach to preparing marketing plan for business scenario.

24. Digital business in logistics

Subject "Digital business in logistics" was first implemented in academic year 2023/24 and achieved high student satisfaction grade at level 5.0. Subject structured in four-week system with determined content continuities. First week encompasses introduction and starting points, CRM basics and analysis of current state in company (AS-IS). Second week focuses on business process management with Bizagi, bpmn.io and Arix Express tools and process improvement proposal (TO-BE). Third week includes CRM tools, suppliers and supplier selection and project planning. Fourth week is intended for project assignment presentations. In academic year 2024/25 content framework, with project assignment presentations, experienced updates with expansion to comprehensive spectrum of digital technologies. Through project assignments following topics were added or expanded: digitalisation and globalisation with new business models, modern technologies for digital business such as web and mobile technologies, artificial intelligence, automation and robotisation, blockchain and internet of things.

25. Electronic markets in logistics

In first year of implementation (2023/24) we established subject as mandatory third-year first-semester subject with 5 ECTS points. Subject "Electronic markets in logistics" achieved average grade 5.0 on scale from 1 to 5, which shows complete student satisfaction. Content framework encompassed electronic markets and their types and introduction to electronic market use in logistics with vertical and horizontal communication within first module. Second module focused on communication and electronic logistics markets and open and closed electronic logistics markets with introduction of new content about fraud in electronic logistics market use and use of other TMS, ERP and GPS applications. Third module included presentations of concrete platforms with open electronic logistics marketplaces Timocom, closed electronic logistics marketplaces Transporeon and closed electronic logistics tender platforms Ticontract. Fourth module maintained presentations of electronic logistics platforms in air transport Freightos and Book-airfreight, in maritime transport Searates and in railway transport. Important methodological improvements included structured activities for each module with quizzes, homework, forums and lectures and systematic continuous knowledge assessment with slide objects, quizzes, homework and forums in e-classroom. In academic year 2024/25 content framework remained unchanged with basic modules on electronic markets and their types, introduction to electronic market use in logistics, vertical and horizontal communication, open and closed electronic logistics markets and impact on supply chain. Key methodological continuities include maintaining structured four-modular approach with determined implementation dates for each module and additional module. New methodological improvement is introduction of additional module with Atom TMS presentation with focus on TMS knowledge, connecting with other applications, ELM and GPS systems.

26. Management accounting

In first year of implementation (2023/24) subject "Management accounting" was placed in third year first semester. Subject achieved exceptional student satisfaction grade at level 5.0 on scale from 1 to 5. Subject also maintained four-week system. First week encompassed introduction to management accounting, relevant accounting information for managers, cost classification and cost, volume and profit analysis. Second week focused on incremental analysis and management decisions and cost determination. Third week included planning and control and responsibility accounting. Fourth week maintained investment decision evaluation with different criteria. In academic year 2024/25 content framework remained unchanged with basic modules on introduction to management accounting, relevant accounting information for managers, cost classification, cost, volume and profit analysis, cost determination, contribution margin use in management decisions, planning and control, responsibility accounting and investment decision evaluation. Key methodological continuities include maintaining structured four-week approach with determined activities for each week and e-classroom use. Important methodological updates included case study change from "LM Confectionery" to "Farmako – logistics d.o.o.".

27. From theory to practice - logistics

In first year of implementation subject "Case studies from logistics - from theory to practice" was placed in third year second semester with 9 ECTS points. Subject achieved exceptional student satisfaction grade at level 5.0 on scale from 1 to 5 in academic year 2023/24. Subject is structured in seven-modular system. First module encompasses introductory meeting with subject presentation, expectations, guests and assessment method. Second module focused on logistics aspect of catering organisation with example of catering organisation at Eurobasket 2018 - Sora catering d.o.o.. Third module included example of strategic materials and semi-products procurement for metal products manufacturing with case example of larger manufacturing company (e.g. Niko d.o.o. Železniki). Fourth module covered presentation of different insurance possibilities and insurance fraud in logistics and transport with example of insurance case solving for goods theft (e.g. Asko). Fifth module encompassed example of logistics organisation - supply chain in larger manufacturing companies with Knauf Insulation case study. Sixth module included example of logistics organisation between several manufacturing plants in larger steel manufacturer in Slovenia with SIJ d.d. case study. Seventh module maintained final meeting with knowledge review through all case studies and exam question review. In academic year 2024/25 subject maintained structure but content framework experienced updates. Approach maintains introductory meeting and adds new practice examples. First example of logistics aspect of catering organisation remains preserved, second example of warehouse and warehouse monitoring based on bar code was updated with larger logisticians (Schenker, DHL). Third example presents logistics implementation of larger sporting event such as Tour de France with cycling team case (e.g. Jošt). Fourth example encompasses commissioning and dispatch system according to FIFO method with Špar, Lidl, Hofer case studies. Fifth example maintains logistics organisation - supply chain in larger manufacturing companies with SIJ. Sixth example includes logistics organisation in port with Luka Koper, Trieste Port or Rijeka Port case studies. Seventh example presents procurement process using ELMs (Electronic Logistics Marketplace) with transport organisation via Transporeon and Timocom and Gebruder Weiss. Eighth example encompasses import, sale, warehousing and goods distribution EU – Slovenia – Albania/Greece with DSV, Englmayer case studies.

28. From theory to practice - transport

In first year (2023/24) of implementation subject "Case studies from transport - from theory to practice" was placed in third year second semester with 8 ECTS points and achieved exceptional student satisfaction grade at level 5.0 on scale from 1 to 5. Subject is structured in eight-modular system. First module encompassed introductory meeting with subject presentation, expectations, guests, assessment method and case study on employment of workforce from Eastern countries in transport and logistics sector with Adecco case study. Second module focused on example of organising larger shipments in manufacturing company with REM Trebnje case study. Third module included presentation of negotiations in transport sector with Chamber of Commerce case study. Fourth module covered sustainable green transport development in EU with Scania Slovenia case study. Fifth module encompassed example of goods import from EU to Cyprus using maritime transport via Luka Koper with Rohlig SUUS case study. Sixth module included example of digital vehicle control system development

using navigation systems with LX Track case study. Seventh module maintained final meeting with knowledge review through all case studies. Eighth additional module included visit to Scania Slovenia company. In academic year content framework remained unchanged with basic modules on employment of workforce from Eastern countries, organisation of larger shipments in manufacturing companies, negotiations in transport sector, sustainable green transport development, goods import and development of digital vehicle control systems. Important update is change of additional module from Scania Slovenia company visit to Intereuropa company visit, which shows diversification of students' practical experiences. Assessment scheme remains stable with quizzes and homework and e-classroom use with slides, quizzes, forums and video information.

29. Practical training

In first year of programme implementation practical training was not yet conducted, as study programme was just being established and no student was yet enrolled in third year, when practical training is conducted. During this period we focused on establishing basic system solutions and preparing necessary documentation for practical training implementation in future years. Initial regulations and document templates were prepared that would enable organised practice implementation. In second year of implementation (2023/24) all third-year students were regularly employed, which enabled practical approach to practical training implementation through recognition of mandatory study practice. Based on submitted applications for mandatory study practice recognition and decision of Study Affairs Commission, practical training was recognised according to Knowledge Assessment and Evaluation Regulation. During this period we established systematic practical training arrangement with clear definition of organisation, holders and tasks of all participants. Complete documentation was prepared, including regulations, forms and instructions. In DreamClass study information system two types of applications for practice recognition are available to students: "Application for mandatory study practice recognition for employed" and "Application for mandatory study practice recognition – for students", depending on their status. In third year (2024/25) of implementation we first began actual implementation of student practical training in external work environment. In companies where students perform practice, they have designated mentor who is responsible for practical training course and quality. For purpose of measuring satisfaction with practical training we prepared two evaluation questionnaires; one for students and one for mentors. Student survey collects information on satisfaction with course and content of practical education, mentor relationship and usefulness of acquired knowledge, whilst mentor survey includes feedback on cooperation course, student preparedness and programme improvement possibilities. Practical training survey findings 2024/2025 show very successful implementation. These changes show systematic practical training development from initial establishment of documentation foundations to flexible approach with practice recognition for employed students and then to full implementation with concluded agreements with economic partners and established evaluation scheme, whereby we established complete practical training quality monitoring system through structured surveys for all participants and achieved excellent satisfaction results.

b) Explain how scientific, professional, research or artistic work at the higher education institution is connected with the field and discipline from which the study programme comes. In this context, consider its level and type?

Noa implements study programmes in the field of logistics and transport, which are classified under KLASIUS-P-16 as interdisciplinary educational activities using business and administrative sciences, law (0488) and placed within the framework of Frascati 5 (Social sciences). This placement enables a comprehensive approach to addressing logistics-transport challenges, which by their nature require interdisciplinary knowledge that includes economics, management, information technology and law.

The undergraduate study programme "International Logistics Management" is designed to cover key competences needed for successful operation in the modern logistics sector. The programme originally obtained the prestigious ELA (European Logistics Association) accreditation in 2022 and again in 2025, which confirms their compliance with European competence standards in the field of logistics. The master's programme "Sustainable Mobility and Logistics" also obtained ELA accreditation in 2025, which enables acquisition of internationally recognised cELog certificates at level 4 for undergraduate and at level 6 for master's programme.

Noa's efforts to follow the highest European standards in the field of logistics education and to strengthen international recognition are directly connected with the internationalisation strategy, which strives for knowledge development in logistics and transport and for greater institutional recognition in the field of sustainable mobility and global logistics. With this, Noa ranks among educational institutions with high degree of education quality at both study levels, whereby ELA accreditation confirms that programmes not only follow but also actively co-create trends in European logistics education.

Scientific, professional and research work at Noa is directly connected with study programme disciplines and follows current trends in logistics and transport. Noa's main research centre, the Institute for Transport and Logistics Development (IRTL), directs its activity towards researching digital transformations, international trade changes, technological shifts and local market transformations. The interdisciplinary approach, which includes economics, information technology, management and law, enables comprehensive treatment of complex challenges and contributes to innovative solution development.

Assoc. Prof. Dr. Andreja Habjan, leading researcher at the institute, published an important scientific contribution "How a Perceived Utilisation of IT-enabled Information shapes Customer Satisfaction in B2B Markets" (Business Systems Research, Vol. 14 No. 2, 2023), which directly addresses use of information technologies in logistics processes. In September 2025, another of her articles will be published in the same journal titled "Use of IT-enabled information and an electronic logistics marketplace to connect cross-organizational processes for shipment tracking in real time". Her research on electronic logistics marketplaces and their impact on relationships between shippers and carriers

represents a key contribution to understanding digitalisation of logistics processes, which is one of the central themes of both study programmes.

International collaboration and research work recognition are also strengthened through active participation at scientific conferences. Assoc. Prof. Dr. Habjan presented an example of digital transformation of a Slovenian transport company at the 82nd International Scientific Conference ESD in Tangier (Morocco, 2022), with emphasis on electronic logistics market use and their integration with real-time shipment tracking systems. At the DOBA 2022 conference, she presented effective approaches to company digital transformation and Electronic Logistics Marketplace (ELM) use, whilst at the Logistics Congress 2024 she presented connecting Transport Management System (TMS) and electronic logistics marketplaces.

IRTL implemented numerous applicative projects during 2022-2025 that directly support study programme content. Among them stands out the project of investment analysis and sustainable solutions for sludge processing from municipal wastewater treatment plants in Slovenia, which was led by Assoc. Prof. Dr. Boštjan Aver. The project ran from January to April 2023 and was directed towards market review and investment analysis in the field of sludge processing from municipal wastewater treatment plants in Slovenia, with the aim of seeking sustainable and economically justified solutions for waste sludge management. This project connected environmental, economic and logistics aspects of waste management (actually a topic that is particularly relevant for the master's programme in sustainable mobility and logistics).

Collaboration with various companies such as Slopak d.o.o., AGM NEMEC d.o.o., LESMARC + d.o.o. and ABG d.o.o. enables direct transfer of research findings into the study process and adaptation of learning content to economy needs. These projects cover a wide spectrum of logistics challenges, from waste packaging market analysis to municipal sludge incineration studies, which enables students to become acquainted with real problems and solutions in the logistics sector.

Noa actively participates in international projects that enrich disciplinary programme content. The SEE-GL (Skills and Employment Enhancement in Green Logistics) project within the Erasmus+ KA220 programme, which runs from 1st January 2025 to 31st December 2026, addresses ESG principles in logistics and promotes sustainable practice development. The project connects partners from Slovenia, Croatia, Bosnia and Herzegovina, Montenegro and Kosovo. Noa participates in the project in researching industrial standards and ESG practices in the transport-logistics sector and in developing curriculum and digital learning platform for new professional qualification ESG-specialist in logistics. This project findings will be directly included in curriculum renovation, especially in the field of sustainable mobility and environmentally responsible logistics.

Noa applied as partner for the project "PENELOPE – Promoting gender ENgagEment in LOgistics and transPort Education", as the project promotes women's inclusion in STEM fields of logistics and transport

and brings innovative pedagogical approaches such as gamification and use of generative artificial intelligence, which contributes to updating didactic methods in study programmes.

Noa applied for the project "Mobility for her" as project applicant. The project connects partners from Slovenia, Croatia, Bosnia and Herzegovina, Montenegro and Kosovo. Noa participates in the project in researching industrial standards and practices within mobility for her and in developing curriculum and digital learning platform that promotes choosing "mobility" as industry for career path among women. This project findings will be directly included in curriculum renovation.

In academic year 2024/2025, Assoc. Prof. Dr. Andreja Habjan was included in staff mobility for teaching purposes within the Erasmus+ programme. She was guest at Cardiff University, Cardiff Business School, where between 30th April and 3rd May 2025 she conducted interdisciplinary activities from the field of business in logistics. Within the mobility, she conducted interactive lecture on electronic logistics markets, with emphasis on theoretical starting points and practical examples from transport sector, and devoted special attention to abuses and fraud connected with logistics platform use.

The mobility significantly contributes to Noa institution internationalisation, as it strengthens connections with prestigious foreign institutions and opens possibilities for further collaboration and transfer of modern knowledge into the study process.

Within IRTL Publishing House, publication of two scientific monographs is planned in 2025 that directly contribute to disciplinary development. The monograph "Safety and Risk Management of Logistics Chains in Global Business" by Assoc. Prof. Dr. Gregor Veselko addresses key challenges of modern logistics, whilst the monograph "Transformation of International Logistics: Between Challenges, Opportunities and Future" with international authors (Assoc. Prof. Dr. Maja Rosi, Assoc. Prof. Dr. Igor Jakomin, Asst. Prof. Dr. Marina Nikšić and Dr. Rajat K. Baisya) brings global perspectives of industry development. The editors are Assoc. Prof. Dr. Igor Jakomin and Assoc. Prof. Dr. Maja Rosi, and reviewers are Full Prof. Dr. Bojan Rosi and Assoc. Prof. Dr. Gregor Veselko.

The second monograph addresses current trends, new business models and sustainable practices in international logistics, especially in light of rapidly changing global environment, with emphasis on international logistics future, strategic value chain restructuring and business process transformation. With publication of both monographs, Noa and IRTL Publishing House strengthen their role in the field of international scientific communication and contribute to research activity visibility at international level, promoting collaboration with foreign experts and reviewers and including international themes in study content.

In collaboration with higher education associates who have strong practical experience and industry connections, Noa implemented important changes and improvements to some study programme curricula in the last two academic years. They enriched curricula with advanced technology content such as

artificial intelligence (AI), blockchain and sustainable development, with the aim of operating even more interdisciplinary and future-oriented. They strive for research-scientific activity to materialise in practice and directly influence study programme content and implementation.

Collaboration with Red Pill platform (https://redpillplatform.com/) enables students access to real industrial projects and challenges, which strengthens connection between theoretical knowledge and practical engagement in the logistics sector. Noa encourages student participation in applicative projects and inclusion in additional workshops and projects, even if these are not directly connected with study programme but contribute to useful competence development.

Students have possibility of participating in research projects, hackathons and competitions, thereby strengthening practical experience and skills and establishing contacts with economy. All current projects are published in "Study at Noa" e-classroom, which enables students easier access to information about possibilities for inclusion in research activities.

Scientific, professional and research work at Noa is systematically connected with study programme disciplines and follows latest trends in logistics and transport. The interdisciplinary approach, which includes economic, technological, environmental and management aspects, enables comprehensive treatment of logistics challenges and student preparation for successful operation in dynamic international environment. Continuous content updating based on research findings, international collaboration and collaboration with economy ensures that study programmes maintain relevance and follow modern logistics industry needs and contribute to professional development at national and international level.

STANDARD 4: The manner, form and scope of study programme implementation correspond to its content, composition, type and level, so that: study content, implementation practices and resources (human and material) are quality-adapted and ensured.

Teaching methods and forms, their development or adaptation to: different student groups, different study needs and study methods (student-centred study and teaching), needs of higher education teachers and associates.

(Possible explanation by higher education institution)

Noa higher education institution is committed to a comprehensive and adapted approach to teaching that considers the diversity of student population and their specific needs. In accordance with modern education principles and with the aim of ensuring equal access to quality higher education, the institution has developed flexible teaching methods and forms that adapt to different life circumstances and student needs.

The foundation of Noa's pedagogical approach is hybrid lecture delivery, which enables students to choose between physical attendance at the institution's premises at Gorazdova 20 in Ljubljana or simultaneous online lecture following. This adaptability is the result of careful planning that considers students' different life circumstances and their learning preferences. The institution's technological infrastructure, which includes smart boards, advanced audio systems and AI professional cameras for recording, enables quality lecture delivery regardless of chosen participation form.

All lectures are automatically recorded and recordings become available within 24 hours of delivery via Canvas platform (LMS). This enables students to view lectures anytime until the end of academic year, which additionally increases study process flexibility and enables adaptation to individual learning rhythms and needs for material repetition.

Part-time students represent an important part of Noa's student population, therefore teaching methods were specially adapted to their needs. All lectures begin at 5 PM, which enables attendance for those students who have regular employment. This time arrangement enables coordination of study obligations with work obligations, which is crucial for successful study completion for employed persons.

Lectures for part-time students are delivered in hybrid form, whereby depending on students' wishes and needs, they can also be delivered exclusively online. In any case, lectures are always available in online form as well, which ensures that all students can follow the pedagogical process regardless of their physical presence. This approach has proven extremely effective, as it enables greater flexibility and adaptability to employed students' life circumstances.

Noa higher education institution has devoted special attention to ensuring equivalent access to education for students with special needs. In accordance with the Regulation on Student Status with Special Needs,

the institution prepares individual decision of Study Affairs Commission for each student with recognised status, in which adaptations corresponding to individual's specific needs are precisely determined.

Among most common adaptations are extended exam writing time, possibility of oral instead of written assessment, adapted study materials and additional exam dates. All accepted adaptations are included in study information system, which enables automatic consideration in exam implementation and other forms of knowledge assessment. With this, Noa ensures equal and non-discriminatory access to education and respect for students' rights with special needs throughout study process.

Spatial accessibility is ensured with lift installation, which enables access to all lecture halls, offices and other institution premises. Additionally, hybrid teaching form further increases accessibility for students with various forms of disabilities, as they can fully participate in study process via online platforms.

The institution also implements International Logistics Management study programme in English language, which enables foreign student inclusion and contributes to education internationalisation. All learning materials, exams and e-materials for this programme are prepared in English, which ensures comprehensive linguistically adapted education for international students.

This approach also enables Slovenian students to acquire additional language competences and intercultural experiences, which increases their competitiveness in international labour market. The international programme is implemented with same quality standards as Slovenian programme, whereby cultural particularities and different educational approaches are considered.

DreamClass, Canvas (LMS), Proctorio and Zoom platforms represent the foundation of technological support for adapted teaching at Noa. Canvas enables access to study materials, interactive collaboration between students and lecturers, assignment submission, progress monitoring and exam taking. The platform is accessible on various devices, including computers, tablets and smartphones, which enables learning anywhere and anytime.

Zoom platform enables quality videoconferencing connection for online lectures and conversations, whilst Proctorio is used for secure exam implementation, ensuring exam process integrity even in online environment.

Noa has concluded numerous cooperation agreements with companies from logistics industry, which enables students to gain practical experience through organised company visits, guest lectures by practitioners and possibilities for practical training implementation. This approach strengthens connection between theoretical knowledge and practical skills and increases graduate employability.

Regularly organised webinars with renowned experts from various fields of logistics and transport enable students access to latest trends and insights and prepare them for challenges of modern business environment.

Smaller institution dimensions enable implementation of individual approach by both management and administration towards students. This approach enables quick response to individual student needs and adaptation of pedagogical process to specific circumstances. Students have possibility of direct contact with higher education teachers and school management, which enables quality mentorship and progress monitoring.

Support services, including dean's office, library and registry, provide comprehensive student support in solving various challenges during study and career counselling for easier transition to labour market.

Noa recognises that students have different learning styles and preferences, therefore pedagogical methods are adapted to this diversity. Combination of traditional lectures, interactive exercises, project work, case studies and use of modern technological tools enables each student to find most suitable way of acquiring knowledge.

E-materials are prepared in various formats, including texts, presentations, video recordings and interactive content, which enables adaptation to different learning styles and student preferences.

Teaching methods and forms at Noa higher education institution are result of thoughtful approach that places student needs at centre of pedagogical process. Hybrid implementation, technological support, individualised approach and care for inclusion of all students regardless of their special needs or life circumstances represent foundations of quality and accessible higher education. This approach not only ensures academic excellence but also prepares students for successful operation in dynamic and diverse global environment.

b) Number of implemented contact hours determined by study programme or other forms of work with students

International Logistics Management study programme follows concept of third-based implementation of contact hours in ratio to allocated ECTS points of individual subjects. This approach enables optimal learning workload distribution and ensures quality pedagogical process implementation whilst considering specific needs of master's study.

Specifically, following forms of contact work with students are implemented:

- Subjects with 4 ECTS points: 3 meetings of 4 academic hours each are implemented, representing total of 12 contact hours

- Subjects with 5 and 6 ECTS points: 4 meetings of 4 academic hours each are implemented, representing total of 16 contact hours

- Subjects with 9 ECTS points: 7 meetings of 4 academic hours each are implemented, representing total of 28 contact hours

Such organisation of contact work enables intensive and in-depth treatment of subject content within individual meetings, whilst ensuring sufficient time for independent student work, which is crucial for achieving anticipated learning outcomes at master's study level. Described approach to contact hours implementation is consistent with prescribed hour quota and was confirmed by National Agency of Republic of Slovenia for Quality in Higher Education (NAKVIS) within study programme accreditation procedure.

c) Study materials and their adaptation to teaching methods and forms and student needs

Students have learning materials available in their study environment Canvas (LMS platform), where they can access them anytime, as they are permanently available. Every year students also have possibility of joining Central Technical Library, where they access other professional and scientific sources. Noa also has library available, whereby access to library sources is enabled with help of librarian or dean, who are reachable during office hours at school premises or via email. Additionally, students are enabled individual adaptation of deadlines for seminar assignment submission and other study obligations based on justified requests, as well as possibility of extended exam duration or different form of knowledge assessment (e.g. oral exams instead of written ones). Access to study materials on Canvas is uninterrupted, and students are also ensured individual support from study coordinators and higher education teachers when their special needs require this.

On Canvas platform, umbrella classroom "Study at Noa" is established, where all key materials and information are gathered in one place, such as interactive guides for working with platforms (DreamClass, Proctorio, Zoom, Canvas), instructions for successful exam approach (Proctorio), online webinars, information about communication at Noa, Career centre, regulations and other documents, Erasmus+ programme, library, "Applications" section, elective subjects for undergraduate and master's study programmes, Student Council information, curricula for undergraduate and master's study, scientific and research work at Noa and modern AI tools for smarter learning.

Several different channels are used for communication and notification, thereby ensuring that both students and lecturers are always timely and clearly informed. Central Canvas platform enables communication at different levels (e.g. to all web platform users, participants of selected subject, exclusively to students, exclusively to lecturers), which ensures targeted communication of relevant content to selected stakeholders.

Canvas platform enables simple (in few clicks) and transparent access to study materials such as lectures, notes, literature, exercises, quizzes and tests, whilst supporting participation in discussions, assignment submission and feedback reception. Students and lecturers can monitor timetables, submission deadlines, grades and progress via Canvas and participate in group projects. Platform is accessible on various

devices and in 43 languages and enables communication anywhere and anytime via web and mobile application.

With academic year 2024/25, institution implemented new study information system DreamClass, as they too often encountered technical difficulties when using previous system (VIS). With DreamClass implementation, students now have more transparent and systematically organised index, additionally application submission procedure and enrolment procedure are optimised; students submit applications directly and in digital form via DreamClass, which means they no longer need to be printed and physically delivered or scanned documents sent.

All technical problems with exam access were optimised and successfully solved by providing technical assistance and introducing mandatory access testing at least one hour before actual exam start. Possibility of viewing webinars for indefinite time was introduced, with which students additionally professionally train and educate themselves; these webinars are also gathered in umbrella classroom.

Students were notified about AI companion use with Zoom, which helps students follow lectures. Institution individually adapts to students in case of justified reasons and adapts exam writing time and dates as needed; institution specially adapted to student with special needs, who can take exams at school premises with help of Noa professional associate who provides technical assistance with exam access.

Noa Career centre was established, which enables students access to current employment opportunities, individual career counselling, interview preparation and CV arrangement and enables individual career counselling with coach Assoc. Prof. Tanja Bogataj. Within umbrella classroom "Study at Noa", "Scientific-research work" section is established, where students find key information about possibilities for inclusion in current research projects, participation in scientific contribution preparation and support that faculty provides (mentorship guidance, application to calls etc.) in one place.

Noa library ensures access to open source list, including international databases such as DOAJ (Directory of Open Access Journals), SPARC (Scholarly Publishing and Academic Resources Coalition), COAR (Confederation of Open Access Repositories), OpenAIRE, EIFL (Electronic Information for Libraries), PLoS (Public Library of Science), Open Knowledge Foundation, ROAR (Registry of Open Access Repositories), OAPEN (Open Access Publishing in European Networks) and OPERAS (Open Scholarly Communication in the European Research Area for Social Sciences and Humanities).

With academic year 2025/2026, establishment of entrepreneurial hub under leadership of Assoc. Prof. Dr. Andreja Habjan is planned, with aim of promoting entrepreneurship, innovation and knowledge transfer into practice. With next academic year, some curricula will be updated to be even more practice-oriented, adapted to new challenges in logistics, sustainable development and digital transformation, and even more relevant for labour market needs.

In future period, development of microcredentials is planned, which will enable acquisition of concrete, practically useful skills in shorter time frame, adapted to employer and student needs who wish to upgrade their knowledge more quickly.

d) Student work in scientific, professional, research or artistic projects considering Article 33 of ZViS

Students implement project or practical seminar assignments in most subjects, which contribute 20% to 40% to total subject grade. Only in smaller part of subjects (e.g. mathematics, statistics, foreign languages) are learning outcomes assessed only with oral or written exam.

Noa encourages student inclusion in applicative and research projects with economy, non-economy and international partners, which contributes to research culture and practical competence development. Special section "Scientific-research activity" is established on LMS Canvas platform, where students access information about current projects, hackathons, public calls, research initiatives and other collaboration opportunities. Institution strengthens interest in research, innovation and practical connection with publications and encouragement.

Additionally, registry, dean and higher education associates are always available to students for personal counselling and support in research activity inclusion, by agreement remotely or at institution premises. Students also have access to professional and research sources via Central Technical Library and Noa library, where access to open sources is ensured, including international databases such as DOAJ (Directory of Open Access Journals), SPARC (Scholarly Publishing and Academic Resources Coalition), COAR (Confederation of Open Access Repositories), OpenAIRE, EIFL (Electronic Information for Libraries), PLoS (Public Library of Science), Open Knowledge Foundation, ROAR (Registry of Open Access Repositories), OAPEN (Open Access Publishing in European Networks) and OPERAS (Open Scholarly Communication in the European Research Area for Social Sciences and Humanities).

Noa has established international research partnerships (e.g. Serbia, Turkey, Spain, Italy, Austria, Bulgaria, Poland, Greece, Croatia, Kosovo, Bosnia and Herzegovina), which enable student and researcher collaboration on joint projects. Within Erasmus+ programmes, institution participates in Erasmus-EDU-2023-CB-VET projects (with partners: Pannonia Consulting, Pučko otvoreno učilište, Kolegji Tempulli, CEPS - Centar za poslovne studije) and KA220 HED (with partners: ITS Logistica, University of Applied Sciences BFI Vienna, "Todor Kableshkov" University of Transport, Maritime University of Szczecin, ZLC - FUNDACION ZARAGOZA LOGISTICS CENTER, NTUA - National Technical University of Athens, CISCuG - Centro Interdipartimentale di Studi sulle Culture di Genere - University of Bari).

Special emphasis is on sustainable mobility, logistics digitalisation and green technologies, whereby students are invited to participate in practical data processing, solution preparation and result presentation.

It should be emphasised that one of our students won at international Frigologika hackathon, which proves practical applicability and success of including students in research and innovative projects.

In 2024, institution organised series of webinars such as "Sustainable logistics" (Assoc. Prof. Dr. Aleš Jug, 12.3.2024), "Future of Business Success" (lecturer Tanja Bogataj, 27.5.2024) and planned webinar with Kraftpal company (autumn 2024). Pedagogical associates actively participated in international conferences such as 82nd International Scientific Conference ESD in Tangier (Morocco), DOBA 2022 conference and Logistics Congress 2024, where Assoc. Prof. Dr. Andreja Habjan presented connecting Transport Management System (TMS) and electronic logistics marketplaces.

We also submitted application to Ministry of Higher Education, Science and Innovation call few weeks ago (mid-September 2025) (call for acquiring practical student experience in work environment - PUŠ), where students will solve real problem from economy.

Within master's programme, mentorship system is established, where experienced researchers mentor younger researchers and students in their research endeavours. This is formalised in Master's Thesis Regulation, which determines guidelines for student research work at master's level.

With academic year 2025/2026, establishment of entrepreneurial hub under leadership of Assoc. Prof. Dr. Andreja Habjan is planned, with aim of promoting entrepreneurship, innovation and knowledge transfer into practice. Students are also actively encouraged to include in Erasmus+ projects as mobility participants.

For academic year 2024/2025, series of activities for increasing student motivation is planned, among them encouraging participation in applicative projects and inclusion in additional workshops and projects, even if these are not directly connected with study programme but contribute to useful competence development.

Research activity is closely connected with pedagogical process, which enables students access to most modern knowledge, research methods and applicative projects, whilst contributing to international recognition and social impact of Noa. Institution strives for systematic student inclusion in research projects, which is reflected in concrete achievements, international partnerships and successfully established support structures.

d) Competence of practice mentors and appropriateness of practical education content and achievement of competences or learning outcomes

Structural organisation of practical education at Noa is based on carefully planned system, where practical training coordinator ensures content coordination of practical tasks with study programme and regularly

monitors student progress. This approach ensures that anticipated competences and learning outcomes are achieved in systematic manner, whereby various evaluation instruments are used, including practice diary, reports, mentor evaluation sheets and final evaluation. Such methodology enables ongoing quality supervision and ensures that practical education effectively contributes to development of professional, digital and soft competences of students.

Within accredited undergraduate study programme International Logistics Management, practical education is integrated into third year of study and comprises 12 ECTS points, which represents 240 hours of practical work. This quantitative definition enables students sufficient time for deeper understanding of work processes and acquiring valuable experience directly connected with study programme content. Noa has established extensive network of partner organisations that enables diverse practical training possibilities and ensures that students gain experience in various segments of logistics industry.

Noa's partner network comprises 28 Slovenian companies and institutions, among which collaboration with AISS d.o.o., Transport Samo Urdih d.o.o., pharmaceutical giant Krka d.d., and numerous other organisations should be highlighted, such as Melavc d.o.o., CEATM d.o.o., Solinair d.o.o., Smart Cargo d.o.o., Prometni center Blisk d.o.o., Pfeifer d.o.o., Fraport Slovenija d.o.o., KPL d.o.o., Kobal transporti d.o.o., Comark d.o.o., Slovenske železnice d.o.o. and IMP d.d. This diversity of partner organisations ensures that students gain experience in various segments of logistics industry and become acquainted with different approaches to logistics process management.

International dimension of practical education was additionally strengthened with establishment of partnership collaboration with Travoyage Malta agency in academic year 2024/25 (as already mentioned we do not yet have concluded contracts with them but we hope that we will successfully realise at least some mobility in upcoming academic year). This specialised agency enables organisation of practical education and student mobility in Malta, which provides students with opportunity for international experience. Additionally, students have possibility of undertaking practical education within international mobility of Erasmus+ project, which is regulated in detail in International Exchange Regulation. Such approach enables students to gain international experience and develop intercultural competences that are extremely important in globalised logistics industry.

Practical education system at Noa is based on clearly defined roles and responsibilities of all participants in process. Mentors in partner companies take key role in ensuring quality mentorship, which includes daily student guidance, assignment of appropriate work tasks connected with study programme, and providing ongoing feedback and progress assessment. Additionally, mentors are responsible for acquainting students with work safety regulations and completing evaluation sheets and confirming practice diaries. On other hand, practical training coordinator ensures content coordination of practical tasks with study programme, approves companies and mentors for practical training, regularly monitors

student progress and evaluates achievement of anticipated competences and learning outcomes. They also coordinate communication between students, mentors and higher education institution.

Students as active participants in practical education process take responsibility for preparing professional practice plan in collaboration with mentor, regular collaboration with mentor and fulfilling assigned tasks, keeping practice diary with precise description of performed activities and preparing and submitting final report on completed practice. Such division of responsibilities ensures that all participants actively contribute to practical education quality and achievement of anticipated learning outcomes.

Evaluation and mentorship quality assurance represent foundation of successful practical education. Noa has established multi-layered quality system that includes evaluation questionnaires for students intended for assessment of mentorship, content and usefulness of practical education, and surveys for mentors that enable obtaining feedback on student preparedness and improvement suggestions. Ongoing monitoring through practice diary and mentor evaluation sheets with descriptive assessments additionally contribute to comprehensive evaluation approach. This systematic approach enables identification of strong areas and improvement possibilities and ensures continuous raising of practical education quality.

Practical education at Noa is designed to enable development of wide spectrum of competences that are crucial for successful operation in field of international logistics management. Among general competences that students develop are understanding of real work environment, critical evaluation of theory in practice, application of theoretical knowledge in work environment, respect for safety and ethical principles and capabilities of teamwork, adaptability, initiative and responsibility. Additionally, practical education enables development of specific competences such as understanding business processes, leading work processes, use of information-communication technologies, independent solving of professional challenges and analysis of logistics processes. This comprehensive approach to competence development ensures that students acquire both theoretical knowledge and practical skills needed for successful operation in logistics industry.

Documentation support represents important element of entire practical education system. Noa ensures access to all necessary materials, instructions, sample forms and reports via study affairs office and Canvas platform in specialised classroom "Practical training". Documentation comprises agreements on providing study practice between Noa and companies, tripartite contracts between student, company and Noa, forms for reports on completed practical training and applications for recognising mandatory study practice for employed students. Such documentation organisation ensures process transparency and enables all participants easy access to necessary information.

Results of first practical education implementation in academic year 2024/2025 show success of established system. First students completed practical training with highest grades for mentorship and

content quality, whereby all third-year students successfully completed practice. Employed students were included based on mandatory study practice recognition, which shows system flexibility to different student needs.

Vision of future practical education development at Noa includes several ambitious goals that will additionally strengthen programme quality and reach. With next academic year, institution plans to expand network of collaborations with international agencies, systematic training of economy mentors and evaluation system upgrade for more detailed monitoring of practical education effects. Introduction of additional training for mentors in companies and strengthening connection between institution and work environment is also anticipated, which will contribute to even greater coordination between academic knowledge and practical industry needs.

In conclusion, it can be established that comprehensive practical education system at Noa represents exemplary example of modern approach to higher education that successfully connects theoretical knowledge with practical experience. Established system ensures that students under guidance of competent mentors acquire relevant practical experience, develop key competences and appropriately prepare for labour market entry. Regular quality monitoring and systematic evaluation enable continuous process improvement of mentorship and learning outcome achievement, which contributes to sustainable educational process quality and satisfaction of all stakeholders.

e) Describe higher education institution collaboration with practice mentors. Satisfaction of practical education participants.

Noa closely collaborates with mentors in partner organisations who ensure daily mentorship, assignment of appropriate tasks and ongoing feedback. Practical education coordinator at higher education institution monitors student progress, ensures content coordination of tasks with study programme and evaluates achievement of learning outcomes and competences.

For quality monitoring, survey questionnaire is used after practical education completion, which is filled by students and mentors. Results for academic year 2024/2025 show high level of student satisfaction (4.6/5), especially regarding task coordination with programme (4.7/5) and mentor support (4.5/5). Mentors highly evaluated student preparedness and their contribution (4.4/5), whilst practical education coordinators evaluated successful theoretical knowledge application and competence development (4.3–4.5/5). Length and scope of practical training were also evaluated as appropriate (4.2–4.3/5).

Based on feedback, we implemented improvements, including expansion of national partner organisations in field of green logistics and establishment of international partnership for undertaking practice within Erasmus+ project, which additionally strengthens training quality and practical value.

Practical education at Noa takes place in close collaboration between student, coordinator at Noa and mentor at practical education provider. Coordinators or Practical Training subject coordinator are

responsible for implementing this process on study programme, who are always available to students for consultation in case of possible dilemmas or questions. Subject coordinator also guides students regarding relevance of selected references and appropriateness of company or organisation where they wish to undertake practical education.

In academic year 2024/25, we thus began implementing practical training and education for first time. For purpose of measuring satisfaction with practical training, we prepared evaluation questionnaires; one for students and one for mentors. With student survey we collect information on satisfaction with practical education course and content, mentor relationship and usefulness of acquired knowledge, whilst mentor survey includes feedback on collaboration course, student preparedness and programme improvement possibilities.

Student: NB

Implementation of practical training in academic year 2024/25 was evaluated by student as very successful. Student secured practice placement in transport and distribution field herself, which was coordinated with her wishes and academic goals. She evaluated collaboration with mentor as excellent, and did not detect needs for improvements in mentorship process. She evaluated all key practical training components (mentorship, content, usefulness of acquired skills and general experience quality) with highest grade (5). These results confirm appropriateness and quality of practical training implementation in programme.

Noa has concluded practical training agreements with various institutions and organisations in Slovenia and abroad. Among key partners should be highlighted:

- AISS d.o.o. - enables practice with ensured appropriate mentorship and work environment for professional competence development

- Transport Samo Urdih d.o.o. - where student of undergraduate study programme International Logistics Management successfully completed practice

- Krka d.d. - where student of same programme completed practice, whereby we previously arranged all necessary contractual documentation

- Other partners: Melavc d.o.o., CEATM d.o.o., Solinair d.o.o., Smart Cargo d.o.o., Prometni center Blisk d.o.o., Pfeifer d.o.o., Fraport Slovenija d.o.o., KPL d.o.o., Kobal transporti d.o.o., Comark d.o.o., Slovenske železnice d.o.o., IMP d.d.

In year 2024/25, we established partnership collaboration with Travoyage Malta agency, which specialises in organising practical education and student mobility. This collaboration enables our students access to wide spectrum of placements in Malta, which will additionally enrich their educational experience.

Agency will provide students with support in finding appropriate placements and ensure quality training in work environment. Students have possibility of undertaking practical education within international mobility of Erasmus+ project, which is regulated in detail in International Exchange Regulation.

Evaluation questionnaires for students and mentors include Likert scale (1–5), open questions and field for concrete suggestions. In academic year 2024/2025, Noa will analyse results of these evaluations in detail and use them for:

- improving guidelines for mentors,

- adapting content of preparatory module for students and

- considering establishment of training system for mentors from economy.

All materials, instructions, sample forms and reports are accessible to all participants in practice implementation process and are available in study affairs office and on platform for online study implementation in study classroom "Practical training". Documentation includes:

1. Agreement on providing study practice between Noa and companies - regulates collaboration in implementing practical training for students of undergraduate programme International Logistics Management. Company commits to enable practical education for any number of students each year and ensure appropriate mentorship and work environment.

2. Tripartite contracts between student, company and Noa - regulate rights and obligations in practical education. Company commits to implement practical training, ensure mentor and enable uninterrupted training for student, acquaint them with work safety regulations, evaluate their work and insure them in case of work injury.

3. Reports on completed practical training - contain evaluation sheet, diary of completed hours with mentor signature and work report (introduction, summary, description).

Students develop general competences within practical education, such as understanding real work environment, critical evaluation of theory in practice, application of theoretical knowledge in work environment and respect for safety and ethical principles. They also acquire specific skills according to study programme, such as understanding business processes, leading work processes, use of information-communication technologies and independent solving of professional challenges. Through practice experience, they also develop capabilities of teamwork, adaptability, initiative and responsibility in work environment.

In future, we plan upgrade and further development of evaluation system with which we wish to monitor practical training effects in even more detail; from competence development in students, quality of professional content delivery and mentorship, to impact on employability and satisfaction of all included stakeholders.

We will also introduce additional education and training for mentors in companies, which would additionally contribute to optimal practical education implementation and further strengthen connections between institution and work environment. With next academic year, we intend to expand network of collaborations with international agencies, with which we wish to further expand possibilities for practical training and mobility of our students.

In academic year 2022/23, no student participated in practical training, as study programme began implementation in first year. In academic year 2023/24, all third-year students were regularly employed, which means that practical training was recognised based on submitted application for mandatory study practice recognition and Study Affairs Commission decision.

In companies where students undertake practice, they have designated mentor who is responsible for course and quality of their practical training, in accordance with agreement we prepared together.

Purpose of all evaluation questionnaires is to improve quality of experience and organisation of practical training in future. Systematic arrangement of collaboration with practice mentors ensures comprehensive approach to practical education that successfully connects theoretical knowledge with practical experience and prepares students for successful labour market entry.

f) Appropriateness of timetables, number of consultation hours or accessibility of higher education teachers and associates to students.

At Noa we ensure quality support for students, higher education teachers and researchers. Students have access to study and administrative counselling, IT support, career counselling and support with practical training. Counselling takes place in person, via email or in Canvas application, with response time up to 24 hours, whilst for IT difficulties, study coordinators, Canvas and Proctorio 24/7 support are available.

Higher education teachers are available for consultation hours as needed, adapted to expressed student preferences, which are conducted online or at location by prior arrangement. Lectures are always accessible in Canvas study environment, which enables content monitoring anytime, even if student is not present live.

Regarding timetables, Noa adapts to students as needed, e.g. with assignment submission, project or seminar work and when determining exam time and date. Such approach ensures flexibility, equal access to content and continuous student support in achieving learning outcomes.

For effective operation we have structured staff: dean, two study coordinators, contractual ICT associate, contractual career counsellor and accountant. Regular weekly meetings enable effective coordination of tasks, deadlines and professional development.

Noa offers various support services, among which are dean's office, library and registry, which are designed to provide support to both higher education teachers and students and play key role in ensuring education quality and help with various aspects of study processes. They are available to students for help in solving problems that arise during study, as well as for solving other possible problems they may encounter. As needed, they also provide career counselling to help students with their careers.

Support services help higher education teachers with administrative procedures, documentation management and support them in solving possible other problems that may arise in pedagogical process or when using e-classrooms and other resources.

Noa Academic Assembly includes 24 pedagogical associates of various titles, including associate professors, assistant professors, senior lecturers and lecturers. In future we plan even more active inclusion of visiting lecturers from abroad and practice in study process.

Noa Statute defines how employees and students are included in management and decision-making at this institution. Academic Assembly comprises all higher education teachers, scientific associates and higher education associates who in current semester of academic year perform pedagogical, development or scientific-research work at Noa. Student representatives also participate in its work, so that their number is at least one-fifth of Academic Assembly members.

Canvas platform enables simple access to study materials such as lectures, notes, literature, exercises, quizzes and tests, whilst supporting participation in discussions, assignment submission and feedback reception. Students and higher education teachers can monitor timetables, submission deadlines, grades and progress via Canvas and participate in group projects. Platform is accessible on various devices and languages and enables communication anywhere and anytime via web and mobile application.

Several different channels are used for communication and notification, thereby ensuring that both students and lecturers are always timely and clearly informed. Central Canvas platform enables communication at different levels (e.g. to all web platform users, participants of selected subject, exclusively to students, exclusively to lecturers), which ensures targeted communication of relevant content to selected stakeholders.

Noa Career Centre is established, which enables students access to current employment opportunities, individual career counselling, interview preparation and CV arrangement and enables individual career counselling with coach Assoc. Prof. Tanja Bogataj.

Coordinators or Practical Training subject coordinator are responsible for implementing practical training process on study programme, who are always available to students for consultation in case of possible dilemmas or questions. Subject coordinator also guides students regarding relevance of selected references and appropriateness of company or organisation where they wish to undertake practical education.

Noa premises are adapted for mobility-impaired persons, as lift enables access to lecture halls, dean's office and registry and library and other premises. At same time, all students have possibility of distance study, where they can follow lectures online, access appropriate study materials and fulfil study obligations, including exam taking.

Institution is committed to arranging premises for students with special needs (visual impairment, deafness) if need arises. In academic year 2023/24 we had no case of student status with special needs. However, in case we had students who would submit appropriate evidence of their special needs, we would enable additional adaptations in accordance with newly adopted Regulation on Student Status with Special Needs and Student Status with Special Study Status at Noa, such as extended exam writing time, additional exam dates and similar. In academic year 2024/25 we had one student with student status with special needs. Given that this is case of autism, additional premises arrangement is not currently needed.

Institution individually adapts to students in case of justified reasons and adapts exam writing time and dates as needed; institution specially adapted to student with special needs, who can take exams at school premises with help of Noa professional associate who provides technical assistance with exam access.

In accordance with its commitment to professional development and continuous education of non-pedagogical staff, Noa actively encourages participation in ERASMUS+ exchange programmes. This enables acquiring various skills and knowledge for purpose of developing innovative digital solutions for study process optimisation, connecting between different higher education institutions and other stakeholders and exchange of good practices of study process implementation. At same time, non-pedagogical staff regularly participates in specialised educational programmes organised by leading domestic and international institutions such as MIZŠ, CMEPIUS, NAKVIS and other Noa partners. Thus non-pedagogical staff is also fully equipped with information that students need.

In implementing pedagogical work, dean also ensures quality through ongoing notification, communication and training presenting guidelines for quality and professional work. Higher education teachers can use information support via web portal (LMS) for education implementation, which enables constant communication and student progress monitoring. At same time we encourage lecturers to participate in Institute for Transport and Logistics Development (IRTL) and organise workshops for handling web tool LMS (such as Canvas) and Zoom tool for video conferences for purpose of increasing technical and information competence of pedagogical workers.

Survey on satisfaction with study process at Noa shows high student satisfaction. As many as 87.5% of respondents (7 out of 8) expressed very high level of satisfaction with study process, whilst remaining 12.5% (1 respondent) evaluated their satisfaction as moderate.

Satisfaction with premises and communication with Noa staff was 100%, as all students expressed very high satisfaction with these areas. Technical support and assistance with online platform use was also very satisfactory for majority of students, as 87.5% of students stated they were very satisfied, only 12.5% were neutral.

Satisfaction survey was conducted in academic year 2023/2024 among pedagogical staff at Noa with aim of gaining insight into student affairs office effectiveness and pedagogical process quality. 5 out of 25 pedagogical associates participated in survey, representing 20% of pedagogical staff.

Respondents expressed 100% satisfaction both with speed of question and concern handling and with registry operation in general. They also expressed 100% satisfaction with student collaboration and engagement in lectures and in fulfilling study obligations.

All respondents expressed exceptional satisfaction with collaboration with Noa, as they evaluated collaboration with 5 on scale from 1 to 5, representing 100% very satisfied responses.

In academic year 2024/25, institution redirected to new study information system DreamClass, as they too often encountered technical difficulties when using previous system (VIS). With DreamClass implementation, students now have more transparent and systematically organised index, additionally application submission procedure and enrolment procedure were optimised; students submit applications directly and in digital form via DreamClass, which means they no longer need to be printed and physically delivered.

All technical problems with exam access were optimised and successfully solved by providing technical assistance and introducing mandatory access testing at least one hour before actual exam start. Possibility of viewing webinars for indefinite time was introduced, with which students additionally professionally train and educate themselves; these webinars are also gathered in umbrella classroom.

Within study programme we had opportunity to host numerous practitioners, whose contributions were extremely useful for our understanding of various business world areas. Guests took us through current topics, strategic approaches and practical examples. Among them, lectures by representatives of companies such as Sora Catering, Niko d.o.o., Asko, Knauf Insulation, SIJ Group, Omniopti, REM Trebnje, Bureau Veritas, Scania Slovenia, Rohlig SUUS, Adecco, Chamber of Commerce of Slovenia and numerous others should be highlighted.

All these lectures were moderated and conducted by Assoc. Prof. Dr. Andreja Habjan, and events were subtitled in English, which enabled wider content accessibility. This shows systematic arrangement of

access to practitioners as additional form of "consultation hours" or support to students in connecting theory with practice.

In upcoming academic year, main emphasis will be on acquiring and ensuring quality research and pedagogical associates from external associates. Encouraging mutual knowledge and experience exchange between Noa professors or lecturers and wider is planned.

Noa will focus on building quality through international projects with acquiring quality partners in next academic year, also by including in Erasmus+ programmes. Institution will continue building and upgrading internal rules and procedures within quality assurance system in next academic year.

Systematic arrangement of higher education teacher and associate accessibility at Noa ensures multi-layered student support through various channels, from traditional consultation hours to modern digital platforms. High level of satisfaction of both students and pedagogical staff confirms effectiveness of established system, which enables flexibility, individual adaptation and continuous support in achieving learning outcomes.

g) Appropriateness and competence of staff in accordance with Article 13 of criteria

Noa ensures implementation of its study programmes with extensive network of appropriately habilitated higher education teachers and associates, who fully meet all requirements of Article 13 of criteria. Institution's staff structure reflects strategically oriented staffing that combines academic excellence with direct professional practice, whereby all active lecturers are equipped with valid habilitation decisions and appropriate professional references.

Foundation of academic quality at Noa is represented by lecturers with titles assistant professor and associate professor, who cover key professional areas of International Logistics Management study programme. Among associate professors, Prof. Boštjan Aver should be highlighted, who is habilitated in field of business economics at Gea College/FP Faculty for Entrepreneurship with habilitation validity until 16th June 2029. Prof. Aver, who is registered researcher under code 27849, conducts subjects Business Economics, Managerial Economics and Financial Risk Management (master's programme), whereby his habilitation represents continuity, as it was previously valid from September 2019 to September 2024.

Assoc. Prof. Marina Letonja brings rich academic experience from field of management and business, where she is habilitated at Doba Faculty in Maribor with validity until 19th January 2027. As registered researcher (code 4089) she conducts wide spectrum of subjects, including Business Economics, Fundamentals of Economics, Fundamentals of Economics and Managerial Economics, which ensures comprehensive coverage of economic foundations of logistics management.

Among assistant professors, Asst. Prof. Dr. Andreja Habjan stands out, habilitated in field of economics at VŠTL with validity until 12th February 2026. As registered researcher (code 55086) she covers extensive spectrum of subjects, including Transport Fundamentals, Electronic Markets in Logistics, Case Studies from Logistics Field in Practice and Strategic Management of Logistics and Transport Processes (master's programme), which represents unique combination of theoretical knowledge and practical applications.

Asst. Prof. Dr. Igor Jakomin, habilitated in technical field of logistics at Faculty of Logistics UM in Celje with validity until 2nd November 2025, as registered researcher (code 22736) contributes specialised knowledge from following areas: Logistics Particularities in International Business, Logistics Distribution Centre Management and Impact of Modern Technologies on Supply Chains. Dr. Igor Jakomin was habilitated to associate professor title at Noa just last week with habilitation validity until 18.9.2023 (field: logistics).

Newest acquisitions among assistant professors represent Asst. Prof. Dr. Aleš Jug, habilitated in field of management at Noa with validity until 7th November 2029, who covers key methodological subjects such as Research Methodology, Supply Chain Management Digitalisation, Operations Research and Sustainable Logistics Systems, and Asst. Prof. Dr. Maximiliano Riddick, habilitated in field of statistics also at Noa with validity until 10th February 2030, who conducts Statistics in Management of Supply Systems and Statistics.

Among other important assistant professors, Asst. Prof. Dr. Aleksander Pur should be mentioned, habilitated in field of business analytics at Faculty of Commercial and Business Sciences in Celje, who contributes knowledge from field of Smart City Technologies and Concepts and IT Support to Management; Asst. Prof. Dr. Gregor Veselko, habilitated in field of supply chains at VŠTL as registered researcher (code 26077), who covers Global Supply Chain Management, Intelligent Mobility and Supply Chain Management Digitalisation; and Asst. Prof. Dr. Sašo Zupan Korže, habilitated in field of law at Erudio Higher Education Centre, who ensures legal foundation with subjects Legal Framework for International Logistics Business and Project Management.

International dimension to academic staff is added by Asst. Prof. Dr. Blas Fernandez, habilitated in field of mathematics at Faculty of Mathematics in Koper with validity until 30th May 2029, who conducts Mathematics for Logisticians, as already mentioned above Maximiliano Riddick.

Extensive group is represented by lecturers who with their specialised knowledge cover specific professional areas of logistics management. Among them, Lect. Sandra Antić should be highlighted, habilitated in field of German language at VŠTL with validity until 12th October 2027, who conducts Business German 1, Business German 1 and Business German 2, which ensures language competence of students for work in international environment.

Lect. Marko Bevc, also habilitated at VŠTL in field of logistics with validity until 12th October 2027, contributes fundamental knowledge from Logistics and Sustainable Mobility Fundamentals. Lect. Tanja Bogataj, habilitated in field of management at VŠTL with validity until 30th September 2028, specialises in Human Resource Management in International Environment or Human Resource management in global environment.

Among newest acquisitions at lecturer level, Lect. Aleksander Dobijević should be mentioned, habilitated in field of logistics at Noa with validity until 26th January 2030, who covers Sustainable Business Logistics Fundamentals, Basics of Sustainable Business Logistics, Circular Economy and Logistics and Circular Economics and Logistics, and Lect. Anamarija Krassnig, habilitated in field of English studies also at Noa with validity until 26th January 2030, who conducts Business English 2/Business English for Logistics and Business English 1/Business english 1.

Lect. Eva Lipovž-Ančik represents important acquisition in field of environmental sciences, where she is habilitated at Noa with validity until 30th June 2029. Lect. Mladenka Lukić-Walther, habilitated in field of marketing at VŠTL with validity until 19th February 2026, covers key area with subjects Digital Environment Marketing, Digital Marketing, Marketing Fundamentals and Basics of Marketing.

Technological dimension is contributed by Lect. Andrej Malešič, habilitated in field of logistics at Noa with validity until 27th March 2028, who conducts Digital Business in Logistics and Digital Business in Logistics, and Lect. Barbara Meža, also habilitated in field of logistics at Noa with validity until 6th November 2029, who specialises in Transport Case Studies - from Theory to Practice.

Financial and accounting knowledge is ensured by Lect. Tea Odlazek Mesar, habilitated in field of economics at VŠTL with validity until 30th September 2028, who covers Business accounting, Accounting and Finances and Accounting and Finance. Lect. Marina Popovič, habilitated in field of mathematics at Noa with validity until 19th November 2029, who conducts Statistics and Mathematics for Logisticians.

Communication skills and organisational competences are contributed by Lect. Veronika Potočnik, habilitated in field of organisation at VŠTL with validity until 30th January 2028, who conducts Professional Writing and Presenting Skills and Professional Writing and Presentation Skills; Lect. Matjaž Rihtaršič, habilitated in field of procurement at VŠTL with validity until 30th January 2028, who covers Procurement Process Fundamentals and Basics of Procurement Processes; and Lect. Nataša Studenčnik, habilitated in field of informatics at Noa with validity until 24th March 2030, who conducts Informatics and Informatics.

Senior lecturer category is represented by two specialists with additional competences in their fields. Sen. Lect. Nataša Pustotnik is habilitated in field of accounting at VŠR, who conducts Management Accounting, which ensures in-depth understanding of financial management in logistics organisations.

Sen. Lect. Zineta Vilman, habilitated in field of management at Erudio Higher Education Centre with validity until 9th March 2029, contributes knowledge from Management and Organisation Fundamentals/Basics of Management and Organisation and Business Process Management (BPM)/Business Process Management (BPM), which ensures systematic understanding of organisational processes.

Structural analysis of active pedagogical staff at Noa shows balanced distribution of academic titles, which ensures both high academic quality and practical orientation of study process. Total number of associate professors (3) ensures academic authority and research excellence, whilst extensive group of assistant professors (13) contributes specialised knowledge in key professional areas. Senior lecturers (2) and lecturers (15+) enable direct transfer of practical experience and professional competences.

Field coverage reflects strategic orientation towards comprehensive education in field of international logistics management. Logistics and transport with 12 lecturers represent central professional axis, whilst economics and management with 8 lecturers ensure business theoretical foundation. Informatics and digitalisation with 6 lecturers reflect modern technological trends, law and management with 3 lecturers ensure regulatory foundation, languages with 3 lecturers enable international communication, whilst mathematics and statistics with 3 lecturers contribute methodological tools.

Research activity with 7 registered researchers in SICRIS system ensures scientific foundation of pedagogical process and enables connection with latest development trends. International orientation is shown in 100% active participation of all lecturers in international projects, exchanges and connections.

Particularly important is trend of increasing habilitations at Noa, where 13 lecturers acquired habilitation directly at institution, which shows institutional growth and development of own academic competences. This trend ensures long-term stability of staff structure and continuity of pedagogical process.

Comprehensive overview of habilitated lecturers at Noa unequivocally confirms complete compliance with all requirements of Article 13 of criteria for higher education study programme accreditation. All active lecturers have valid habilitations at accredited institutions, their professional fields are directly connected with subjects they conduct, documentation is transparently maintained and accessible.

Quality of staff structure exceeds minimum criteria requirements, as it ensures balanced combination of academic excellence, professional practice, research activity and international orientation. Continuous staff development, systematic planning of professional improvement and strategic orientation towards most modern trends in logistics ensure that students acquire knowledge and competences they need for successful operation in modern international business environment.

Noa with its staffing policy demonstrates commitment to higher education quality and ensures solid foundations for further development as leading institution in field of international logistics management in Slovenia and beyond.

h) Material conditions related to study programme implementation, in accordance with Article 15 of criteria

Noa has concluded rental agreement with legal entity Prometni center Blisk d.o.o. for higher education and ensuring appropriate premises for this purpose, which is owner of appropriate, completely new business premises at address Gorazdova ulica 20, Ljubljana. At this address Noa also has its seat, professional services and will conduct study and all related activities there.

At Noa, premises and equipment appropriate for implementing planned study programmes and other institution activities are ensured. Premises and equipment correspond to anticipated number of enrolled students, as required by Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes. Noa thus has all necessary technology and equipment available in premises at address Gorazdova ulica 20. Study process is not anticipated at other locations.

Rental agreement specifies that Noa uses classrooms, computer classroom, registry space, library with reading room, premises for higher education teachers and organ meetings, common areas and other premises. Lecture halls are fully appropriately equipped for uninterrupted educational activity implementation: tables, chairs, boards, writing materials, computers, smart boards, projectors, speakers, microphones etc. Noa also has computer classroom available, where students can access internet and study materials, whilst wireless internet connection is accessible throughout entire premises area.

Noa also has special room available, study room, library, where students will be able to study and prepare for lectures and exercises.

Noa uses 5 modernly equipped lecture halls:

- Two lecture halls on first floor, with 56 and 24 seats, possible combination into one lecture hall with 80 seats.

- Two lecture halls on second floor have 40 and 36 seats each, possible combination into one lecture hall with 76 seats.

- Lecture hall on third floor, which Noa can use as needed, 49 seats and 80m².

Premises are equipped with equipment that enables students with special needs access to lecture halls and other Noa premises. There is appropriate lift in building. Lecture halls enable access to all students, in accordance with their needs.

In accordance with Regulation on Student Status with Special Needs, Noa prepares individual Study Affairs Commission decision for each student with recognised status, in which adaptations are precisely determined, such as extended exam writing time or possibility of oral instead of written assessment. All accepted adaptations are included in study environment, which enables automatic consideration in exam

implementation, thereby ensuring equal and non-discriminatory access to education and respect for students' rights with special needs throughout study process.

Theoretical and seminar part of study programmes at Noa take place in premises at address Gorazdova ulica 20 in Ljubljana or online. At Noa there are five lecture halls, all of which include highly advanced equipment intended for best possible distance study experience. Technological infrastructure at Noa ensures learning process improvement and enables extraordinary adaptability in conducting teaching in both traditional physical and virtual environment. With smart boards, speakers, and cameras for lecture recording in combination with tools such as Canvas platform (LMS) and Zoom, students and lecturers are enabled to learn and teach in way that best suits their needs. This increases education accessibility, encourages interactivity and enables easy lecture following, regardless of where they are located.

Structural distribution of premises by floors:

- On ground floor are reception, 4 offices, tea kitchen, lift, reception room

- On first floor are 2 lecture halls, toilets and lift

- On second floor are 2 lecture halls, library and toilets

- On third floor is lecture hall

Noa offers students and lecturers:

- Dean's office with registry

- Reception room

- Library with reading room with computer use possibility

- Meeting room or conference room

- Computer classroom

- Five lecture halls

Lecture hall specifications:

- Lecture hall with 24 seats and 24m² area

- Lecture hall with 56 seats and 56m² area

- Lecture hall with 36 seats and 35m² area

- Lecture hall with 36 seats and 55m² area

- Lecture hall with 49 seats and 80m² area

Internet access is possible in all lecture halls. Premises are well designed and appropriate for conducting administrative, educational and research activities. They are also accessible to mobility-impaired persons, as appropriate lift is installed in building.

Canvas platform (LMS) represents central system for online education implementation and enables students numerous benefits and services. It enables students simple access to study materials such as lectures, notes, literature, exercises, quizzes and tests, whilst supporting participation in discussions, assignment submission and feedback reception. Students and lecturers can monitor timetables, submission deadlines, grades and progress via Canvas and participate in group projects.

Platform is accessible on various devices and languages and enables communication anywhere and anytime via web application. Several different channels are used for communication and notification, thereby ensuring that both students and lecturers are always timely and clearly informed.

Key Canvas platform functionalities:

- Access to study materials: lectures, notes, books and other content, accessible anytime and anywhere

- Access to exams: secured with using Proctorio administrative lockdown browser, which ensures security and integrity during exam

- Online classroom: communication with classmates and lecturers, participation in discussions, asking questions

- Assignment submission: simple assignment and homework submission with review and assessment possibility

- Calendar and timetable: individual timetable with all important deadlines

- Interactive materials: interactive exercises, quizzes and tests for knowledge assessment

- Progress tracking: monitoring progress, grades, feedback and missed assignments

- Group collaboration: group projects and document and idea sharing

- Material archiving: access to important information even after programme completion

All technical problems with exam access were optimised and successfully solved by providing technical assistance and introducing mandatory access testing at least one hour before actual exam start. Possibility

of viewing webinars for indefinite time was introduced, with which students additionally professionally train and educate themselves; these webinars are also gathered in umbrella classroom.

Noa ensures library with competent librarian and loan system for its students, where both mandatory and recommended study literature is available, consistent with curricula. In academic year 2023/24, students were enabled access to professional and scientific literature in library, whilst being informed about larger, freely accessible platforms that enable access to extensive collections of academic resources from various scientific and professional disciplines, such as Google Scholar, Open Science, Digital Library of Slovenia, Bielefeld University Academic Search Engine (BASE), CORE, ScienceOpen and others. Library is registered and appropriately equipped, contains computer, printer and access to global scientific databases. It also has contract concluded with IZUM.

In academic year 2023/24 we concluded Cooperation Agreement with Central Technical Library of University of Ljubljana (CTK) for purpose of information support in pedagogical, scientific-research and professional work. Students now have access to library and other materials in CTK library premises and possibility of home material loan, material reservation possibility, are informed about book novelties and can access several thousand units of generally accessible electronic resources in public domain and can use purchased databases and other information resources.

Noa higher education institution concluded its second year of operation in academic year 2023/24 and fulfilled all set goals in process. For further uninterrupted implementation and development of higher education activity, stable and appropriate financial resources were ensured, which represent foundation for future strategic orientations of institution. Noa as independent higher education institution acquires funds for pedagogical process and for counselling, professional, development and research activity mainly from two channels: from tuition fees paid by students and from founder contributions. In most cases students cover tuition independently, whilst in some cases costs are covered by companies or employers.

Financial robustness of institution is also contributed by consistent participation in European and national programme calls. Material conditions were thus fully ensured for study programme that institution implemented in academic year 2023/24. Expected funds came from tuition fees and via investor, which unequivocally confirms financial sustainability of model.

Looking to future, stable funding sources, precise business monitoring and cost optimisation remain central priorities. Key investments will be directed towards further distance study development, e-study strengthening, learning aid modernisation and other technological means and increasing staff capacities by engaging additional higher education teachers. At same time Noa wishes to strengthen its position in foreign markets, therefore we will strengthen applications and project implementation within European and national programmes, which will provide institution with long-term additional financial and content support.

Achievements of second year of operation have strengthened Noa's reputation as educational institution that focuses on excellence and innovation in education, especially in field of transport and logistics. Among primary goals remain increasing number of enrolled students, with emphasis on attracting foreign students, and improving progression between years and timely graduation.

Noa's material conditions fully meet requirements of Article 15 of criteria and ensure appropriate environment for higher education study programme implementation. Combination of modern premises, advanced technological infrastructure, adaptations for students with special needs and stable financial background enables quality pedagogical process implementation and further institutional development in accordance with highest educational standards.

STANDARD 5: Ensured protection of stakeholder rights in study process

All students who regularly fulfil obligations determined by study programme are enabled uninterrupted progression and study completion.

Noa systematically ensures protection of all stakeholder rights in study process and enables uninterrupted progression and study completion to all students who regularly fulfil obligations determined by study programme. Institutional rights protection is regulated through comprehensive system of bodies and mechanisms that ensure transparent, timely and objective handling of all matters related to study process.

Fundamental framework for protecting student rights represents Regulation on Student Rights and Duties at Noa, which comprehensively regulates legal position of students and determines their fundamental entitlements and obligations. Regulation in Article 4 enables extension of student status for one year from justified reasons such as parenthood, illness or extraordinary life circumstances, whilst Article 10 establishes principle of equal rights and obligations for students with Slovenian citizenship and foreign students. Legal protection is additionally ensured by determining right to objection and appeal and possibilities for study obligation adaptations.

Noa Statute in Article 77 determines protection of student and other stakeholder rights and emphasises that student can file objection or appeal if they believe their rights have been violated. Key bodies operating in field of rights protection are Academic Assembly, in which student representatives participate with at least one-fifth of members, Student Council as body composed of student representatives, and Senate with working bodies where students are actively represented.

Student Council considers and gives opinion on all matters relating to student rights and duties, whereby in case opinion is not respected, it can demand matter reconsideration. So far we have not received any official complaint, which shows effective preventive operation of rights protection system.

For ensuring equal opportunities to all students, Regulation on Student Status with Special Needs and Student Status with Special Status is adopted, which for each student with recognised status anticipates individual Study Affairs Commission decision with precisely determined adaptations. These include extended exam writing time, additional exam dates, possibility of oral instead of written assessment and technical assistance with exam access.

Noa premises are physically adapted for mobility-impaired persons with appropriate lift that enables access to all lecture halls, dean's office, registry, library and other premises. Additionally, all students have possibility of distance study, where they can follow lectures online, access appropriate study materials and fulfil study obligations, including exam writing.

Institution ensures transparent communication of all important information through various channels. Central Canvas platform enables communication at different levels and ensures targeted communication

of relevant content to selected stakeholders. Students and lecturers monitor timetables, submission deadlines, grades and progress via Canvas, whereby response time up to 24 hours for email counselling is ensured.

With academic year 2024/25, institution redirected to new study information system DreamClass, which optimised application submission procedure and enrolment procedure. Students submit applications directly and in digital form via DreamClass, which eliminated need for printing and physical document delivery and increased administrative procedure efficiency.

Noa ensures respect for human rights and civic freedoms, including prohibition of all forms of discrimination. System ensures equal treatment of students regardless of their personal circumstances or beliefs, whereby mechanisms for recognising and preventing discrimination of vulnerable student groups are established.

Students are appropriately represented in all Noa bodies - in Academic Assembly, Senate, Study Commission, Quality Commission and of course in Student Council. Student representatives actively participate in forming institution mission and strategic orientations, in activity self-evaluation and in study programme implementation evaluation. All key decisions relating to study matters are also coordinated with Student Council.

In case of possible uncertainties or questions regarding student participation in institution bodies, students can contact student body representatives or institution management anytime, which ensures additional clarifications and support. Student representatives regularly obtain student opinions and correctly represent their prevailing interests in institution bodies.

Rights protection system effectiveness is confirmed by satisfaction survey results. In academic year 2023/24, as many as 87.5% of surveyed students expressed very high level of satisfaction with study process, whilst remaining 12.5% evaluated their satisfaction as moderate. Satisfaction with premises and communication with Noa staff was 100%, as all students expressed very high satisfaction with these areas.

Rights protection system at Noa thus ensures comprehensive protection of all stakeholder interests in study process and enables all students who regularly fulfil their obligations uninterrupted progression through study to successful completion.

All higher education teachers and associates are ensured respect for their autonomy in teaching and research and assistance and counselling in developing career path

Noa systematically ensures respect for academic autonomy of higher education teachers and associates and provides them with comprehensive support in their professional and career development. Institutional framework is based on principles of academic freedom, scientific excellence and continuous professional

improvement, which provide pedagogical workers with optimal conditions for their professional engagement.

Noa realises its autonomy and ensures academic freedom by implementing educational, scientific-research and professional work based on freedom of scientific creation. In accordance with statutory provisions, institution independently implements its activity, determines its internal organisation and operation rules, forms study and development programmes and determines manner of their implementation, determines criteria for election to higher education teacher title and decides on employment or contractual collaboration of pedagogical workers.

In operational work, Noa consistently follows goals of ensuring academic freedom and autonomy, whereby special attention is devoted to establishing, developing, protecting and transferring knowledge and skills through teaching and scientific research, ensuring inseparability of teaching and research and respecting European humanistic and democratic values.

Noa Academic Assembly, which currently counts 24 higher education teachers of various titles (associate professors, assistant professors, senior lecturers and lecturers), represents central body for ensuring academic autonomy. All higher education teachers, scientific associates and higher education associates who perform pedagogical, development or scientific-research work at Noa in current semester are Academic Assembly members and actively participate in considering important questions and giving general orientations regarding study programmes.

Senate as professional Noa body, composed of Academic Assembly members who are holders or co-holders of at least one pedagogically implemented subject, decides on numerous important questions related to educational and research work and gives positions on acts related to study process implementation. This organisational arrangement ensures that pedagogical workers have direct influence on institution strategic orientation.

Noa has established comprehensive career development support system for higher education teachers and associates, which comprises several interconnected elements. Habilitation Commission as Senate working body leads procedures for election to higher education teacher, scientific worker and higher education associate titles and ensures transparent and professional habilitation procedures in accordance with publicly published Criteria for Elections to Titles.

In implementing pedagogical work, dean presents guidelines for quality and professional work through ongoing notification, communication and training. Lecturers have information support available via Canvas web portal for education implementation, which enables constant communication and student progress monitoring. At same time, institution encourages higher education teachers to participate in Institute for Transport and Logistics Development (IRTL) and organises workshops for web tool use such as Canvas and Zoom, which increases technical and information competence of pedagogical workers.

In five-year strategic period, Noa has formed comprehensive and pre-financed programme framework with which it ensures further professional development of pedagogical staff. Key instruments include consistent encouragement and logistic and financial support for employee participation in Erasmus+ mobility schemes, which ensures transfer of best European pedagogical practices and strengthening international competences.

Participation in domestic and international professional conferences mainly from logistics field is organised and proactive notification about other training forms and assistance with application procedures is ensured.

In academic year 2023/2024, extensive range of educational activities for higher education associates was implemented. Associates participated in training organised by CMEPIUS within Erasmus+ programme for teaching and training, regular NUK training from fields of searching and using e-resources in libraries and training for effective digital content searching.

Special attention was devoted to IT training regarding study information platform DreamClass and LMS Canvas use and official email domain integration. Professional associates participated in annual Slovenian Logistics Association congress for purpose of education regarding current industry development and ESC webinars for competence development in field of European cooperation and project work.

For academic year 2024/2025, continuation of directed staff development is planned, whereby special attention will be devoted to strengthening digital, research and interpersonal competences of employees. Training for SOS IB platform use (Simulation of Sustainable International Business), participation in NAKVIS thematic consultations and internal training with experts regarding higher education staff habilitation procedure was implemented.

Noa enables its higher education teachers and associates full research autonomy in choosing research topics and methodological approaches. Institute for Transport and Logistics Development (IRTL) operates as integral quality pillar and ensures transfer of newest scientific findings directly into pedagogical space. With careful planning and consistent realisation of research and applicative projects, IRTL continuously strengthens scientific-research excellence and encourages interdisciplinary collaboration.

Higher education associates are actively included in scientific, research and professional work, which is reflected in participation in international conferences, seminars, symposiums and collaboration in research projects. Among important achievements, participation in international conferences such as 82nd international-scientific ESD conference in Tangier, DOBA 2022 conference and 32nd international electrical and computer conference ERK 2023 should be highlighted.

Noa actively encourages mobility of higher education teachers and professional staff and their inclusion in international projects. Institution strives for establishing sustainable international partnerships with higher education institutions abroad and actively participates in Erasmus+ programmes. Within

scientific-research activity, associates are included in research projects financed within Horizon Europe programme, with focus on information solutions and other current professional topics.

Pedagogical associates conduct guest lectures at other faculties and participate in applicative projects such as "Sustainable Entrepreneurship", "Ecosys4you" and "Game4Change", which enables knowledge and good practice exchange with other academic institutions.

Noa ensures academic freedom and honesty of its higher education teachers and associates, which is crucial for creating encouraging and open academic environment. Teachers have free choice in research work and learning, respecting ethical principles and professional standards. Institution respects copyright and related rights and ensures democratic, ethical and sustainable principles in all forms of collaboration.

Career development support system effectiveness is regularly evaluated through survey research among pedagogical staff. Pedagogical staff satisfaction survey results for academic year 2023/2024 show exceptionally high satisfaction, where 100% of surveyed pedagogical associates expressed complete satisfaction with collaboration with Noa. Combination of systematic mechanisms, planned training, international collaboration and supportive environment enables higher education workers full realisation of their professional potential, which is reflected in high satisfaction level and quality results of pedagogical and research work.

b) Stakeholder notification in accordance with standard 7 of Article 12 of criteria

Noa systematically ensures notification of all stakeholders in accordance with requirements of standard 7 of Article 12 of criteria, whereby it establishes multi-channel, transparent and timely notification system about all key information related to study process, institution organisation, rights and obligations and possibilities for further career path development. Notification system is based on principles of accessibility, transparency and adaptability to needs of different stakeholder groups.

Central notification channel represents official Noa website (https://www.mynoa.com/) which ensures public accessibility of all key information about institution operation. Current information about International Logistics Management and Sustainable Mobility and Logistics study programmes (https://www.mynoa.com/studijska-programa, https://www.mynoa.com/management-mednarodne-logistike, https://www.mynoa.com/trajnostna-mobilnost-logistika), enrolment procedures, curricula, graduate competences or learning outcomes and possibilities for further education and research work are published on website.

Website ensures appropriate information about teaching and study methods, placement of study programmes in Slovenian Qualifications Framework (SOK), European Qualifications Framework (EOK) and European Qualifications Framework for Lifelong Learning (EOVK) and graduate employability and needs for their knowledge. All legal acts, including Noa Statute, Regulation on Student Rights and Duties,

criteria for elections to titles and other relevant documents, are publicly accessible at link https://www.mynoa.com/noa.

Canvas platform represents central information system for communication between all study process stakeholders. System enables multi-directional communication at different levels and ensures targeted communication of relevant content to selected stakeholders. Students and lecturers access timetables, submission deadlines, grades, progress via Canvas and participate in group projects, whereby response time up to 24 hours for email counselling is ensured.

Study information system DreamClass, which was implemented with academic year 2024/25, enables students transparent and systematically organised study progress monitoring via digital index. System optimises application submission procedure and enrolment procedure, whereby students submit applications directly and in digital form, which eliminates need for physical document delivery and increases administrative procedure efficiency.

Noa ensures professional support through specialised counselling services with clearly defined competences and response times. Study and administrative counselling is ensured by two study coordinators who are reachable on working days with guaranteed 24-hour response time. Qualified librarian ensures information support with access to professional and scientific resources, including student training for effective searching and use of academic resources via larger open access platforms (Google Scholar, Open Science, Digital Library of Slovenia, BASE, CORE, ScienceOpen).

Cooperation Agreement with Central Technical Library of University of Ljubljana (CTK) is specially established, which enables students access to library materials, home loans, material reservation, notification about book novelties and use of several thousand electronic resources and purchased databases.

Noa implements extensive survey evaluation system that ensures systematic monitoring of satisfaction and needs of all stakeholders. System includes:

- "Satisfaction with Study Process and General Experience at Noa" survey, which comprises assessments of student registry operation, pedagogical process quality, requirement clarity in subjects, study material usefulness, assessment fairness and e-learning experiences

- Survey questionnaire for individual subject evaluation with higher education teacher pedagogical work assessment

- Satisfaction with Collaboration with Noa survey for pedagogical staff

- Survey on scientific, research and professional work of employees

Survey results are systematically included in annual self-evaluation reports and represent basis for continuous pedagogical process quality improvements.

Noa systematically notifies students about career development possibilities through various channels. In academic year 2023/24, web webinar system was introduced within Academic Assembly LMS (Canvas), which addresses current topics from digitalisation, sustainable logistics, internationalisation and innovation fields and includes presentations of recognised companies (KraftPal, Scania, SIJ Group, Adecco, AISS, Rohlig SUUS).

Alumni platform was also established, which enabled first graduate generations to obtain information about new employment opportunities. In academic year 2024/25, reaccreditation of both programmes by ELA (European Logistics Association) was renewed, which enables graduates easier career path continuation in international space.

In accordance with international orientation, Noa ensures information in Slovenian and English language. English programme implementation requires translation of all key documents, which ensures equal notification of foreign students. Erasmus Charter for Higher Education (ECHE) for period 2021-2027 (accessible at https://www.mynoa.com/en/_files/ugd/c0d275_27aae57ff1824a228a3217870c6ef839.pdf) additionally confirms commitment to transparent notification in international context.

Noa ensures timely notification about all important changes in study process organisation, curriculum changes, schedule plans and other relevant information. Communication takes place through multiple channels simultaneously: Canvas notifications, emails, website and direct communication via registry and dean's office.

Special attention is devoted to notification about international mobility possibilities within Erasmus+ programme, including notification about hybrid mobility forms and introduction of Regulation on Including Students with Fewer Opportunities in Mobility Projects, which ensures access to international experiences for all students regardless of their personal circumstances.

In accordance with Regulation on Student Status with Special Needs and Student Status with Special Status, Noa ensures individualised information for students with recognised status. Study Affairs Commission prepares individual decision with precisely determined adaptations and ways of access to all necessary information, whereby specific individual needs are considered.

Notification system effectiveness is confirmed by evaluation results. In academic year 2023/24, 100% of surveyed students expressed very high satisfaction with communication with Noa staff and information accessibility via digital platforms. Pedagogical staff satisfaction with information support and notification also reaches 100%, which confirms comprehensiveness and effectiveness of established system.

Study process satisfaction survey shows that 87.5% of students expressed highest level of satisfaction with notification systems, whilst remainder expressed moderate satisfaction, which indicates successful implementation of all requirements of standard 7 of Article 12 of criteria.

Noa systematically monitors effectiveness of its notification system and continuously adapts it to stakeholder needs. Further optimisation of digital systems is also anticipated with aim of improving study experience and introducing new forms of interactive communication as needed, which will enable even more direct feedback between all study process stakeholders.

Stakeholder notification system at Noa fully meets and exceeds requirements of standard 7 of Article 12 of criteria. Combination of traditional and digital communication channels, structured support with clear response times, systematic satisfaction monitoring and continuous improvements ensure that all stakeholders are timely, accurately and comprehensively notified about all study process aspects and possibilities for further career development.