

SELF EVALUATION REPORT

for school year 2023/2024

Ljubljana, November 2024

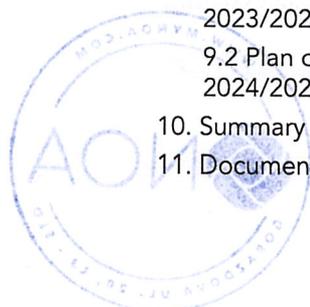
Direktorica in dekanja:
Mladenka Lukić-Walther

Lukić-Walther



CONTENT

1. Functioning of NOA	3
1.1. Presentation of the Fundamental Orientations and Strategies of NOA	3
1.2. Organisation of NOA	5
1.3 Inclusion of Employees and Students in Management and Decision-Making	7
1.4 NOA's Inclusion in the Environment	8
2. Suitability of Spaces for Conducting Educational, Research, and Professional Work	10
2.1 Opportunities for Improvement	11
3. Plan for the Training of Non-Pedagogical Staff	11
3.1 Opportunities for Improvement	11
4. Ensuring the Quality of Academic Staff	12
4.1 Staffing Structure and Promotion Procedures	12
4.2 Report on Professional, Research, and Scientific Work	12
4.3. Institute for the Development of Transport and Logistics (IRTL)	15
4.4. Advantages, Challenges, and Opportunities	16
5. Learning Resources and Student Support	17
5.1 Library and Information Resources	17
5.2 Support for Students with Special Needs	17
5.3 Student Support	18
5.4 Virtual Learning Portal Canvas (LMS)	18
5.5 Industry Connections for Promoting Practical Education and Training	19
5.6 Opportunities for Improvement	20
6. Evaluation	21
6.1 Enrolment and Progression	21
6.1.1 Overview of Enrolled Students by Programmes in the Academic Year 2023/2024	21
6.2 Evaluation of Student Workload by ECTS	23
6.3 Evaluation of Student Satisfaction with the Subjects or Programme of the Postgraduate Course in International Logistics Management	25
6.4 Evaluation of Teaching Performance and Course Delivery	28
6.5 Analysis of Student Satisfaction with the Student Affairs Office and the Quality of the Educational Process at NOA	28
6.6 Analysis of Satisfaction with the Student Affairs Office's Operations and the Quality of the Educational Process at NOA from the Perspective of Academic Staff	29
6.7 Analysis of the Survey on Scientific, Research, and Professional Work of Employees at NOA in the Academic Year 2023/2024 and 2022/2023	31
6.8 Opportunities for Improvement	32
7. NOA's Involvement in the Community and Collaboration with the Environment	33
7.1 Opportunities for Improvement	35
8. Financial Resources	35
9. Plan of the Higher Education Institution for Educating or Training Staff	37
9.1 Plan of the Higher Education Institution for Educating or Training Staff in the Academic Year 2023/2024	38
9.2 Plan of the Higher Education Institution for Educating or Training Staff in the Academic Year 2024/2025	39
10. Summary and Concise Intentions for the Next Academic Year	40
11. Documentation Reference	41



1. Functioning of NOA

1.1. Presentation of the Fundamental Orientations and Strategies of NOA

NOA is an independent and private higher education institution that offers higher education, developmental, scientific, research, study, and advisory activities in the fields of technical and business sciences. Its founder is the Institute for the Development of Transport and Logistics (hereinafter: IRTL). In international business, the institution is referred to as the NOA Faculty (hereinafter: NOA). The headquarters of NOA is located in Ljubljana, Gorazdova 20. NOA is a legal entity that acts in its own name and for its own account in legal transactions.

NOA realises its autonomy by executing educational, scientific research, and professional work based on the freedom of scientific creativity, particularly by:

- independently carrying out its activities;
- determining its internal rules of organisation and operation;
- designing study and development programmes, as well as scientific and research programmes, and specifying the manner of their implementation;
- setting criteria for the appointment of higher education teachers, research workers, and higher education associates;
- making decisions regarding the employment or contractual engagement of higher education teachers, research workers, and higher education associates.
- In carrying out its activities, NOA participates in international scientific education and connects with related institutions both domestically and worldwide for that purpose. NOA is organised according to the demands of the profession, the goals, and the size and scope of each activity.

As stated in the document "Strategy for the Development of IRTL and Strategic Goals for the Period 2020 to 2025", NOA focuses on the creation, development, and transfer of knowledge in the area of logistics and transport systems and their connections with economics. This involves ensuring an adequate understanding of the technical principles of logistics and transport systems, as well as the related microeconomic principles, and their optimisation, specifically directed towards the fields of mobility – logistics and transport.

The first-level study programme that NOA is developing and will continue to develop either independently or in partnership with others both domestically and internationally will mainly contain specific professional subjects and a smaller portion of general social disciplines, which will complement the foundational knowledge necessary for a deeper understanding and planning of business economics.

NOA's vision is to create a network of knowledge by bringing together domestic and international experts who engage in research, development, science, and applications in the field of sustainable transport and logistics, ensuring that education produces highly qualified professionals who can actively participate in shaping sustainable mobility, global logistics, and transport solutions through modern technology and optimisation, and

consequently advocate for economic paradigms in the fields of business, production, logistics, and transport. This latter is particularly important and intricately linked as economic sectors in Slovenia, Europe, and around the world. This will be particularly evident in lower labour costs as well as greater production volumes due to quicker fulfilment of production tasks.

The short-term vision is for the new school, NOA, which was accredited in 2021 and enrolled its first undergraduate programme students in the academic year 2022/2023 and its first master's programme students in the academic year 2023/2024, to become a respected higher education institution known for its quality and expertise in logistics and transport within Slovenia and the broader Balkan region. Within the first five years of its operations, NOA will be recognised in Slovenia and the wider Balkan region as a quality business-oriented higher school emphasising sustainable mobility and global logistics, with a recognisable undergraduate programme in International Logistics Management and a postgraduate programme in Sustainable Mobility and Logistics, which commenced in the academic year 2023/2024. The employability of NOA students will reach at least 75% within one year of graduation, which NOA will achieve primarily through close cooperation with the business environment, research and development partners, and professional associations, as well as by connecting with partners abroad. In seven years after its establishment, NOA is expected to transform into a faculty while further developing and maintaining active collaboration with businesses and other institutions both in Slovenia and abroad.

Values of NOA and IRTL:

- Excellence in education.
- Professional, operational, and organisational excellence.
- Honesty, integrity, and fairness towards all stakeholders.
- High value for students in relation to the costs of study.
- Continuous contribution to the development of society.
- In its operational work, NOA pursues the following objectives:

To establish, develop, protect, and transfer knowledge and skills through teaching and scientific research, and by connecting with practice, thereby contributing to the development of the capabilities of individuals and society as a whole;

- To provide students with the opportunity to select and utilise higher education, academic freedom, and academic autonomy;
- To ensure the inseparability of teaching and research;
- To respect European humanitarian and democratic values;
- To guarantee the respect for human rights and civil liberties, including a prohibition on all forms of discrimination;
- To facilitate the concept of lifelong learning;
- To transform interactions within the community and the commitment of the higher education institution to the social responsibility of students and other members, practical work, and high-quality education;

- To encourage a mindset in students that enables quicker responses in various situations, thus increasing their reliability and readiness to take on professional responsibilities.

1.2. Organisation of NOA

Bodies of NOA:

The founder of NOA, the director, the deputy director, the dean, the vice-dean, the academic assembly, the Senate, the student council, and working bodies of NOA, including the study and habilitation committees. NOA may also have other working bodies.

Founder of NOA:

The founder is the governing body of NOA and provides obligatory instructions and oversees the work of the dean of NOA. The founder can also appoint the director and other bodies.

Director:

The director manages the operations of NOA and makes decisions regarding all material, financial, business, organisational, and personnel matters concerning NOA's operations. The director is the legal representative of NOA.

Deputy Director:

The deputy director manages operations in the absence of the director, with their authorisation.

Dean:

The dean is the academic leader of NOA and represents NOA in a professional capacity. The dean proposes general acts and is responsible for their implementation.

Vice-Dean(s):

The vice-dean assists the dean with their tasks and may lead certain programmes or schools within NOA.

Academic Assembly:

The academic assembly comprises higher education teachers, research associates, and higher education associates, as well as student representatives. It addresses study programmes and reports on the workings of NOA.

Senate:

The Senate is the expert body of NOA that discusses numerous issues related to education and research work at NOA. It makes decisions regarding professional matters in educational and scientific research work at NOA, as well as all issues related to the implementation of NOA's study programme, new educational programmes, and changes to existing educational programmes. By function, the members of the Senate include representatives

of the Student Council, the Dean, and the Vice-Dean (or Vice-Deans, if there are multiple). The students account for at least one-fifth of the members in the Senate.

Student Council:

The Student Council is the representative body of the students of NOA. It consists of student representatives who address matters concerning the rights and duties of students and the programme of student interest activities.

Working Bodies of the Senate:

Habilitation Committee: The habilitation committee is a working body of the Senate of NOA that deals with the procedures for the appointment of higher education teachers, research workers, and higher education associates, as well as the withdrawal of titles.

Study Committee:

The study committee addresses various educational matters, such as the approval of the topics for graduation and master's theses, student enrolment, recognition of prior knowledge, etc.

Strategic Council:

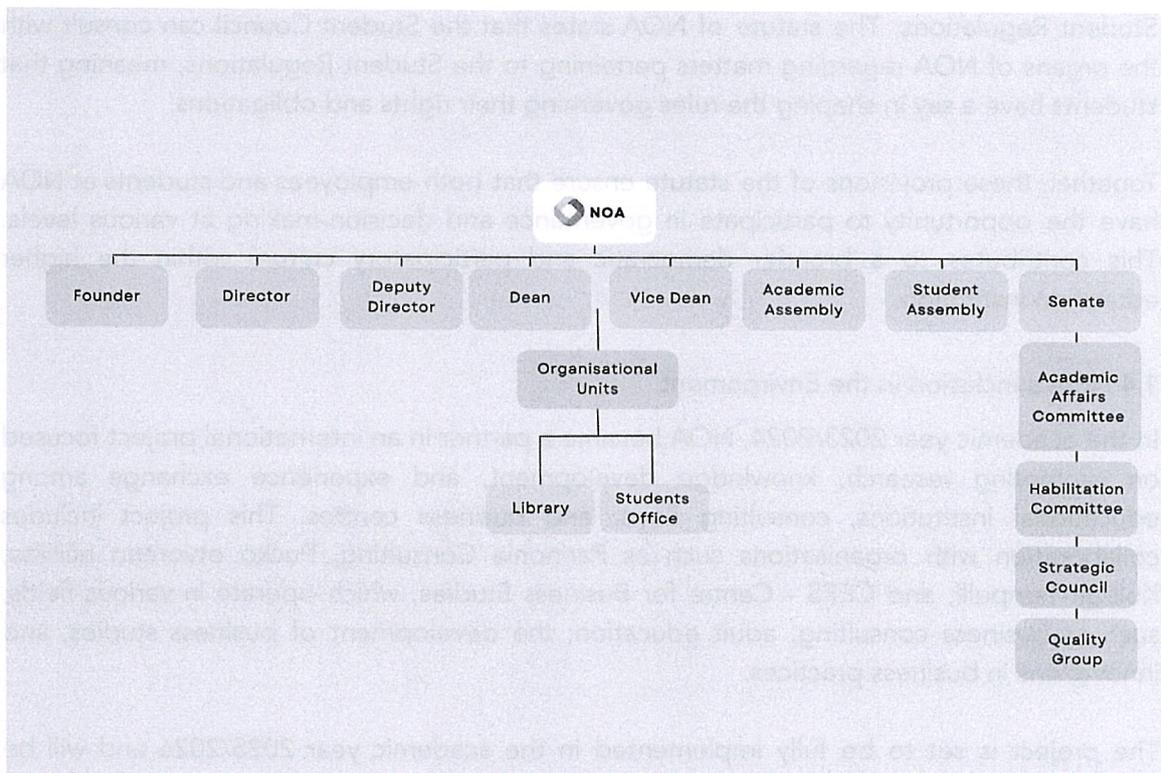
In addition to the organs of NOA, the statute also mentions the Strategic Council of NOA, which is an advisory body intended for collaboration with the business environment in the development and implementation of study programmes. It consists of esteemed representatives from NOA's partner institutions, the founder, and the dean.

Quality Group:

The Quality Group regularly monitors the realisation of activities from the annual work plan and the implementation of set measures during its sessions. Once a year, it evaluates the implementation of strategic goals based on the indicators defined in the strategic plan. In the self-evaluation process, an analysis of achievements in relation to the set goals, activities, and measures is prepared.

Each of these organs and working bodies has its own tasks and responsibilities as defined in the statute of NOA.

Image 1: NOA's Organisational Scheme



1.3 Inclusion of Employees and Students in Management and Decision-Making

The statute of NOA defines how employees and students are involved in the governance and decision-making at this institution.

Academic Assembly: The academic assembly consists of all higher education teachers, research associates, and higher education associates who, during the current semester of the academic year, perform pedagogical, developmental, or scientific research work at NOA. The assembly also includes student representatives, comprising at least one-fifth of the academic assembly members. The academic assembly discusses significant issues and provides general guidelines regarding study programmes, as well as monitoring reports on the work and quality of NOA.

Student Council: The Student Council is an organ composed of student representatives. It addresses and provides opinions on all matters concerning the rights and obligations of students. If its opinion is not considered, it may request a re-evaluation of the matter. The Student Council is elected by NOA students through direct elections, allowing students to actively participate in the governance of NOA.

Senate: The Senate is the expert body of NOA, made up of members of the academic assembly who are teaching at least one subject. Students account for at least one-fifth of the Senate members. The Senate decides on many important issues related to educational and research work at NOA and provides opinions on acts related to the implementation of the study process.

Student Regulations: The statute of NOA states that the Student Council can consult with the organs of NOA regarding matters pertaining to the Student Regulations, meaning that students have a say in shaping the rules governing their rights and obligations.

Together, these provisions of the statute ensure that both employees and students at NOA have the opportunity to participate in governance and decision-making at various levels. This contributes to a broader democratic and participatory culture within the higher education institution.

1.4 NOA's Inclusion in the Environment

In the academic year 2023/2024, NOA became a partner in an international project focused on promoting research, knowledge development, and experience exchange among educational institutions, consulting firms, and business centres. This project includes collaboration with organisations such as Pannonia Consulting, Pučko otvoreno učilište, Kolegji Tempulli, and CEPS - Centre for Business Studies, which operate in various fields, such as business consulting, adult education, the development of business studies, and innovations in business practices.

The project is set to be fully implemented in the academic year 2025/2026 and will be aligned with NOA's internationalisation goals, as it enables wider integration of the school into the international research and educational space. Participation in this project allows NOA to connect with international experts and institutions, thereby enhancing the school's recognition on a global level and strengthening its research potential.

As part of the project, we will actively participate in the development of new research methodologies and approaches, with a particular focus on analysing current challenges in the business environment. Our role will centre on researching and seeking solutions for adapting business processes and organisational structures in a rapidly changing world. In doing so, we will contribute to the development of innovative approaches that will yield long-term benefits for both educational practices and business and research methods.

Engagement in this project represents a significant step in solidifying international connections, as it allows for the exchange of experiences and best practices with other higher education institutions and business centres. This involvement in a global network will strengthen both our international recognition and the quality of the educational content we offer, thereby increasing the competitiveness of our students and collaborators in the international market.

Establishing Infrastructure and Partnerships (2023 - 2024):

In the academic year 2023/2024, we applied for the KA220 HED project, aimed at bridging the transport and logistics industry for female graduates and encouraging greater participation of women in this traditionally male-dominated sector. The purpose of the project was to develop new opportunities for female graduates seeking to build careers in the transport and logistics industry, and to create equal conditions for their success in this field. Within the project, we collaborated with esteemed European institutions, such as ITS Logistica, University of Applied Sciences BFI Vienna, Todor Kableshkov University of Transport, Maritime University of Szczecin (Politechnika Morska w Szczecinie), ZLC - Fundación Zaragoza Logistics Center, NTUA - National Technical University of Athens, and CISCuG - Centro Interdipartimentale di Studi sulle Culture di Genere - University of Bari. Although our project was not approved in the application process, we gained valuable experiences that enhanced our understanding of the challenges faced by women in this industry. This experience further solidified our commitment to promoting gender equality and increased inclusion of women in underrepresented sectors. Our commitment to these goals remains a key component of NOA's broader strategy for internationalisation and continued development.

Acquisition of Mobility Projects and Growth of Partnerships (2024 - 2025):

- Motivating students, teachers, and staff to engage in mobility programmes;
- Increasing the number of quality partners by 20% per year;
- Monitoring progress through key performance indicators (KPIs) and implementing appropriate measures based on the results.

Progress in Mobility and Content Development (2026 - 2027):

- Further increase in the number of participants in mobility programmes.
- Development of a system for ensuring effective internationalisation at the institution.
- Monitoring progress and implementing necessary measures.

Managing Internationalisation:

- Establishment of an international office to support international mobility programmes and projects.
- Decision-making regarding mobility calls and research projects by the Dean of NOA.
- Coordinating decisions with the founder and the Senate.

NOA intends to establish partnerships with higher education institutions in the Balkan region as well as in EU member states, focusing on countries where the fields of logistics and mobility are most developed. Through these approaches and phases, NOA will build its internationalisation with the aim of becoming a recognised and established institution in the field of logistics and mobility in Slovenia and more broadly within the international environment.

The internationalisation strategy of NOA also positively impacts the connectivity of students to the job market and the wider environment by ensuring a broader knowledge and skill base, promoting student mobility, and collaborating with the business sector. This enhances the employability of graduates, prepares them for a global working environment, and

encourages the development of sustainable approaches to mobility. At the same time, it facilitates international cooperation in addressing environmental challenges and raises students' awareness of sustainability and environmental issues, contributing to shaping a generation of graduates that places greater emphasis on sustainable development.

2. Suitability of Spaces for Conducting Educational, Research, and Professional Work

The theoretical and seminar components of the study programmes at NOA take place at the address Gorazdova 20 in Ljubljana or online. NOA has five lecture rooms, three of which are equipped with high-end technology designed to enhance the experience of remote study as much as possible. The technological infrastructure at NOA improves the learning process and allows for exceptional flexibility in teaching delivery in both traditional physical and virtual environments. Smart boards, speakers, and recording cameras for lectures, combined with tools such as the Canvas platform (LMS) and Zoom, enable students and lecturers to teach and learn in ways that best meet their needs. This increases the accessibility of education, promotes interactivity, and facilitates easy tracking of lectures, regardless of location.

- On the ground floor, there is a reception area, four offices, a kitchenette, a lift, and a waiting room;
- On the first floor, there are two lecture rooms, restrooms, and a lift;
- On the second floor, there are two lecture rooms, a library, and restrooms;
- On the third floor, there is one lecture room.

NOA provides students and lecturers with:

- The dean's office with an administration office;
- A reception area;
- A library with a reading room and computer access;
- A meeting room;
- A computer classroom;
- Five lecture rooms.

Lecture rooms:

- A lecture room with 24 seats and an area of 24m²;
- A lecture room with 56 seats and an area of 56m²;
- A lecture room with 36 seats and an area of 35m²;
- A lecture room with 36 seats and an area of 55m²;
- A lecture room with 49 seats and an area of 80m².

All lecture rooms have internet access. The facilities are well-designed and suitable for carrying out administrative, educational, and research activities. They are also accessible to people with mobility impairments, as an appropriate lift is installed in the building.

2.1 Opportunities for Improvement

NOA offers numerous advantages for students, including high-tech equipment in lecture rooms (smart boards) and e-classrooms, such as the LMS platform Canvas, which facilitates quality e-learning in flexible physical and virtual environments. The high level of digital literacy among staff ensures quick responses and effective decision-making, which benefits students. Promoting the involvement of the Student Council strengthens the connections between students and the school's management and enables the implementation of student initiatives. The planned establishment of an alumni club in the upcoming academic year will enhance networking among graduates and the institution.

NOA strives to establish sustainable international partnerships with higher education institutions abroad, which is essential. This requires actively seeking potential partners and establishing and concluding international cooperation agreements. Additionally, promoting the mobility of students, teachers, and staff is an important goal for improving the exchange of knowledge and experiences in the international environment; however, it poses a challenge to provide adequate financial and organisational support for implementing these mobility programmes.

3. Plan for the Training of Non-Pedagogical Staff

In line with its commitment to the professional development and continuous education of non-pedagogical staff, NOA actively encourages participation in ERASMUS+ exchange programmes. This enables the acquisition of various skills and knowledge aimed at developing innovative digital solutions to optimise study processes, fostering connections between different higher education institutions and other stakeholders, and exchanging best practices in the execution of the study process. At the same time, non-pedagogical staff regularly participate in specialised training programmes organised by leading domestic and international institutions, such as the Ministry of Education, Science and Sport (MIZŠ), CMEPIUS, NAKVIS, and other partners of NOA.

3.1 Opportunities for Improvement

For the next five years, we have set an ambitious goal to continue actively supporting the professional development of non-pedagogical staff. To this end, we will implement the following key measures:

- Maintain high professional standards across all areas of operation.
- Encourage non-pedagogical staff to participate in ERASMUS+ exchange programmes.
- Promote participation in educational programmes in higher education offered by leading domestic and international institutions.
- Organise internal seminars and training sessions with recognised experts, accessible to both NOA employees and students.

4. Ensuring the Quality of Academic Staff

4.1 Staffing Structure and Promotion Procedures

In the execution of higher education programmes, NOA collaborates with accredited higher education teachers who meet the prescribed requirements for teaching and integrate their work with scientific research. In the selection and advancement of lecturers, we strictly adhere to the high standards for the appointment of higher education teachers and the criteria established within NOA.

An important part of the habilitation process involves the results of student surveys, which are carefully analysed and presented to lecturers during annual meetings. This provides constructive feedback on lecturers' performance and assists them in adapting their teaching methods to improve the teaching process.

At NOA, we regularly promote the professional development of our lecturers. The academic assembly consists of 22 teaching staff with various titles, including full professors, associate professors, assistant professors, senior lecturers, and lecturers. In the future, we plan to more actively involve guest lecturers from abroad in the study process.

4.2 Report on Professional, Research, and Scientific Work

The dean actively oversees the quality of pedagogical work by regularly informing, communicating, and training staff on guidelines for quality and professional practice. Lecturers can access information support through the online portal (LMS) for delivering education, facilitating continuous communication and tracking of student progress. Additionally, we encourage lecturers to participate in the Institute for the Development of Transport and Logistics (IRTL) and organise workshops for using online tools like LMS (such as Canvas) and Zoom for video conferences to enhance the technical and informational capabilities of academic staff.

The presentation of research by lecturer Doc. Dr Andreja Habjan at the International Logistics Congress 2024, where she serves as the director of the family business Habjan transport d.o.o., actively covers the aspect of knowledge transfer and theory into practice. Two students from NOA also attended the congress. During our research day, we had the opportunity to listen to a lecture by Doc. Dr Andreja Habjan, director of Habjan transport d.o.o. and lecturer at NOA. Dr Habjan focuses on the transfer of knowledge regarding transport processes and quality assurance. Furthermore, she addresses the transfer of knowledge from theory to practice, which is crucial for linking academic insights with practical challenges in the industry. Dr Habjan is the author of several scientific articles in the fields of transport, logistics, and operational decision-making; her experiences are invaluable for both students and companies engaged in logistics and transport. In her presentation at the logistics fair, Dr Habjan introduced a case of improving inter-organisational processes within a transport company through the use of automated exchange of IT information and the electronic logistics marketplace (ELM). This approach has contributed to positive changes in the process, reflected in reduced waiting times for

loading and unloading, improved organisation of processes in client warehouses, and a decrease in the required workforce. The case clearly demonstrates how critical process changes and the application of advanced IT systems are for improving efficiency and reducing costs in the transport industry. The findings from this case are applicable to other companies looking to upgrade their inter-organisational processes and leverage modern technological solutions to optimise their operations.

As part of the study programme, we have hosted numerous experts whose contributions have been extremely beneficial for our understanding of various areas of the business world. Guests have guided us through current topics, strategic approaches, and practical examples that we can incorporate into our section on professional practice, where we focus on expanding knowledge and enhancing our understanding of business processes.

23.01.2024 - Jure Jezeršek from Sora Catering presented the challenges and opportunities in hospitality and event management. He focused on new trends in the industry and adapting to customer needs, as well as sustainable approaches in catering services. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

30.01.2024 - Aleš Saje from Niko, d.o.o. Železniki presented the company's development in the field of industrial device production and energy efficiency systems. He emphasised innovations and sustainable approaches in the development of their products. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

06.02.2024 - Damjan Jančec from Asko presented key trends and strategies in the furniture industry, with a particular focus on sustainable approaches and innovations in production. He explained how the company develops solutions to improve energy efficiency and reduce environmental footprint. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

13.02.2024 - Darja Krč from Knauf Insulation presented innovative solutions for energy efficiency in construction, particularly in the area of insulation materials. She highlighted the importance of sustainable practices and technological innovations to reduce energy consumption and enhance energy efficiency. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

20.02.2024 - Dmitry Novitskiy, logistics director at the SIJ Group, presented challenges and solutions in managing transport logistics in large industrial systems. He emphasised the importance of sustainable approaches that are crucial for ensuring competitiveness in the global market. Novitskiy highlighted how coordinated actions within the group enhance the effectiveness of transport logistics and competition in the steel industry. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

27.02.2024 - Martin Pečar from Omniopli presented innovations in optics and consulting for industrial applications. He emphasised the importance of advanced technologies in optimising production processes and improving energy efficiency. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

19.03.2024 - Katja Udovič from REM Trebnje presented the company's role in developing sustainable solutions in recycling and waste processing. She emphasised the importance of ecology and economics in optimising waste management processes. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

20.03.2024 - Matej Klasinc from Bureau Veritas presented the company's role in ensuring quality, safety, and sustainability in various industrial sectors. He highlighted the significance of certifications and compliance with international standards to enhance the competitiveness of companies. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

02.04.2024 - Uroš Debelak, Manager of E-Mobility, and Urška Satler, General Director for the Scania East Adriatic region, presented Scania Slovenia and its innovations in the field of e-mobility. They emphasised the importance of sustainable development and optimisation of transport solutions, including electric vehicles and advanced technologies to reduce emissions. Debelak presented advanced e-mobility solutions, while Satler outlined the business strategy and expansion of the company in the eastern Adriatic region. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

09.04.2024 - Rok Žakelj from Rohlig SUUS presented the key advantages of intermodal transport, which combines different modes of transport to increase efficiency and reduce costs in logistics. He highlighted the company's innovative approaches to providing comprehensive solutions in this area and their extensive network of transport connections. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

12.03.2024 - Doc. Dr Aleš Jug presented the impact of supply chains on the environment, emphasising the importance of integrating sustainability as a key business priority. He explored practical strategies, sustainable business models, and regulatory changes that influence the formation of green supply chains. The presentation highlighted the necessity of aligning business growth with sustainable principles. The webinar was conducted in English, enabling access to a wider audience.

12.03.2024 - Danijel Okilj, International Mobility Manager for Slovenia at Adecco, presented the company's role in international mobility and personnel solutions. Okilj illuminated the challenges and opportunities associated with international mobility, emphasising the importance of adaptability for businesses in a global environment. He

highlighted the role of Adecco's services in supporting companies in integration and overcoming barriers in talent recruitment and mobility. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

16.10.2024 - Igor Sep from the Chamber of Commerce of Slovenia presented the role of the chamber in promoting economic growth and innovation in Slovenia. He emphasised collaboration between businesses and government institutions in developing economic opportunities and the internationalisation of Slovenian companies. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

27.03.2024 - Martin Pečar from Omniopti presented innovations in optics and consulting for industrial applications. He emphasised the importance of advanced technologies in optimising production processes and improving energy efficiency. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

16.04.2024 - Matej Kosaber from LX Track presented advanced solutions in the field of tracking and optimisation of logistics processes. He emphasised the role of digitalisation and advanced technologies in increasing efficiency and reducing costs in logistics. The webinar was moderated by Assoc. Prof. Dr Andreja Habjan, and the event was subtitled in English, allowing for wider accessibility of the content.

27.05.2024 - Danijel Okilj, International Mobility Manager for Slovenia at Adecco, presented the company's role in international mobility and personnel solutions. Okilj highlighted the challenges and opportunities related to international mobility and the importance of adaptability for companies in a global environment. He emphasised the role of Adecco's services in supporting companies in integrating and overcoming barriers related to talent recruitment and mobility.

4.3. Institute for the Development of Transport and Logistics (IRTL)

IRTL focuses on the development and sharing of knowledge among various stakeholders and on collaborating to educate new professionals in the field of transport and logistics. This is achieved through various applied and research projects, the organisation of international scientific and professional conferences, and the publication of relevant literature in this area. It also supports the establishment and development of new initiatives in transport and logistics.

IRTL brings together a wide range of domestic and international experts who engage in research, development, and the scientific and practical aspects of transport and logistics. Together, they pool their knowledge in interdisciplinary projects that address significant aspects such as digitalisation, changes in international trade, and developments in software and hardware, while also taking local markets into account. The diverse expertise brought

from fields such as economics, informatics, management, and law enriches and complements this knowledge network.

In the academic year 2023/2024, two research activities were carried out under the IRTL Institute for the Development of Transport and Logistics:

AGC Nemec d.o.o. titled: Creation of professional foundations or conceptual designs for the regulation area at Marnem - AGM Nemec d.o.o. and other consultancy concerning logistics.

Lesmarc+ d.o.o. titled: Study and analysis of potential plants for the incineration of municipal sludge, calculations of investment profitability, and a review of possible incinerator suppliers in the EU - in the second part, we also organised training in the transportation of hazardous materials (ADR). In 2023, we conducted seven ADR training sessions.

4.4. Advantages, Challenges, and Opportunities

In assessing the habilitation procedures at NOA, we found them to be appropriate. The composition of the academic assembly is also suitable for ensuring the quality of the study, as reflected in the high ratings of lecturers obtained from student surveys (the average satisfaction rating for lecturers is 4.3 on a scale from 1 to 5).

The greatest advantage of NOA stems from its smaller scale, which allows for an individual approach by management and administration towards both students and academic-research staff.

We also monitor challenges, which we perceive as the need for closer collaboration with the practical environment or industry, the Institute for the Development of Transport and Logistics (IRTL), and abroad. We will address this challenge through the further development of research activities, which we see as a key link between students and the institution.

We see the fundamental development opportunities in further expanding the range of programmes and services offered to students, as well as in training and other developmental activities aimed at both individual lecturers and the collective. An important challenge in the upcoming academic year is to promote exchanges within the framework of the Erasmus+ programme.

4.5 Plan for the Training of Higher Education Teachers and Associates

For the next period, we have set an ambitious goal to continue actively supporting the professional development of both pedagogical and non-pedagogical staff. To this end, we will implement the following key measures:

- **Emphasis on staff quality:** In the coming academic year, the main focus will be on acquiring and ensuring high-quality research and teaching staff from external collaborators.
- **Knowledge and experience exchange:** In the next academic year, we plan to promote the mutual exchange of knowledge and experiences among NOA lecturers and beyond.
- **Project work:** One of the key advantages of project work will be collaboration with external partners, where projects will be tailored to their specific needs, and adaptability to market trends such as technology, digitalisation, and sustainable development. An interdisciplinary approach will encourage creativity and the development of innovative solutions.
- **International focus:** In the upcoming academic year, NOA will concentrate on building quality through international projects by acquiring high-quality partners, including participation in Erasmus+ programmes.
- **Continuous improvement:** The institution will continue to build and upgrade its internal rules and procedures as part of the quality assurance system in the next academic year.

5. Learning Resources and Student Support

5.1 Library and Information Resources

NOA provides its students with access to a library staffed by a qualified librarian and a borrowing system, where both compulsory and recommended study literature, aligned with the curriculum, is available. In the academic year 2023/2024, students have been granted access to professional and scientific literature in the library, and they have also been informed about major open-access platforms that offer extensive collections of academic resources across various scientific and professional fields, such as Google Scholar, Open Science, the Digital Library of Slovenia, the Academic Search Engine of the University of Bielefeld (BASE), CORE, ScienceOpen, and others. The library is registered and adequately equipped, containing a computer, printer, and access to global scientific databases. It also has a contract with IZUM.

In the academic year 2023/2024, we signed a Cooperation Agreement with the Central Technical Library of the University of Ljubljana (CTK) to provide information support in pedagogical, scientific-research, and professional work. Students now have access to library and other materials in the facilities of the CTK library, the ability to borrow materials for home use, reserve materials, receive notifications about new books, and access several thousand units of generally available electronic resources in the public domain, as well as to utilise purchased databases and other information sources.

5.2 Support for Students with Special Needs

NOA's facilities are adapted for people with mobility impairments, as access to lecture rooms, the dean's office, the administration office, the library, and other spaces is facilitated by a lift. All students also have the option to study remotely, where they can attend lectures

online, access appropriate study materials, and complete their study obligations, including taking exams. The institution is committed to adapting its spaces for students with special needs (visual impairment, deafness) if the need arises.

In the academic year 2023/2024, we have not had any cases of students with special needs. However, if students were to present appropriate documentation of their special needs, we would provide additional adjustments in accordance with the newly adopted Regulations on the Status of Students with Special Needs and Students with Special Status at NOA, such as extended exam time, additional exam dates, and similar provisions.

5.3 Student Support

NOA offers various support services, including the dean's office, library, and administration office. These services are designed to support both higher education teachers and students and play a key role in ensuring the quality of education while assisting in various aspects of study processes.

Students can seek help with problems that arise during their studies, as well as with other potential issues they may encounter. If necessary, career counselling is also provided to help students with their careers.

Support services assist lecturers with administrative procedures, document management, and support them in resolving any other issues that may arise in the educational process or with the use of e-learning platforms and other resources.

5.4 Virtual Learning Portal Canvas (LMS)

The online education platform offers students numerous benefits and services, including:

Access to study materials: It enables easy access to study materials such as lectures, notes, books, and other content that can be reviewed at any time and from anywhere.

- Access to examinations: We provide students with access to exams secured through a lockdown browser, such as Proctorio, which ensures security and integrity during the examination.
- Online classroom: CANVAS offers an online classroom where students can connect with their peers and lecturers. They can communicate, participate in discussions, ask questions, and share information.
- Assignment submission: Students can easily submit their assignments and homework through the CANVAS platform. Lecturers can review, grade, and provide feedback through the same platform.
- Calendar and timetable: CANVAS allows the creation of an individual timetable with all important deadlines for assignment submissions, exams, and other significant dates.
- Interactive materials: Students can be offered interactive exercises, quizzes, and tests to check their understanding of the study material.

- Progress tracking: Students can monitor their progress in study programmes, grades, feedback, and any missed assignments.
- Group collaboration: The platform allows students to collaborate on group projects and share documents and ideas with other group members.
- Support for e-learning: CANVAS also enables e-learning, where students can attend lectures and exams online.
- Accessibility on mobile devices: Students can use CANVAS on various devices, including computers, tablets, and smartphones.
- Communication with lecturers: Students can easily contact their mentors and lecturers via the platform to ask questions or seek assistance with study matters.
- Resource archiving: Resources on CANVAS are typically archived, allowing students to access important information even after completing a course or programme.

All these features and services of the CANVAS platform help students manage their study materials more easily and effectively and engage in the learning process.

5.5 Industry Connections for Promoting Practical Education and Training

Connecting with industry to promote practical education and training is a central element of the strategies of IRTL and NOA. The institutions aim to create a knowledge network that unites academics and practitioners with a focus on applied projects for business partners. Close collaboration with key industry players ensures that the educational programmes align with market needs. The study programmes are designed to enable students to acquire practical competencies while NOA staff maintain close ties with practical applications. The offering of lifelong learning and the planned Career Centre further strengthen the bond between education and industry. Through an interdisciplinary approach and continuous alignment of programmes with economic needs, the institutions strive to develop professionals capable of successfully operating in a modern global business environment.

In the previous academic year 2022/2023, we concluded twenty-five (25) agreements between IRTL and various domestic and international companies and organisations from the logistics industry, such as Adriatikagent d.o.o., AIR Prince d.o.o., CEATM d.o.o., College Logos Centar Mostar, Comark d.o.o., Consector Biro d.o.o., Fraport Slovenia d.o.o., the Chamber of Commerce of Slovenia, Habjan transport d.o.o., IMP d.d., IRENET - Society for Advancing Innovation and Research in Economy, JP Komunalno podjetje Logatec d.o.o., Kobal transporti d.o.o., KPL d.o.o., Melavc d.o.o., the Regional Chamber of Craft and Entrepreneurship Logatec, Pfeifer d.o.o., Pošta Slovenije d.o.o., Prometni center Blisk d.o.o., Slovenske železnice d.o.o., Smart Cargo d.o.o., Solinair d.o.o., Trans Felix prevozi d.o.o., Vadea d.o.o., and Zavod INRISK.

Of these, twelve (12) agreements were signed to provide study internships at NOA (particularly with companies such as Solinair d.o.o., Smart Cargo d.o.o., Slovenske železnice d.o.o., and Fraport Slovenia d.o.o.), aimed at ensuring appropriate mentoring and work environments in accordance with NOA's study programmes and the applicable regulations in higher education and the Labour Relations Act.

Fifteen (15) agreements were concluded with the additional intention of exchanging analyses related to transport and logistics, assisting students in preparing project and thesis work, sharing information on current topics in the industry, facilitating the participation of students and professors in conferences, seminars, and round tables, and collaborating on research tasks and projects in the field of transport and logistics. These agreements also involve support in the development and quality assurance of student programmes aligned with labour market needs and professional development.

As we conducted our first enrolment in the undergraduate programme in International Logistics Management in the academic year 2022/2023, we were unable to provide practical education in collaboration with the aforementioned companies, but we are already preparing for student internships in the coming years.

As part of connecting students with industry, on April 24, 2024, we organised a visit to Scania Slovenia. The visit was part of activities that include case studies in the field of transport, aimed at giving students insight into the operations of leading companies in the industry and providing them with opportunities for practical education.

Scania Slovenia, as part of the global Scania group, is known for its advanced transport solutions, including trucks and logistics services. During the visit, students had the opportunity to meet industry experts who presented key challenges and innovations in the transport sector and the company's operations in the Slovenian market. Students also had the opportunity to actively engage, ask questions, and obtain concrete information that will assist them in their further studies and future careers.

Additionally, students were made aware of how the theory from their coursework connects with actual business practices and how modern technologies shape the future of transport. The visit to Scania Slovenia thus allowed students to gain valuable practical knowledge and experience that will greatly assist them in understanding the workings of the industry in which they will soon seek their professional paths. Connecting with industry has allowed students to become familiar with current trends and practices that will be crucial for their future professional development.

5.6 Opportunities for Improvement

In the academic year 2023/2024, we established a Cooperation Agreement with the Central Technical Library of the University of Ljubljana (CTK) to provide informational support in pedagogical, scientific research, and professional work. Students are granted access to library and other materials in the CTK facilities, along with the ability to borrow materials for home use, reserve materials, receive notifications about new books, and access thousands of units of publicly available electronic resources, including the use of purchased databases and other information sources. In the academic year 2023/2024, we also obtained the ELA certificate that graduates receive upon graduation. This certificate will facilitate graduates in advancing their careers, even in the international arena. In the academic year 2024/2025, we aim to also obtain the ELA certificate for the master's programme.

We also plan to establish an ALUMNI platform that will allow the first graduating classes to obtain information about new job opportunities, positions for study internships, Erasmus+ exchanges, and participation in various applied projects.

Additionally, we see an opportunity in increasing student interest in the Erasmus+ programme. In the academic year 2024/2025, we will actively participate in promoting this programme, encouraging hybrid mobility, and introducing regulations on the inclusion of students with fewer opportunities in the Erasmus+ programme.

6. Evaluation

To ensure and continuously improve the quality of education, regular evaluations are conducted at NOA. Our commitment to quality is focused on providing an optimal study experience for every student.

In the academic year 2023/2024, we enrolled the second generation of students in the undergraduate programme in the Slovenian version of International Logistics Management and the international version of International Logistics Management, as well as the first generation of the master's programme in Sustainable Mobility and Logistics.

In the second year of the International Logistics Management programme, 23 students were enrolled in the first year of the Slovenian version, 17 in the second year, and 7 in the third year, totalling 47 students.

In the international programme of International Logistics Management, we enrolled 7 students in the first year and 2 in the second year, making a total of 9 students.

In the master's programme of Sustainable Mobility and Logistics (Slovenian version), we enrolled 4 students.

6.1 Enrolment and Progression

In the academic year 2023/2024, a total of 56 students were enrolled at NOA, representing an increase of more than 86.67% compared to the previous year, which had a total enrolment of 30 students.

6.1.1 Overview of Enrolled Students by Programmes in the Academic Year 2023/2024

Enrolment in the academic year 2023/2024 – undergraduate study programme in International Logistics Management

Year of Study	School Year 2022/23	School Year 2023/24
Year 1	23	30
Slovene Execution	18	23

English Execution	5	7
Year 2	4	19
Slovene Execution	4	17
English Execution	0	2
Year 3	0	7
Slovene Execution	0	7
English Execution	0	0
TOTAL:	27	56

- There were also 11 students completing their studies in the form of informal education.

Progression to a Higher Year – undergraduate study programme in International Logistics Management:

Based on the data regarding student progression from one year to another in the academic years 2022/2023 and 2023/2024, we can observe the following changes:

- In the 1st year of the academic year 2022/2023, 23 students were enrolled, of which 18 were in the Slovenian version and 5 in the English version. In the following academic year 2023/2024, there were 30 students in the 1st year, with 23 in the Slovenian version and 7 in the English version. This indicates an increase of 7 students in the 1st year, with a more significant increase in the Slovenian version (up by 5 students) and the English version (up by 2 students).
- The number of students in the 2nd year increased. In the academic year 2022/2023, there were 4 students in the Slovenian version, while in the academic year 2023/2024, there are 19 students in the 2nd year, of which 17 are in the Slovenian version and 2 in the English version. This reflects an increase of 15 students in the 2nd year, primarily in the Slovenian version (an increase of 13 students) and also in the English version (an increase of 2 students).
- In the 3rd year, there were no students in the academic year 2022/2023, but in the academic year 2023/2024, there are already 7 students in the 3rd year, all in the Slovenian version, indicating an increase in the number of students in the 3rd year compared to the previous year, with no students in the English version.

The total number of students who progressed from year to year in the academic year 2022/2023 was 27, while in the academic year 2023/2024, it was 56. This means that the total number of students enrolled in the study programme increased by 29, indicating an increase in student progression between years, especially due to growth in the 2nd and 3rd years.

Enrolment in the academic year 2023/2024 – postgraduate study programme in Sustainable Mobility and Logistics

Year of Study	School Year 2023/24
Year 1	4
Slovene Execution	4
English Execution	0
TOTAL:	4

The postgraduate study programme in Sustainable Mobility and Logistics was first offered in the academic year 2023/2024, with 4 students enrolled, all in the Slovenian version of the programme. No students were registered in the English version of the programme this academic year.

Key Findings:

- Enrolment in the 1st Year:

The enrolment for the new programme was relatively modest, as we accepted only 4 students in the 1st year. All students opted for the Slovenian version of the programme, indicating that the English version is still less appealing at this early stage, or prospective candidates are more inclined towards the local version.

- Progression to a Higher Year:

As this is a completely new postgraduate programme, progression to a higher year is not possible in the academic year 2023/2024. Progression can only be monitored in the coming years when the students who enrolled in the 1st year complete their first year of study and advance to the 2nd year.

6.2 Evaluation of Student Workload by ECTS

Based on the data received, an analysis will be presented that includes feedback regarding the extent of contact hours for various subjects, along with comments and suggestions made by the students. The table contains evaluations of the scope of lectures, practicals, and e-learning for each subject, along with additional observations and student suggestions.

Feedback Analysis:

- Students are generally satisfied with the amount of contact hours; however, some have remarked that certain subjects would benefit from more hours, especially those covering complex material.
- Some students pointed out the need for more contact hours in practicals and greater focus on practical assignments.
- They also suggested a stronger emphasis on applied skills.
- Several students mentioned a lack of time due to a packed timetable (multiple subjects per week), which impacts their ability to complete all assignments on time.

Table with Analysis of Contact Hours:

Naziv predmeta	Kontaktne ure predavanj	Kontaktne ure vaj	Kontaktne ure v e-učilnici
Accounting and Finance	good	good	good
Basics of Logistics and Sustainable Mobility	appropriate	appropriate	appropriate
Mathematics for Logisticians	adequate	adequate	adequate
Basics of Transport	appropriate	appropriate	appropriate
Business English	excellent	excellent	excellent
Informatics	adequate	adequate	adequate
Managerial Economics	just right	just right	just right
Digital Business in Logistics	just right	satisfactory	just right
Circular Economy in Logistics	adequate	adequate	adequate
Basics of Procurement Processes	excessive	excessive	excessive
Digital Markets in Logistics	excellent	excellent	excellent
Professional Writing and Presenting Skills	excellent	excellent	excellent
Management Accounting	adequate	adequate	adequate
Statistics	excellent	excellent	excellent
Fundamentals of Economics	good	good	good
From theory to practice – case studies in the area of transport	excellent	excellent	excellent
Basics of Management and Organisation	just right	just right	just right
Project Management	adequate	adequate	adequate
Sustainable Waste Management	good	good	good
Business Economics	adequate	adequate	adequate

Supply System Management	too few	adequate	adequate
--------------------------	---------	----------	----------

Based on the table and analysis presented above, we have identified several key suggestions for improvement. Students frequently highlight the need to increase the number of hours in subjects that address more complex or extensive material and in subjects with more practical assignments. There is also a suggestion to introduce more practical examples and better-structured practicals, which would contribute to greater clarity and understanding of the material.

We will carefully examine these constructive suggestions in the coming year and seek solutions that will balance study demands with available resources. In this way, we will ensure a more effective educational process and better learning experiences for students.

6.3 Evaluation of Student Satisfaction with the Subjects or Programme of the Postgraduate Course in International Logistics Management

As part of our efforts to continuously improve the quality of the study process for the undergraduate programme in International Logistics Management and the postgraduate programme in Sustainable Mobility and Logistics, we conducted a survey on student satisfaction regarding the implementation of individual subjects and the overall programme. The main purpose of the survey was to measure planning and the implementation of continuous improvements. We monitored student satisfaction with the breadth of material, the number of contact hours, the appropriateness of study literature, the difficulty of subjects, the interest of content, clarity of obligations, alignment of practicals with lectures, the usefulness of acquired knowledge, time spent on obligations, as well as the provision of remote lectures and the usability of e-learning platforms.

The following table will present the average satisfaction ratings for individual subjects in the undergraduate programme of International Logistics Management.

This average is calculated based on various parameters, including the number of contact hours for lectures and practicals, appropriate study literature, subject difficulty, content interest, clarity of obligations, alignment of practicals with lectures, usefulness of acquired knowledge, time spent on obligations, and the provision of remote lectures and usability of the e-learning platform. Satisfaction was measured on a scale from 1 to 5, with 1 indicating strong disagreement and 5 indicating full agreement. The overall average will reflect the total satisfaction of students with the implementation of both the undergraduate and postgraduate programmes.

Subject	Average Rating
Basics of sustainable business logistics	5,0
	4,7

Feature of logistics in international environment	4,8
Business English	4,2
Legal framework for doing business in international environment	4,2
Project management	1,7
Accounting and finance	4,0
Business process management	4,7
Professional writing and presenting skills	4,3
Basics of procurement processes	4,6
Basics of logistics and sustainable mobility	4,5
Fundamentals of economics	4,5
Mathematics for logisticians	3,8
Circular economy in logistics	4,5
Informatics	4,3
Business economics	4,3
Corporate social responsibility	4,6
Managerial economics	5,0
Electronic markets in logistics	5,0
Management accounting	5,0
Global supply chain management	5,0
Statistics	5,0
From theory to practice – case studies in the area of logistics	5,0
Supply system management	4,9
Fundamentals of management and organisation	5,0
IT support for management	5,0
From theory to practice – case studies in the area of transport	5,0

Basics of Marketing	5,0
Digital business in logistics	5,0

The overall average satisfaction is 4.3, reflecting a high level of student satisfaction in the International Logistics Management programme. The standout results are in the subjects of Project Management, which has a satisfaction average of 1.7, and Mathematics for Logistics, with an average of 3.8. Despite some discrepancies, the overall average of 4.3 still indicates high satisfaction among students in the International Logistics Management programme.

The following table will present the average satisfaction ratings for individual subjects in the postgraduate programme in Sustainable Mobility and Logistics for the 1st and 2nd semesters.

Subject	Average Rating
Sustainable logistics systems	5,0
Strategic process management	5,0
Impact of modern technologies on supply chain	4,5
Intelligent mobility	4,5
Digitalisation of supply chain management	4,7
Operational research	4,5
Research methodology	5,0

The ratings from students in the master's programme for Sustainable Mobility and Logistics indicate a high level of satisfaction, with Sustainable Logistics Systems and Strategic Process Management receiving the highest ratings. The other subjects reflect very good delivery with some opportunities for improvement. Overall, the programme meets high standards.

6.4 Evaluation of Teaching Performance and Course Delivery

As part of the survey on student satisfaction with higher education lecturers and their pedagogical methods, we analysed several aspects. Students evaluated whether the lecturers' work was appropriate, if the material was presented in a coherent and understandable manner, and we also examined the following aspects: whether the lecturer was well-prepared, had substantial expertise, maintained a respectful relationship with students, engaged interesting guest speakers from practice, facilitated field visits (to companies, organisations, events), was regularly available for students via email or other means, was competent in remote teaching, and utilised appropriate methods for effective online delivery of course content.

The average satisfaction rating from students regarding lecturers is 4.3, indicating a high level of satisfaction with the work of academic staff in the academic year 2023/2024.

6.5 Analysis of Student Satisfaction with the Student Affairs Office and the Quality of the Educational Process at NOA

The survey measuring satisfaction with the Student Affairs Office and the quality of the educational process at NOA assesses students' satisfaction with the study process at NOA, including clarity of requirements and expectations for subjects, usefulness of study materials, fairness of assessment procedures, effectiveness of feedback, flexibility in choosing schedules and elective subjects, and overall online learning experience. It also examines satisfaction with the Canvas platform, technical support, online tests and exams, additional functionalities of online platforms, and challenges in adapting to online learning. The survey includes an evaluation of satisfaction with available facilities, communication with the Student Affairs Office staff, friendliness of the personnel, as well as the theoretical and practical knowledge gained in the fields of transport and logistics, and development of industry skills.

The results of the survey indicate that students are generally very satisfied with the study process at NOA. A total of 87.5% of respondents (7 out of 8) expressed a very high level of satisfaction with this process, while the remaining 12.5% (1 respondent) rated their satisfaction as moderate. Similarly, students expressed satisfaction regarding the clarity of requirements and expectations related to each subject, as the majority, 87.5% (7 out of 8), were very satisfied, while the others expressed moderate satisfaction.

When assessing the usefulness and relevance of study materials, students were also mostly satisfied. 75% of respondents (6 out of 8) were very satisfied with the materials, while 25% (2 respondents) were only moderately satisfied. Regarding the fairness and encouraging nature of assessment procedures, satisfaction was also very high, with 87.5% of respondents expressing very high satisfaction, while the remaining were moderately satisfied.

In evaluating the effectiveness of feedback received from their lecturers, 75% of students (6 out of 8) expressed very high satisfaction, while two students rated this area as moderately

satisfactory. All surveyed were very satisfied with the flexibility and options for scheduling and elective subjects, with 100% responding as very satisfied.

When students rated their experience with online learning, they were also mostly very satisfied (87.5%). The same level of satisfaction was expressed regarding accessibility and ease of navigation on the Canvas platform, where 87.5% of students were very satisfied.

Technical support and assistance with using online platforms were also perceived as very satisfactory by the majority of students, with 87.5% stating that they were very satisfied, while only 12.5% were neutral. Satisfaction with the facilities and communication with NOA staff was 100%, as all students expressed a very high level of satisfaction in these areas.

Finally, when students evaluated the knowledge acquired in the field of transport and logistics, the majority, 87.5%, expressed very high satisfaction, while the remaining 12.5% were only moderately satisfied.

The summary indicates that students are very satisfied with most aspects of the study process at NOA, including the clarity of expectations, flexibility of schedules, and quality of feedback. The only areas where students expressed slightly less satisfaction were study materials, which some rated as moderately useful and relevant, as well as occasional technical issues during examinations that were promptly resolved.

6.6 Analysis of Satisfaction with the Student Affairs Office's Operations and the Quality of the Educational Process at NOA from the Perspective of Academic Staff

The satisfaction survey was conducted in the academic year 2023/2024 among academic staff at NOA to gain insights into the effectiveness of the Student Affairs Office and the quality of the educational process. The aim of the research was to assess the level of satisfaction among lecturers regarding various aspects of NOA's operations, including student services, student engagement, teaching methods, and support in implementing the educational process. Five out of 25 academic staff participated in the survey, representing 20% of the teaching personnel.

1. Satisfaction with the Student Affairs Office

Respondents expressed 100% satisfaction with both the speed of addressing questions and concerns and the overall functioning of the office.

Interpretation: The Student Affairs Office demonstrates exceptionally high efficiency and satisfaction among users. This indicates good organisation, responsiveness, and quality support for students.

2. Satisfaction with Student Engagement and Participation

Respondents expressed 100% satisfaction with student engagement and participation in lectures and fulfilling study obligations.

Interpretation: Students are motivated, actively participating, and meeting their study commitments. This suggests that the content of lectures is engaging, the teaching methods are appropriate, and students are involved in the learning process.

3. Impact of Teaching Methods and Resources on Understanding Material

Respondents expressed 100% satisfaction with the contribution of teaching methods and resources to understanding and retaining study materials.

Interpretation: Lecturers evaluate that the methods and resources used are effective and support understanding of the material well.

4. Effectiveness of Assessment Methods

Respondents expressed 80% satisfaction, while the remaining 20% remained neutral.

Interpretation: The majority of lecturers feel that the assessment methods appropriately evaluate understanding and application of the content, but there is a certain segment (20%) that is not entirely convinced of their effectiveness. This indicates a potential for improvements, such as additional tailored approaches to assessment.

5. Ability to Connect Theory with Practice

Respondents expressed 80% satisfaction, while the remaining 20% remained neutral.

Interpretation: Students largely succeed in successfully linking theoretical concepts with practical examples, though there is room for improvement. It may be beneficial to further enhance the practical focus of lectures.

6. Support from NOA in Teaching Implementation

Respondents expressed 80% satisfaction, while the remaining 20% remained neutral.

Interpretation: The majority of lecturers believe that NOA provides appropriate support with resources, training, and technology; however, there are opportunities for further enhancements.

7. Suggestions for Improving the Quality of Lectures

Most lecturers had no specific comments and were satisfied with the current state.

Individual suggestions:

- Mandatory attendance at lectures and continuous work.
- Connecting with organisations from both the business and non-business sectors.
- Recording lectures and greater use of modern technologies.
- Networking with similar educational institutions.

Interpretation: The suggestions indicate a desire for additional practical components in the educational process, greater connection with practice, and modernisation of teaching.

8. Overall Satisfaction with Collaboration with NOA

All respondents expressed exceptional satisfaction, rating their collaboration at 5 on a scale from 1 to 5, which represents 100% of very satisfied responses.

Interpretation: This result reflects complete satisfaction among participants, indicating high-quality collaboration and excellent experiences from the lecturers' side. The high rating suggests that expectations are fully met and that collaboration with NOA has positively impacted participants.

Based on the analysis, satisfaction with NOA's operations is extremely high. Key highlights include:

The survey conducted among academic staff shows the following results: Excellent support from the Student Affairs Office, which operates quickly and efficiently, along with high student engagement, indicating a well-organised and interesting educational process. Teaching methods and resources are very effective, but there is room for improvement in assessment methods. Increased support in connecting theory with practice could further enhance student understanding. Opportunities for improvement include greater use of modern technologies, collaboration with other institutions and the industry, and the inclusion of recorded lectures to increase accessibility and effectiveness. Overall satisfaction with NOA is exceptionally high, confirming the quality of operations and collaboration in the academic environment. We recommend that the suggested improvements be considered for an even better educational environment and increased support for lecturers and students.

6.7 Analysis of the Survey on Scientific, Research, and Professional Work of Employees at NOA in the Academic Year 2023/2024 and 2022/2023

From the responses to the survey on the scientific, research, and professional work of higher education staff in the academic year 2022/2023, the following emerges:

- Symposia: Staff participated in various symposia, including those within projects such as "Sustainable Entrepreneurship", "Ecosys4you", and "Game4Change", with topics covering entrepreneurship, sustainable development, gamification, and other professional themes.
- Seminars: Staff participated in seminars, including one on sustainable development in collaboration with Durham College, and training on tools like MS Teams for online mentoring.
- Conferences: They attended various national and international conferences related to entrepreneurship, logistics, and other professional fields.
-
- Research Projects: Staff were involved in research on entrepreneurial knowledge, knowledge transfer in family businesses, and assessment of knowledge among students. They were also included in projects such as "Ecosys4you" and "Game4Change".

- Guest Lectures: Some staff delivered guest lectures at other faculties, but without further details.
- Training: Staff attended various training sessions for pedagogical development, including training on gamification in entrepreneurship, English, and other teaching methods.

In total, academic staff actively participated in various scientific, research, and pedagogical activities, contributing to their professional development and the wider academic community. The survey included 5 out of 23 academic staff, representing 22% of the academic personnel who participated in the research.

From the responses to the survey on scientific, research, and professional work for the year 2023/2024, the following is evident:

- Symposia: Participation in symposia, including presentations of research in the area of named entity extraction and the integration of deep learning into databases such as Neo4j.
- Seminars: Lectures on banking transaction analysis using new software tools at the CEPOL seminar in Budapest.
- Conferences: Participation in international conferences, such as the 32nd International Electrical and Computer Engineering Conference ERK 2023, and preparation of proceedings for an international scientific conference in Celje.
- Research Projects: Involvement in research projects funded under the Horizon Europe programme, focusing on information solutions to combat illegal drug and arms trafficking.
- Pedagogical Activities: Guest lectures at the University of Maribor, including workshops on using Neo4j and KNIME technologies for web resource analysis.

These activities are in line with the fields of research and pedagogical work and complement the content of subjects taught at NOA. The survey included 2 out of 25 academic staff, representing 8% of the academic personnel who participated in the research.

6.8 Opportunities for Improvement

For the academic year 2024/2025, we aim to organise meetings and workshops with industry experts in collaboration with relevant professional associations. The purpose of these meetings is to address recommendations for improving the quality of educational programmes, including reviewing and updating curricula for specific subjects that require additional attention. Experts will analyse the content and curricula, examine any outdated materials, and assess the need for additional hours for lectures and practicals in certain subjects to enhance their quality and relevance to the labour market.

In the coming year, we plan to expand the areas of surveying, which are currently limited to six areas as indicated in subsections (6.2, 6.3, 6.4, 6.5, 6.6, 6.7). Over the next three years,

we intend to measure employability and success rates of graduates annually, as well as to monitor satisfaction with practical training or internships.

In the academic year 2024/2025, we plan to implement various activities to increase student motivation, which include encouraging their involvement in applied projects initiated by the institution and participation in workshops and projects, even if they are not directly related to their study obligations. The institution will systematically examine best practices from other similar higher education institutions and incorporate them into our study process. One key innovation will be a mentoring programme that allows experienced researchers to become mentors for students in their research projects. This will establish a deeper personal connection, facilitating student guidance through the research process and fostering motivation for collaboration. Additionally, we will conduct interactive workshops and seminars tailored to timeframes and best practices for specific projects, enabling students to develop research-related skills and prepare for effective presentations, strengthening both their competence and confidence for active participation.

We also plan to increase engagement with alumni, incorporating their knowledge and experiences into various activities such as meetings, lectures, and workshops to provide students with insights into different career paths and opportunities in the job market, inspiring them from those who have successfully completed their studies.

7. NOA's Involvement in the Community and Collaboration with the Environment

In the academic year 2023/2024, we are operating for our second year as an established higher education institution. In the past year, we have laid the foundations for expanding international partnerships, which we will continue to develop. At this stage, we have transferred existing connections with collaborators who were involved in designing study programmes and initiating NOA's operations, drawing on the foundations of these connections from prior collaboration between our experts and faculties and institutions abroad. Our goal is to independently expand these connections and build networks, actively contributing to the process of internationalisation.

Establishing cooperation agreements with higher education institutions:

- Direct linking and establishing agreements with higher education institutions.
- We have signed three bilateral agreements with foreign institutions:
 - Mediterrani University School Barcelona, Spain,
 - Atilim University, Turkey,
 - Academy of Applied Studies Šumadija, Serbia.

Strengthening collaboration with public institutions:

- Offering training to public institutions on innovations in sustainable mobility, logistics, and transport.
- Possibility of obtaining a certified programme.

Increasing the number of guest lecturers from the industry in study programmes:

- NOA already organises numerous webinars throughout the academic year, allowing our students access to current topics, expanding their professional knowledge of modern trends, and connecting with experts from various fields. We will continue this in the future.
- Additionally, we regularly host higher education lecturers from the industry in our study programmes. The goal is to host at least one expert throughout the year, enabling students to connect theory with practice, gain insights into contemporary trends, and expand their network. By combining webinars and guest experts, we ensure that NOA students remain prepared for the challenges of modern education and the job market.

In the coming year, we plan to establish an online library where students will have access to webinars from the fields of business and logistics conducted throughout the year.

Establishing and strengthening international connections:

- Transferring existing connections with collaborators from faculties and institutions abroad.
- Independently establishing new connections and engaging in networks.

Applying for research projects:

- Annual application for at least one project call.
- The aim is to secure at least one project (from national agencies, ministries, abroad).

Monitoring student employability:

- The goal is to ensure the employability of NOA students within one year after graduation.
- After the first generation of graduates, we will monitor their employability and focus specifically on first-time job seekers. To facilitate the transition to the job market, we want to connect students with current companies in the logistics sector and provide them opportunities for employment or further career development.

Monitoring graduates' personal incomes:

- The goal is to increase the average personal income of NOA graduates who secure employment after completing their studies within three years of graduation.

Training for lecturers:

- Providing training for preparing and managing scientific projects.
- Facilitating external and internal training for all staff.
- Organising and conducting at least one training session per year.

Establishing a system for monitoring the scientific-research activities of collaborators:

- Creating a database of academic staff on the online portal, where students can familiarise themselves with their achievements and expertise. The establishment of this database will provide easy access to information about their research, scientific articles, projects, and other accomplishments. Data on the online platform will be regularly updated so that students can keep track of the latest activities and contributions from their lecturers, enhancing visibility and facilitating better connections between theory and practice in the study process.

These plans and goals demonstrate NOA's strong orientation towards connecting with the environment, both locally and internationally, as well as towards ensuring quality education and research work.

NOA aims to collaborate with both higher education institutions and various companies and representatives of the wider society. Active involvement in domestic and international professional associations will be crucial for our continued progress. Key goals of internationalisation remain focused on establishing and developing areas of collaboration and on designing and implementing supportive systems for internationalisation processes at all levels – from management and administrative to financial.

By participating in international projects, we aim to enrich our teaching and research and ensure mobilities that are directed towards active citizenship, strengthening democratic values and responsibilities, with a special emphasis on sustainable solutions in the business environment, thus contributing to social welfare.

NOA will continue to develop study programmes, particularly in the fields of logistics, mobility, and related disciplines, tailored to the needs of the local and European labour markets. By focusing on study programmes that enable high employability, we will promote the mobility of students, teachers, and staff, contributing to knowledge transfer. Within our projects, we will facilitate open access to knowledge and strive to enhance institutional mechanisms for quality assessment, considering international standards in higher education.

7.1 Opportunities for Improvement

In the academic year 2024/2025, we aim to increase the number of inter-institutional agreements with universities in Europe that offer similar study programmes. We will also actively inform about opportunities for student exchange through the Erasmus+ programme, including staff mobility for teaching and training. In this way, we want to provide students and employees with valuable experiences and promote international collaboration and mobility within the NOA community.

8. Financial Resources

NOA Higher Education Institution has completed its second year of operation in the academic year 2023/24, achieving all set goals. Stable and appropriate financial resources have been secured for the smooth continuation and development of higher education

activities, providing a foundation for future strategic directions of the institution. As an independent higher education institution, NOA primarily acquires funding for the educational process as well as for advisory, professional, developmental, and research activities through two channels: tuition fees paid by students and contributions from founders. In most cases, students cover their own tuition fees, while in some instances, companies or employers assume the costs. This structured financing system ensures the stability of operations and enables successful realisation of academic and research ambitions.

The institution's financial robustness is also supported by consistent participation in calls for European and national programmes. Material conditions have been fully secured for the study programme that the institution implemented in the academic year 2023/24. Expected funds were received from tuition fees and through the investor, which unequivocally confirms the financial sustainability of the model.

Looking forward, stable sources of funding, diligent monitoring of business operations, and cost optimisation remain central priorities. Key investments will be directed towards further development of remote study, enhancing e-learning, updating teaching materials and other technological resources, and increasing staffing capacity by engaging additional higher education teachers. At the same time, NOA aims to strengthen its presence in foreign markets by enhancing applications and implementations of projects under European and national programmes, which will provide additional financial and content support to the institution in the long term.

The achievements of the second year of operation have solidified NOA's reputation as an educational institution that focuses on excellence and innovation in education, particularly in the fields of transport and logistics. Together with IRTL, we will continue to strive to strengthen our position in the educational and research landscape. Key objectives include increasing the number of enrolled students, with a focus on attracting international students, as well as improving progression between years and timely graduation. To promote the profession and enhance visibility, the higher education institution will establish a dedicated section on its website for publishing articles (in the form of a blog) related to logistics, transport, and sustainable mobility. This digital platform will serve to disseminate scientific and professional content, inform students, and showcase research achievements, further increasing the institution's visibility in both academic and business environments.

Although we remain a relatively young institution, we are committed to deepening our involvement in domestic and international projects that support our development and enhance our global recognition. Participation in project consortiums enables us to exchange best practices, establish strategic partnerships, and opens up new educational

and employment perspectives for students. Special attention is also given to upgrading collaboration with the business community and the wider society. We actively seek revenues from new projects and connect with economic entities and other relevant institutions, planning to establish cooperation agreements with higher education institutions in Southeast Europe as well as with universities in a broader international context. The affirmation of professional excellence will be complemented by a greater presence of guest higher education teachers from the industry; the goal is to host at least one recognised expert each academic year, either through in-person visits or online lectures or webinars.

Special attention will continue to be paid to ensuring high-quality education and the employability of graduates. Our ambitious goal is to achieve at least a 70% employability rate for graduates in the first year after completing their studies while also increasing their average personal income within three years of graduation. To systematically ensure quality, we will establish a strategic planning and annual self-evaluation mechanism. Furthermore, we will regularly train lecturers for preparing and managing scientific projects and implement systematic monitoring of the scientific-research activities of collaborators. To this end, we will design a digital database that will transparently display research, publications, and other achievements of academic staff, promoting greater connectivity between theory and practice.

All described activities align with the missions of IRTL and NOA, both of which strive to contribute to the sustainable development of global logistics and transport. Our holistic approach ensures that students gain the latest scientific insights, develop practical competencies, and remain competitive in a rapidly changing global environment. Through continuous investment in quality education, research excellence, and close collaboration with the industry, NOA aims to solidify its position as a leading institution that merges academic excellence with practical applicability and prepares students for successful careers in a swiftly evolving global landscape.

8	Material conditions	Justification
8.1	Financial resources are secured for the study programme that the institution implemented in the academic year 2023/24.	Financial resources were secured from tuition fees and the investor.

9. Plan of the Higher Education Institution for Educating or Training Staff

The development and enhancement of staff competencies is fundamental support for quality higher education and successful research and professional work. The higher education institution therefore takes a planned approach to the education and training of

employees in various areas – from digital competencies and pedagogical approaches to involvement in international projects and enhancing professional knowledge.

Training sessions are tailored to the actual needs of employees while aligning with the strategic directions of the institution, such as digital transformation, internationalisation, interdisciplinary collaboration, and ensuring high quality in the educational process. The plans and implementations for the academic years 2023/2024 and 2024/2025 presented below demonstrate a systematic approach to lifelong learning and professional development of staff.

9.1 Plan of the Higher Education Institution for Educating or Training Staff in the Academic Year 2023/2024

In the academic year 2023/2024, the institution successfully continued its targeted investment in the education and training of higher education staff and specialists. With a diverse range of professional training sessions, we enabled employees to strengthen their competencies in various areas crucial for the quality and modern delivery of pedagogical and professional work.

Participation in domestic and international seminars, ongoing education in cooperation with NUK, and training in the use of information systems significantly contributed to professional growth, mutual connections, and greater involvement of employees in the development of the higher education institution. Thus, we created a supportive environment that promotes continuous learning and adaptation to innovations in higher education.

No.	Content of Training / Education	Type of Training	Participant
1	Participation in training organised by CMEPIUS under the Erasmus+ programme for teaching and training	Professional Training	Study Coordinator
2	Regular attendance at NUK education sessions on topics such as: Searching and Using E-Resources in Libraries, Training for Effective Search of Digital Content (Digital Library of Slovenia portal), Tools for Analysing Library Work Data, etc.	Professional Training	Study Coordinator
3	Regular attendance at training sessions regarding the use of the study information platform Dreamclass (IT training)	IT Training	Study Coordinator
4	Attendance at training sessions regarding the use of the LMS (Canvas) - educational management system (IT training)	IT Training	Study Coordinator
5	Participation in the annual conference of the Slovene Logistics Association to educate on current developments in the industry (professional training)	Professional Training	Study Coordinator

6	As needed, organised training on the use of Canvas, Dreamclass, and integration of official email domains.	IT Training	Teaching Staff
7	Training on current projects and opportunities for inclusion in them to expand scientific-research activities.	Professional Training	Teaching Staff
8.	Training on the use of the electronic higher education system eVŠ	Professional Training	Study Coordinator

9.2 Plan of the Higher Education Institution for Educating or Training Staff in the Academic Year 2024/2025

In the academic year 2024/2025, the higher education institution will continue its targeted development of staff, with a special focus on enhancing the digital, research, and interpersonal competencies of employees. The objective remains continuous professional development, fostering innovation, and more active engagement in research-development and international projects.

Training sessions will also be adapted to the actual needs of employees and the strategic directions of the institution, such as quality higher education, digital transformation, internationalisation, and ensuring a safe and inclusive working environment.

No.	Content of Training / Education	Type of Training	Participant
1	Participation in training organised by CMEPIUS under the Erasmus+ programme for teaching and training	Professional Training	Study Coordinators
2	Regular attendance at NUK education sessions on topics such as: Searching and Using E-Resources in Libraries, Training for Effective Search of Digital Content (Digital Library of Slovenia portal), Tools for Analysing Library Work Data, etc.	Professional Training	Study Coordinators
3	Regular attendance at training sessions regarding the use of the study information platform Dreamclass	IT Training	Study Coordinators
4	Attendance at training sessions regarding the use of the LMS (Canvas) - educational management system	IT Training	Study Coordinators
5	Participation in the annual conference of the Slovene Logistics Association to educate on current developments in the industry (professional training)	Professional Training	Study Coordinators
6	As needed, organised training on the use of Canvas, Dreamclass, and integration of official email domains.	IT Training	Teaching Staff

7	Training on current projects and opportunities for inclusion in them to expand scientific-research activities.	Professional Training	Teaching Staff
8	Training on the use of the platform SOS IB (Simulation of Sustainable International Business), enabling digital learning simulations and case studies.	Pedagogical and IT Training	Teaching Staff
9	Participation in the 12th Knowledge Platform Conference titled The Future of Strategic Development-Innovation Partnerships in Slovenia. The event brought together key stakeholders from the innovation ecosystem and provided insights into the state, successes, and opportunities for further development of SRIPs.	Professional Training	Study Coordinators
10	Participation in the ESC webinar – presentation and viewing of content aimed at developing professional competencies in European cooperation and project work.	Professional Training	Study Coordinators
11	Online webinars within the Academic Chamber LMS (Canvas) – a series of professional online seminars available for lecturers to view. The webinars address current themes in the fields of digitalisation, sustainable logistics, internationalisation, human resource solutions, and innovations. They include presentations from recognised companies (e.g., KraftPal, Scania, SIJ, Adecco, AISS, Rohlig SUUS).	Professional Training	Teaching Staff
12	Participation in the thematic conference NAKVIS: Strategy, Vision, and Evaluation Practices and Challenges in Accreditation Procedures	Professional Training	Dean
13	Training on the use of the electronic higher education system eVŠ	Professional Training	Dean
14	Internal training with experts on the procedure for habilitating higher education staff	Professional Training	Study Coordinators

10. Summary and Concise Intentions for the Next Academic Year

In the year 2023/2024, we successfully operated as a higher education institution for the second year, realising and exceeding all set goals. This has solidified our position as an institution committed to excellence and innovation in education.

IRTL and NOA will continue to strive for the development and strengthening of their position in the educational and research space within the fields of transport and logistics. Key objectives include increasing the number of enrolled students, with a particular emphasis on attracting international students, as well as improving progression and graduation rates.

To enhance academic excellence and institutional visibility, NOA will establish a dedicated section on its website for publishing content related to logistics and transport. This section will be a key instrument for increasing the school's visibility, promoting the profession, and informing students. At the same time, it will serve as a platform for knowledge dissemination, exchange of ideas, and showcasing research achievements.

Although we are still a young institution, we are committed to actively participating in various projects that will support our development and strengthen our international recognition. By participating in projects, we will gain valuable experiences, establish partnerships with other academic and professional institutions, and provide our students with access to new opportunities and perspectives.

NOA and IRTL will strengthen their connections with the business community and the broader environment. This includes actively seeking revenues from new projects and collaborations with economic entities and other relevant institutions. There are plans to establish cooperation agreements with higher education institutions in the region (Balkan) and abroad. Additionally, we aim to increase the number of guest higher education lecturers from the industry, with the goal of hosting at least one expert each academic year, whether through in-person visits or online lectures or webinars.

Particular attention will be devoted to ensuring high-quality education and graduate employability. The objective is to achieve at least a 70% employability rate for graduates in the first year after graduation and to increase their average personal income within three years of graduation.

To ensure quality and continuous progression, a system for planning and annual self-evaluation will be established. Training for lecturers in preparing and managing scientific projects will also be provided, along with a system for monitoring the scientific-research activities of collaborators.

The above-mentioned activities align with the missions of IRTL and NOA and are directed at contributing to the sustainable development of global logistics and transport. Our goal is to prepare students for performing professional tasks and their broad spectrum of employability, based on the latest scientific insights and methods.

This comprehensive development approach will enable NOA to become a leading institution in the field of transport and logistics, combining academic excellence with practical applicability and preparing students for successful careers in a rapidly changing global environment.

11. Documentation Reference

In preparing the self-evaluation report for the higher education institution, we reviewed and considered the following documentation:

- Annual content report, i.e., the annual work plan of the higher education institution for the academic years 2023/2024 and 2024/2025
- Annual financial report 2023/2024
- Self-evaluation report from the previous academic year 2022/2023
- Quality control regulations
- Survey results among students, higher education teachers, and collaborators
- Other relevant documents

The documentation was used as a basis for analysing the existing state, identifying areas for improvement, and formulating proposed measures within this report.