

SELF EVALUATION REPORT

for school year 2022/2023

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1. Operation of FTL

1.1. Presentation of the basic orientations and strategies of FTL

The Faculty for Transport and Logistics (hereinafter: FTL) is an independent and private higher education institution that conducts 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 Slovene business, the higher education institution uses the name: Visoka šola za transport in logistiko (hereinafter: VŠTL). The headquarters of FTL is in Ljubljana, Gorazdova 20. FTL is a legal entity that acts in legal transactions in its name and for its account.

FTL realises its autonomy by conducting educational and scientific-research and professional work based on the freedom of scientific creation, particularly by:

- independently carrying out its activities;
- determining its internal rules of organisation and operation;
- developing study and research programmes and determining the method of their implementation;
- defining criteria for promotion in the titles of higher education teachers, research workers, and higher education associates;
- deciding on the employment or contractual cooperation of higher education teachers, researchers, and higher education associates.

In performing its activities, FTL includes itself in international scientific educational activities and connects with similar institutions both domestically and globally. FTL has been organised to meet the requirements of the profession, the goals, and the size and scope of individual activities.

As delineated in the document Strategy for the Development of IRTL and strategic goals for the period 2020 to 2025, FTL focuses on creating, developing and transferring knowledge in the field of logistics and transport systems and their connections with the economy. This involves ensuring adequate knowledge of the technical laws of logistics and transport systems and their associated microeconomic laws and optimising them, purposefully directed towards the fields of mobility - logistics and transport.

The first-cycle study programme developed by FTL, both independently and in collaboration with partners at home and abroad, will predominantly contain specific professional subjects, with a smaller part devoted to general social disciplines, which will supplement the fundamental knowledge necessary for a deeper understanding and planning of business economics.

FTL's vision is to bring together domestic and international experts who engage in research and development, science and applications in the field of sustainable transport and logistics

into a knowledge network, thus ensuring that its education provides highly qualified professionals capable of actively participating in the design of sustainable mobility, global logistics and transport solutions using modern technology and optimisation, and consequently also asserting the paradigms of economics in the fields of business, production, logistics, and transport. The latter is particularly important and mutually connected economic branch in the Republic of Slovenia, in Europe and in the world. This will be especially evident in lower labour costs as well as a larger volume of production due to faster fulfilment of production tasks.

The short-term vision is that the new school, FTL, which was accredited in 2021 and enrolled its first students in the undergraduate programme in the academic year 2022/2023, will become a respected higher education institution known in Slovenia and the wider Balkan region for quality and expertise in logistics and transport. In the first five years of operation, FTL will become recognised in Slovenia and the wider Balkans as a quality business-oriented university focusing on sustainable mobility and global logistics with a distinguished undergraduate programme in Management of International Logistics and a postgraduate programme in Sustainable Mobility and Logistics, which will commence in the academic year 2023/2024. The employability of FTL students will amount to at least 75 percent within a year of graduation, which FTL will achieve mainly through close cooperation with the business environment, research and development partners, professional associations, and partnerships abroad. Within seven years of commencing operations, FTL is projected to transform into a faculty while developing and maintaining active cooperation with economic and other companies in Slovenia and abroad.

Values of FTL and IRTL:

- Excellent quality of education
- Professional, operational and organisational excellence
- Honesty, integrity, and fairness towards all stakeholders
- High value for students relative to study costs
- Continuous contribution to society's development

In its operational work, FTL follows these goals:

- to establish, develop, protect and transfer knowledge and skills through teaching and scientific research while connecting with practice, thereby contributing to developing the abilities of individuals and society as a whole,
- to provide students with the opportunity to choose and use higher education, academic freedom, academic autonomy,
- to ensure the inseparability of teaching and research,
- to ensure respect for European humanitarian and democratic values,
- to ensure respect for human rights and civil liberties, including the prohibition of all forms of discrimination,
- to ensure the concept of lifelong learning,

- to change interactions in the community and the commitment of the higher education institution to the social responsibility of students and other members, practical work, and quality education,
- to cultivate ways of thinking among students that enable them to respond faster in various situations, increasing their reliability and readiness to assume professional responsibility.

1.2. Organisation of FTL

The bodies of FTL are: the founder of FTL, the director, the deputy director, the dean, the vice-dean, the academic assembly, the senate, the student council, and working bodies of FTL, such as the study and habilitation committee. FTL can also have other working bodies.

Founder of FTL:

The founder is the management body of FTL and gives mandatory instructions and oversees the work of the dean of FTL. The founder may also appoint the director and other bodies.

Director:

The director manages the affairs of FTL and decides on all material, financial, business, organisational, and personnel matters of FTL's functioning. He is the legal representative of FTL.

Deputy director:

The deputy director conducts business in the absence of the director by his authorisation.

Dean:

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

Vice-dean(s):

The vice-dean assists the dean in his duties and may lead specific programmes or schools within FTL.

Academic assembly:

The academic assembly comprises higher education teachers, research associates, and higher education associates, as well as student representatives. It discusses study programmes and reports on the work of FTL.

Senate:

The senate is the professional body of FTL, addressing numerous issues related to the educational and research work of FTL. It decides on professional matters concerning the educational and scientific-research work of FTL, all matters related to the implementation of FTL's study programme, new educational programmes and changes to existing educational programmes. The members of the Senate are representatives of the Student Council, the

Dean, and Vice-Dean (or Vice-Deans, if there are several) of FTL. Students have at least one-fifth of members in the Senate.

Student council:

The student council is the representative body of FTL students. The student council comprises student representatives who discuss matters pertaining to 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 FTL and deals with procedures for promotions to the titles of higher education teachers, researchers, and higher education associates, as well as retraction of titles.

Study Committee:

The study committee deals with various study matters, such as approving topics for diploma and master's theses, student enrolment, recognition of learning, etc.

Strategic Council:

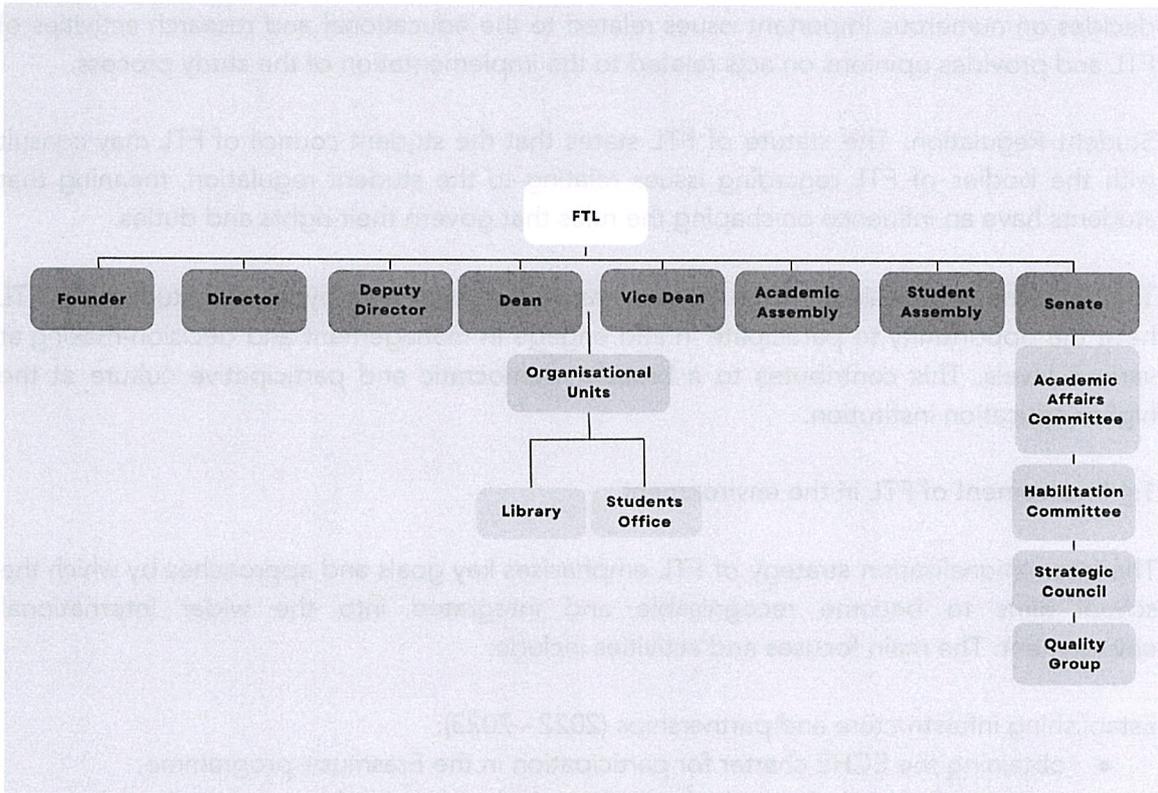
In addition to the organs of FTL, the statute also mentions the Strategic Council of FTL, which is an advisory body intended to connect with the business environment in the development and implementation of study programmes. It consists of eminent representatives of partner institutions of FTL, the founder, and the dean.

Quality Group:

The Quality Group monitors the implementation of activities from the annual work plan and the execution of set measures at its meetings. The implementation of strategic goals is evaluated annually based on the indicators specified in the strategic plan. In the self-evaluation process, an analysis of achievements in relation to established goals, activities, and measures is prepared.

Each of these bodies and working groups has its own responsibilities and competencies defined in the statute of FTL.

Image 1: FTL's Organisational Scheme



1.3 Involvement of employees and students in management and decision-making

The statute of FTL defines how employees and students are involved in management and decision-making at this institution.

Academic assembly: The academic assembly consists of all higher education teachers, research associates, and higher education associates who perform pedagogical, developmental, or scientific-research tasks at FTL during the current semester of the academic year. Representatives of students participate in its work, so that their number accounts for at least one-fifth of the members of the academic assembly. The academic assembly discusses important issues and gives general orientations regarding study programmes and monitors reports on the work and quality of FTL.

Student council: The student council is a body made up of student representatives. It evaluates and provides opinions on all matters relating to the rights and duties of students. If its opinion is not taken into account, it may request a re-evaluation of the matter. The student council is elected by the students of FTL in direct elections, allowing students to actively participate in the management of FTL.

Senate: The senate is the professional body of FTL and consists of members of the academic assembly of FTL, who are the holders or co-holders of at least one pedagogically delivered subject. Students have at least one-fifth of the members in the Senate. The senate decides on numerous important issues related to the educational and research activities of FTL and provides opinions on acts related to the implementation of the study process.

Student Regulation: The statute of FTL states that the student council of FTL may consult with the bodies of FTL regarding issues relating to the student regulation, meaning that students have an influence on shaping the rules that govern their rights and duties.

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

1.4 Involvement of FTL in the environment

The internationalisation strategy of FTL emphasises key goals and approaches by which the school aims to become recognisable and integrated into the wider international environment. The main focuses and activities include:

Establishing infrastructure and partnerships (2022 - 2023):

- obtaining the ECHE charter for participation in the Erasmus+ programme,
- involving foreign lecturers in the pedagogical and research process and
- concluding cooperation agreements with higher education institutions in the region (Balkans) and other countries interested in the development of FTL.

Acquisition of mobility projects and growth of partnerships (2024 - 2025):

- motivating students, teachers, and staff to participate in mobility programmes,
- increasing the number of quality partners by 20% annually and
- monitoring progress using KPIs and implementing relevant measures based on the results.

Progress in the field of mobility and content development (2026 - 2027):

- further growth in the number of participants in mobility programmes,
- forming and developing a system to ensure effective internationalisation at the school and
- monitoring progress and implementing necessary measures.

Managing internationalisation:

- establishing an international office to support international mobility programmes and projects,
- decision-making on calls for mobility and research projects by the dean of FTL and
- appropriately coordinating decisions with the founder and the senate.

FTL intends to establish partnerships with higher education institutions in both the Balkans and in EU countries, focusing on those where the field of logistics and mobility is most developed. With these approaches and phases, FTL will build its internationalisation, aiming to become a recognisable and established institution in the field of logistics and mobility both in Slovenia and in the wider international environment.

The internationalisation strategy of FTL also has a positive impact on the connectivity of students with the labour market and the wider environment by providing broader knowledge and skills, promoting student mobility and cooperation with the economy and the business environment. This increases 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 enables international cooperation in addressing environmental challenges and raises student awareness of sustainability and environmental issues, contributing to the formation of a generation of graduates with a greater emphasis on sustainable development.

2. Suitability of facilities for the implementation of pedagogical, research and professional work

The theoretical and seminar part of the study programmes at FTL takes place in the facilities located at Gorazdova Street 20 in Ljubljana or online. FTL has five lecture rooms, which include high-end equipment aimed at providing the best possible experience for remote learning. The technological infrastructure at FTL enhances the teaching process and allows for great flexibility in delivering lessons in both traditional physical and virtual environments. With smart boards, speakers, and recording cameras combined with tools such as the Canvas (LMS) platform and Zoom, students and lecturers can teach and learn in ways that best suit their needs. This increases access to education, encourages interactivity, and allows for easy attendance tracking of lectures, regardless of location.

On the ground floor, there is a reception, four offices, a kitchenette, an elevator, and a reception room;

- On the first floor, there are two lecture rooms, toilets and an elevator;
- On the second floor, there are two lecture rooms, a library and toilets;
- On the third floor, there is a lecture room.

FTL offers students and lecturers:

- the dean's office with a reference office,
- a reception room,
- a library with a reading area and access to computers,
- a meeting room or conference room,
- a computer classroom and
- five lecture rooms.

Lecture rooms:

- a lecture room with 24 seats and 24m² of space,
- a lecture room with 56 seats and 56m² of space,
- a lecture room with 36 seats and 35m² of space,
- a lecture room with 36 seats and 55m² of space and
- a lecture room with 49 seats and 80m² of space.

All lecture rooms have internet access. The spaces 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 elevator is installed in the building.

2.1 Opportunities for improvement

FTL has ensured the establishment of a state-of-the-art learning environment using all available resources, providing students with optimal conditions for study. The lecture rooms are fully equipped with advanced interactive screens, and the e-classrooms are supported by the comprehensive LMS Canvas learning platform, ensuring high-quality e-learning in a flexible physical and virtual environment. The high level of information literacy among employees enables immediate responses and thoughtful decision-making that directly increases student success and satisfaction. Systematic involvement of the Student Council reinforces the bridge between students and management and ensures that student initiatives are considered in the day-to-day operations of the institution.

At the same time, FTL has extensively defined its strategy for internationalisation, proactively establishing sustainable partnerships with reputable foreign higher education institutions. Intensive synergy searching and the concluding of international agreements take place in accordance with the highest academic standards and ethical principles. Special attention is given to the mobility of students, teachers, and professional staff, as this encourages a two-way transfer of knowledge and enhances the intercultural competencies of all stakeholders. The institution has already formed a comprehensive set of financial and organisational mechanisms to support mobility programmes, confirming that FTL fully meets its commitments to excellence, transparency, and sustainable development in higher education.

3. The institute's plan for training non-teaching staff

The FTL office has fully utilised all available options for professional development and lifelong learning for non-teaching staff. It systematically encourages their involvement in the Erasmus+ programme, enabling deep acquisition of advanced digital skills, the development of innovative solutions to optimise study processes, and the establishment of lasting connections with reputable higher education institutions and other stakeholders. In addition, employees regularly participate in specialised educational programmes conducted by leading domestic and international institutions (MIZŠ, CMEPIUS, NAKVIS, etc.), ensuring that FTL's administrative support is consistently aligned with the highest quality standards in higher education.

3.1 Opportunities for improvement

In the five-year strategic period, FTL, with the highest level of responsibility and commitment, is dedicated to further building the professional excellence of non-teaching staff. To this end, we have developed a comprehensive range of measures that will fully exploit all available opportunities for professional development, thereby ensuring optimal support for pedagogical and research processes:

- we will systematically encourage the participation of non-teaching staff in Erasmus+ mobility schemes, as these exchanges allow for direct transfer of best practices, the development of advanced digital skills, and the strengthening of international relationships,
- with financial and organisational incentives, we will regularly enable the participation of colleagues in top educational programmes and professional conferences held by leading domestic and foreign higher education institutions, and
- we will establish a structured system of internal seminars, workshops, and professional consultations led by recognised domestic and international experts; events will be open to both employees and FTL students, further strengthening the culture of lifelong learning within the institution.

With this plan, FTL comprehensively addresses all key aspects of the professional development of non-teaching staff and consistently ensures conditions for permanent, high-quality, and transparent support for its higher education mission.

4. Ensuring the quality of academic staff

4.1 Staffing structure and procedures for promotion

FTL has ensured that only qualified higher education teachers who meet the highest teaching and research standards collaborate with it in implementing its programmes. The selection and promotion procedures are consistently conducted in accordance with the stringent criteria for promotions adopted by the Senate of FTL, as well as in compliance with applicable national regulations.

For the purpose of continuous improvement of teaching quality, we systematically incorporate student survey results into the habilitation processes. These are subject to in-depth analysis and regular annual discussions with pedagogical staff, enabling precise feedback and continual adjustment of teaching approaches.

The academic assembly currently comprises 22 higher education teachers of various titles (full professors, associate professors, assistant professors, senior lecturers, and lecturers), for whom FTL organises targeted professional development and research workshops, ensuring the continuous updating of their professional and didactic knowledge. In the future, we will further enhance the involvement of foreign guest lecturers with rich practical experience, which will further enrich the learning process and strengthen the international comparability and excellence of our study programmes.

4.2 Report on professional, research and scientific work

To ensure consistently high quality of the pedagogical process, the dean of FTL has established a comprehensive system of ongoing communication, structured information dissemination, and targeted training, providing all lecturers with clear guidelines for professional and responsible work. Pedagogical staff have full informational support through an advanced LMS platform, enabling continuous interaction, real-time monitoring of student progress, and prompt resolution of any didactic challenges.

FTL strengthens the professional excellence of lecturers through their active involvement in research projects of the Institute for the Development of Transport and Logistics (IRTL) and by regularly organising specialised workshops for using online tools such as Canvas and Zoom. This ensures that all pedagogical staff have access to the most modern digital tools and appropriate training for their efficient use, directly contributing to a higher level of teaching quality.

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

The Institute for the Development of Transport and Logistics (IRTL) operates as a key pillar of FTL's quality and is designed to ensure the transfer of the latest scientific insights directly into the pedagogical and professional realm. Through careful planning and consistent implementation of research and applied projects, IRTL continuously enhances

scientific-research excellence, promotes interdisciplinary collaboration, and contributes to setting high standards in the field.

Collaboration in education and research: the institute systematically establishes research partnerships with established domestic and international institutions, allowing for a seamless transfer of good practices, innovative methods, and the latest technological solutions in the fields of digitalisation, smart logistics systems, and sustainable transport.

Projects with proven impact:

- In the academic year 2022/2023, IRTL successfully completed a large-scale project in collaboration with AGM Nemec d.o.o., providing professional bases and design for the logistical arrangement of the Marno area, thereby offering the client a comprehensive strategic framework for further development.
- Additionally, the project Lesmarc+ d.o.o. was realised, which involved a comprehensive economic study of the incineration of municipal sludge, an evaluation of technological solutions, and a comparative analysis of incinerator providers in the EU; the project findings demonstrate direct practical value for the client and the wider circular economy sector.

Encouraging new initiatives: with its active support for innovative ideas and start-up projects, IRTL creates a conducive environment for developing new solutions in transport and logistics, thereby enhancing competitiveness and sustainability in the sector.

With this comprehensive strategy, IRTL demonstrates that FTL has utilised all available resources and opportunities to establish a research-educational ecosystem that fully supports the highest quality of education and applied knowledge in transport and logistics.

4.4 Strengths, challenges, and opportunities

An analysis of the habilitation processes at FTL unequivocally confirms that the processes fully comply with the highest professional standards, while the ratio and composition of the academic assembly optimally support the implementation of quality study programmes. This is reflected in the exceptionally high student satisfaction: the average rating of lecturers in surveys is 4.3 on a five-point scale.

The small size of the institution proves to be a strategic advantage, as it enables a personalised approach of management and professional services to each student and to pedagogical-research personnel. In this way, FTL ensures continuous, individualised support that further enhances academic success and professional development of all stakeholders.

Although we have maximally utilised existing internal capabilities to ensure excellence, we are aware of the challenge of deepening connections with the economy, the IRTL, and international partners. We will achieve this goal through more intensive research work, which serves as a key bridge between the study process and the real environment.

Development opportunities are seen in the expansion of the programme portfolio and student services, and in the ongoing professional development of individual lecturers and the collective as a whole. At the same time, in the upcoming academic year, we will more decisively encourage participation in the Erasmus+ programme, which will further strengthen international comparability and enrich the learning experiences of our students and staff.

4.5 Plan for the training of higher education teachers and staff

In the five-year strategic period, FTL has developed a comprehensive and pre-financed programme framework that maximally ensures the continued professional development of both pedagogical and professional staff. The key instruments with which the institution will fully leverage all available opportunities for professional growth and thereby directly reinforce the quality of the educational process are as follows:

- consistently encouraging and providing logistical and financial support for the participation of staff in Erasmus+ mobility schemes, ensuring the transfer of best European pedagogical practices and strengthening international competencies,
- systematically including employees in top educational programmes conducted by leading domestic and foreign higher education institutions to ensure continuous updating of content and teaching methods,
- organising participation in domestic and international professional conferences in the field of higher education, ensuring regular flows of the latest scientific findings into pedagogical practice,
- establishing a permanent cycle of internal seminars and workshops led by recognised professionals that will be equally accessible to all pedagogical and professional staff and will be directly tailored to the current needs of study programmes,
- proactively informing about other forms of training (e.g., scholarships, international calls) and assisting in application procedures to maximise the use of external development funds and
- encouraging the systematic involvement of staff in international research projects and developmental activities of the Institute for the Development of Transport and Logistics (IRTL), further solidifying the link between research results and pedagogical work.

With this comprehensive design, FTL demonstrates that it has already ensured all key conditions necessary for permanently providing the highest quality in higher education.

5. Learning resources and student support

5.1 Library and information resources

FTL has established a comprehensive library infrastructure to support study and research processes, meeting the needs of its students and employees to the fullest extent. The library is run by a highly skilled librarian who manages a structured borrowing system. In the academic year 2022/2023, the institution provided seamless access to professional and

scientific resources in the physical collection while systematically familiarising students with key open-access platforms (Google Scholar, Open Science, Digital Library of Slovenia, BASE, CORE, ScienceOpen, etc.), enabling unlimited access to global databases.

The library is registered, appropriately equipped with computer and printing equipment, and connected to international information networks; additionally, a contract was signed with IZUM, allowing the use of the mutual bibliographic system COBISS. For the academic year 2023/2024, an agreement is already prepared with the Central Technical Library of the University of Ljubljana (CTK), which will provide students with a broader range of materials, the possibility of borrowing at home, reserving materials, regular notifications about new books, and access to extensive electronic collections in the public domain and licensed databases.

With these measures, FTL fully ensured the establishment of an information environment that supports high-quality pedagogical, scientific-research, and professional work, thus enabling students and employees to access the most current academic knowledge seamlessly.

5.2 Support for students with special needs

FTL has comprehensively ensured the physical and digital accessibility of the study environment, thus fully meeting and exceeding the minimum legal requirements in several segments. All rooms, lecture halls, offices, the library, and auxiliary spaces are adapted for individuals with mobility impairments; vertical accessibility is ensured by a modern lift, while transitions, entrances, and sanitary facilities are designed according to universal design principles.

FTL provides a fully functional environment for distance learning: students can monitor lectures in real-time, access digitised study materials, and meet all study obligations, including electronic exams, while the platforms used comply with international security and accessibility standards.

FTL is committed to immediately providing additional spatial adaptations for students with visual, hearing, or other specific needs whenever the need arises and to provide them with dedicated technical support (for example, text-to-speech software, induction loops, etc.).

For the academic year 2023/2024, we have adopted a Regulation on the status of students with special needs and special status, which institutionalises individualised adjustments, such as:

- extended time for completing written assessments,
- additional examination dates and adapted forms of assessment,
- the possibility of assistance or interpreting,
- adapted form and size of study materials.

With this comprehensive suite of measures, FTL demonstrates that it has already ensured all the key conditions for equitable, quality, and inclusive education for all students, regardless of their specific needs.

5.3 Support for students

FTL has established a comprehensive network of support services, including the dean's office, the registrar's office, and a highly qualified library, which has fully ensured optimal conditions for the uninterrupted implementation of pedagogical and research processes. These services operate in coordination and proactively support both students and higher education teachers, thus directly reinforcing the academic excellence of the institution.

1. Student support:

- a. the registrar's office and dean's office provide immediate and individualised assistance regarding all study and administrative matters, using digital systems to monitor requests in order to avoid delays and unnecessary procedures,
- b. the library provides comprehensive information support, including trained staff, access to extensive electronic collections and career counselling, which enables students to establish a clear career path and facilitates their transition to the job market.

2. Support for higher education teachers:

- a. support services ensure complete administrative relief for educators: they take over the preparation and archiving of documentation, monitor deadlines, and provide technical assistance in using e-classrooms and other digital tools,
- b. with regular workshops and personal counselling, they enable the seamless integration of the latest didactic approaches into the pedagogical process, thus preventing potential bottlenecks and ensuring persistent teaching quality.

With these measures, FTL has proactively ensured all key elements of the supporting infrastructure necessary for a high-quality, effective, and student-friendly academic environment.

5.4 Virtual learning portal (LMS)

The platform for delivering online education (such as CANVAS) offers students numerous benefits and services, including:

- Access to study materials: It allows students easy access to study materials, such as lectures, notes, books, and other content that can be studied anytime and anywhere.
- Online classroom: CANVAS provides an online classroom where students can connect with classmates and instructors. Here they can communicate, engage in discussions, ask questions, and share information.

- Submission of assignments: Students can easily submit their assignments and homework through the CANVAS platform. Instructors can review, grade, and provide feedback via the same platform.
- Calendar and schedule: CANVAS allows for the creation of an individual schedule with all important deadlines for submission, exams, and other significant dates.
- Interactive materials: It can offer interactive exercises, quizzes, and tests for students to check their understanding of the study material.
- Progress tracking: Students can track their progress in the study programme, grades, feedback, and any assignments they may have missed.
- Group collaboration: The platform enables students to engage in 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.

5.5 Linking with industry to promote practical education and training

At the time of establishment, FTL entered into twenty-five (25) agreements between IRTL and various domestic and foreign companies and organisations from the logistics industry (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., Chamber of Commerce and Industry of Slovenia, Habjan transport d.o.o., IMP d.d., consulting, design, engineering, and construction company, 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., Chamber of Commerce and Industry of Logatec, Pfeifer d.o.o., Post of Slovenia d.o.o., Traffic Centre Blisk d.o.o., Slovenske železnice d.o.o., Smart Cargo, programming d.o.o., Solinair d.o.o., Trans Felix transport, trade, and service d.o.o., Vadea d.o.o., and INRISK Institute).

Out of this, a dozen (12) agreements have been concluded regarding the provision of study practice at FTL (Solinair d.o.o., Smart Cargo, programming d.o.o., Slovenske železnice d.o.o., Prometni center Blisk d.o.o., Pfeifer d.o.o., Fraport Slovenia d.o.o., Melavc d.o.o., KPL d.o.o., Kobal transporti d.o.o., IMP d.o.o. - the consulting, design, engineering, and construction company, Comark d.o.o.) aimed at ensuring appropriate mentoring and working environments in accordance with FTL's study programme and applicable higher education regulations regarding the implementation of practical education and the Labour Relationships Act.

Fifteen agreements (15) have been concluded with an additional intention of exchanging analyses from specific areas of transport and logistics, providing information and data support to students while preparing project diploma and seminar assignments, exchanging information about current topics in transport and logistics activities, facilitating student and teacher participation at conferences, seminars, and roundtables, collaborating on project and research tasks in the fields of transport and logistics, and participating in the

development and quality assurance of student programmes according to the needs of profession development and the labour market.

The agreement on scientific and research cooperation was concluded with the INRISK Institute for the purpose of inclusion in research consortia, preparation of documentation for joint applications for domestic and foreign research calls, and preparation and presentation of scientific articles at conferences.

5.6 Opportunities for improvement

FTL has also taken all necessary measures in the academic year 2023/2024 to fully ensure the highest level of information, pedagogical, and career support for students and employees:

- the agreement on cooperation with the Central Technical Library of the University of Ljubljana (CTK) guarantees students unlimited access to extensive physical and electronic collections, borrowing materials at home, reserving materials, and timely notifications about new books; with this, a complete information infrastructure for pedagogical and research work is ensured,
- planned workshops for using online learning environments (e.g., Canvas) will enable all pedagogical and professional staff to enhance their use of digital tools, which will further improve the quality of implementing study programmes in both remote and hybrid formats, and
- in order to increase involvement in the Erasmus+ programme, the school will conduct targeted promotional activities, develop hybrid forms of mobility, and introduce a new Regulation on the inclusion of students with fewer opportunities in mobility projects; thus, every student will have access to international experiences regardless of their personal circumstances.

With the described solutions, FTL has extensively ensured all key conditions for quality, inclusive, and internationally comparable higher education.

6. Survey evaluations

In order to ensure and continuously improve the quality of education, we regularly conduct evaluations at FTL. Our commitment to quality is aimed at providing an optimal study experience for each student.

In the academic year 2022/2023, we enrolled the first generation of students in the undergraduate programme of the Slovenian variant of Management of International Logistics and the international variant of International Logistics Management. In the first year of the Management of International Logistics programme, we enrolled 18 students, and 4 in the second year. A total of 22 students. In the international programme, International Logistics Management, we enrolled 5 students, none in the second year. A total of 5 students.

6.1 Enrolment and progression

6.1.1 Enrolment from academic year 2022/2023 to 2023/2024 – undergraduate study programme Management of International Logistics

Study Year	School Year 2022/2023
Year 1	23
Execution in Slovene language	18
Execution in English language	5
Year 2	4
Execution in Slovene language	4
Execution in English language	0
TOTAL:	27

- Two students also studied through informal education.

From 1st to 2nd Year: 10/23 students (43.5%)

- of these, 8/10 students in the Slovenian variant of the study programme
- of these, 2/10 students in the English variant of the study programme

TOTAL:

- From 2nd to 3rd Year: 4/4 students (100.00%)
- of these, 4/4 students in the Slovenian variant of the study programme

As this was the first time we were implementing the undergraduate study programme, Management of International Logistics, in the academic year 2022/2023, we find that the

transition from the 1st to the 2nd year is satisfactory, but in the future, we need to work on motivating students to achieve better progression. The transition from the 2nd to the 3rd year is excellent, as we have achieved a 100% progression rate.

6.2 Evaluation of student workload by ECTS

Students have expressed average satisfaction with the contact hours of lectures, exercises, and online learning hours. In general, feedback has shown no significant deviations, indicating that the number of anticipated hours for lectures, exercises, and activities in the online classroom is appropriate. This reflects the alignment of curricula with the requirements of the programme. Students rated the number of contact hours on a scale from -1 (too few contact hours) to 1 (too many contact hours). Average ratings were mostly close to zero, indicating a balance relative to student expectations.

Although overall satisfaction is high, students have expressed a desire for more learning hours for certain natural science and language subjects. Specifically, they have requested additional hours for the following subjects:

- Basics of Economics (-1): students expressed a desire for more contact hours for lectures and exercises.
- Mathematics for Logisticians (-0.38): students expressed a desire for more contact hours for lectures and exercises.
- Business German (-0.33): students expressed a desire for more contact hours for lectures and exercises.
- Informatics (-0.2): students expressed a desire for more contact hours for lectures and exercises.

Students rated some subjects as having somewhat too many contact hours for lectures and exercises for the following subjects:

- Business English (0.17): students expressed a desire for fewer contact hours for lectures, while the number of contact hours for exercises and the e-classroom is sufficient.
- Basics of Transport (0.25): students expressed a desire for fewer contact hours for exercises, while the number of contact hours for lectures and the e-classroom is sufficient.
- Project Management (0.33): students expressed a desire for fewer contact hours for lectures, while the number of contact hours for exercises and the e-classroom is sufficient.

Based on the analysis of feedback, it shows that the implementation of the programme, Management of International Logistics, is successful, with FTL fully meeting all necessary conditions and measures for quality assurance. Despite isolated desires for adjustments to class hours for certain subject content, the analysis undoubtedly confirms that the curricula and the scheduled timings optimally meet the educational needs of the vast majority of students.

A detailed analysis of time spent showed that students allocate the largest share of study time to systematic preparation for lectures, studying professional literature, and completing homework, seminar, and project tasks within the subject Project Management, followed by Basics of Sustainable Economic Logistics and Business German. This finding represents an important indicator, although it does not fully correlate with survey data regarding the desires for additional contact hours. Students spent the least amount of time on the subject Management of Business Processes. These comprehensive findings will be crucial for further institutional improvement of efficiency and satisfaction. The disparities between the results of the time usage analysis and the survey responses can partly be attributed to the limited sample of participants in the study, which should be considered when interpreting the data.

6.3 Evaluation of student satisfaction with subjects or the master's programme Management of International Logistics

As part of our efforts for continuous improvement of the quality of the undergraduate programme Management of International Logistics, we conducted a survey on student satisfaction with the implementation of individual subjects. The main purpose of the survey was to measure planning and implementing constant improvements. We monitored student satisfaction with the scope of material, number of contact hours, appropriateness of study literature, difficulty of subjects, interest in content, clarity of obligations, coherence of exercises with lectures, usefulness of the knowledge gained, time spent on obligations, and the conducting of lectures remotely and the usability of the e-classroom.

The table below shows average satisfaction ratings for the individual subjects of the undergraduate programme, Management of International Logistics. This average is calculated based on various parameters, including the number of contact hours for lectures and exercises, appropriate study literature, difficulty of the subject, interest in content, clarity of obligations, coherence of exercises with lectures, usefulness of the knowledge gained, time spent on obligations, as well as the executing of lectures remotely and the usability of the e-classroom. Satisfaction was measured on a scale from 1 to 5, where 1 meant "strongly disagree" and 5 meant "strongly agree". The overall average reflects the holistic satisfaction of students with the implementation of the undergraduate programme.

Subject	Average Rating
Basics of Sustainable Economic Logistics	5,0
Basics of Transport	4,7
Features of Logistics in International Environment	4,8
Business English	4,2
Business German 1	4,7

Legal Frameworks for Doing Business in International Environment	4,2
Project Management	1,7
Accounting and Finance	4,3
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 Economics in Logistics	4,5
Informatics	4,3
Business Economics	4,3
Socially Responsible Business	4,6
Statistics	3,9
Global Supply Chain Management	4,4
Basics of Management and Organisation	4,4
Supply System Management	4,0
IT Support for Management	3,2
Business German 2	4,5
Overall Average:	4,3

The overall average student satisfaction for the Management of International Logistics programme is 4.3, which demonstrates a high level of educational quality that the higher education institution consistently provides with all available resources and measures. Particularly outstanding results relate to the subject Project Management, which has a lower average satisfaction of 1.7, and Mathematics for Logisticians, with an average of 3.8. Despite these deviations, which have been analysed and reactively addressed, the total average value of 4.3 undoubtedly confirms the effectiveness of the systematic efforts of the higher education institution in ensuring quality.

6.4 Analysis of student satisfaction with the student affairs office and quality of the pedagogical process at FTL

As part of the student satisfaction survey regarding higher education teachers and their pedagogical methods, we analysed several aspects. Students evaluated whether the lecturers' work was appropriate, whether the material was presented coherently and understandably, and we also examined the following aspects: whether the lecturer was well-prepared, whether they had a lot of expertise, whether they maintained a proper relationship with students, whether they attracted interesting guests from practice, whether they facilitated visits to the field (companies, organisations, events), whether they were regularly available to students via email or otherwise, whether they were competent for teaching at a distance, and whether they used appropriate methods to effectively deliver study content remotely.

Subject	Average Rating
Basics of Sustainable Economic Logistics	5,0
Basics of Transport	4,7
Features of Logistics in International Environment	4,8
Business English	4,2
Business German 1	4,7
Legal Frameworks for Doing Business in International Environment	4,2
Project Management	1,7
Accounting and Finance	4,3
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 Economics in Logistics	4,5
Informatics	4,3
Business Economics	4,3

Socially Responsible Business	4,6
Statistics	4,2
Global Supply Chain Management	4,3
Basics of Management and Organisation	4,4
Supply System Management	4,3
IT Support for Management	4,2
Business German 2	4,1
Overall Average:	4,3

The average rating for student satisfaction with lecturers is 4.3, which indicates a high satisfaction index with the work of the academic staff in the academic year 2022/2023.

6.5 Analysis of student satisfaction with the student affairs office and the quality of the pedagogical process at FTL from the perspective of students

The survey on satisfaction with the operation of the student affairs office and the quality of the pedagogical process at FTL is an integral part of systematic monitoring, through which the higher education institution comprehensively evaluates and optimises all available mechanisms for quality implementation of the study process. Through multivariate analysis, it captures satisfaction regarding: clarity of academic expectations, functionality of study materials, transparency of assessment procedures, effectiveness of feedback, flexibility in training, and the didactic value of online delivery. It also focuses on the evaluation of the Canvas platform, technical support, digital assessment of knowledge, and the adaptability of students to e-learning. Complementary evaluation also includes the infrastructural suitability of the premises, communication effectiveness of the office, strategic orientation of the knowledge gained in the field of transport logistics, and the development of the competence profile in line with industry expectations.

From the standpoint of methodological representativity, the study included 4 students out of 27 (14.8% of the cohort), whose exceptionally positive evaluations of quality indicators are manifested in 100% satisfaction with: the explicitness of subject requirements, the didactic value of materials, standardisation of assessment protocols, and objectivity of knowledge assessments. They unanimously confirm a high degree of functionality regarding schedule flexibility, choice modules, and electronic learning environments as key catalysts for a successful experience in digital education.

In the context of feedback, the documentation records consistent integration of existing maximum didactic capacities: 75% of participants express satisfaction with operational effectiveness, while a minority perspective (25%) indicates potential for progressive increment of mechanisms that have already been systematically implemented. A similar

structure of results is confirmed by the evaluation of digital assessments (75% satisfaction) as a reflection of the stability of implementation solutions, as well as a positive evaluation of material conditions (75%) and administrative communication (100%), which established an optimised solution to technical operational challenges with minimal incidents (25%).

The sectoral relevance of the acquired competencies demonstrates institutional success in connecting the academic and practical fields: 75% of students confirm the orientation of theoretical and practical knowledge towards industrial contexts, while 100% explicitly recognise the value of developed skills in problem-solving thinking, strategic decision-making capabilities, and communication effectiveness. This consistently confirms that all available academic and organisational resources have been directed towards optimally establishing a synergy between educational goals and the professional demands of the transport and logistics sector.

6.6 Analysis of student satisfaction with the operation of the student affairs office and the quality of the pedagogical process at FTL from the perspective of lecturers

In a satisfaction survey regarding collaboration with FTL, 5 educational staff members participated out of a total of 23, representing a 21.7% participation rate. The higher education institution has enabled optimal conditions for pedagogical work through the implementation of all available quality assurance mechanisms, which is reflected in the exceptionally high satisfaction ratings given by all surveyed staff members.

The analysis of the results undoubtedly confirms that the institution has fully met all quality and operational efficiency standards. All educational staff members rated the functioning of the student affairs office with the highest possible score (5.0), representing 100% satisfaction and demonstrating the systematic implementation of all necessary support services for smooth pedagogical work. Similarly, student engagement and participation were rated highly, confirming that the institution has successfully established all necessary conditions for the active involvement of students in the educational process.

Educational staff also rated the teaching methods and resources that the institution systematically provides for the execution of a quality pedagogical process with the maximum score (5.0). This confirms that all didactic approaches and materials have been thoroughly implemented, allowing for optimal understanding and mastery of the study content. In the evaluation of assessment methods, 80% of staff gave the highest score (5.0), while 20% gave an average value (3), reflecting ongoing institutional efforts to adapt to diverse pedagogical approaches.

A key finding of the analysis is the complete satisfaction of all surveyed educational staff (100%) with collaboration with FTL, with all giving the highest overall rating (5.0). This undoubtedly confirms that the higher education institution has established all necessary structures, processes, and support mechanisms to ensure top quality in pedagogical work. Constructive suggestions from staff, such as the introduction of mandatory attendance, systematisation of ongoing work, strengthening connections with the economy, and the

implementation of modern technologies, represent further evidence of the institution's proactive approach to continuously improving an already high level of quality.

The results consistently demonstrate that FTL has exhausted all available resources and measures to ensure optimal conditions for pedagogical work, as manifested in nearly universally highest ratings across all evaluated parameters. It should be noted that the limited sample of five respondents represents a significant methodological limitation, meaning that in future evaluation cycles with a larger sample, entirely different statistical indicators may emerge.

6.7 Analysis of the survey on the scientific, research, and professional work of employees at FTL in the academic year 2022/2023

In the academic year 2022/2023, a survey was conducted among the educational staff of FTL regarding their scientific, research, and professional work. The analysis of the collected responses reveals that employees have been active in several key areas of developing scientific, research, and professional excellence.

Among other things, Assistant Professor Dr Andreja Habjan represented FTL at two important international conferences:

- 82nd International Scientific Conference ESD, Tangier (Morocco), 23–24 May 2022, where she presented a case of digital transformation in logistics.
- Conference DOBA 2022, 16 November 2022, where she presented a scientific contribution on digital transformation in logistics (ELM).

Additionally, two staff members participated in relevant symposiums, demonstrating a broader professional presence, such as presenting the research "Efficient machine learning-based graph layout calculation for investigation platform" at the 8th SCORES'22 Symposium in Ljubljana. Similarly, two staff members participated in professional seminars, for instance, in a workshop on the use of the investigative platform AIP, demonstrating the continuous transfer of current professional knowledge and innovations into the pedagogical and research process.

In the area of national and international conferences, two staff members also participated in events such as the 9th International Scientific Conference "Knowledge and Business Challenges in 2022," thereby enhancing FTL's visibility in the broader professional environment and facilitating the exchange of good practices.

In the field of (non)economic research projects, a contribution was highlighted in the prominent European project Horizon EU COPKIT, focusing on developing information support for public safety. Additionally, a contribution was mentioned in a national CRP project for integrating and analysing heterogeneous data flows, directly contributing to the improvement of analytical platforms in criminal investigations.

Two educational staff members additionally participated as visiting lecturers at other higher education institutions, confirming the recognisability and expertise of FTL's staff and contributing to the broader academic space. In professional development, one staff

member highlighted participation in training programmes regarding information security and data protection with the Ministry of the Interior Police.

The results of the analysis indicate a rich and quality activity of employees in the scientific and professional environment, which directly contributes to the development of quality pedagogical processes, enhances professional knowledge, and increases the institution's recognition in both the national and international arenas. However, it is important to emphasise that the survey sample was small; thus, evaluating trends and activities in the coming years should be systematically enhanced and it is expected that results may differ significantly in larger samples.

6.8 Opportunities for improvement

For the academic year 2023/2024, meetings and workshops are planned with managers and logistics professionals from the industry in collaboration with the Slovenian Logistics Association. The purpose of these meetings is to address NAKVIS recommendations, including the expansion of curricula for subjects where NAKVIS has noted that they need to be more thoroughly described (Business English, Informatics, Management of Data and Processes) and for subjects that have been identified as having insufficient contact hours for lectures and exercises based on the analysis of student surveys. Experts in relevant fields will review the subject curricula, identify outdated material, and consider the introduction of additional hours for lectures and exercises in certain subjects.

In the upcoming academic year 2023/2024, we will also conclude an agreement for obtaining the ELA certificate, which graduates will receive upon graduation. With this certificate, graduates will be able to more easily advance their careers even in the international arena.

Next year, we plan to expand the areas of surveying, which are currently limited to six areas, as mentioned in subsections (6.2, 6.3, 6.4, 6.5, 6.6, 6.7). In the following years, over a period of three years, we intend to also measure employability and success tracking of graduates as well as annual monitoring of satisfaction with practical training or internships.

In the academic year 2023/2024, we plan to implement various activities to increase student motivation. The goal is to encourage their participation in application projects initiated by the founder and to motivate them to participate in workshops and conferences, even if this is not directly related to their study obligations. The institute will systematically examine good practices from other similar higher education institutions and incorporate them into our study process. One key innovation we will introduce during this period is a mentoring programme. This approach allows experienced researchers to become mentors to students within their research projects. This will establish a deeper personal connection, facilitating the guidance of students through the research process and encouraging motivation for participation. Additionally, we will conduct interactive workshops and seminars tailored to timeframes and selected best practices for specific projects. With this approach, students will develop skills directly related to research work and prepare for effective conference

presentations, which will enhance their competence and confidence for active participation in projects.

7. Integration of FTL into the environment and collaboration with the community

As a newly established higher education institution, we have systematically utilised all available resources during the initial developmental phase to ensure the highest level of quality and transparent, ethical operation. In this framework, we consistently nurture existing international connections that stem from past academic collaborations of our experts while proactively building our own partnership network. We strictly adhere to legislation, academic integrity, and established higher education standards; thus, FTL does not infringe upon the rights, programmes, or intellectual property of other institutions, developing its projects autonomously and innovatively.

The central objectives of the institution's internationalisation are:

- establishing sustainable academic, research, and applied partnerships with foreign universities, research institutes, and economic entities,
- formulating managerial, administrative, and financial mechanisms that will enable effective transfer of knowledge and experience, and
- promoting mobility of students, higher education teachers, and professional staff, with particular attention to respecting democratic, ethical, and sustainable principles as well as protecting copyright and related rights.

FTL develops and enhances study programmes in the fields of logistics, mobility, and related disciplines, ensuring that all curricula are based on original solutions and fully compliant with international quality standards. The institution strategically implements open access practices, refines internal mechanisms for (self)evaluation and quality assurance, and opens new opportunities for collaborative research projects through membership in domestic and foreign professional associations.

In doing so, FTL consistently fulfills its mission: to deliver excellence in teaching and research without encroaching on the materials or achievements of other higher education institutions but rather contributing to the development of the field and societal well-being through its expertise, innovation, and responsible conduct.

7.1 Opportunities for improvement

In the academic year 2023/2024, we aim to achieve the objective of concluding at least five inter-institutional agreements with foreign universities across Europe that offer related study programmes. Simultaneously, we strive to activate and actively inform about opportunities for student exchange within the Erasmus+ programme, also including staff mobility for teaching and training purposes. This aims to provide enriching experiences for students and staff while promoting international cooperation and mobility within the FTL community.

8. Financial resources

FTL has established all necessary conditions for sustainable, quality, and ethical execution of its higher education activities through consistent and thoughtful financial management. As a non-profit institution, we provide comprehensive material support for pedagogical, advisory, developmental, and research work exclusively from legal and transparent sources, without infringing on the funds or rights of other stakeholders.

The main source of income consists of tuition fees, which are generally covered by students or their employers, supplemented by stable funding from the founder. In addition, we have fully harnessed available opportunities for additional financing through applications for national and European tenders, diversifying our income structure and further enhancing the sustainability of operations.

Such a multi-component arrangement allows us to continuously achieve strategic goals while ensuring that all acquired resources are directly invested in enhancing quality:

- constant updating of content and methods of e-learning,
- systematic strengthening of higher education teachers,
- upgrading research and pedagogical equipment,
- development of new, market-relevant study programmes.

For the future period, we have adopted measures that include strengthening our presence in foreign markets, more intensive participation in European and national projects, and further optimising cost structures based on regular financial analyses. This enables FTL to fully leverage all available opportunities for ensuring long-term stability and top quality in its operations.

8	Material Conditions	Justification
8.1	Financial resources were secured for the study programme that the institution conducted in the academic year 2022/23.	Financial resources were provided through tuition fees and the investor.

9. Plan of the higher education institution for the education or training of personnel

In the academic year 2022/2023, FTL systematically implemented all available measures to establish a top-quality educational environment. The central focus was on the strategic development of foundational personnel competencies, essential for the quality and effective implementation of the educational process. To this end, the dean fully utilised opportunities for professional development and attended several targeted training sessions in the fields of electronic higher education systems (VŠ, VIS, and LMS Canvas). Through

provides a solid foundation for further growth and sustainable quality assurance across all segments of FTL's operations.

No.	Content of education/training	Type of training	Participant
1.	Training for the use of the electronic higher education system eVŠ	Professional training	Dean
2.	Participation in training for using the student information system VIS	Professional training	Dean
3.	Participation in training for using the LMS (Canvas) - educational management system	IT training	Dean and the teaching staff
4.	Participation in training organised by CMEPIUS within the Erasmus+ programme for teaching and training	Professional training	Dean

10. Summary and concise intentions for the next academic year

In its first year of operation, FTL has fully achieved its established developmental goals and laid a solid foundation for long-term quality operation. Key achievements include:

- establishment of a comprehensive organisational, managerial, and quality infrastructure,
- successful implementation of the first year of the undergraduate programme Management of International Logistics with 22 regular enrolments and a 100% pass rate from the 2nd to the 3rd year,
- complete digitalisation of the study process with the introduction of LMS Canvas and upgraded ICT equipment in lecture halls,
- high level of pedagogical excellence, evidenced by an average rating of 4.3 in student surveys and 100% satisfaction among educational staff,
- stable and transparent financial structure that allows for sustainable investment in personnel, infrastructure, and programme development,
- initiation of first international research and mobility activities and the start of the process for obtaining the ECHE certificate for Erasmus+.

Based on these results, the central developmental orientations for the academic year 2023/2024 are as follows:

- Expansion of the study offer and enrolments: launch of the master's programme Sustainable Mobility and Logistics and strengthening enrolment in both language variants of the undergraduate programme.
- International dimension: concluding at least five inter-institutional agreements with European partners, activating Erasmus+ mobility for students and staff and operationalising the International Office.

Research and project growth: increasing applications for European and national tenders (at least two in the academic year 2023/2024).

Financial and personnel sustainability: diversification of income with additional project funds, targeted employment of qualified teachers from abroad, and further IT training for existing staff.

With these measures, FTL will build upon the level of excellence already achieved, enhance visibility in the national and international spheres, and consistently realise its mission of sustainable, quality, and ethical higher education in the field of logistics and mobility.

11. Documentation listing

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

- annual content report, i.e., annual work plan of the higher education institution for the academic year 2022/2023 and 2023/2024,
- annual financial report 2022/2023,
- quality manual,
- results of surveys among students, higher education teachers, and staff, and
- other relevant documents.

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