



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

on the results of the work of the external expert evaluation commission  
for compliance with the requirements of institutional  
accreditation standards

Swiss International Institute Lausanne - SIIL

between February 5 and 7, 2024.

**INDEPENDENT ACCREDITATION AND RATING AGENCY**  
*External expert committee*

*Addressed to the  
IAAR Accreditation  
board*



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**2024**

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**(I) LIST OF TERMS AND ABBREVIATIONS**

IAAR - Independent Accreditation and Rating Agency  
SIIL - Swiss International Institute Lausanne  
EEC - External Expert Commission  
ICT - Information and Communication Technology  
EP - Educational Programs  
IT - Information Technology  
TS - Teaching Staff  
LMS - Learning Management System  
ECTS - European Credit Transfer and Accumulation System



## **(II) INTRODUCTION**

In accordance with the order № 9-24-OD dated 10.01.2024 of the Independent Agency for Accreditation and Rating (IAAR) from 5 to 7 February 2024 an external expert commission assessed the compliance of Swiss International Institute Lausanne with the Standards and Guidelines for the international accreditation of educational organizations and educational programs implemented using digital technologies (based on ESG) (dated 05.01.2021 № 1-21/1-OD).

The report of the External Expert Commission (EEC) contains the assessment of the educational organization to the IAAR criteria, recommendations of the EEC on further improvement of the educational organization and parameters of the institutional profile.

### **Composition of the EEC:**

**1. Chairman of the IAAR Commission** - Gulvira Sovetbekovna Akybaeva, Ph.D., Academician E.A. Buketov Karaganda University (Karaganda, Republic of Kazakhstan) (*online*);

**2. IAAR Expert-** Natalie Aleksandra Gurvitš-Suits PhD, Tallinn University of Technology (Tallinn, Estonia) (*online*);

**3. IAAR Expert** - Ilham Humbatov, Member of the Board of Directors, Director of Quality Assurance Department, TKTA Agency for Quality Assurance in Education (Baku, Azerbaijan Republic) (*online*);

**4. Expert-employer IAAR** - Ualikhan Eralynovich Zhumabekov, Director of PF "International Foundation for the Promotion of Technical Education in the CIS countries" (Astana, Republic of Kazakhstan) (*online*);

**5. IAAR Expert-Student** - Darmen Dauletbekovich Gabitov, Master's student of the 1st year of "Public Policy" program, Nazarbayev University (Astana, Republic of Kazakhstan) (*online*);

**6. IAAR Coordinator** - Timur Erbolatovich Kanapyanov, PhD, Deputy Director General for International Cooperation IAAR (Astana, Republic of Kazakhstan) (*online*).



### **(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION**

Founded in 2019 and recognized by the Canton of Vaud in 2021, SIIL is a relatively new and dynamic institute offering undergraduate and graduate programs. The institute is located in Lausanne, Switzerland, which is a major center for education, research and business. SIIL specializes in multilingual education, thus, today the university offers 6 Bachelor's programs in Russian, which corresponds to the high demand of applicants, 2 Master's programs in Russian and 1 Master's program in English.

The target audience of the institute is both in Switzerland and abroad. In total, the institute represents students from 33 countries, including 7 students from Switzerland. Outside Switzerland, the institute has students mainly from the former Soviet Union, India and Pakistan. At the time of accreditation, there are 165 students studying at the Institute. Teaching is conducted entirely online.

As of today, SIIL has 36 faculty members, including 1 emeritus professor, 6 professors, 14 associate professors, 1 senior lecturer and 14 lecturers. The Faculty of Management has a total of 24 lecturers, of whom 21% are Doctors, 50% are PhD's and 29% are Masters. The IT faculty has 21 lecturers, of whom 13% are doctors of sciences, 10% are PhD's, 67% are masters and 10% are bachelors.

### **(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

Swiss International Institute Lausanne is undergoing institutional accreditation by the IAAR for the first time.

### **(V) VISIT DESCRIPTION EEC**

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for institutional accreditation of Swiss International Institute Lausanne in the period from 5 to 7 February 2024 in the online format.

In order to coordinate the work of the EEC on 02.02.2024, an introductory meeting was held, during which the powers were distributed among the commission members, the schedule of the visit was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about the organization of education and the entire infrastructure of the university, to clarify the content of the self-assessment report, meetings with the rector, vice-rectors of the HEI in the areas of activity, heads of structural units, heads of departments, teachers, students, graduates, employers were held. A total of 40 representatives took part in the meetings (Table 1).

Table 1 - Information on staff and trainees who participated in meetings with the IAAR EEC:

<b>Category of participants</b>	<b>Quantity</b>
Rector	1
Provost's Corps	4
Heads of structural subdivisions	6
Deans	2
Heads of Study Programmes	5
Teachers	9
Students	8
Graduates	2
Employers	3
<b>Total</b>	<b>40</b>

During the EEC visit, a virtual visit to the SIIL educational platform took place, where the experts familiarized themselves with the state of the material and technical base and software of the educational process.

During the meetings of the IAAR EEC with the target groups of the institute, the mechanisms of implementation of the HEI policy were clarified and individual data presented in the HEI self-assessment report were specified.

EEC members familiarized themselves with the webinar recordings of SIIL's educational platform.

In accordance with the accreditation procedure, a questionnaire survey was conducted among 27 teachers, 74 students, including junior and senior students.

In order to confirm the information presented in the Self-Assessment Report, the external experts requested and analyzed the working documentation of the Institute. At the same time, the experts studied the Internet positioning of the Institute through the official website <https://siil.ch/>.

As part of the planned program, the recommendations for improvement of Swiss International Institute Lausanne activities, developed by EEC following the examination, were presented at the meeting with the management on 07.02.2024.



## **(VI) COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS**

### **6.1 Standard "QUALITY ASSURANCE POLICY"**

- ✓ *The educational organization should have a published quality assurance policy that is part of their strategic management.*
- ✓ *Internal stakeholders should develop and implement these policies through appropriate structures and processes, involving external stakeholders.*
- ✓ *E-learning is part of an educational organization's overall development strategy as well as quality assurance policy.*
- ✓ *The educational organization uses a well-defined policy and governance structure when deciding to adopt new technologies to ensure the expected quality of e-learning.*
- ✓ *Institutional policies, structures, processes, and resources exist to ensure the successful teaching and learning process for students, including those with special education needs.*
- ✓ *The educational organization has policies and rules to ensure academic honesty, academic freedom, and ethical conduct.*
- ✓ *The quality assurance policy provides for electronic security measures*
- ✓ *If outside services are involved, the educational organization has written agreements/contracts that define the roles and responsibilities of the parties.*
- ✓ *Stakeholders (especially students) are involved in the internal quality assurance system even if they are not on campus.*

#### ***Evidentiary part***

SIIL has its quality assurance strategy which is available on the official website of the institute in the Quality Assurance Policy document. The institute has adopted a unique mission, vision and values based on the analysis of external factors as well as internal capacities. The mission of the institute is to provide training and further education programs in different languages to people all over the world. And especially for entrepreneurs and independent professionals who are looking for tailor-made knowledge and know-how.

SIIL is committed to maintaining and developing an organization that can fulfill its mission in accordance with the values of the Institute. SIIL has developed a quality assurance system that is based on these values and enhances SIIL's ability to achieve its strategic goals. Ongoing management of quality assurance was initiated in September 2019. The Academic Board approved an updated version of the Quality Assurance Policy, which was implemented in September 2022 and published on the SIIL website. Ongoing strategic management goals and priorities are formalized in the Strategic Plan 2022-2026.

The entire SIIL educational model is presented exclusively in the online distance learning model. The quality assurance policy is designed to meet the needs of the online distance learning model. Quality processes ensure that the curriculum is delivered, that assessment is correct, and that the principles of equity are applied to all students and teachers.

The aim of SIIL's quality assurance strategy is, on the one hand, to ensure and continuously improve the quality of SIIL's activities and, on the other hand, to promote a quality culture. To achieve these objectives, SIIL develops and regularly updates its quality assurance system, which covers and guarantees the quality of management, teaching, learning, services, resources and infrastructure, internal and external communication, and quality assurance.

SIIL's strategic priorities as an exclusively online higher education institution, the quality strategy pays special attention to IT security and personal data protection issues. This is why the Data Protection Policy, as well as the Data Breach Procedural Guidelines are in place and regularly reviewed in accordance with the latest changes in national legislation, as well as complying with internal regulatory requirements and documents: Cookie Policy, Cloud Computing Policy, IT Security Policy, and Data Protection Policy. Social media and social networking are used to ensure the security of the entire learning process for students, faculty and administrative staff.

The most important tool and the basis of SIIL educational procedures is the SIIL e-Learning Platform as a learning management system. SIIL LMS contains software designed to organize and manage the teaching and learning process in an educational institution. The LMS includes the following main functions: course management, student registration and management, online learning, assessment and progression tracking, administrative functions.

#### ***Analytical part***

During the visit, EEC members were convinced that SIIL has a clear and transparent management structure to implement new technologies and ensure the necessary level of quality of



educational programs. All activities are oriented to accompany the processes within the Quality Assurance Policy, in turn the goals and priorities of strategic management are formalized in the Strategic Plan for 2022-2026.

SIIL is an exclusively distance learning university that teaches mainly asynchronous courses. The entire quality strategy of SIIL is an e-learning strategy, the implementation of which is ensured by all policies and regulations developed exclusively for this particular educational model.

However, it should be noted that the Institute does not involve external stakeholders in the education and analysis of procedures in the field of quality, this is confirmed by the lack of formal confirmation at the institutional level, as well as in meetings with focus groups, both employees and external stakeholders confirmed this. It should also be noted that the main navigation of the site and, above all, the LMS of the Institute do not take into account the conditions of providing organizational and methodological resources within the categories of students with special educational needs.

In general, as confirmed by the EEC online visit, SIIL management is committed to maintaining a culture of quality assurance, but nevertheless the implementation and maintenance of the internal quality assurance system is general in nature, neither employers nor students are involved in the process. In most cases, the implementation of quality assurance processes is handled by individual SIIL managers.

***Strengths/best practices:***

- none identified under this standard

***Recommendations for improvement:***

1. The HEI management should ensure stakeholders' participation in the analysis of the Quality Assurance Policy implementation, in case of changes, the adjustment should be documented. Deadline - annually.

2. The HEI management should include in the work plans of SIIL collegial governing bodies the issues of institutional policy implementation, as well as the issues of successful teaching and learning process, including for persons with special educational needs. Deadline - until 2025.

3. The university management should develop a roadmap for the creation of website navigation for visually impaired p, as well as the acquisition and creation of educational and methodological literature for p with special educational needs. The deadline is 2025.

4. Ensure students' participation in the development plans, quality assurance policy and institutional processes of the internal quality assurance system of the university on an ongoing basis. Deadline - until 2025.

***EEC Criteria Conclusions:***

According to the standard "Quality Assurance Policy" the educational organization has 5 satisfactory positions and 4 suggests improvement.

**6.2 Standard "PROGRAM DEVELOPMENT AND APPROVAL"**

- ✓ An educational organization should have mechanisms for developing and approving its programs.
- ✓ Programs should be designed in accordance with established objectives, including intended learning outcomes.
- ✓ The qualifications resulting from the program should be clearly defined as well as explained and should correspond to a certain level of the national qualifications framework in higher education and therefore to the qualifications framework in the European Higher Education Area.
- ✓ The educational organization has a clear strategy for the development of digital innovation, of which e-learning is a part. This strategy is known in the HEI at all levels and the teaching staff is aware of their responsibility for the development of the educational program.
- ✓ E-learning educational programs are in line with the mission of the educational organization.
- ✓ The design of educational programs reflects pedagogical practices and innovations, if applicable.
- ✓ Those involved in the design/development/evaluation of e-learning programs are academically and technically competent.
- ✓ Faculty involved in program design/development/evaluation are familiar with the advantages/disadvantages of using e-learning in the context of a particular course.
- ✓ Student needs are considered in the development of the instructional model and curricula.

***Evidentiary part***

SIIL's curriculum development and approval processes are defined in the New Programme Design and Approval Policy, which requires that all programs implemented by SIIL undergo a rigorous design and approval process. This policy applies to new program proposals and to existing programs whose curriculum is undergoing major revisions, such as structural changes resulting in a new major. Approval of proposals for new program development and implementation is based on an impartial assessment of each proposal in terms of its rationale, academic merit, and financial implications. Program development and approval processes are transparent, collaborative, consistent and rigorous.

The program development process is a consultative process that incorporates the perspectives of academic staff, administrative staff, students, external experts, and other stakeholders, as appropriate.

Each academic program at SIIL is designed to be aligned with the strategic objectives of the Institute and the faculties in which it is implemented. At the institutional level, these are defined by SIIL's Mission, Vision and Values, which themselves define the quality strategy of the Institute as a whole and are reflected in SIIL's regulations and policies. At the faculty level, the strategic objectives correspond to the purpose and goal of the faculty's existence.

The strategic objectives define program characteristics such as field of study and faculty affiliation, level and degree awarded, course curriculum, workload, learning outcomes, assessment types and methods, and mode of delivery within the online distance learning model. The purpose of the program derives from a detailed market analysis as evidence of its demand (external factor) and its relationship to SIIL's existing educational offerings (internal factor).

***Analytical part***

SIIL's institutional mission is to provide training and continuing education programs in different languages to people all over world. And especially for entrepreneurs and independent professionals who are looking for tailor-made knowledge and know-how.

By offering its Study Programmes, SIIL targets those who seek quality and smart learning solutions leading to sought-after qualifications, but are unable to access them due to various difficulties. It should be noted that learners in most cases are keen to acquire knowledge in a distance format without disconnecting from their professional life, and also the flexible language learning environment motivates educational activities at SIIL.

The curriculum design adopted by SIIL reflects pedagogical practices and innovations in the following way: the studied disciplines are organized to take into account the prerequisites and co-requisites necessary for successful learning. Each semester, students are offered several modules that they can work through in the order in which they prefer, while they must pass a series of tests of their acquired knowledge to prove that they are eligible to participate in the following semester. This curriculum structure promotes seamless progression in the learning process and prevents the accumulation of academic debt. The modular structure of SIIL programmes is transparent, so students are aware of their progression and possible errors visible from their personal account when they log in to their personal account on the SIIL e-learning platform, with the ECTS workload and the type of assessment for each module clearly defined in the programme's curriculum.

Within the framework of educational activities, the Institute applies the flipped classroom methodology, which follows the principles of student-centered learning, increases student engagement and requires strict automatic assessment by the participants of the educational process. At the same time, within the framework of accessibility of learning resources, according to the results of the sociological survey, 51.4% of students rate as "excellent", 27% as "good", 9.5% as "satisfactory" and 10.8% as "unsatisfactory".

In the course of the EEC online visit, as well as the analysis of the programs showed the absence of planned learning outcomes. The Study Programme of the institute does not have a strategy for the development of digital innovations. As a rule, the institute has centrally defined

courses, their labor intensity, there is no possibility to choose disciplines, and there is a rigid centralized system of curriculum support. The needs of students are not taken into account in the development of training model and educational programs. The use of pedagogical practices and implementation of practice-oriented approach is not observed in the design of educational programs.

***Strengths/best practices:***

- none identified under this standard

***Recommendations for improvement:***

1. The HEI management when developing the SP should take into account the learning outcomes in accordance with the established program objectives, as well as the criteria for achieving learning outcomes. Deadline - permanently

2. The HEI management should develop a strategy for the development of digital innovations, as well as include the issues of analyzing this strategy in the agenda of the Work Plans of collegial governing bodies. Deadline - until 2025.

3. The HEI management on a regular basis within the framework of meetings of collegial management bodies on methodological issues to discuss pedagogical practices and the use of innovative technologies in the design of SPs. Deadline - until December 2024.

4. When developing the educational model, as well as curricula, to take into account the needs of students through continuous monitoring of the implementation of the SP. Develop an action plan to improve the educational model. Deadline - until 2025.

***EEC Criteria Conclusions:***

According to the standard "Program Development and Approval" educational organization has 5 satisfactory positions, 4 requiring improvement of criteria.

**6.3 Standard "STUDENT-CENTERED LEARNING AND ASSESSMENT OF LEARNING"**

✓ *The educational organization should ensure that the program is implemented in a way that encourages students to take an active role in co-constructing the educational process and that student assessment reflects this approach.*

✓ *Teaching methods and learning activities are selected to meet the learning outcomes.*

✓ *Teaching materials correspond to the educational model and help students to successfully master the EP.*

✓ *The authors of the training materials are experts in the subject area. Training materials are periodically reviewed and updated.*

✓ *The technical infrastructure is in line with teaching methodology, learning activities, e-learning evaluation methods, and creates conditions for a successful teaching and learning process.*

✓ *The methods of e-learning assessment are in line with the program objective, allow learners to see the extent to which the intended learning outcomes have been achieved.*

✓ *Students are clearly informed about the e-learning assessment system.*

✓ *Students are aware of the rules and consequences of plagiarism.*

✓ *Students are trained on how to properly use, cite, and reference literature from both electronic and print sources.*

✓ *The educational organization has established rules for online behavior (rules of online etiquette).*

***Evidentiary part***

In order to actively engage students in the learning process, SIIL uses the flipped classroom methodology. Each program is divided into modules and allows to study them in any order, also each curriculum contains a number of additional disciplines offered at the choice of students. The faculty members of the department use modern teaching methods - recorded video lectures and case studies and for, selected according to the teaching model and updated as necessary.

SIIL uses various methods of assessment - tests, coursework, end-of-course thesis. When taking a current assessment (test) students can take it several times, when taking a term paper students can choose questions from a suggested list. Students also choose their own topics for their Bachelor's/Master's theses.

The technical infrastructure for SIIL's e-learning processes is provided by the SIIL Learning Management System (LMS), an e-learning platform specially designed and customized to SIIL's

specific needs. The platform is available to all learners at **my.siiil.ch** and contains both information about the learning process, assessment system and learning support - chat and phone calls with a personal academic assistant.

Since HEI education is conducted entirely online, due to the technical features of the training are constantly being updated.

Providing feedback at the Institute is done through the Student Satisfaction Form and also through communication within the SIIIL student community on Telegram. SIIIL has an active online presence on various social platforms (Facebook, Instagram, YouTube) and enforces clear rules of online behavior and etiquette. These rules also apply to SIIIL students as members of the SIIIL community. They are detailed in the Policy on Social Networking and Social Media and the External Communications Policy.

The HEI has a well-functioning mechanism for student appeals and complaints. Students have the opportunity to file a complaint according to the "Student Complaint Procedure" in the prescribed form.

The SIIIL Alumni Network has its own approved Code of Conduct to ensure constructive and respectful communication between alumni.

The HEI has developed a Plagiarism Policy and all student written works are checked on <https://antiplagiat.ru/> for plagiarism. This policy also contains information on proper citation styles and correct references to online and printed sources, and students receive additional information on proper citation and references from faculty members and teaching staff when preparing written term papers and personal projects.

Together with SIIIL's Equality Policy, these documents provide a framework for creating and maintaining a positive image of the Institute and foster a comfortable communication culture based on mutual respect and inclusiveness.

### *Analytical part*

Thus, based on the information obtained during the visit and analysis of the documents provided, the EEC considers it possible to conclude that the learning process at SIIIL has a high degree of centralization, which makes it difficult for students to form flexible learning trajectories themselves. There is also a lack of interactive teaching methods involving a wide range of learners - webinars, teamwork, brainstorming sessions, which is an integral part of student-centered learning. The content of courses and curricula are revised by the HEI management and teaching staff as necessary, but the EEC finds it advisable to hold regular formal and informal meetings with employers to discuss the relevance of the educational process and its compliance with market requirements.

The system of assessment of students' knowledge complies with the principles of generally accepted criteria, forming the final grade by crediting intermediate results. During the visit, the EEC found that despite the fact that students have an idea of how a particular subject will be assessed, they often have no idea about the percentage of data from the leaving in the final result.

The feedback system has been created and is clearly functioning in the HEI, a system of complaints and appeals has been developed. During the visit and meetings with stakeholders it was found that communication between faculty and students takes place through supervisors, which indicates both a well-developed support system and a high level of centralization of processes in the HEI.

SIIIL checks written work for plagiarism according to the approved policy. However, during the visit, the EEC noted the lack of students' awareness of both the criteria of plagiarism and its consequences. Also, EEC considers the chosen resource - <https://antiplagiat.ru/> is not optimal for higher education organizations.

In the course of work the external expert commission noted that the HEI conducts purposeful work to improve the organizational culture. However, in the course of the visit and interviews with employers, the EEC found that it is necessary to more actively use modern interactive teaching methods for accredited SPs, taking into account the development of soft skills - communication

and teamwork.

***Strengths/best practices:***

- none identified under this standard

***Recommendations for improvements:***

1. The HEI management should take measures to decentralize the learning processes, giving more opportunities to students to form flexible learning trajectories. Deadline - December 2024.
2. The university management should ensure the introduction of interactive teaching methods taking into account the specifics of student-centered learning. Deadline - December 2024.
3. Introduce a system of regular curriculum review and updating of training materials with the participation of employers. Deadline - December 2024.
4. Develop and implement a unified guide for writing term papers and graduate theses with clearly defined rules of citation and references to literature contained in both electronic and printed sources. Consider holding annual seminars for students on this topic. Deadline - December 2024.
5. To inform students about the requirements for term papers and graduation theses concerning plagiarism and to organize introductory seminars on this topic. The deadline is December 2024.
6. HEI management to develop methodological recommendations on the evaluation system with the indication of evaluation criteria and to conduct activities to inform students about the system of evaluation of e-learning and the formation of the final evaluation. Deadline - December 2024.
7. HEI management to improve the learning management system in order to create conditions for successful teaching and learning process. Deadline - December 2024.

***EEC Criteria Conclusions:***

For the Student Centered Learning and Assessment of Learning standard, the educational organization has 3 satisfactory items, 7 requiring improvement criteria.

**6.4 Standard "Admissions, Academic Achievement, Recognition and Certification of Students".**

- ✓ An educational organization must have predetermined, published and consistently applied rules governing all periods of the student "life cycle," i.e., admission, performance, recognition and certification.
- ✓ Students/future students are informed of requirements regarding equipment used, e-learning and digital skills, prerequisite courses, and attendance.
- ✓ Students are informed about the course load, program and e-learning model.
- ✓ The educational organization has a policy and procedure for recognizing prior learning.

***Evidentiary part***

Admission of applicants to study at SIIL is carried out by the admission committee on general grounds in accordance with the Rules of Admission to Bachelor's degree programs, as well as the Rules of Admission to Master's degree programs.

Admission to study at SIIL is open to all students who hold a Swiss matriculation certificate obtained by Swiss examination or recognized by the Federal Department of the Interior and the Executive Board of the Swiss Conference of Cantonal Ministers of Education. Any applicant with other Swiss or foreign educational qualifications may be admitted to the HEI provided that the educational qualifications obtained are equivalent to those mentioned above. In addition to the admission rules, there are also Tuition Fee Regulations governing all types of student fees. Admission is carried out on a competitive basis, taking into account the principle of equal rights and gender equality. Further studies are carried out in accordance with the rules of study at the Bachelor's and Master's degree programs. The HEI has full autonomy in forming the parameters of student enrollment on a fee-contract basis based on the material and technical capabilities and demand in the labor market.

Information and conditions of admission are publicly available on the official website of the institute. Students are informed about the learning model, required documents, admission conditions and enrollment procedure. A contract is signed with each student, which clearly specifies the conditions of learning, including attendance at lectures, necessary skills and features of online learning.

The number of students studying at the university at the time of accreditation amounted to 165 p from 33 countries, including 7 students from Switzerland. Outside of Switzerland, the University has students mainly from the countries of the former Soviet Union, India and Pakistan. There is an increase in the number of students at the Institute. The Institute annually organizes various events to attract potential students to study.

The HEI has developed and clearly functioning procedures for the recognition of non-formal education.

Upon completion of education, students are awarded a diploma and its annex in accordance with the Lisbon Recognition Convention.

### ***Analytical part***

During the analysis of the documents provided and the results of the online visit, the members of the EEC concluded that the HEI has a transparent and clearly defined policy on the formation of the contingent of students, the conditions and procedure for admission are clearly defined, clear and accessible, based on the principles of equality and posted in the public domain on the HEI website. Information about admission and programs is available on the HEI website and is explained upon request.

The students have a clear idea of the program, subjects studied, and the degree awarded upon graduation. However, the expert commission in the course of document analysis and interviews with focus groups came to the conclusion that the Institute has no procedures for recognizing the results of previous education, there is no work on the recognition of students' training in academic mobility programs. There is also no involvement of students in virtual mobility programs. EEC considers it advisable to consider the possibility of professional certification of graduates, especially in IT technology programs.

During the interviews with students it was found that students are satisfied with the model and format of education at the university. Also students highly appreciate the relationship between students and faculty and the availability of counseling on study problems.

According to the results of a sociological survey of students, 51.9% rate the organized virtual mobility activities "very good", 22.2% "good", 14.8% "relatively bad", and 7.4% "very bad".

Students are also pleased with the way faculty members present the material and the learning materials in general.

The HEI is working on attracting potential students to study on the accredited SP.

### ***Strengths/best practices:***

- none identified under this standard

### ***Recommendations for improvements:***

1. HEI management to develop and implement a mechanism for recognizing the results of formal training. Deadline - December 2024.

2. The HEI management should analyze professional certification programs and by January 2025 determine the SIIL's capacity to implement and prepare students for professional certification. To develop an action plan in this direction by February 2025.

3. HEI management to develop mechanisms for students' participation in virtual mobility programs. Deadline - until 2025.

### ***EEC Criteria Conclusions:***

For the standard "Admission, Student Achievement, Recognition and Certification," the educational organization 2 satisfactory positions, 2 requiring improvement criteria.

### 6.5 The standard "PREPARATION COUNCIL"

- ✓ *An educational organization must have objective and transparent processes for hiring, professional growth, and development of all staff that enable them to ensure the competence of their teachers.*
- ✓ *The organization of education has determined the structure, profile and role of the teaching staff in accordance with the adopted model of education.*
- ✓ *The educational organization uses appropriate tools to ensure that the profile of the teaching staff is appropriate to their responsibilities.*
- ✓ *Teaching staff are trained and proficient in the use of learning technologies and e-learning assessment methods. Special training events are organized for new employees.*
- ✓ *The education organization has developed procedures to determine the support and development needs of the teaching staff.*
- ✓ *Technology and instructional support services for faculty are sufficient, accessible, and timely.*
- ✓ *The faculty to student ratio avoids overburdening faculty and tutors.*
- ✓ *The educational organization has implemented appropriate procedures for the recruitment and hiring of teachers.*
- ✓ *In the implementation of e-learning, the work of teachers is effectively coordinated.*

### **Evidentiary part**

The HR policy of the HEI is closely related to the mission and development strategy of SIIL in order to ensure the high quality of higher education. It is based on the normative documents of the Institute and is implemented through competitive selection for vacant positions and staff professional development, taking into account the established qualification requirements. Staff selection is carried out in accordance with the labor law and legislation, "SIIL's HR Recruitment Policy", "Equality Policy", "Employment Equality Policy". Experience, degree and other criteria are taken into account in the recruitment process. SIIL has also developed its own certification system for employees to ensure that their qualifications meet higher education requirements.

As of today, SIIL has 36 faculty members, including 1 emeritus professor, 6 professors, 14 associate professors, 1 senior lecturer and 14 lecturers. The Faculty of Management has a total of 24 lecturers, 21% of whom are Doctors, 50% PhD's and 29% Masters. At the Faculty of IT there are 21 lecturers, of which 13% are Doctors, 10% are PhD's, 67% are masters and 10% are bachelors.

The qualitative and quantitative composition of the teaching staff ensures the implementation of all educational programs.

SIIL has defined the structure, profile and role of the teaching staff according to the chosen model of online distance learning with pre-recorded lectures. This format implies both the high qualification of the teaching staff and their ability to create high quality teaching materials by integrating real cases into the course content.

The HEI conducts annual attestation of the teaching staff in order to match the profile of the teaching staff with their duties. The result is submitted to the director of the study program and the academic director, on the basis of which a conclusion is made on the prolongation of the employment contract. A system of adaptation of new employees has been developed, including: pedagogical and technical support, training on data protection, IT security, institutional and personnel policies and systems. Special trainings on the operation and use of the SIIL e-learning platform are also provided. A staff development procedure has been developed.

The Institute conducts regular questionnaires of teaching staff in order to identify their satisfaction with the educational process as a whole and their participation in it. Thus according to the data of the last survey it was noted a high recognition by the HEI management of the potential of the abilities of the teaching staff. Also highly appreciated is the opportunity to work online, half an hour of new experience and the support of the HEI in developing the content of lectures.

At the moment there are 165 students, which avoids excessive workload on the faculty and the ability to provide each student with timely counseling.

Faculty members are also committed to academic honesty.

**Analytical part**

The Institute's HR policy is aimed at forming a qualified teaching staff that meets the standards of higher education. Recruitment is carried out through competitive selection, taking into account the planning of teachers' workload.

SIIL has defined the structure, profile and role of the faculty according to the chosen model of online distance learning and provides full support to the faculty in designing and delivering lectures and working with students.

The HEI has developed a procedure for staff development, however, during the visit it was found that the professional development of teaching staff is non-systematic and is carried out on an ad hoc basis. It should also be noted that despite the annual certification of personnel, the HEI does not provide various forms of material and non-material incentives to improve labor efficiency. EEC considers it advisable to develop a system of material motivation taking into account the increase in salary depending on the achievement of performance indicators in professional activity, bonus payments for the fulfillment of key performance indicators (KPI). It is also reasonable for HEI to support teaching staff in publishing scientific articles, monographs, innovations and other initiatives by reimbursing expenses and introducing a bonus system.

According to the results of the sociological survey "very good" - 74.1% of teaching staff assess the adequacy of recognition by the Institute administration of the potential and abilities of teachers, 25.9% - "good".

Despite the small number of students and online forms of education it is advisable to introduce a system of tutors in order to create an atmosphere of comprehensive development of students and compliance of the educational process with the principles of student-centered engagement.

During the visit, the EEC noted the satisfaction of students with the results of training and interaction with the teaching staff. It also noted the high level of faculty with working conditions and support from the management.

**Strengths/best practices:**

- none identified under this standard

**Recommendations for improvements:**

1. HEI management to develop and implement a system of staff motivation based on KPIs, taking into account scientific, teaching and social activities. Deadline - December 2024.
2. The management of the HEI on a regular basis to conduct methodological seminars for teaching staff on the review of pedagogical technologies, methods and tools in the conditions of online learning.

**EEC Criteria Conclusions:**

According to the standard "Teaching staff" the educational organization has 8 satisfactory positions, 1 criterion requiring improvement.

## 6.6 Standard "EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM"

- ✓ The educational organization should have adequate funding to conduct learning and teaching activities, and ensure that sufficient and easily accessible learning resources and student support are provided.
- ✓ Virtual learning environments support a variety of methods and tools.
- ✓ The technical infrastructure ensures that the e-learning program is accessible to students with special educational needs.
- ✓ The educational organization defines electronic security measures that guarantee standards of quality, integrity and reliability of information.
- ✓ The virtual learning environment is based on non-proprietary web standards and is continually updated to reflect technological changes.
- ✓ The educational organization provides students with a digital library and virtual labs.



- ✓ *The educational organization has procedures in place to cover student support, including educational, technological, and administrative elements.*
- ✓ *Student support is offered according to the student's profile and specific needs.*
- ✓ *Student support reflects the characteristics of e-learning.*
- ✓ *Supporting the development of learning as well as digital skills of learners (guided reflection, development of time management skills, etc.).*
- ✓ *Trainees receive guidance/training on how to use e-learning resources (VLE, e-library, so on and so forth).*
- ✓ *Support hours are transparent and aligned with student needs; for example, peak demand periods (evenings, weekends, holidays, etc.) are taken into account.*
- ✓ *Educational organizations provide opportunities for virtual mobility for students and teachers.*

### ***Evidentiary part***

SIIL strives to support the academic success of students by providing a variety of resources. In terms of infrastructure, SIIL consists of two main parts: online infrastructure including LMS and distributed outsourced offline infrastructure. The online infrastructure enables communication and interaction between the institute and students in the online learning process. The distributed outsourced offline infrastructure provides the possibility of offline communication with participants of educational and management processes, interaction with regulatory authorities, production of electronic educational content, and maintenance of the online infrastructure.

The External Communication System (ECS) - a set of software tools and online platforms that ensure communication not only with students connected to the LMS, but also with applicants and potential applicants - is functioning. This system includes: CRM system (Customer Relationship Management) - software that stores all data about existing and potential applicants and students (names, contacts, conversation history) and manages this information. Messengers: a system for providing applicants and students with up-to-date news information about institute events via popular messengers. Business accounts in social networks: a tool of dialog interaction with target social groups as layers of society interested in the Institute's sphere of activity. Institute Call Center: a system for servicing incoming information requests from students and applicants. It is based on the service of cloud IP-telephony Zadarma.com.

### ***Analytical part***

The Institute's information environment is designed and implemented to meet web standards. Full compliance with the standards also extends to correct settings for character encoding.

When discussing Web standards, the following publications are usually considered as foundational:

Web site accessibility is usually based on the Web Content Accessibility Guidelines published by the W3C Web Accessibility Initiative.

According to the reports provided, SIIL has a Multimedia Textbook Library (MTL). This is an electronic repository of text and multimedia learning materials, a collection of knowledge and skills assessment tools, and useful links to freely available supplementary materials. MTL contains multimedia textbooks for all courses of the institute. The unit of storage is an electronic MTL, which includes a multimedia course overview, a link to the basic textbook in text version, electronic tests, a list of questions for coursework, links to additional materials stored in the free access.

As students begin to follow their study program, they have access to SIIL's online learning resources and e-learning library. Books, textbooks, articles, presentations and other learning materials are directly integrated into the curriculum of the educational program, accessible from the student's personal account on the e-learning platform.

Procedurally, student support is governed by the Quality Assurance Policy, Student Complaints Procedure, Mentoring and Tutoring Guidelines, Records Management Policy, Equality Policy, all IT policies. In general, various aspects of student support are reflected in all SIIL policies.

However, during the online visit and focus group meetings EEC members did not see the presence of a virtual learning environment that supports a variety of methods and tools, in most

cases it is a few active links to PDF textbooks or publications within the course. There are no subscription databases, virtual laboratories and electronic library, and there is no link to the digital library on the HEI website, and also within the meetings and surveys it was noted that the virtual mobility of students and teachers was poorly developed, among the declared subjects of the educational process there were no respondents who participated in mobility programs.

According to the results of the questionnaire, 14.8% of the faculty members indicated a position of "poor" and 7.4% of the respondents "very poor" virtual mobility activities, while 51.9% indicated "very good" 22.2% "good".

About 11% of students are not satisfied with the sufficiency of literature and educational resources of the university as a whole.

***Strengths/best practices:***

- none identified under this standard

***Recommendations for improvements:***

1. The HEI management should create an electronic library, collect all recommended materials in a single digital system with the ability to search for programs and courses. Deadline until 2025.

2. The HEI management at the meeting of collegial bodies to consider the issues of opening virtual laboratories and the possibility of access to the world educational platforms and subscription reference databases. Deadline until September 2024.

3. The HEI management to develop an action plan for the implementation of accessibility of resources for students with special educational needs. The deadline is August 2024.

4. The HEI management should plan activities to promote the virtual mobility program for the subjects of the educational process. The deadline is December 2024.

***EEC Criteria Conclusions:***

For the standard "Educational Resources and Student Support System," the educational organization has 8 satisfactory items, 5 requiring improvement criteria.

**6.7 Standard "INFORMATION MANAGEMENT"**

- ✓ *Educational organizations should ensure that, in order to effectively manage their programmes and other activities, they properly engage in processes of information collection, analysis, and use of relevant information.*
- ✓ *The data collected is used to evaluate e-learning programs (e.g. benchmarking course design).*
- ✓ *The educational organization has a strategy for using and targeting learning analytics (i.e., the goal is to improve student support).*
- ✓ *The information management system includes relevant, up-to-date and reliable information about the educational organization and related programs.*
- ✓ *The educational organization takes into account ethical standards and government policies regarding student data protection and privacy.*

***Evidentiary part***

At the institute, student information is recorded through the online Student Records Management System (SRMS) which captures applications, enrollment and creation of student records. SRMS is a comprehensive cloud-based student information system that collects student data that enables SIIL to generate reports required for both internal purposes, such as internal management and quality improvement, decision-making and forward planning, and external purposes, such as reports that may be required by regulatory and professional bodies.

SIIL has a Data Protection Policy and an IT Security Policy, which complies with legal requirements. The IT Policy, which protects information through the use of technology, is functional. IT Security Policy, covers specific areas of computing, which is designed to ensure that all computing IT resources and services within SIIL are managed, coordinated, governed and protected. In addition, the IT Policy contains several building blocks such as Cloud Policy, Cookie

Policy, Social Media Policy and Data Breach Procedural Guidelines which are designed to shape the management and direction of SIIL's technology systems to facilitate proper records management and compliance with quality assurance and regulatory requirements.

The IT Services, Support unit and the Data Protection Office have implemented a comprehensive records, information and data management system to ensure better integrity, protection, management and confidentiality of all information and data under the control of the Institute (Records Management Policy).

Feedback from students and teachers is regularly collected through satisfaction forms by analyzing student discussions in informal groups.

In the Strategic Plan 2022-2026, a new administrative unit within the Quality Assurance Office is planned for January 2024: the Learning Surveys and Analytics unit, to create a clear structure and structured process for external stakeholders (alumni) surveys and employers' surveys) and to better manage the entire process of feedback from internal and external stakeholders. Learning analytics will be a key part of this new unit strategy.

Information about the Institute and its programs is regularly updated. Regular revisions and updates are monitored and controlled by the Quality Assurance Office in collaboration with the IT Services and Support Unit. After receiving satisfaction forms from students and faculties, the Quality Assurance Office analyzes them and prepares statistics. The results are then discussed at the general meeting of the Academic Council. If a decision is made to change any elements of the educational programs, authority for implementation is delegated to the Faculty Program Boards. In case of urgent changes, the Academic Council may meet for an extraordinary meeting. The website provides up-to-date information on all documents: rules and regulations, important documents for students; current procedures of external audits and their results.

### ***Analytical part***

SIIL collects data mainly from students and teachers to analyze the institution's learning. This data is primarily aimed at improving existing training programs: the collected feedback creates the conditions for modifying modules. Motivated feedback and opinions are taken into account to guide course design. The 5% of repeated comments trigger a discussion of the issue in the Quality Assurance Office and these comments will be included in the findings and report of the learning analytics and then submitted to the Academic Council.

The Student Satisfaction Assessment Form focuses on the following blocks: course organization, course presentation and interaction; distance teaching and learning; and Global Considerations. Upcoming alumni and employer surveys in 2025 will complete the curricular analytics and provide a comprehensive view, including their impact on the labor market.

Learning analytics are used by SIIL to identify learning difficulties and opportunities to support students and improve the structure of the curriculum. They are also used to provide students with information about their stage of progress and to help identify students at risk of failing a course or dropping out. Because satisfaction forms include questions about learning, learning analytics are also used to improve teaching efficiency and effectiveness, and to improve the learning environment.

SIIL Learning's current analytics strategy, based on feedback from internal stakeholders, focuses on improving student support, teaching effectiveness, limiting student attrition, and improving the curriculum from a technical and content perspective.

However, during the visit, EEC members during the focus group meetings were convinced that centralization of management prevails in all quality assurance processes, including the analysis of information collected and decisions made. Monitoring of analytics is not systematically carried out in the framework of learner support.

It should be noted that the institute works to support and implement student data protection and confidentiality.

**Strengths/best practices:**

- none identified under this standard

**Recommendations for improvements:**

1. The HEI management should annually post on the HEI website detailed information related to the changes in the structure and/or content of the Program of Study, graduate model, etc., to inform stakeholders about the decisions taken to take into account their proposals. Deadline - annually.

2. The university management should conduct a survey of students and teaching staff on their satisfaction with the technical, virtual and digital tools for the implementation of the HEI educational program in order to identify problems and shortcomings, as well as to develop a plan of corrective and preventive actions. The deadline is December 2024.

**EEC Criteria Conclusions:**

For the Information Management standard, the educational organization has 3 satisfactory items and 2 criteria requiring improvement.

**6.8 Standard "PUBLIC INFORMATION".**

✓ Educational organization shall inform the public about its activities (including programs). Information shall be clear, reliable, objective, relevant and accessible.

✓ The educational organization publishes accurate, complete and up-to-date information about educational programs (i.e. recognition of qualifications, learning objectives, credits, requirements, assessment methods, deadlines, dates related to the program).

✓ The educational organization publishes accurate, complete, and up-to-date information about institutional technical support.

✓ The technical requirements to ensure full and effective utilization of the system are clearly defined and published.

✓ The educational organization publishes information on the academic performance of students, including the percentage of students completing, passing and dropping out.

**Evidentiary part**

SIIL's main source of information is the SIIL website [www.siil.ch](http://www.siil.ch). The Marketing and Communications Unit and the IT Services and Support Unit are responsible for developing and maintaining SIIL's website as well as SIIL's official social media accounts including Facebook, Instagram and Youtube. In addition, the Marketing and Communications unit, in collaboration with the student office, is responsible for producing SIIL's annual prospectus (digital presentation). Guidelines for external communications are defined in the External Communications Policy, Policy on Social networking and social Media <https://siil.ch/policiesсоциальных> networks <https://siil.ch/policies>.

SIIL is committed to providing prospective and current students with up-to-date and accurate information about all of the Institute's activities; especially our academic programs (see also <https://siil.ch/important-information-for-students>) and student services. Prospective students, other educational stakeholders and the public can easily access the SIIL Prospectus (digital presentation) and the SIIL Handbook. The prospectus (presentation) provides information documenting all aspects of SIIL (i.e., program-specific information, admission requirements, detailed tuition information, available student services).

During the academic year, the e-learning platform is used to disseminate information to current students through their Personal Account and also provides a means of collecting information on student activity and satisfaction through surveys and questionnaires. This platform ( [my.siil.ch](http://my.siil.ch) ) along with the official SIIL website ( [www.siil.ch](http://www.siil.ch) ) contains all student policies, curriculum and module specific information including module syllabi, program guides, academic timetables, assessment requirements and other academic resources.

**Analytical part**

The HEI website contains links to significant information resources of the Institute, full-text electronic information systems and other resources useful for the educational and research process.

All educational programs are described on the website [www.siil.ch](http://www.siil.ch), in the presentation, in the student handbook. All information about the assessment rules and admission requirements (including recognition of prior learning) are published in the Study Regulations (for Bachelor's and Master's programs), the Admission Regulations (for Bachelor's and Master's programs) and the Regulations on Tuition Fees. Learning objectives, learning outcomes and skills, and all other information for each study program are clearly stated in the Catalogue of Study Programs as well as in the description of each study program.

However, it should be noted that on the website, as well as within the internal support system, there are no published requirements for the assessment system, learning methods and learning outcomes, as well as no description of the support specifications for the accumulation of credit units and criteria for assessing learning outcomes.

***Strengths/best practices:***

- none identified under this standard

***Recommendations for improvements:***

1. The management of the HEI should place the evaluation criteria on the website, as well as update the content of the website for the publication of the conditions of recognition, learning objectives of the SP. Deadline until 2025.

2. To place on the website up-to-date information on institutional technical support of educational activity support systems, as well as information on feedback channels. Deadline until 2025.

***EEC Criteria Conclusions:***

For the standard "Public Awareness" the educational organization has 3 satisfactory positions, 2 requiring improvement of the criterion.

**6.9 Standard "Ongoing MONITORING AND PERIODIC EVALUATION OF PROGRAMS".**

✓ *The educational organization should monitor and periodically evaluate programs to ensure that they are achieving their purpose and meeting the needs of students and society.*

✓ *The results of monitoring and periodic evaluation should lead to continuous program improvement.*

✓ *All interested parties should be informed of any planned or undertaken actions regarding these programs.*

✓ *E-learning programs are reviewed, updated and improved.*

✓ *Pedagogical developments are aligned with institutional strategy.*

✓ *Developments in ICT and education are analyzed and implemented as appropriate.*

✓ *The internal quality assurance system includes feedback from stakeholders (especially students).*

***Evidentiary part***

SIIL is committed to developing and embedding a culture of quality in all processes accompanying educational activities. Training programs at SIIL are regularly monitored, reviewed and respond to the needs of students, society, industry and the labor market. Monitoring provides an opportunity to analyze current practices while suggesting new changes to improve delivery systems, thereby improving the learning experience.

The quality assurance policy suggests that academic programs at SIIL undergo a formal external cyclical five-year program review. But the frequency of reviews depends on innovations and new developments in research areas. The educational program review process is governed by the Study Programme Review Procedures. Programme Boards meet regularly and keep minutes of their meetings.

SIIL focuses on improving the student learning experience by integrating (or aligning) three important aspects of institutional change - faculty, curriculum, and institutional development. One of the advanced instructional strategies, such as the Flipped Classroom, is the foundation of the

institutional approach to education. The policy and quality system of educational programs of the institute are based on it.

The effects of institutional change on staff development can alter staff motivation and increase the likelihood of adoption and effectiveness of innovations within the institution.

Overall, the educational environment and support services are consistent with the goals of the SP.

### ***Analytical part***

The process of monitoring, evaluation and improvement of SP is the responsibility of HEI management. Documentary evidence of changes in educational programs are: decisions of collegial bodies; action plans to improve the SP; updated methodological support based on the decisions of collegial bodies; protocols of events.

The IT Services and Support unit constantly monitors the market for educational services from a technical point of view. They regularly submit a report to the Quality Assurance Office with technical proposals for implementation in the educational process. The Academic Office monitors developments in the educational market. Directors of academic and quality assurance offices participate in various conferences on educational issues.

Feedback from both internal and external stakeholders is an integral part of the Quality Assurance Policy. All stakeholders are involved in the review process of the Quality Assurance Office. The Institute is committed to providing opportunities for all stakeholders to participate in the development, maintenance and improvement of a robust and fit for purpose quality assurance system. SIIL students, staff and external stakeholders are key participants in the process of embedding a quality culture that ensures adherence to the 'twin goals' of quality assurance activities, accountability and improvement to create confidence in SIIL's institutional performance.

At the same time, it should be noted that the results of the ongoing monitoring are not published on the website, plans to amend the EP are also not published. The HEI ecosystem has not demonstrated the possibilities of using information and communication technologies in the field of monitoring and periodic evaluation of programs. The internal quality assurance system processes do not use feedback as an element of monitoring.

### ***Strengths/best practices:***

- none identified under this standard

### ***Recommendations for improvements:***

1. The HEI management should develop a plan for monitoring and periodic assessment of the SP in order to improve the SP of the Institute. The deadline is December 2024.
2. The HEI management should publish on the website on a permanent basis all planned or taken measures to update and improve the SP based on the conducted monitoring activities. Deadline - permanently.
3. To develop at the institutional level regulations for monitoring support on the basis of information and communication technologies. Deadline by December 2024.

### ***EEC Criteria Conclusions:***

According to the standard "Continuous monitoring and periodic evaluation of programs" educational organization has 4 satisfactory positions, 3 requiring improvement.

## 6.10. Standard "PERIODIC EXTERNAL QUALITY ASSURANCE PERIODIC PROCEDURES"

✓ The educational organization regularly undergoes external quality assurance procedures in accordance with the Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area (ESG).

✓ The educational organization shall make information on the quality of its activities available to the general public.

✓ The educational organization shall endeavour to ensure that progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure.

### ***Evidentiary part***

As a higher education institution operating in Switzerland, SIIL undergoes an external institutional cyclical five-year institutional review. The institutional ones confirm the effectiveness of the institution's internal quality assurance system and serve as a methodological tool for improvement.

Information about accreditations received, as well as the progress of accreditation, is published on the Quality Assurance Office page.

In 2022, SIIL received [https://siil.ch/docs/8cad/EduQua\\_Certificate\\_21742\\_2022\\_en\\_2\\_.pdf](https://siil.ch/docs/8cad/EduQua_Certificate_21742_2022_en_2_.pdf) eduQua certification for 3 years. During this period, an annual validation audit was conducted to make comments and corrections. Minor audit report comments were implemented within one month of certification in May 2022. In August 2023, SIIL successfully passed the interim audit with no observations and only recommendations for the upcoming certification for the new online learning standards developed in 2021 and implemented in 2022.

SIIL received a 5-star rating in September 2022. The recommendations were taken into account by the Quality Assurance Office in preparing the regular update for the QS Commission in 2024.

### ***Analytical part***

Since 2019 as SIIL was established, the management is committed to maintaining a culture of quality assurance. In 2021, SIIL received cantonal acceptance for future study programmes and was registered in the list of recognized private schools by the Population Office in the canton.

SIIL submitted a self-assessment file for compliance with 22 national standards for certification of educational institutions in 2022. The certificate was obtained for a period of 3 years in May 2022.

In 2022, SIIL also submitted a certification file to the QS Stars University ratings. In September 2022, SIIL received a 5-star rating in the category of online learning institutions.

As the SIIL online visit showed, the management regularly conducts and participates in external quality assurance procedures in accordance with the European Quality Assurance Standards. There is a website that presents the main documents on the HEI's activities to the general public and the organization strives to ensure that the progress made since the last procedure is taken into account.

### ***Strengths/best practices:***

- none identified under this standard

### ***Recommendations for improvements:***

- there are no

### ***EEC Criteria Conclusions:***

According to the standard "Periodic External Quality Assurance Procedures" the educational organization has 3 satisfactory positions.

**(VII) STRENGTHS/BEST PRACTICE REVIEW FOR EACH STANDARD**

**According to the standard "QUALITY ASSURANCE POLICY":**

- none identified under this standard

**Under the standard "PROGRAM DEVELOPMENT AND APPROVAL":**

- none identified under this standard

**According to the standard "STUDENT-CENTERED LEARNING AND ASSESSMENT OF LEARNING":**

- none identified under this standard

**According to the standard "ACCEPTANCE, ACHIEVEMENT, APPRECIATION, AND CERTIFICATION OF STUDENTS.":**

- none identified under this standard

**According to the standard "PREPARATION COUNTY:**

- none identified under this standard

**According to the standard, "EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEMS:**

- none identified under this standard

**According to the standard "INFORMATION MANAGEMENT":**

- none identified under this standard

**Under the PUBLIC INFORMATION standard:**

- none identified under this standard

**Under the standard "SUSTAINABLE MONITORING AND PERIODIC EVALUATION OF PROGRAMS.":**

- none identified under this standard

**Per the standard "PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES":**

- none identified under this standard



## **(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD**

### **According to the standard "QUALITY ASSURANCE POLICY":**

1. The HEI management should ensure stakeholders' participation in the analysis of the Quality Assurance Policy implementation, in case of changes, the adjustment should be documented. Deadline - annually.
2. The HEI management should include in the work plans of SIII collegial governing bodies the issues of institutional policy implementation, as well as the issues of successful teaching and learning process, including for persons with special educational needs. Deadline - until 2025.
3. The HEI management should develop a roadmap for the creation of website navigation for visually impaired p, as well as the acquisition and creation of educational and methodological literature for p with special educational needs. The deadline is 2025.
4. Ensure students' participation in the development plans, quality assurance policy and institutional processes of the internal quality assurance system of the university on an ongoing basis. Deadline - until 2025.

### **Under the standard "PROGRAMMES DEVELOPMENT AND APPROVAL":**

1. The HEI management when developing the SP should take into account the learning outcomes in accordance with the established programme objectives, as well as the criteria for achieving learning outcomes. Term - permanently
2. The HEI management should develop a strategy for the development of digital innovations, as well as include the issues of analyzing this strategy in the agenda of the plans of collegial governing bodies. Deadline - until 2025.
3. The HEI management on a regular basis within the framework of meetings of collegial management bodies on methodological issues to discuss pedagogical practices and the use of innovative technologies in the design of SPs. Deadline - until December 2024.
4. When developing the educational model, as well as curricula, to take into account the needs of students through continuous monitoring of the implementation of the SP. Develop an action plan to improve the training model. Deadline - until 2025.

### **According to the standard "STUDENT-CENTERED LEARNING AND ASSESSMENT OF LEARNING":**

1. HEI management to take measures to decentralize the learning processes taking into account the provision of flexible learning trajectories for students. Deadline - December 2024.
2. The HEI management should ensure the introduction of interactive teaching methods taking into account the specifics of student-centered learning. Deadline - December 2024.
3. Introduce a system of regular curriculum review and updating of training materials with the participation of employers. Deadline - December 2024.
4. Develop and implement a unified guide for writing term papers and graduate theses with clearly defined rules of citation and references to literature contained in both electronic and printed sources. Consider holding annual seminars for students on this topic. Deadline - December 2024.
5. To inform students about the requirements for term papers and graduation theses concerning plagiarism and to organize introductory seminars on this topic. The deadline is December 2024.
6. HEI management to develop methodological recommendations on the evaluation system with the indication of evaluation criteria and to conduct activities to inform students about the system of evaluation of e-learning and the formation of the final evaluation. Deadline - December 2024.
7. The HEI management to improve the learning management system in order to create conditions for successful teaching and learning process. Deadline - December 2024.

**According to the standard "ACCEPTANCE, ACHIEVEMENT, APPLICATION, AND CERTIFICATION OF STUDENTS."**

1. HEI management to develop and implement a mechanism for recognizing the results of formal training. Deadline - December 2024.
2. The HEI management should analyze professional certification programs and by January 2025 determine the Institute capacity to implement and prepare students for professional certification. To develop an action plan in this direction by February 2025.
3. HEI management to develop mechanisms for students' participation in virtual mobility programs. Deadline - until 2025.

**Under the "PREPARATION COUNSEL" standard:**

1. HEI management to develop and implement a system of staff motivation based on KPIs, taking into account scientific, teaching and social activities. Deadline - December 2024.
2. The management of the HEI on a regular basis to conduct methodological seminars for teaching staff on the review of pedagogical technologies, methods and tools in the conditions of online learning.

**According to the standard, "EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEMS:**

1. The HEI management should create an electronic library, collect all recommended materials in a single digital system with the ability to search for programs and courses. Deadline until 2025.
2. The HEI management at the meeting of collegial bodies to consider the issues of opening virtual laboratories and the possibility of access to the world educational platforms and subscription reference databases. Deadline until September 2024.
3. The HEI management to develop an action plan for the implementation of accessibility of resources for students with special educational needs. The deadline is August 2024.
4. The HEI management should plan activities to promote the virtual mobility program for the subjects of the educational process. The deadline is December 2024.
5. The HEI management on a regular basis to conduct methodological seminars for teaching staff on the review of pedagogical technologies, methods and tools in the conditions of online learning.

**According to the standard "INFORMATION MANAGEMENT":**

1. The HEI management should annually post on the HEI website detailed information related to the changes in the structure and/or content of the Study Programmes, graduate model, etc., to inform stakeholders about the decisions taken to take into account their proposals. Deadline - annually.
2. The HEI management should conduct a survey of students and teaching staff on their satisfaction with the technical, virtual and digital tools for the implementation of the Institute educational programme in order to identify problems and shortcomings, as well as to develop a plan of corrective and preventive actions. The deadline is December 2024.

**Under the PUBLIC INFORMATION standard:**

1. The HEI management should place the evaluation criteria on the website, as well as update the content of the website for the publication of the conditions of recognition, learning objectives of the SP. Deadline until 2025.
2. To place on the website up-to-date information on institutional technical support of educational activity support systems, as well as information on feedback channels. Deadline until 2025.

**Under the standard "SUSTAINABLE MONITORING AND PERIODIC EVALUATION OF PROGRAMS."**

1. The HEI management should develop a plan for monitoring and periodic assessment of the SP in order to improve the SP of the Institute. The deadline is December 2024.
2. The HEI management should publish on the website on a permanent basis all planned or taken measures to update and improve the SP based on the conducted monitoring activities. Deadline - permanently.
3. To develop at the institutional level regulations for monitoring support on the basis of information and communication technologies. Deadline by December 2024.

**Per the standard "PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES":**

- Absent.



**RECOMMENDATION TO THE ACCREDITATION COUNCIL**

*EEC members came to the unanimous opinion that Swiss International Institute  
Lausanne - SIIL is recommended for accreditation for a period of 1 year.  
(voting results of EEC members: for - 5, against - 0)*



**Annex 1: Evaluation table "Conclusion of the external expert committee"**

№	№	IAAR International Standards	Position of the educational organization			
			Strong	Satisfactory	Assumes improvement	Unsatisfactory
<b>Standard 1. QUALITY ASSURANCE POLICY</b>						
1.	1.	The educational organization should have a published quality assurance policy that is part of their strategic management.		+		
2.	2.	Internal stakeholders should develop and implement these policies through appropriate structures and processes, involving external stakeholders.			+	
3.	3.	E-learning is part of an educational organization's overall development strategy as well as quality assurance policy.		+		
4.	4.	The educational organization uses a clearly articulated policy and governance structure when deciding to adopt new technologies to ensure the expected quality of e-learning.		+		
5.	5.	Institutional policies, structures, processes, and resources exist to ensure the successful teaching and learning process for students, including those with special education needs.			+	
6.	6.	The educational organization has policies and rules to ensure academic honesty, academic freedom, and ethical conduct.			+	
7.	7.	The quality assurance policy provides for electronic security measures		+		
8.	8.	If outside services are involved, the educational organization has written agreements/contracts that define the roles and responsibilities of the parties.		+		
9.	9.	Stakeholders (especially students) are involved in the internal quality assurance system even if they are not on campus.			+	
<b>Total standard</b>			<b>0</b>	<b>5</b>	<b>4</b>	<b>0</b>
<b>Standard 2. PROGRAMME DEVELOPMENT AND APPROVAL</b>						
10.	1.	An educational organization should have mechanisms for developing and approving its programmes.		+		
11.	2.	Programmes should be designed in accordance with established objectives, including intended learning outcomes.			+	

12.	3.	The qualifications resulting from the programme should be clearly defined as well as explained and should correspond to a certain level of the national qualifications framework in higher education and therefore to the qualifications framework in the European Higher Education Area.		+		
13.	4.	The educational organization has a clear strategy for the development of digital innovation, of which e-learning is a part. This strategy is known in the HEI at all levels and the teaching staff is aware of their responsibility for the development of the educational program.			+	
14.	5.	E-learning educational programmes are in line with the mission of the educational organization.		+		
15.	6.	The design of educational programmes reflects pedagogical practices and innovations, if applicable.			+	
16.	7.	Those involved in the design/development/evaluation of e-learning programmes are academically and technically competent.		+		
17.	8.	Faculty involved in programme development/evaluation are familiar with the advantages/disadvantages of using e-learning in the context of a particular course.		+		
18.	9.	Student needs are considered in the development of the instructional model and curricula.			+	
<b>Total standard</b>			<b>0</b>	<b>5</b>	<b>4</b>	<b>0</b>
<b>Standard 3. STUDENT-CENTERED LEARNING AND LEARNING ASSESSMENT</b>						
19.	1.	The educational organization should ensure that the programme is implemented in a way that encourages students to take an active role in co-constructing the educational process and that student assessment reflects this approach.			+	
20.	2.	Teaching methods and learning activities are selected to meet the learning outcomes.			+	
21.	3.	Teaching materials correspond to the educational model and help students to successfully master the SP.		+		
22.	4.	The authors of the training materials are experts in the subject area. Training materials are periodically reviewed and updated.			+	
23.	5.	The technical infrastructure corresponds to the teaching methodology, learning activities, e-learning evaluation methods, and creates conditions for a successful teaching and learning process.		+		
24.	6.	The methods of e-learning assessment correspond to the purpose of the programme, allow learners to see the degree of achievement of the intended learning outcomes.			+	
25.	7.	Students are clearly informed about the e-learning assessment system.			+	
26.	8.	Students are aware of the rules and consequences of plagiarism.			+	
27.	9.	Students are trained on how to properly use, cite, and reference literature from both electronic and print sources.			+	
28.	10.	The educational organization has established rules for online behavior (rules of online etiquette).		+		
<b>Total standard</b>			<b>0</b>	<b>3</b>	<b>7</b>	<b>0</b>
<b>Standard 4. ADMISSION, PERFORMANCE, RECOGNITION AND CERTIFICATION OF STUDENTS</b>						

29.	1.	An educational organization must have predetermined, published and consistently applied rules governing all periods of the student "life cycle," i.e., admission, performance, recognition and certification.			+	
30.	2.	Students/future students are informed of requirements regarding equipment used, e-learning and digital skills, prerequisite courses, and attendance.		+		
31.	3.	Students are informed about the course load, program and e-learning model.		+		
32.	4.	The educational organization has a policy and procedure for recognizing prior learning.			+	
<b>Total standard</b>			<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>Standard 5. TEACHING STAFF</b>						
33.	1.	An educational organization must have objective and transparent processes for hiring, professional growth, and development of all staff that enable them to ensure the competence of their teachers.		+		
34.	2.	The organization of education has determined the structure, profile and role of the teaching staff in accordance with the adopted model of education.		+		
35.	3.	The educational organization uses appropriate tools to ensure that the profile of the teaching staff is appropriate to their responsibilities.		+		
36.	4.	Teaching staff are trained and proficient in the use of learning technologies and e-learning assessment methods. Special training events are organized for new employees.		+		
37.	5.	The education organization has developed procedures to determine the support and development needs of the teaching staff.			+	
38.	6.	Technology and instructional support services for faculty are sufficient, accessible, and timely.		+		
39.	7.	The faculty to student ratio avoids overburdening faculty and tutors.		+		
40.	8.	The educational organization has implemented appropriate procedures for the recruitment and hiring of teachers.		+		
41.	9.	In the implementation of e-learning, the work of teachers is effectively coordinated.		+		
<b>Total standard</b>			<b>0</b>	<b>8</b>	<b>1</b>	<b>0</b>
<b>Standard 6: EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEMS</b>						
42.	1.	The educational organization should ensure that sufficient, accessible and fit for purpose learning resources and student support services are available.		+		
43.	2.	Virtual learning environments support a variety of methods and tools.			+	
44.	3.	The technical infrastructure ensures that the e-learning program is accessible to students with special educational needs.			+	

45.	4.	The educational organization defines electronic security measures that guarantee standards of quality, integrity and reliability of information.		+		
46.	5.	The virtual learning environment is based on non-proprietary web standards and is continually updated to reflect technological changes.		+		
47.	6.	The educational organization provides students with a digital library and virtual labs.			+	
48.	7.	The educational organization has procedures in place to cover student support, including educational, technological, and administrative elements.		+		
49.	8.	Student support is offered according to the student's profile and specific needs.		+		
50.	9.	Student support reflects the characteristics of e-learning.		+		
51.	10.	Supporting the development of learning as well as the digital skills of learners (guided reflection, development of time management skills, etc.).		+		
52.	11.	Trainees receive guidance/training on how to use e-learning resources (VLE, e-library, so on and so forth).			+	
53.	12.	Support hours are transparent and aligned with student needs; for example, peak demand periods (evenings, weekends, holidays, etc.) are taken into account.		+		
54.	13.	Educational organizations provide opportunities for virtual mobility for students and teachers.			+	
<b>Total standard</b>			<b>0</b>	<b>8</b>	<b>5</b>	<b>0</b>
<b>Standard 7. INFORMATION MANAGEMENT</b>						
55.	1.	The educational organization should ensure that it collects, analyses and uses relevant information to effectively manage its programmes and other activities			+	
56.	2.	The data collected is used to evaluate e-learning programs (e.g. benchmarking course design).		+		
57.	3.	The educational organization has a strategy for using and targeting learning analytics (i.e., the goal is to improve student support).			+	
58.	4.	The information management system includes relevant, up-to-date and reliable information about the educational organization and related programs.		+		
59.	5.	The educational organization takes into account ethical standards and government policies regarding student data protection and privacy.		+		
<b>Total standard</b>			<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>Standard 8. PUBLIC AWARENESS</b>						
60.	1.	Educational organization shall inform the public about its activities (including programs). Information shall be clear, reliable, objective, relevant and accessible.		+		
61.	2.	The educational organization publishes accurate, complete and up-to-date information about educational programs (i.e. recognition of qualifications, learning objectives, credits, requirements, assessment methods, deadlines, dates related to the program).			+	



62.	3.	The educational organization publishes accurate, complete, and up-to-date information about institutional technical support.			+	
63.	4.	The technical requirements to ensure full and effective utilization of the system are clearly defined and published.		+		
64.	5.	The educational organization publishes information on the academic performance of students, including the percentage of students completing, passing and dropping out.		+		
<b>Total standard</b>			<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>Standard 9. ONGOING MONITORING AND PERIODIC PROGRAMME EVALUATION</b>						
65.	1.	The educational organization should monitor and periodically evaluate programmes to ensure that they are achieving their purpose and meeting the needs of students and society.		+		
66.	2.	The results of monitoring and periodic evaluation should lead to continuous programme improvement.		+		
67.	3.	All interested parties should be informed of any planned or undertaken actions regarding these programmes.			+	
68.	4.	E-learning programmes are reviewed, updated and improved.		+		
69.	5.	Pedagogical developments are aligned with institutional strategy.		+		
70.	6.	Developments in ICT and education are analyzed and implemented as appropriate.			+	
71.	7.	The internal quality assurance system includes feedback from stakeholders (especially students).			+	
<b>Total standard</b>			<b>0</b>	<b>4</b>	<b>3</b>	<b>0</b>
<b>Standard 10. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES</b>						
72.	1.	The educational organization regularly undergoes external quality assurance procedures in accordance with the Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area (ESG).		+		
73.	2.	The educational organization shall make information on the quality of its activities available to the general public.		+		
74.	3.	The educational organization shall endeavour to ensure that progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure.		+		
<b>Total standard</b>			<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Total for all standards</b>			<b>0</b>	<b>44</b>	<b>30</b>	<b>0</b>

## Annex 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION



СОГЛАСОВАНО



УТВЕРЖДАЮ

Генеральный директор  
НУ «Независимое агентство аккредитации и рейтинга»  
Жумагулова А.Б.  
« 30/01/2024 » 2024 года



**ПРОГРАММА  
ОНЛАЙН ВИЗИТА ВНЕШНЕЙ ЭКСПЕРТНОЙ КОМИССИИ НЕЗАВИСИМОГО АГЕНТСТВА  
АККРЕДИТАЦИИ И РЕЙТИНГА (IAAR) В SWISS INTERNATIONAL INSTITUTE LAUSANNE – SIIL  
(международная институциональная аккредитация)**

Дата проведения онлайн визита: 5-7 февраля 2024 года

Дата и время (время Швейцарии, GMT+1)	Работа ВЭК с целевыми группами	Фамилия, имя, отчество и должность участников целевых групп	Место проведения/Zoom
<b>2 февраля 2024 года</b>			
10.00-11.00 время будет точно)	Предварительная встреча ВЭК (обсуждение ключевых вопросов и программы визита)	Внешние эксперты IAAR	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
<b>1 день: 5 февраля 2024 года</b>			
09.00-09.30	Распределение ответственности экспертов, решение организационных вопросов	Внешние эксперты IAAR	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837

09.30-10.00	Встреча с Ректором	Ректор – Зарубина Татьяна Анатольевна	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
10.00-10.15	Технический перерыв	<i>Внешние эксперты IAAR</i>	
10.15-11.00	Встреча с руководителями структурных подразделений	<ul style="list-style-type: none"> <li>• Директор административного департамента – Максим Аллабян</li> <li>• Директор департамента обеспечения качества – Анна Исанина Кампар</li> <li>• Директор академического департамента – Татьяна Зарубина</li> <li>• Директор студенческого департамента – Елена Чубаркина</li> <li>• Начальник отдела учебно-методических разработок – Дарья Устоева</li> <li>• Начальник отдела по работе с выпускниками – Иван Петуховский</li> </ul>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
11.00-11.15	Технический перерыв	<i>Внешние эксперты IAAR</i>	
11.15-12.15	Встреча с Academic Council	<ul style="list-style-type: none"> <li>• Председатель Академического совета, ректор – Татьяна Зарубина</li> <li>• Секретарь Академического совета – Анна Исанина Кампар</li> <li>• Представитель акционеров – Сергей Богачев</li> <li>• Представитель админ. персонала – Екатерина Садовская</li> </ul>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
12.15-12.30	Работа ВЭК	<i>Внешние эксперты IAAR</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
12.30-14.00	<b><i>Перерыв на обед</i></b>	<i>Внешние эксперты IAAR</i>	
14.00-14.10	Работа ВЭК	<i>Внешние эксперты IAAR</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
14.10-14.50	Встреча с деканами факультетов	<ul style="list-style-type: none"> <li>• Декан факультета менеджмента – Дарья Рожкова</li> <li>• Декан факультета ИТ – Павел Ткачев</li> </ul>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a>

			Идентификатор конференции: 7172395837
14.50-15.00	Технический перерыв	<i>Внешние эксперты IAAR</i>	
15.00-15.50	Встреча с руководителями ОП (программными директорами)	<ul style="list-style-type: none"> <li>• Bachelor in Event Management – Андрей Ильин</li> <li>• Bachelor in Luxury Brand Management – Ника Алмар</li> <li>• Master in International Relations – Татьяна Зарубина</li> <li>• Bachelor in Internet Marketing – Анастасия Каширина</li> <li>• Bachelor in Web Design – Кирилл Алексеев</li> </ul>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
15.50-16.00	Технический перерыв	<i>Внешние эксперты IAAR</i>	
16.00-16.40	Встреча с ППС	<i>Приложение №1</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
16.40-17.40	Анкетирование ППС (параллельно)	<i>Приложение №2 (список с действующими e-mail)</i>	<i>Ссылка направляется на email преподавателя персонально за 5 мин до начала анкетирования</i>
16.40-16.50	Технический перерыв	<i>Внешние эксперты IAAR</i>	
16.50-17.30	Демонстрация материально-технической базы, программного обеспечения и других административных и (или) учебных порталов: Виртуальное посещение образовательной платформы SIIL с демонстрацией разных ОП	<i>Внешние эксперты IAAR</i>  <i>Для сопровождения и комментирования:</i> <ul style="list-style-type: none"> <li>• Ректор –Татьяна Зарубина</li> <li>• Директор департамента обеспечения качества – Анна Исанина Кампар</li> </ul>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
17.30-18.00	Работа ВЭК (обсуждение результатов и подведение итогов 1 дня)	<i>Внешние эксперты IAAR</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837

2 день: 6 февраля 2024			
09.00-09.30	Работа ВЭК (обсуждение организационных вопросов)	<i>Внешние эксперты LAAR</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
09.30-10.30	Встреча с обучающимися	<i>Приложение №3</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
10.30-11.30	Анкетирование обучающихся (параллельно)	<i>Приложение №4 (список)</i>	<i>Ссылка направляется на email обучающегося</i>
10.30-10.45	Технический перерыв	<i>Внешние эксперты LAAR</i>	
10.45-11.30	Работа с документами (документы должны быть загружены в облако заранее (по запросу), в случае необходимости, представители вуза будут приглашаться в онлайн комнату Zoom)	<i>Внешние эксперты LAAR</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
11.30-12.30	Встреча с работодателями	<i>Приложение №5</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
12.30-14.30	<b><i>Перерыв на обед</i></b>	<i>Внешние эксперты LAAR</i>	
14.30-15.00	Работа ВЭК	<i>Внешние эксперты LAAR</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837

15.00-15.10	Технический перерыв	<i>Внешние эксперты LAAR</i>	
15.10-16.10	Встреча с выпускниками	<i>Приложение №6</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
16.10-16.25	Технический перерыв	<i>Внешние эксперты LAAR</i>	
16.25-18.00	Работа ВЭК, обсуждение итогов второго дня и параметров профиля <i>(ведется запись)</i>	<i>Внешние эксперты LAAR</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
<b>3 день: 7 февраля 2024</b>			
09.00-10.30	Работа ВЭК (разработка и обсуждение рекомендаций) <i>(ведется запись)</i>	<i>Внешние эксперты LAAR</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
10.30-10.40	Технический перерыв	<i>Внешние эксперты LAAR</i>	
10.30-12.00	Работа ВЭК, обсуждение, принятие решений путем голосования <i>(ведется запись)</i>	<i>Внешние эксперты LAAR</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837
12.00-12.15	Технический перерыв	<i>Внешние эксперты LAAR</i>	
12.15-13.00	Заключительная встреча ВЭК с руководством вуза	<i>Руководители вуза и структурных подразделений</i>	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Идентификатор конференции: 7172395837

## Appendix 3. RESULTS OF THE TS SURVEY

### Results of anonymous questionnaire survey of the teaching staff SIIL

#### 1. total number of questionnaires: 27

#### 2. Your department:

Faculty of Management	16 p.	59,3%
Faculty of IT	9 p.	33,3%
MBA ENG	1 p.	3,7%
I teach in programs in both departments	1 p.	3,7 %

#### 3. Position

Professor	5 p.	18,5%
Associate Professor	10 .	37%
Agha Okytushy (Senior Lecturer)	0 p.	0%
Okytushy (Teacher)	10 p.	37%
Head of Department	2 p.	7,4%

#### 4. Academic degree, academic title

ҚР еңбек сіңірген қайраткері (Honored Worker of the Republic of Kazakhstan)	0 p.	0%
Fylym doctors (Doctor of Sciences)	4 p.	14,8%
Fylym candidates (Candidate of Sciences)	10 p.	37%
Master	5 p.	18,5%
PhD	1 p.	3,7%
Professor	0 p.	0%
Associate Professor	4 p.	14,8%
No	7 p.	25,9%

#### 5. Work experience<sup>3</sup>

Less than 1 year	0 p.	0%
1 year - 5 years	24 p.	88,9%
Over 5 years	3 p.	11,1%

№	Questions	Very good	good.	satisfactory	Bad	very bad	No answer
6	To what extent does the content of the educational program meet your academic and professional interests and needs?	16 p. (59,3%)	11 p. (40,7%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
7	How do you assess the opportunities that the university provides for professional development of the teaching staff?	12 p. (44,4%)	14 p. (51,9%)	0 p. (0%)	0 p. (p%)	1 p. (3,7%)	-
8	How do you assess the opportunities provided by the university for career development of teachers?	15 p. (55,6%)	11 p. (40,7%)	1 p. (3,7%)	0 p. (0%)	0 p. (0%)	-
9	How would you rate the degree of academic freedom of the faculty?	19 p. (70,4%)	8 p. (29,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
	<b>The extent to which teachers can utilize their own</b>						
10	• Educational strategies	21 p. (77,8%)	6 p. (22,2%)	0 p. (0 %)	0 p. (0%)	0 p. (0%)	-
11	• Teaching methods	18 p. (66,7%)	9 p. (33,3%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
12	• Innovation in the learning process	16 p. (61,5%)	10 p. (38,5%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-

13	How much attention does the HEI management pay to the content of the educational program?	22 p. (81,5%)	5 p. (18,5%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
14	How do you assess the sufficiency and availability of necessary scientific and educational literature in the library?	6 p. (22,2%)	17 p. (63%)	4 p. (14,8%)	0 p. (0%)	0 p. (0%)	-
15	Assess the level of facilities created to meet the needs of different groups of learners?	19 p. (70,4%)	8 p. (29,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
16	Assess the openness and accessibility of top management for students	17 p. (63%)	9 p. (33,3%)	1 p. (3,7%)	0 p. (0%)	0 p. (0%)	-
17	Assess the openness and accessibility of top management to the teaching staff	20 p. (74,1%)	7 p. (25,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
18	Evaluate the professional and personal growth opportunities created for each faculty and staff member	14 p. (51,9%)	12 p. (44,4%)	1 p. (3,7%)	0 p. (0%)	0 p. (0%)	-
19	Evaluate the adequacy of recognition by the university management of the potential and abilities of teachers	20 p. (74,1%)	7 p. (25,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
20	How virtual academic mobility activities are organized	14 p. (51,9%)	6 p. (22,2%)	1 p. (3,7%)	4 p. (14,8%)	2 p. (7,4%)	-
21	How the professional development activities of faculty members are organized	11 p. (40,7%)	15 p. (55,6%)	1 p. (3,7%)	0 p. (0%)	0 p. (0%)	-
22	Assess how the HEI and its management support the research activities of the teaching staff	8 p. (29,6%)	15 p. (55,6%)	4 p. (14,8%)	0 p. (0%)	0 p. (0%)	-
23	Evaluate how the university and its management support the development of new educational programs / academic disciplines / teaching methods	21 p. (77,8%)	6 p. (22,2%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
24	Evaluate the ability of faculty to combine teaching with research	20 p. (74,1%)	7 p. (25,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
25	Evaluate whether the knowledge obtained by students in higher education corresponds to the requirements of the modern labor market	19 p. (70,4%)	8 p. (29,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
26	How do the university's management and administration perceive criticism?	19 p. (70,4%)	8 p. (29,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
27	Evaluate how well your study load matches your expectations and capabilities	18 p. (66,7%)	9 p. (33,3%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
28	Evaluate the focus of educational programs/curricula on providing learners with skills of situation analysis and forecasting	18 p. (66,7%)	9 p. (33,3%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
29	Assess the extent to which the content and quality of the educational program meet the expectations of the labor market and the employer	16 p. (59,3%)	11 p. (40,7%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-

### 30. Why do you work at this particular HEI?

- ✓ Sent in my resume and I was invited.
- ✓ Adequate workload, clear criteria, humane treatment of faculty.
- ✓ I like working online
- ✓ It's not my main activity, but I like everything about it, especially the attitude
- ✓ I can develop as a teacher
- ✓ Convenient work format
- ✓ Gives a lot of opportunities for growth



- ✓ *There is an opportunity to develop and record a new course in the area of law*
- ✓ *Transparency, convenience, interesting programs, practicality*
- ✓ *For me it is an interesting experience, an incentive to develop in my direction, to develop my own projects*
- ✓ *This is not my only job, I also teach at other institutions in my field. I was familiar with the management at the time of the offer to teach here. I accepted because it is an interesting experience and a modern and promising university*
- ✓ *I care about the realization of the idea of a multi-lingual online higher education institution.*
- ✓ *Expanding the audience to pass on their experience and knowledge*
- ✓ *This is an exciting opportunity to realize your potential and a new experience with an online educational platform.*
- ✓ *International environment, online format, career prospects*
- ✓ *Satisfactory working conditions*
- ✓ *healthy atmosphere, it is convenient to combine with other projects, there are growth prospects*
- ✓ *I love teaching here*
- ✓ *Dynamically developing university, good remuneration*
- ✓ *Convenient, allows me to realize my skills in both English and Russian, it is interesting to compose new training courses, allows self-improvement in both professional and technical areas, it is always possible to discuss problems with management*
- ✓ *I can't answer that*
- ✓ *Mobility, flexibility*
- ✓ *Interesting work experience in a new field*
- ✓ *I am listened to here, my input is professionally valued and the university is open to faculty opinion*

### 31. How often do you hold master classes and practical sessions as part of your course?

Өте зhi (very often)	2 p.	7,4%
Zhii (often)	8 p.	29,6%
Kaede (sometimes).	12 p.	44,4%
Өте sirek (very rare)	3 p.	11,1%
Muldem bolmaydy (never).	2 p.	7,4%

### 32. How often are teachers invited from outside (local and foreign) to participate in the teaching process?

Өте зhi (very often)	1 p.	3,7%
Zhii (often)	5 p.	18,5%
Kaede (sometimes).	16 p.	59,3%
Өте sirek (very rare)	4 p.	14,8%
Muldem bolmaydy (never).	1 p.	3,7%

### 33. How often do you face the following problems in your work: (please give an answer in each line)

	Often	Sometimes.	Never	No answer
Unbalanced teaching load by semesters	1 p. (3,7%)	2 p. (7,4%)	24 p. (88,9%)	-
Lack of necessary literature in the library	1 p. (3,7%)	13 p. (48,1%)	13 p. (48,1%)	-
An inconvenient class schedule	0 p. (0%)	1 p. (3,7%)	26 p. (96,3%)	-
No Internet access / poor Internet connection	0 p. (0%)	3 p. (11,1%)	24 p. (88,9%)	-
Lack of students' interest in learning	0 p. (0%)	12 p. (44,4%)	15 p. (55,6%)	-
Failure to receive information about events at the university in a timely manner	0 p. (0%)	3 p. (11,1%)	24 p. (88,9%)	-
Other issues	<ul style="list-style-type: none"> <li>✓ <i>no</i></li> <li>✓ <i>absent</i></li> <li>✓ <i>No</i></li> <li>✓ <i>this is a problem for all universities. there are no quality scientific works in IT on modern topics. the field is developing too fast. sometimes we have to rely on personal experience or articles from non-scientific publications.</i></li> <li>✓ <i>have not encountered</i></li> <li>✓ <i>I didn't find</i></li> <li>✓ <i>currently unavailable</i></li> <li>✓ <i>The anti-plagiarism system - its absence</i></li> <li>✓ <i>it's okay.</i></li> <li>✓ <i>not noted</i></li> </ul>			

	✓ <i>I'd like to work more, but that's not a problem.</i>
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**34. There are many different aspects of college life that affect every faculty and staff member in one way or another. Evaluate how satisfied you are:**

Question	Completely satisfied	Partially satisfied	Not satisfied	I can't answer that
The attitude of the university administration towards you	24 p. (88,9%)	3 p. (11,1%)	0 p. (0%)	0 p. (0%)
Relationship with direct management	27 p. (100%)	0 p. (0%)	0 p. (0%)	0 p. (0%)
Relationships with colleagues in the department	26 p. (96,3%)	1 p. (3,7%)	0 p. (0%)	0 p. (0%)
Degree of participation in management decision-making	23 p. (85,2%)	3 p. (11,1%)	0 p. (0%)	1 p. (3,7%)
Relationships with students	27 p. (100%)	0 p. (0%)	0 p. (0%)	0 p. (0%)
Your successes and accomplishments are recognized by the administration	26 p. (96,3%)	1 p. (3,7%)	0 p. (0%)	0 p. (0%)
Supporting your suggestions and comments	27 p. (100%)	0 p. (0%)	0 p. (0%)	0 p. (0%)
Activity of the university administration	27 p. (100%)	0 p. (0%)	0 p. (0%)	0 p. (0%)
Terms of labor remuneration	21 p. (77,8%)	4 p. (14,8%)	2 p. (7,4%)	0 p. (0%)
Working conditions, quality of services provided by the university	26 p. (96,3%)	1 p. (3,7%)	0 p. (0%)	0 p. (0%)
Providing electronic security measures (password protection, encryption, backup systems, etc.).	27 p. (100%)	0 p. (0%)	0 p. (0%)	0 p. (0%)
Management of changes in the university's activities	25 p. (92,6%)	2 p. (7,4%)	0 p. (0%)	0 p. (0%)



## Annex 4: RESULTS OF THE LEARNING ASSESSMENT REQUEST

### Results of anonymous questionnaire survey of students SIIL

**Total number of questionnaires: 74**

#### 1. Your educational program?

Event Management (Bachelor's degree)	4	5,4%
Project Management (Bachelor's degree)	14	18,9%
Luxury Brand Management (Bachelor's degree)	5	6,8%
International Relations (Master's degree)	9	12,2%
Master of Business Administration (Master's degree)	10	13,5%
Information Systems and Technology (Bachelor's degree)	20	27%
Internet Marketing (Bachelor's degree)	7	9,5%
Web Design (Bachelor's degree)	5	6,8%

#### 2. Paul

Yer (male)	23 p.	31,1 %
Əyəl (female)	51 p.	68,9 %

#### 3. Evaluate how satisfied you are:

Questions	That's great.	All right.	Satisfied	Not satisfied	It's too bad
1) Relationship with the dean's office	46 p (62,2 %)	20 p (27%)	7 p (9,5%)	1 p (1,4 %)	0 p (0 %)
2) The level of accessibility of the dean's office	43 p (58,1%)	24 p (32,4%)	7 p (9,5%)	0 p (0 %)	0 p (0 %)
3) Level of accessibility and responsiveness of university management	49 p (66,2 %)	19 p (25,7%)	6 p (8,1 %)	0 p (0 %)	0 p (0 %)
4) Accessibility of academic advising to you	44 p (59,5 %)	22 p (29,7%)	8 p (10,8 %)	0 p (0 %)	0 p (0%)
5) Support with training materials during the training process	35 p (47,3 %)	22 p (29,7%)	12 p (16,2%)	5 p (6,8 %)	0 p (0 %)
6) Accessibility of counseling for personal problems	50 p (67,6%)	17 p (23%)	6 p (8,1%)	1 p (1,4%)	0 p (0%)
7) Relationship between the learner and faculty members	48 p (66,7%)	16 p (22,2%)	8 p (11,1%)	0 p (0%)	0 p (0%)
8) Activity of financial and administrative services of the university	41 p (55,4%)	28 p (37,8%)	4 p (5,4%)	1 p (1,4 %)	0 p (0%)
9) Level of accessibility of library resources	38 p (51,4 %)	20 p (27%)	7 p (9,5 %)	8 p (10,8 %)	1 p (1,4 %)
10) Existing educational resources of the university	32 p (43,2 %)	27 p (36,5%)	10 p (13,5%)	5 p (6,8%)	0 p (0%)
11) Accessibility and quality of online resources	40 p (54,1 %)	25 p (33,8 %)	8 p (10,8%)	1 p (1,4%)	0 p (0%)
12) The usefulness of the website of educational organizations in general and faculties in particular	45 p (60,8 %)	18 p (24,3 %)	11 p (14,9 %)	0 p (0%)	0 p (0%)
13) Overall quality of educational programs	38 p (51,4 %)	26 p (35,1 %)	7 p (9,5 %)	3 p (4,1 %)	0 p (0%)
14) Teaching methods in general	36 p (48,6 %)	28 p (37,8 %)	9 p (12,2 %)	1 p (1,4 %)	0 p (0%)
15) Responsiveness to feedback from teachers regarding the learning process	43 p (58,1 %)	24 p (32,4 %)	4 p (5,4 %)	3 p (4,1 %)	0 p (0%)

Questions	That's great.	All right.	Satisfied	Not satisfied	It's too bad
16) The quality of teaching in general	38 p (51,4%)	24 p (32,4%)	10 p (13,5%)	2 p (2,7%)	0 p (0%)
17) Academic load/student requirements	42 p (56,8%)	21 p (28,4%)	9 p (12,2%)	2 p (2,7%)	0 p (0%)
18) Faculty requirements for the student	39 p (52,7%)	26 p (35,1%)	8 p (10,8%)	1 p (1,4%)	0 p (0%)
19) Information support and explanation of the requirements for entering the university and the strategy of the educational program (specialty) before entering the university)	50 p (67,6%)	18 p (24,3%)	6 p (8,1%)	0 p (0%)	0 p (0%)
20) Informing the requirements to be fulfilled for successful completion of this educational program (specialty)	42 p (56,8%)	21 p (28,4%)	10 p (13,5%)	1 p (1,4%)	0 p (0%)
21) Quality of exam materials (tests, exam questions, etc.)	33 p (44,6%)	22 p (29,7%)	16 p (21,6%)	3 p (4,1%)	0 p (0%)
22) Objectivity in assessing knowledge, skills and other academic achievements	41 p (55,4%)	24 p (32,4%)	6 p (8,1%)	2 p (2,7%)	1 p (1,4%)
23) Objectivity and fairness of teachers	41 p (55,4%)	24 p (32,4%)	7 p (9,5%)	2 p (2,7%)	0 p (0%)
24) Informing students about courses, educational programs, and academic degrees	45 p (60,8%)	22 p (29,7%)	7 p (9,5%)	0 p (0%)	0 p (0%)

#### 4 Evaluate how much you agree:

Approval	Completely I agree	I agree	I partially agree	I don't agree	Totally not agree	I'm having trouble reply
1) The course syllabus was clearly presented	37 p (50%)	30 p (40,5%)	6 p (8,1%)	0 p (0%)	0 p (0%)	1 p (1,4%)
2) The course content is well structured	35 p (47,3%)	28 p (37,8%)	11 p (14,9%)	0 p (0%)	0 p (0%)	-
3) Key terms are sufficiently explained	37 p (50%)	26 p (35,1%)	7 p (9,5%)	4 p (5,4%)	0 p (0%)	-
4) The material proposed by the faculty is relevant and reflects the latest achievements of science and practice	27 p (36,5%)	33 p (44,6%)	9 p (12,2%)	3 p (4,1%)	1 p (1,4%)	1 p (1,4%)
5) The instructor utilizes effective teaching methods	35 p (47,3%)	20 p (27%)	17 p (23%)	1 p (1,4%)	0 p (0%)	1 p (1,4%)
6) The instructor is proficient in the material being taught	40 p (54,1%)	28 p (37,8%)	5 p (6,8%)	0 p (0%)	0 p (0%)	1 p (1,4%)
7) The instructor's presentation is clear	38 p (51,4%)	26 p (35,1%)	8 p (10,8%)	1 p (1,4%)	0 p (0%)	1 p (1,4%)
8) The instructor presents the material in an interesting way	26 p (35,1%)	28 p (37,8%)	16 p (21,6%)	1 p (1,4%)	2 p (2,7%)	1 p (1,4%)
9) Knowledge, skills, and other academic achievements are evaluated objectively	33 p (44,6%)	34 p (45,9%)	5 p (6,8%)	1 p (1,4%)	0 p (0%)	1 p (1,4%)
10) The instructor meets your requirements and expectations for professional and personal development	32 p (43,2%)	32 p (43,2%)	8 p (10,8%)	2 p (2,7%)	0 p (0%)	-
11) The instructor stimulates student activity	23 p (31,1%)	30 p (40,5%)	15 p (20,3%)	3 p (4,1%)	1 p (1,4%)	1 p (1,4%)
12) The instructor stimulates students' creative thinking	28 p (37,8%)	24 p (32,4%)	17 p (23%)	1 p (1,4%)	0 p (0%)	4 p (5,4%)
13) The instructor demonstrates a positive attitude toward students	44 p (59,5%)	24 p (32,4%)	3 p (4,1%)	0 p (0%)	0 p (0%)	3 p (4,1%)
14) The system of assessment of academic achievements (seminars, tests, questionnaires, etc.) reflects the course content).	30 p (40,5%)	32 p (43,2%)	12 p (16,2%)	0 p (0%)	0 p (0%)	-

15) The evaluation criteria used by the faculty are clear and accessible	33 p (44,6 %)	31 p (41,9 %)	8 p (10,8 %)	0 p (0 %)	1 p (1,4 %)	1 p (1,4 %)
16) The teacher is proficient in professional language	45 p (60,8 %)	24 p (32,4 %)	4 p (5,4 %)	0 p (0 %)	0 p (0 %)	1 p (1,4 %)
17) The library is well equipped and has a sufficient collection of scientific, educational and methodological literature	27 p (36,5 %)	29 p (39,2 %)	6 p (8,1 %)	6 p (8,1 %)	4 p (5,4 %)	2 p (2,7 %)
18) Equal opportunities are provided to all learners	47 p (63,5 %)	21 p (28,4 %)	3 p (4,1 %)	1 p (1,4 %)	0 p (0 %)	1 p (1,4 %)

## 5. Other concerns regarding the quality of teaching:

- *No problem.*
- *I'm fine with it.*
- *no problem*
- *I am completely satisfied with my study, thank you*
- *The only thing that sometimes hinders motivation in learning is sometimes incompetent evaluation of study guides by teachers. Personally, in my case, I chose SIIL because of the study program and time is very important to me, unfortunately I can not get additional time to devote to the defense of the work on which a lot of time has already been spent. In addition, I can suggest sometimes not to be very strict about grades. Sincerely, O.V. Sarkisyan !*
- *I see no problem*
- *Some p do not write grades in a timely manner, they write grades too late, as late as 1 month and sometimes even two months.*
- *lack of conferences and opportunities to publish in scientific journals*
- *No. The teachers are all of a very high level and the programs are designed with quality, detail and professionally.*
- *no problems*
- *Thanks, I'll think about it. Thanks, I'll think about it*
- *No.*
- *in some subjects it is required to describe the issues related to Russia in the stage guides, if you position yourself as an international university in Switzerland, you should remove them. You have a lot of students from different countries at your university. Then take questions about the Swiss economy or comparing Swiss culture with the rest of the world. During my admission I was advised by one person and told that there would be no exams during my studies, then in November they gave me a personal adviser and I found out that there are still exams, thank you that at least not a week before the exams were warned*
- *No Problem*
- *I am an MBA student (English)*
- *Doesn't write grades in a timely manner*
- *I'd like some specifics on the assignments*
- *I do not have any problems in the learning process. Students who want to learn and get up-to-date knowledge always find maximum help and support in this institute.*
- *All instructors are knowledgeable and accessible in their explanations*
- *No problems*