



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
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 standards and guidelines for  
international accreditation of educational organisations and educational  
programmes implemented with the use of digital technologies  
(based on ESG)

Swiss International Institute Lausanne - SIIL

between 3 and 5 March 2025

**INDEPENDENT ACCREDITATION AND RATING AGENCY**  
**External Expert Committee**

***Addressed to  
Accreditation  
to the NAAR board***



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## **(I) LIST OF NOTATIONS AND ABBREVIATIONS**

NAAR - Independent Accreditation and Rating Agency

SIIL - Swiss International Institute

VUZ - higher education institution

EEC - external expert commission

ICT - information and communications technology

AI - artificial intelligence

IT information technology

EP - educational programme

EO - educational organisation

PPS - teaching staff - professorial and teaching staff

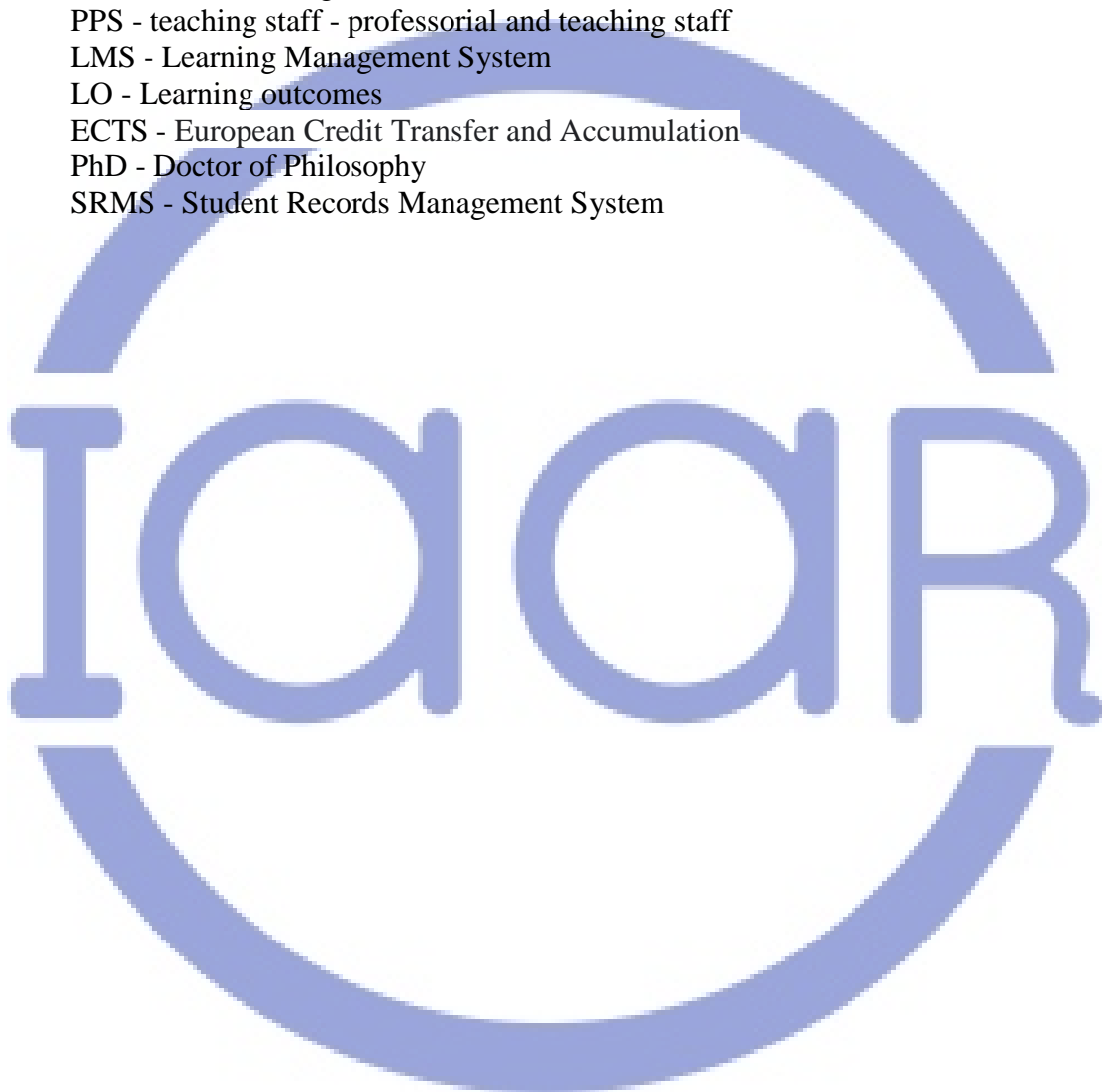
LMS - Learning Management System

LO - Learning outcomes

ECTS - European Credit Transfer and Accumulation

PhD - Doctor of Philosophy

SRMS - Student Records Management System



## **(II) INTRODUCTION**

In accordance with the order № 17-25-OD dated 10.02.2025 of the Independent Agency for Accreditation and Rating (IAAR) from 3 to 5 March 2025 an external expert commission assessed the compliance of Swiss International Institute Lausanne with the Standards and Guidelines for International Accreditation of Educational Organisations and Educational Programmes Implemented Using Digital Technologies (based on ESG) (dated 05.01.2021 № 1-21/1-OD).

The report of the External Expert Commission (EEC) contains an assessment of the educational organisation against the NAAR criteria, recommendations of the EEC for further improvement of the educational organisation and parameters of the institutional profile.

### **Composition of the VEC:**

**1. Chairman of the IAAR Commission** - Milan Pol, PhD, Professor at Masaryk University, IAAR expert, ENQA expert (Brno, Czech Republic) (*online*);

**2. IAAR Expert** - Gulvira Sovetbekovna Akybaeva, PhD in Economics, Vice-Rector for Academic Work, Astana IT University (Astana, Republic of Kazakhstan) (*online*);

**3. IAAR Expert** - Zamzagul Khamitovna Sultanova, PhD in Economics, Associate Professor, Head of International Cooperation Department, Zhangir Khan West Kazakhstan Agrarian and Technical University (Uralsk, Republic of Kazakhstan) (*online*);

**4. IAAR Employer** - Bekenov Yerlan Khamzenovich, Deputy Director of Orta Invest LLP, Master (Republic of Kazakhstan) (*online*);

**5. IAAR student** - Raihan Altyn Erlankyzy, 2nd year Master's student of EP 7M06101 Information Systems and IT Solutions for Industries, NAO "Kazakh Agrotechnical Research University named after S. Seifullin" (Astana, Republic of Kazakhstan) (*online*);

**6. IAAR Coordinator** - Kydirmina Nurgul Alimovna, PhD, Head of IAAR Information and Analytical Project (Astana, Republic of Kazakhstan) (*online*).

**7. IAAR Coordinator** - Aiym Dumanbekova Daulbekova, Master's in Public Policy, IAAR International Cooperation Project Manager (Astana, Republic of Kazakhstan) (*online*).



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

Swiss International Institute Lausanne (SIIL) was founded in 2019 and recognised by the canton of HE in 2021. SIIL provides online learning in 9 EPs, including 3 at master's level. As of 15 November 2024, the number of students is 387, including 273 students in undergraduate programmes and 114 in master's programmes.

At present, the SIIL faculty consists of 36 members, including 1 emeritus professor, 6 professors, 14 associate professors, 1 senior lecturer and 14 lecturers.

Virtual mobility of students is organised at the university through the use of the EdX partner platform. In 2024, the Russian-language electronic library Znanium was integrated, and an agreement was signed with the educational library Harvard Business Publishing, which provided access to electronic library and educational resources.

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

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 International Accreditation of Educational Organisations and Educational Programmes Implemented with the Use of Digital Technologies (based on ESG) (dated 05.01.2021 № 1-21/1-OD).

Composition of the previous VEC at Swiss International Institute Lausanne (2024):

**1. Chairman of the IAAR Commission** - Gulvira Sovetbekovna Akybaeva, PhD in Economics, 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. IAAR Expert-employer** - 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, 1st year Master's student of the Public Policy Programme, Nazarbayev University (Astana, Republic of Kazakhstan) (*online*);

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

***On 29 March 2024, the Swiss International Institute Lausanne - SIIL was accredited for a period of 1 year by the decision of the Accreditation Council of the NAAR Swiss International Institute Lausanne - SIIL within the framework of international institutional accreditation.***

Recommendations to the HEI under the previous institutional accreditation procedure.

**According to the standard "Quality Assurance Policy:**

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

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

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

**Under the standard "Programme development and approval":**

1. The HEI management when developing the EP 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 on the analysis of this strategy in the agenda of the plans of collegial governing bodies. Deadline - until 2025.

3. The HEI management on a permanent 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 EPs. Deadline - until December 2024.

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

**On the Student-Centred Learning and Assessment of Learning standard:**

1. The HEI management should take measures to decentralise the learning processes, taking into account the provision of flexible learning trajectories for students. Deadline - December 2024.

2. HEI management to ensure the introduction of interactive teaching methods taking into account the specifics of student-centred 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 graduation 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 regarding plagiarism and to organise introductory seminars on this topic. Deadline - December 2024.

6. HEI management to develop methodological recommendations on the evaluation system with the indication of evaluation criteria and to carry out activities to inform students about the e-learning evaluation system 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 "Student Admission, Performance, Recognition and Certification":**

1. HEI management to develop and implement a mechanism for recognising formal learning outcomes. Deadline - December 2024.

2. The HEI management to analyse the professional certification programmes and by January 2025 to determine the capabilities of the HEI 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 programmes. Deadline - until 2025.

**Under the "Teaching Staff" 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 should hold methodological seminars for teaching staff on a regular basis to review pedagogical technologies, methods and tools in the online learning environment.

**Under the standard, "Educational Resources and Student Support System."**

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



2. To 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 abstract databases. Deadline until September 2024.

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

4. HEI management to plan activities to promote the virtual mobility programme for the subjects of the educational process. Deadline till December 2024.

5. The management of the HEI to conduct methodological seminars for teaching staff on a regular basis to review pedagogical technologies, methods and tools in the online learning environment.

**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 programme, graduate model, etc., to inform stakeholders about the decisions taken to take into account their proposals. Deadline - annually.

2. HEI management to conduct a survey of students and teaching staff on satisfaction with the technical, virtual and digital means for the implementation of the HEI EP, in order to identify problems and shortcomings, as well as to develop a plan of corrective and preventive actions. Deadline - until December 2024.

**Under the Public Awareness standard:**

1. The management of the HEI should place the assessment criteria on the website, as well as update the content of the website in terms of publishing the conditions of recognition, learning objectives of the OP. 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 "Continuous Monitoring and Periodic Evaluation of Programmes":**

1. The HEI management should develop a plan for monitoring and periodic assessment of the EP in order to improve the HEI EP. Deadline until December 2024.

2. The HEI management on a permanent basis to publish on the website all planned or taken measures to update and improve the EP on the basis of the monitoring activities. Term - permanently.

3. Develop regulations at the institutional level to support monitoring on the basis of information and communication technologies. Deadline by December 2024.

**According to the standard "Periodic External Quality Assurance Procedures":**

- Absent.

**(V) DESCRIPTION OF THE VISIT**

The work of the Accreditation commission was carried out on the basis of the approved Programme of the visit of the expert commission for institutional accreditation of Swiss International Institute Lausanne in the period from 3 to 5 March 2025 in the online format.

In order to coordinate the work of the Accreditation commission, an introductory meeting was held on 28.02.2025, during which the powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

To obtain objective information about the organisation of education and the entire infrastructure of the HEI, to clarify the content of the self-assessment report, meetings were held with the rector, vice-rectors of the HEI in areas of activity, heads of structural units, heads of departments, teachers, students, graduates, employers. A total of 80 representatives took part in the meetings (Table 1).



Table 1 - Information on staff and students who participated in meetings with the IAAR Accreditation commission:

Category of participants	Quantity
Rector	1
Deans	2
Academic Council	9
Heads of structural divisions	8
Heads of EPs (programme directors)	8
Teachers	14
Learners	29
Employers	4
Graduates	5
Total	80

During the visual inspection, the members of the VEC got acquainted with the state of the material and technical base, got acquainted with the work of SIIL's own educational platform and the EdX platform, the Russian-language electronic library Znanium, and the resources of the educational library Harvard Business Publishing.

The meetings of the IAAR Accreditation commission with the target groups of the institute were used to clarify the mechanisms of implementation of the HEI policy and to specify certain data presented in the HEI self-assessment report.

Accreditation commission members familiarised themselves with the recordings of webinars of SIIL's educational platform.

In accordance with the accreditation procedure, a questionnaire survey was conducted among 37 teachers, 100 students, including 17 undergraduates.

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

As part of the planned programme, the recommendations for improvement of the Swiss International Institute Lausanne, developed by the Accreditation commission following the examination, were presented at a meeting with the management on 05.03.2025.

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

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

- ✓ *The educational organisation should have a published quality assurance policy that forms part of their strategic management.*
- ✓ *Internal stakeholders should develop and implement this policy through appropriate structures and processes, involving external stakeholders.*
- ✓ *E-learning is part of an educational organisation's overall development strategy as well as quality assurance policy.*
- ✓ *The education organisation uses a clearly articulated policy and governance structure when deciding to adopt new technologies to ensure the expected quality of e-learning.*
- ✓ *Institutional policies, structures, processes and resources are in place to ensure the successful teaching and learning process for students, including those with special educational needs.*
- ✓ *The educational organisation has policies and regulations to ensure academic honesty, academic freedom and ethical behaviour.*
- ✓ *The quality assurance policy includes electronic security measures*
- ✓ *Where external services are engaged, the education organisation has written agreements/contracts defining 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 implements a quality assurance strategy aimed at systematic improvement of all aspects of educational and organisational activities. The main principles and mechanisms of this strategy are presented in the approved Quality Assurance Policy, which is available on the institute's website, ensuring transparency of approaches and openness to all stakeholders - students, teachers, partners and regulatory bodies. The development and implementation of the Quality Assurance Strategy is based on the Institute's mission, vision for the future, and the values of the Institute's educational activities, which set the benchmarks for decision-making and strategic management. The Quality Assurance Strategy at SIIL reflects a responsible approach to quality management in a dynamic educational environment and serves as a basis for the development of all procedures, policies and standards governing the educational process, administrative support, digital security, as well as interaction with external and internal stakeholders.

The Institute is actively developing an organisational culture that promotes the effective achievement of its goals. An integrated quality assurance system has been developed, based on the key values of the Institute and aimed at improving the efficiency and effectiveness of all areas of SIIL's activities. The current goals and priorities of the Institute's development are set out in SIIL's Strategic Plan for 2022-2026.

Taking into account the specifics of the Institute as an online educational platform, all training programmes are implemented exclusively in a distance format. Accordingly, the quality assurance system is adapted to the peculiarities of online education and is aimed at guaranteeing the fulfilment of curricula, objective and fair assessment of knowledge, as well as ensuring equal conditions for all participants of the educational process - students, teachers and administrative staff. The central element of the Institute's digital infrastructure is the SIIL LMS e-learning platform, which serves as the main tool for managing the educational process.

The aim of the quality assurance strategy is to maintain a high level of all processes of the institute and to continuously improve them. The strategy aims to develop a sustainable internal quality culture that encompasses management, teaching, services, infrastructure, communications, and internal and external evaluation processes.

SIIL is fully based on the digital environment, an important element of the strategy is ensuring information security and personal data protection. The Institute has a set of regulatory documents, such as Data Protection Policy, Data Breach Regulations, IT Security Policy. The Information Security Policy is focused on ensuring the protection of personal data, educational resources and digital infrastructure of the Institute. It allows minimising the risks of leaks, unauthorised access and cyber threats, ensuring safe and stable operation of online learning, as well as compliance with legal requirements and internal regulations

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

During the online visit, the members of the Accreditation commission noted that SIIL has a clear, transparent and hierarchical management system, which allows for the effective

implementation of new technologies, as well as ensuring the necessary level of quality of the implemented study programmes. All management and organisational activities of the institute are aimed at supporting the processes laid down in the Quality Assurance Policy.

As part of the analysis of the implementation of the previous recommendations of the Accreditation commission 2024, it should be noted that the HEI management took organisational measures aimed at eliminating the remarks, in particular, in terms of stakeholder engagement. In order to coordinate with the representatives of stakeholders and students, activities focused on the development of educational activities through the HEI's educational programmes were carried out. Despite the fact that in the reporting period it was not possible to ensure full participation of all stakeholders in all areas of the quality assurance system, there is a high motivation on the part of the HEI management to further develop the quality assurance processes and improve the efficiency of educational activity management.

The Institute's quality strategy is integrated into the digital educational environment and is oriented to the specifics of e-learning. All internal processes, regulations and procedures of the Institute are developed and applied taking into account the peculiarities of the online format in the conditions of remote interaction.

However, the analysis revealed several significant aspects that require attention. One of the key problems is the limited involvement of external stakeholders in the processes of formation, implementation and evaluation of quality procedures, which was confirmed by the participants during the focus group meetings, where external participants noted their lack of involvement in the quality assurance process.

It was also revealed that the interface of the official website and the learning management platform (LMS) do not fully take into account the needs of students with special educational needs. Navigation, access to content and methodological support in most cases are not adapted for this category of students, which reduces the level of inclusiveness of the educational environment. When discussing these issues, the answers were oriented towards the absence of students with special educational needs.

***Strengths/best practices:***

- for this standard has not been identified.

***Recommendations for HEI:***

1. The university management should ensure regular and structured participation of students in internal quality assurance processes through online surveys, focus groups and representation in working groups, regardless of their physical location. The deadline is permanent
2. The university management to develop instructions and training materials for students and teachers on how to work with inclusive tools by January 2026.

***Accreditation commission findings on criteria:***

The education organisation has 7 satisfactory criteria and 2 suggesting improvement according to the Quality Assurance Policy standard

**6.2 Standard "PROGRAMME DEVELOPMENT AND APPROVAL"**

- ✓ The educational organization should have mechanisms for developing and approving its programmes.
- ✓ Programmes should be designed in line with the identified objectives, including the intended learning outcomes.
- ✓ 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.
- ✓ The educational organisation 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 are aware of their responsibility for the development of the educational programme.
- ✓ E-learning educational programmes are in line with the mission of the educational organisation.
- ✓ The design of educational programmes reflects pedagogical practices and innovations, if applicable.
- ✓ Those involved in the design/development/evaluation of e-learning programmes are academically and technically competent.
- ✓ Faculty involved in programme design/development/evaluation are familiar with the advantages/disadvantages of using e-learning in the context of a particular course.

✓ *The needs of students are taken into account in the development of the learning model and curricula.*

### ***Evidentiary part***

The development and approval of educational programmes at SIIL is carried out in accordance with the internal "Policy for the Development and Approval of New Programmes". The policy focuses on the basic stages of design, development and implementation of educational programmes. The focus is on justifying the need for the programme, its substantive novelty, academic merit and financial sustainability. At the same time, the key principles of this process are transparency, objectivity, consistency, which ensures high quality and relevance of educational content.

The programme development process involves the participation of a wide range of stakeholders: academic and administrative staff, students, which allows to take into account different points of view, increase the practical value of the programme and ensure that it meets both academic standards and labour market requirements.

Each programme is designed in accordance with the strategic priorities of the institute as a whole, and the programmes support the objectives of the profile focus, in particular the area of academic training and specialisation, the level of education and type of qualification to be awarded, the structure and content of the courses, the expected learning outcomes, the methods and forms of assessment, and the mode of programme delivery, taking into account the online education model adopted at SIIL.

In addition, each programme is based on an analysis of market needs and trends, which confirms its relevance and demand, as well as on the internal logic of SIIL's educational portfolio development - i.e. its consistency with the training areas already being implemented.

Overall, the programme development and approval processes at SIIL ensure academic integrity and alignment with strategic objectives, are sufficiently adaptive and relevant to the demands of the times, which is particularly important for an institute operating in the field of online education.

### ***Analytical part***

SIIL's mission is to provide quality education and continuing education programmes to a wide range of learners worldwide in a distance learning format. The institute pays special attention to creating educational opportunities for freelancers and independent professionals who seek to acquire applied knowledge and modern competences.

As part of the implementation of the recommendations from the previous IAAR evaluation, the implementation of activities aimed at structuring learning outcomes and assessing the achievement of learning outcomes (LOs) is noted. The process of monitoring the needs of students has been intensified, which has had a positive impact on the level of motivation of participants in the educational process. These changes were positively evaluated in the course of the questionnaire survey, and were also confirmed during the meetings with focus groups.

The Institute's study programmes are designed taking into account the principles of pedagogical innovation and flexible modular structure. The programmes are divided into semesters, each of which includes several training modules.

The modular structure of SIIL's educational programmes is characterised by transparency and accessibility: students have constant access to their learning outcomes, information on modules completed, types of assessment and ECTS workload through a personal account on SIIL's e-learning platform. This fosters students' sense of responsibility for their learning and understanding of their own progress.

Nevertheless, significant shortcomings were identified during the Accreditation commission online visit and analysis of the educational programmes.

First of all, it is worth noting that the introduction of pedagogical innovations in the educational process is fragmentary. Despite the presence of individual elements, such as the flipped classroom methodology, they are not part of a holistic methodological concept and are not



integrated into the structure of all programmes. This leads to a lack of unified approaches to learning, which reduces the effectiveness of the educational model in the online format. In addition, in the conditions of functioning exclusively in the online environment, the institutional model has not developed a strategy for implementing digital pedagogical innovations. The LMS platform used is limited to the basic functions of organising distance learning, while more modern tools such as adaptive technologies, gamification elements, artificial intelligence and interactive environments are practically not applied in the programmes.

It should also be noted that the online visit and analysis of the institute's business processes in the process of designing, developing and evaluating e-learning programmes revealed the lack of interdisciplinary approach of responsible persons, which reduces the quality of programme content, hinders the implementation of modern pedagogical and technological solutions, and can negatively affect the effectiveness of training and user satisfaction. This is due to the Institute's capacity to use human resources without additional staff units.

Taken together, these challenges point to the need for a systematic revision of approaches to the design of educational programmes with a focus on modern pedagogical practices, digital solutions and learner-centredness.

***Strengths/best practices:***

- for this standard has not been identified.

***Recommendations for HEI:***

1. The university management should ensure that an interdisciplinary team including both subject matter experts (teachers, methodologists) and technical experts (instructional designers, developers, EdTech specialists) is involved in the development and evaluation of e-learning programmes on a permanent basis
2. The university management should organise professional development of employees in the field of digital pedagogy and distance learning technologies, as well as implement a system of internal expertise and exchange of experience on the quality of e-learning programmes by March 2026
3. The university management should develop a Strategy for Digital Pedagogical Innovations, including the use of adaptive technologies, interactive formats, gamification elements and AI solutions to improve the effectiveness of online learning and student engagement by August 2026.
4. The university management is recommended to consider the possibility of organising professional internships for students on the basis of enterprises of the real sector of the economy. By the beginning of 2025-2026 academic year to develop and approve a roadmap for the implementation of practice-oriented approach in educational programmes, ensuring the implementation of the envisaged activities in accordance with the established deadlines and objectives.

***Accreditation commission findings on criteria:***

According to the standard "Programme Development and Approval", the educational organisation has 7 satisfactory criteria and 2 suggesting improvement

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

- ✓ The educational organisation should ensure that the programme is delivered 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 specialists in the subject area. Training materials are periodically reviewed and updated.

- ✓ The technical infrastructure corresponds to the teaching methodology, learning activities, e-learning evaluation methods, and creates conditions for a successful teaching and learning process.
- ✓ E-learning assessment methods are in line with the programme objective, allowing 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 organisation has established rules for online behaviour (rules of online etiquette).

### ***Evidentiary part***

Students are stimulated to play an active role in the co-construction of the educational process through the use of the flipped classroom model and the use of case studies. The previous Accreditation commission made recommendations in terms of decentralisation of learning processes, taking into account the provision of students with the formation of flexible learning trajectories and the introduction of interactive teaching methods, taking into account the specifics of student-centred learning. In 2024 the Russian-language electronic library Znanium was integrated, and in 2025 the work on the application of simulation elements in the disciplines taught was started within the framework of the signed agreement with the educational library Harvard Business Publishing. The modular principle of the educational programme is applied, including a number of elective courses; within the Virtual Mobility programme, students can choose courses from the catalogue of the EdX partner platform.

Assessment methods include tests, coursework and graduation work on completion of the course of study. The current control (test) can be taken an unlimited number of times, the choice of coursework and graduation thesis topics is made from the proposed list. Learners' skills are developed through webinars, projects and oral examinations.

Training materials are developed by subject matter experts. Materials are regularly reviewed and updated in line with the **Digital Innovation Strategy** and **Digital Innovation Roadmap 2024-2026**.

SIIL uses a proprietary Learning Management System (LMS) that provides a user-friendly interface and functionality appropriate to the teaching methodology. The platform supports various forms of learning and assessment, including chats and telephone consultations with academic assistants.

Assessment at SIIL includes three levels: tests, written papers and oral examinations. Formative assessment (tests) allows students to repeatedly test their knowledge, while summative assessment (coursework and examinations) is aimed at verifying the achievement of LOs.

Last year the HEI management was recommended by the Accreditation commission experts to develop methodological recommendations on the evaluation system with the indication of evaluation criteria and to carry out activities to inform students about the e-learning evaluation system and the formation of the final grade. Students are informed about the assessment methods through syllabi, personal account on the LMS platform and regular information sessions. SIIL policies such as **Student Progression Assessment Policy** ensure transparency and fairness in assessment.

The recommendation of the previous VEC to communicate to students the requirements for coursework and final papers regarding **plagiarism** is implemented through SIIL's implementation of clear rules and consequences regarding plagiarism, which are outlined in the **Plagiarism Policy** and **Antiplagiarism Guidelines**. Students are informed of the policy through webinars and a personal account on the LMS platform.

Students are taught the rules of citation and use of sources through **Antiplagiarism Guidelines**.

SIIL sets rules for online behaviour through the **Policy on Social Networking and Social Media** and the **External Communications Policy**. These policies contribute to the creation of a comfortable communication environment.

### ***Analytical part***



Based on the information received during the online visit and the analysis of the submitted documents, the IAAR experts believe that SIIL's learning process is highly centralised, which is reflected in the weak possibility for students to form a flexible learning path. Thus, the experts are not fully satisfied with the level of students' involvement in the co-construction of the educational process. SIIL actively uses webinars as one of the main forms of conducting classes. However, most webinars take place in a lecture format, where students act as passive listeners rather than active participants in the educational process. This approach does not fully comply with the principles of student-centred learning, where the key element is the active involvement of students in the learning process. Passive listening to webinars also does not contribute to the development of critical thinking, communication and collaboration skills, which are important components of modern education.

One of the key points to be emphasised is that teaching methods and learning activities are not always chosen to achieve the expected learning outcomes. The lack of deep and purposeful adaptation of educational methods to the needs of students and the specifics of the subject limits the possibility of developing the necessary competences in students. Moreover, underestimating the importance of active interaction in the learning process can lead to a weakening of students' motivation and a decrease in their interest in course topics. Effective learning requires a variety of approaches that not only foster critical and creative thinking, but also help students apply what they have learnt to real-life situations.

Thus, the active use of single-choice tests in the student assessment system is practised. Such tests, although convenient for automated testing, do not contribute to the development of critical thinking, analytical skills and creative approach to problem solving. We believe that this approach contradicts the principles of student-centred learning, as single-choice tests do not allow assessing such important aspects as the ability to argue one's point of view, work with complex tasks and interact in a team.

According to the results of the survey of students with the statement "The teacher stimulates students' activity" fully agreed 32 people (32%), agreed - 41 people (41%), partially agreed 15 people (15%), disagreed 8 people (8%), found it difficult to answer 4 people (4%). 35 people (35%) fully agreed with the statement "A teacher stimulates students' creative thinking", 16 people (16%) partially agreed, 34 people (34%) agreed, 4 people (4%) disagreed, and 4 people (4%) found it difficult to answer. (4%), completely disagreed 1 person (1%), 7 people (7%) found it difficult to answer. The students also made recommendations to optimise the Study Guide for study courses, to reduce the share of questions about the Russian Federation in the tests, taking into account the international status of the university.

***Strengths/best practices:*** not identified.

- not identified under this standard.

***Recommendations for HEIs:***

1. In order to improve the effectiveness of online learning and achieve its results, the HEI management should continuously introduce a variety of lesson formats in the implemented EPs, including practical seminars, group projects, case discussions, real-time feedback and practice-oriented assignments that promote active involvement of students and the development of critical thinking.

2. The university management should expand the assessment system by including tasks oriented to analysis, application of knowledge and development of critical thinking, while reducing the emphasis on single-choice tests by January 2026.

***Accreditation commission findings on criteria:***

For the standard "Student-centred learning and learning assessment", the educational organisation has 7 satisfactory items and 3 criteria requiring improvement.

#### 6.4 Standard "Admission, Progress, Recognition and Certification of Students".

- ✓ The educational organisation should have predefined, 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 study load, programme and e-learning model.
- ✓ The education organisation has a policy and procedure for the recognition of prior learning.

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

The student admission procedure at SIIL is organised in accordance with the approved internal regulatory documents, including the Rules of Admission to Bachelor's and Master's programmes. The selection of applicants is carried out by the Admission Commission on a competitive basis, observing the principles of equal access to education, academic transparency, as well as non-discrimination based on gender, citizenship or social status

Study at SIIL is open to all candidates who hold a Swiss matriculation certificate obtained by Swiss examination or recognised by the Swiss Federal Department of the Interior and the Executive Board of the Swiss Conference of Cantonal Ministers of Education. Applicants with other Swiss or foreign qualifications may also be admitted, provided that their educational documents fulfil the equivalence requirements set by the university. The procedure for the recognition of foreign education is conducted in accordance with SIIL's internal regulations and international agreements.

In addition to the admission rules, the institute has "Regulations on tuition fees", which regulate the procedure and terms of payment of tuition fees, including rates, possible benefits, terms and forms of payment. The Institute independently forms the parameters of admission of students on a fee basis, based on the available resources, technical capabilities, needs of the educational platform and current trends in the labour market.

The admission process is as transparent as possible and is accompanied by detailed information support. All admission conditions, the list of required documents, the specifics of the training model, as well as admission rules are publicly available on the official website of the Institute. Each student is provided with a study contract upon enrolment, which details the key conditions of the educational process, including requirements for attendance, necessary digital skills and rules for online learning.

Special attention should be paid to the fact that the university has developed clear procedures for recognising the results of non-formal education, which opens up additional opportunities for admission for adult learners with practical experience and professional competencies obtained outside the formal educational system.

Upon completion of studies, graduates are awarded a diploma and a diploma supplement, issued in accordance with the Lisbon Convention on the Recognition of Qualifications in Higher Education in the European Region, which ensures the recognition of SIIL higher education documents in other countries and facilitates the academic and professional mobility of graduates

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

As a result of the analysis of the submitted materials and the online visit, the members of the external expert commission came to the conclusion that the HEI implements a transparent, formalised and consistently implemented policy of forming the contingent of students. The admission conditions, application procedure and selection criteria are clearly stated, understandable and publicly available on the official website of the institute. Admission procedures are based on the principles of academic equality and openness, which contributes to ensuring equal access to education for a wide range of applicants, regardless of their citizenship, social status or place of residence.

Information about the current educational programmes, admission conditions, application deadlines, the list of required documents, as well as the qualifications awarded is presented on the university's website in a structured form. If necessary, the Institute's employees provide explanations and consultations to potential applicants on individual requests, which confirms the student-centred approach and accessibility of communication.

It should be noted the implementation of the recommendation of the IAAR in terms of the implementation of virtual academic mobility programmes, as well as the application of the

mechanism of recognition of the results of formal training obtained in other educational institutions.

The Institute endeavours to ensure transparency and predictability of all procedures governing the student life cycle, including admission, training, assessment. However, there are no defined and published rules for professional certification. Standardised certification ensures comparability of educational achievements both domestically and internationally. It directly affects the reputation of the university, its attractiveness to applicants and the recognition of graduates by employers. Thus, certification is not just a final stage of education, but a tool to ensure the quality of education and confidence in the results declared by the educational organisation.

The lack of professional certification reduces employers' confidence in the level of graduates' training, weakens the link between education and labour market requirements and limits the competitiveness of graduates. It also makes it difficult to recognise qualifications at national and international levels.

During interviews with students and curriculum analysis, it was found that students have a full understanding of the structure of their programmes, including the disciplines to be studied, the expected learning outcomes, the requirements for completing modules and the qualifications they will receive upon graduation. Students positively evaluate not only the online learning model, but also the professionalism of the teaching staff, the availability of counselling support and the atmosphere of interaction within the academic community. According to the results of the sociological survey on the assessment of equal opportunities for students 55% (55 people) - completely agree, 39% (39 people) agree, 4% (4 people) - partially agree.

Regarding the question "Information support and explanation of the requirements for entering the university and the strategy of the educational programme (speciality) before entering the university" - 52% or 52 people rated satisfaction as "excellent", 33% (33 people) as "good", 13% (13 people) rated it as satisfactory and 2% (2 people) were not satisfied.

In general, the results of the student interviews confirmed that learners appreciated both the academic content of the programmes and the teaching style, the accessibility of learning materials and the level of communication with lecturers.

***Strengths/best practices:***

- not identified under this standard.

***Recommendations for HEIs:***

1. The university management is recommended to introduce elements of professional certification into educational programmes through partnership with industry organisations and certification centres by September 2026

***Accreditation commission findings on criteria:***

According to the standard "Student Admission, Performance, Recognition and Certification" the educational organisation has 3 satisfactory criteria and 1 suggesting improvement.

***6.5 The standard "Teaching staff/faculty".***

- ✓ An educational organisation should have objective and transparent processes for the recruitment, professional growth and development of all staff that enable them to ensure the competence of their teachers.
- ✓ The educational organisation has determined the structure, profile and role of the teaching staff according to the learning model adopted.
- ✓ The educational organisation uses appropriate tools to ensure that the profile of 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 organised for new employees.
- ✓ The educational organisation has developed procedures to identify support and development needs of teaching staff.
- ✓ Technology and instructional support services for teachers are sufficient, accessible, and timely.
- ✓ The ratio of teachers to students avoids excessive workload for teachers and tutors.
- ✓ The educational organisation has put in place appropriate procedures for the recruitment and employment of teachers.
- ✓ In the implementation of e-learning, the work of teachers is effectively coordinated.

***Evidentiary part***

SIIL has clear and transparent recruitment processes based on the principles of merit, fairness, transparency, responsiveness and alignment with business needs. The recruitment process includes a



competitive selection process where academic degrees, professional experience and teaching skills are taken into account. A master's degree is a mandatory requirement for teachers and a doctorate for professors.

SIIL adopts a flipped classroom model in the organisation of online learning, which requires teaching excellence. The teaching staff consists of 36 people, including lecturers, senior lecturers, associate professors and professors.

SIIL uses an annual evaluation of teachers, including attendance at webinars and analysing the quality of courses. A Teaching Centre has been established to organise regular training and professional development of teaching staff.

New teachers receive mandatory training in the use of LMS, virtual classrooms and other technologies. They also receive training in data protection and IT security.

SIIL regularly collects feedback from teachers through the **Satisfaction form for Teaching Staff**. Based on this feedback, development and motivation plans for teachers are drawn up.

SIIL provides teachers with the necessary technological and pedagogical resources. **Product Development Unit** and **IT Services & Support** provide timely assistance in using LMS and other tools.

SIIL's recruitment procedures are clearly regulated by **HR Recruitment Policy** and **Employment Equality Policy** and include job description, eligibility requirements and a competitive **Selection Committee** consisting of 5 persons.

#### *Analytical part*

SIIL has clear and objective recruitment procedures based on the principles of equality and transparency. The recruitment procedure includes 11 key steps.

The ratio of lecturers to students at SIIL is 1.45 students to 1 lecturer, which excludes an excessive load on lecturers. There are 23 student support staff (tutors, academic assistants).

The university has developed and applies the procedure of staff development, however, as it was shown by familiarisation with **Academic staff HR profiles**, not all teachers regularly undergo professional development in the disciplines they teach. Thus, out of 20 teachers whose profiles were offered for review, 9 teachers (S.A. Bogachev, A.A. Kalgina, D.Y. Rozhkova, K.N. Alekseev, N.K. Rozhkova, Y.S. Sizova, G.L. Tolkachenko, O.Y. Tolkachenko, N.E. Tsareva) have certificates of advanced training in the development of skills in the use of learning technologies and e-learning methods

During the online interview, SIIL faculty confirmed the use of various forms of tangible and intangible incentives by the university management, in terms of support for scientific publications and participation in travelling events. At the same time, the system of material incentives for faculty members, recommended by the previous Accreditation commission, depending on the achievement of performance indicators in professional activity, is at the stage of harmonisation

According to the results of the questionnaire of the teaching staff, the professional development activities were evaluated very well by 22 people (59.5%), well by 14 people (37.8%), poorly by 1 person (2.7%). SIIL teaching staff evaluates quite highly their ability to combine teaching with research - 32 people (86,5%) evaluated it very well and 5 people (13,5) well, and the ability to combine teaching with practical activities - 34 people (91,9%) evaluated it very well and 4 people (8,1) well. In the online interviews and in the questionnaires, faculty members gave good feedback on the accessibility of the manual and their ability to communicate their opinions.

#### *Strengths/best practices:*

- not identified under this standard.

#### *Recommendations for HEIs:*

1. By the beginning of the 2025-2026 academic year, the university management should develop and implement a comprehensive system of motivation for teaching staff, including both

material and non-material incentives aimed at increasing professional activity, teaching quality and involvement in research activities.

2. It is recommended to develop by the end of the 2024-2025 academic year and implement by the beginning of 2026 a professional development programme for teachers aimed at mastering modern teaching technologies and assessment methods in the e-learning environment. Training should include practical trainings, webinars and methodological materials to enable teachers to effectively use digital tools, adapt educational content and objectively assess students' achievements in the online learning format.

### ***Accreditation commission findings on criteria:***

The education organisation has 7 satisfactory items and 2 criteria requiring improvement on the Teaching Staff standard.

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

- ✓ The educational organisation should have adequate funding for 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 programme is accessible to students with special educational needs.
- ✓ The educational organisation defines e-security measures to guarantee standards of quality, integrity and reliability of information.
- ✓ The virtual learning environment is based on non-proprietary web standards and is constantly updated to reflect technological changes.
- ✓ The educational organisation provides students with a digital library and virtual labs.
- ✓ The educational organisation 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 the 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 tailored to student needs; for example, peak demand periods (evenings, weekends, holidays, etc.) are taken into account.
- ✓ Educational organisations provide opportunities for virtual mobility for students and teachers.

### ***Evidentiary part***

SIIL provides students with a wide range of educational resources and support services, as evidenced by the availability:

- Online infrastructure including LMS, CRM system, messengers, social media and call centre;
- The Multimedia Library (MTL), which contains learning materials, tests and links to additional resources. In 2024, SIIL integrated the Russian-language electronic library Znanium, and from February 2025, students have access to the Harvard Business Publishing library;
- ERP system automating the processes of student admission, financial monitoring and document management.

The university management was recommended by the last EEC to create an electronic library, to collect all recommended materials in a single digital system with the possibility of searching by programmes and courses, this recommendation is in the process of implementation.

SIIL's financial sustainability is ensured through income from teaching, research and consultancy.

Through the functioning of virtual educational environment provides access to learning materials at any time and from anywhere, the ability to interact through chat rooms and e-mail, the ability to track students' progress and provide feedback.

Additional VLE enhancements are described in **Digital Innovations Strategy** and the LMS Development Roadmap.

SIIL has implemented **Reasonable Accommodation Policy for Students with Special Needs**, including extra time for exams (25%), oral exams to clarify written work and individualised academic assistant support. **An Action Plan for Accessible Educational Resources** has also been developed.

SIIL has implemented **Data Protection Policy** and **IT Security Policy** compliant with national and European requirements, **Records Management Policy** to ensure data integrity and

confidentiality.

SIIL VLE virtual learning environment complies with HTML, CSS, JavaScript standards.

SIIL takes into account the individual needs of students, including students with disabilities, as reflected in the **Reasonable Accommodation Policy for Students with Special Needs**.

Learning development and digital skills are supported through the delivery of modules on time management, artificial intelligence and data visualisation (**Catalogue of Study Programmes 2024**) and interactive training through Harvard ManageMentors.

Students are instructed on how to use the VLE, e-library and other resources through tutorial videos and guides in a personal account (E-learning platform).

SIIL's call centre is open from 9:00 am to 5:00 pm and email queries are answered within 24 hours. Academic assistants are available via internal messenger and email.

SIIL has implemented **Virtual Mobility Regulations** and signed an agreement with EdX providing access to courses in 40 universities. According to the HEI management, 7 students have used this opportunity since February 2025.

### *Analytical part*

SIIL provides access to Znanium Library (49,753 items) and Harvard Business Publishing (67,233 items) as a result of the recommendation to open virtual labs and the ability to access global educational platforms and subscription abstract databases.

Virtual laboratories for IT students in cooperation with CERN and for management students using simulations and case studies from Harvard Business Publishing are used in the training programme.

Student support is provided through academic assistants available through the LMS and Call Centre. SIIL has implemented **Quality Assurance Policy, Equality Policy and Mentoring and Tutoring Guidelines**.

While SIIL has implemented an LMS (VLE) and provides basic features such as access to materials, interactivity and progress tracking, there are several aspects that need attention in further improving the learning experience.

Thus, while chat rooms and email are available, tools for deeper interaction such as live video conferencing, interactive webinars, or virtual classrooms are not used across courses, limiting opportunities for live discussion and collaboration between students and faculty.

The report mentions that SIIL plans to introduce new technologies such as virtual reality, but these plans remain unrealised at the time of analysis. This indicates a lag in the use of advanced tools that could significantly improve the educational process. To date, the HEI only uses virtual laboratories based on a partnership agreement with EdX.

The SIIL LMS does not provide enough flexibility to adapt to individual student needs. For example, there are no functions for automatic recommendation of materials based on the student's academic performance or interests.

While SIIL has integrated Znanium and Harvard Business Publishing libraries, integration with other educational platforms or resources (e.g. Coursera, EdX) remains limited. This narrows the opportunities for students to gain additional knowledge and skills.

Last year, the university management was advised to develop an action plan to realise the accessibility of resources for students with special educational needs. SIIL has taken steps to support students with special needs, such as the implementation of the **Reasonable Accommodation Policy for Students with Special Needs** and the **Action Plan for Accessible Educational Resources**. We believe that there are several points that need to be addressed.

Although the report mentions that video lectures are subtitled, other content formats (e.g. PDF documents, presentations) may not be adapted for students with visual or hearing impairments. This limits their access to learning materials.

The LMS lacks specialised tools for students with special needs, such as software to read text aloud, enlarge fonts or change colour schemes for people with dyslexia or visual impairments.



Although SIIL provides additional support measures (e.g. extra time for examinations), there is no clear indication that all teachers have received sufficient training to work with students with special needs. This can lead to unequal access to education.

The university actively implements virtual mobility of students, but does not pay attention to the academic mobility of teaching staff, which requires strengthening work in this direction.

Questioning of students showed that the level of accessibility of library resources was rated as "excellent" by 44 people (44%), "good" - 31 people (31%), "satisfactory" - 19 people (19%), "not satisfied" - 4 people (4%), "very bad" - 2 people (2%).

The assessment of teaching methods in general is as follows: "excellent" 47 people (47%), "good" - 36 people (36%), "satisfactory" - 13 people (13%), "not satisfied" - 2 people (2%), "very bad" - 2 people (2%).

The results of the assessment of satisfaction with the available online scientific laboratories: "excellent" 38 people (38%), "good" - 40 people (40%), "satisfactory" - 18 people (18%), "not satisfied" - 3 people (3%), "very bad" - 1 person (1%).

***Strengths/best practices:***

- not identified under this standard.

***Recommendations for HEIs:***

1. By the beginning of the 2025-2026 academic year, the university management should introduce modern tools of interaction between students and teachers into the educational process, increasing the share of virtual laboratories and interactive webinars.

2. By the beginning of the 2025-2026 academic year, the university management should ensure the development and approval of a roadmap for professional development of teaching staff in the field of interaction with students with special educational needs.

3. By the beginning of the 2025-2026 academic year, the university management should implement the SIIL academic mobility programme with virtual classes.

***Accreditation commission findings on criteria:***

For the standard "Educational Resources and Student Support System", the educational organisation has 10 satisfactory items and 3 criteria requiring improvement.

**6.7 Standard "INFORMATION MANAGEMENT"**

✓ Educational organisations should ensure that, in order to manage their programmes and other activities effectively, they have appropriate processes for collecting, analysing and using relevant information.

✓ The data collected is used to evaluate e-learning programmes (e.g. benchmarking of course design).

✓ The educational organisation has a strategy for using and targeting learning analytics (i.e. the aim is to improve student support).

✓ The information management system includes relevant, up-to-date and reliable information about the educational organisation and related programmes.

✓ The education organisation takes into account ethical standards and government policies regarding student data protection and privacy.

***Evidentiary part***

Accreditation commission experts note that SIIL has implemented a comprehensive information management system that includes the collection, analysis and use of data to improve educational programmes and other activities, as evidenced by the following facts:

SIIL utilises the cloud-based SRMS system to record student data including applications, registration and academic records, enabling reports to be generated for internal purposes such as quality management and planning, as well as external enquiries from regulatory bodies (**Quality Assurance Policy, Section 8**).

SIIL has implemented a **Data Protection Policy** and **IT Security Policy** that comply with legal requirements and ensure the protection of student and staff data. Additional policies such as **Cloud Policy**, **Cookie Policy** and **Policy on Social Networking Social Media** and have also been

developed to regulate the use of technology and data protection.

SIIL regularly collects feedback from students, faculty and administrative staff through satisfaction questionnaires. This data is analysed and used to improve educational programmes and processes.

SIIL has developed a strategy to use learning analytics to improve student support and enhance learning. For example, SIIL uses data from the LMS to track student progress, identify problems and prevent dropouts. This allows for rapid response to student needs and improvement of learning programmes (**SIIL LMS based monitoring principles**). **LMS Development Roadmap** and **Digital Innovations Roadmap** have been implemented, which are aimed at improving analytics and introducing new technologies.

SIIL ensures that information about its programmes and processes is transparent and accessible. This is confirmed by updating the information on the website. Thus, the work of to post on the HEI's website annually detailed information related to changes in the structure and/or content of the EP, graduate model, etc., to inform stakeholders about the decisions taken in terms of taking into account their suggestions

It was also recommended to conduct a survey of students and teaching staff on their satisfaction with the technical, virtual and digital tools for the implementation of the university's programmes. The results of the surveys and reports on the quality of programmes are available on the SIIL website, which allows all stakeholders to keep abreast of current changes and improvements (<https://siil.ch/reports>).

SIIL strictly complies with ethical standards and legal requirements in the field of data protection. To this end, **Data Protection Policy**, **Data Breach Procedural Guidelines** and **IT Security Policy** have been implemented. SIIL employees are trained in data protection and privacy issues to ensure ethical behaviour at all levels.

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

SIIL actively uses data to evaluate and improve its e-learning programmes. For example, in 2024, SIIL conducted 7 types of different surveys among students, lecturers, administrative staff and employers. The results of these surveys were used by HEI management to revise the curricula and make changes to meet labour market requirements. Thus, a **Plan for Corrective and Preventive Actions Based on Survey Results** was developed. Some reports based on survey data are published on the SIIL website (<https://siil.ch/reports>), which demonstrates transparency and willingness to improve. Regular surveys make it possible to identify weaknesses in training programmes and promptly make changes.

Accreditation commission members were provided with a demo account to access courses and resources (SIIL e-learning platform, login: demo\_siil@demo.ru, password: demo22).

While SIIL has taken steps to implement learning analytics, we noted points that limit its effectiveness. For example, the report mentions that analytics are used to track student progress and identify risks such as dropouts or course failures. However, there is no clear indication of exactly how this data is integrated into decision-making. For example, there is no information on how analytics affects curriculum adjustments or individualised student support.

The report does not indicate whether SIIL uses predictive analytics tools that could help identify at-risk students early on. For example, the lack of data on how analytics help predict dropouts or poor academic performance reduces its usefulness.

To the question "How often do you encounter in your work with untimely receipt of information about events?" the PCU answered as follows: often - 0, sometimes - 5 people (13.5%), never 32 people (86.5%).

***Strengths/best practices:*** not identified.

- not identified under this standard.

***Recommendations for HEIs:***

1. By the beginning of the 2025-2026 academic year, the HEI leadership team will develop and implement a holistic learning analytics strategy aimed at early identification of at-risk students and the provision of personalised support for all categories of learners.

***Accreditation commission findings on criteria:***

According to the standard "Information Management", the educational organisation has 4 satisfactory positions and 1 criterion requiring improvement.

**6.8 Standard "INFORMATION TO THE PUBLIC"**

- ✓ *The educational organisation shall inform the public about its activities (including programmes). Information should be clear, reliable, objective, relevant and accessible.*
- ✓ *The educational organisation publishes accurate, complete and up-to-date information on educational programmes (i.e. recognition of qualifications, learning objectives, credits, requirements, assessment methods, deadlines, dates relevant to the programme).*
- ✓ *The educational organisation publishes accurate, complete and up-to-date information on institutional technical support.*
- ✓ *The technical requirements to ensure full and effective utilisation of the system are clearly defined and published.*
- ✓ *The educational organisation publishes information on the academic performance of students, including the percentage of students completing, passing and dropping out.*

***Evidentiary part***

SIIL's official website ([www.siil.ch](http://www.siil.ch)) is the main resource for providing information about the institute's activities. The website contains up-to-date information on programmes, admission rules, tuition fees and student services (**SIIL Prospectus** and **SIIL Handbook**).

SIIL is governed by the **External Communications, Media Relations and Social Media Policy**, which regulates the publication of information and interaction with the public through social media and other channels. Information on the website is updated at least once a year and promptly in case of changes in programmes or regulations.

The information is provided in English and Russian and is adapted for different audiences, including applicants, students, and alumni.

The SIIL website has descriptions of all programmes including learning objectives, outcomes, credits, entry requirements (**Study Regulations for Bachelor and Master Programmes**).

The university management was recommended by the previous VEC to place on the website the evaluation criteria, as well as to update the content of the website in terms of publishing the conditions of recognition, learning objectives of the EP, as well as to place on the website up-to-date information on the institutional technical support of educational activity support systems, as well as information on feedback channels.

Information on assessment rules, **Prior Learning Recognition** and anti-plagiarism requirements is available at **Policies**. This includes **Guidelines for Writing Courseworks, Bachelor, and Master Theses** and **Anti-plagiarism Guidelines and Citation Rules**.

SIIL provides comprehensive information on technical support. For example, the **Learning Support Team**, **E-Learning Platform** and **Important Information for Students** pages provide information on technical requirements, available resources and how to get support.

Students can apply for help via their personal account on the **my.siil.ch** platform or via the contact page (**Contacts**).

All policies related to IT support and data protection are available at **Policies**, including **IT Security Policy** and **Cloud Policy**.

The **Important Information for Students** and **E-Learning Platform** pages provide the minimum technical requirements for using the LMS (VLE), including the necessary devices, software and internet speed.

SIIL publishes data on student academic performance: The **Academic Performance and Student Demographics Report** is available on the **Quality Assurance Office** page, containing statistics on programme completion, academic performance and retention, as well as demographic data (country of origin, age, gender distribution).

The reports are published annually and are available to all stakeholders, demonstrating SIIL's commitment to transparency and accountability.

***Analytical part***

While SIIL provides basic information about its educational programmes on the website, there are a few aspects that are recommended to pay attention to.

The website provides general descriptions of programmes but lacks detailed information on teaching methods, reading lists and assessment criteria. For example, in [Catalogue of Study Programmes](#) only the core modules are listed, but there are no detailed syllabuses for each course.

Limited access to materials: Full access to study materials and programmes is only available to enrolled students via a personal account on the [my.siil.ch](http://my.siil.ch) platform. This limits the ability of prospective students and other stakeholders to familiarise themselves with programme content and teaching methods prior to enrolment.

The website does not provide data on the career prospects of graduates, such as employment rates, average salaries or employer feedback. This is important for applicants who want to assess prospects after graduating from the programme.

SIIL provides basic information on technical support, but there are several areas that need improvement. For example, the [Important Information for Students](#) and [E-Learning Platform](#) pages provide minimum technical requirements, but lack detailed information on compatibility with different operating systems, browsers and devices. This may cause difficulties for students using non-standard devices or software.

Although students can seek help via a personal account or contact page, the website does not clearly describe procedures for resolving technical issues, such as response times, steps for handling requests, and contact details for technical support.

The website does not indicate which resources (e.g. e-library, virtual labs) are available to students and how to access them. This may cause difficulties for students, especially at the initial stages of study.

In the course of the questionnaire, students assessed the usefulness of the website of the organisation of education in general and faculties in particular as follows: "excellent" - 59 people (59%), "good" - 46 people (46%), "satisfied" - 5 people (5%), "not satisfied" and "very bad" - 0.

***Strengths/best practices***

- not identified under this standard.

***Recommendations for HEIs:***

1. By the beginning of each academic year, publish detailed syllabi for each course, including a list of topics, teaching methods, assessment criteria and recommended reading.
2. By the end of the 2024-2025 academic year, post examples of course materials (e.g., lectures, assignments) in the public domain and create demo versions of courses available to all users for potential students to review.
3. Publish annual information on the career prospects of graduates, including employment statistics, employer feedback and examples of career trajectories.
4. By the beginning of the 2025-2026 school year, publish clear instructions on the website for requesting technical assistance, including response times, steps for processing requests, and contact information for technical support, and create a frequently asked questions (FAQ) section on technical problems and their solutions.

***Accreditation commission findings on criteria:***

For the standard "Public Awareness", the education organisation has 3 satisfactory positions and 2 criteria requiring improvement.

## **6.9 Standard "Ongoing MONITORING AND PERIODIC EVALUATION OF PROGRAMMES".**



- ✓ The educational organisation should monitor and periodically evaluate programmes to ensure that they achieve their purpose and meet the needs of students and society.
- ✓ The results of monitoring and periodic evaluation should lead to continuous programme improvement.
- ✓ All stakeholders should be informed of any actions planned or taken in relation to these programmes.
- ✓ E-learning programmes are reviewed, updated and improved.
- ✓ Pedagogical developments are aligned with institutional strategy.
- ✓ Developments in ICT and education are analysed and implemented as appropriate.
- ✓ The internal quality assurance system includes feedback from stakeholders (especially students).

### ***Evidentiary part***

It was recommended to the HEI management by the previous EEC to develop a plan for monitoring and periodic assessment of EP in order to improve the HEI's EP. SIIL demonstrates a systematic approach to monitoring and evaluation of educational programmes. Thus, SIIL has developed and implemented **Study Programme Monitoring and Review Procedures** that include clear timelines, responsible persons and monitoring processes. Programmes are reviewed and updated at least twice a year at Faculty Programme Board meetings. In 2024, all programmes were reviewed based on recommendations from accreditation bodies and feedback from students, faculty, alumni and employers (**Minutes of the Academic Council Meetings**).

SIIL actively uses monitoring results to improve programmes. In particular, a **Plan for Corrective and Preventive Actions Based on Survey Results** has been developed.

Survey results and programme monitoring reports are published on the SIIL website ([Reports](#)). For example, the **Academic Performance and Student Demographics Report** provides statistics on academic performance, programme completion and dropouts.

Monitoring reports and planned changes are presented at Academic Council meetings and minutes of the meetings are circulated to all interested parties (**Minutes of the Academic Council Meetings**).

SIIL as a fully online institute pays special attention to monitoring and improving e-learning programmes. E-learning programmes are revised annually based on feedback from students and faculty. In 2024, virtual labs and EdX courses were introduced into the curriculum.

SIIL undergoes an annual external audit from international bodies, which contributes to the improvement of the programmes (**SIIL Self-Assessment Report On The Internal Monitoring And Study Programmes Review 2024**).

SIIL integrates pedagogical developments into its strategy. In particular, SIIL uses the flipped classroom approach as the basis of its educational model, which promotes active learning and student engagement (**Quality Assurance Policy**). Implemented **Staff Development Policy**, which includes faculty development plans and the implementation of new pedagogical strategies.

Regular student and faculty surveys help identify weaknesses and improve programmes (**Student Satisfaction Form**).

Work is underway to strengthen the role of employers in programme design and evaluation through an established Advisory Board (**Advisory Board Policy**).

### ***Analytical part***

SIIL is actively introducing new technologies into the educational process: in 2024, SIIL has introduced the AI assistant Silli to improve interaction with students (**Digital Innovations Roadmap**). SIIL's IT department regularly analyses new developments in the field of education and proposes their implementation in the educational process.

SIIL regularly collects feedback from students, faculty, alumni and employers through surveys that are published on the website (**Surveys**). For example, in 2024, surveys were conducted among students (Student Survey Report) and faculty (SIIL Faculty Survey Report).

While SIIL is taking steps to inform stakeholders about changes in educational programmes, there are certain points that need to be improved in terms of engagement with employers.

Employers are involved in the process through the Advisory Board, but their involvement is limited to general recommendations and strategic discussions. There is a lack of regular feedback from employers on how changes in programmes affect the training of graduates and their relevance to the labour market.

SIIL publishes reports on monitoring and programme developments on its website, but there are no specialised reports specifically for employers. This limits their ability to assess how programmes are evolving to meet their needs.

***Strengths/best practices:***

- not identified under this standard.

***Recommendations for HEIs:***

1. Before the beginning of the 2025-2026 academic year, university management should include employer representatives in the working groups for curriculum development and evaluation.
2. That HEI management create separate reports in time for the start of the new academic year 2025-2026 for employers detailing programme changes, their rationale and expected outcomes, publish these reports on the SIIL website and email them to employers.

***Accreditation commission findings on criteria:***

According to the standard "Continuous monitoring and periodic evaluation of programmes", the educational organisation has 6 satisfactory positions and 1 criterion requiring improvement.

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

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

SIIL undergoes external quality assurance procedures annually, including eduQwa certification, IAAR accreditation and participation in the QS global ranking. This is supported by **Strategic Plan 2022-2026**, which states that external certifications and accreditations are an annual goal.

SIIL cooperates with various accreditation bodies to ensure a comprehensive assessment of the quality of educational programmes and institutional quality system. The results of external audits and accreditations are published in **Annual Reports** and on the **Awards Accreditations** and page, which demonstrates SIIL's transparency and accountability.

SIIL actively takes into account the progress made as a result of previous external audits. For example, the **Strategic Plan 2022-2026** includes milestones for the implementation of corrective measures after each accreditation. This is confirmed by the minutes of the Academic Council meetings where the recommendations of the external auditors are discussed and implemented (**Minutes of the AC meeting in May 2024**).

***Analytical part***

The **Strategic Plan 2022-2026** outlines plans for external audits and accreditations, keeping the public informed of upcoming quality assurance procedures.

During the online visit, the VEC experts noted the fact that the institute is committed to ensuring that all recommendations since the last external quality assurance procedure are thoroughly analysed, documented and taken into account in preparation for the next evaluation. Particular emphasis is placed on demonstrating progress in key areas of institutional development. The Institute has developed and improved a number of business processes related to the organisation of the academic process, including planning, monitoring of academic performance, management of educational programmes and student support. These changes are aimed at improving the efficiency of academic activities, the quality of educational services and the sustainability of the internal quality assurance system.

Taking these achievements into account allows us to demonstrate positive development dynamics, strengthen the confidence of external stakeholders and reaffirm our commitment to



continuous improvement.

***Strengths/best practices:***

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

***Recommendations for HEIs:*** none.

***Accreditation commission findings on criteria:***

According to the standard "Periodic External Quality Assurance Procedures" the educational organisation has 1 strong and 2 satisfactory positions.



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

According to the standard "QUALITY ASSURANCE POLICY":

- not identified under this standard.

According to the standard "PROGRAMME DEVELOPMENT AND APPROVAL":

- not identified under this standard.

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

- not identified under this standard.

According to the standard "ADMISSION, PROGRESS, RECOGNITION AND CERTIFICATION OF STUDENTS.":

- not identified under this standard.

According to the standard "TEACHING STAFF.":

- not identified under this standard.

According to the standard "EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM":

- not identified under this standard.

According to the standard "INFORMATION MANAGEMENT":

- not identified under this standard.

According to the PUBLIC INFORMATION standard:

- not identified under this standard.

According to the standard "ONGOING MONITORING AND PERIODIC EVALUATION OF PROGRAMMES":

- not identified under this standard.

According to the standard "PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES":

The Institute shall endeavour to ensure that progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.

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

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

1. To ensure regular and structured participation of students in internal quality assurance processes through online surveys, focus groups and representation in working groups, regardless of their physical location. Term - ongoing.
2. The university management to develop instructions and training materials for students and teachers on how to work with inclusive tools by January 2026.

### **According to the standard "PROGRAMME DEVELOPMENT AND APPROVAL":**

1. The university management should ensure that an interdisciplinary team including both subject matter experts (teachers, methodologists) and technical experts (instructional designers, developers, EdTech specialists) is involved in the development and evaluation of e-learning programmes on a permanent basis.
2. The university management should organise professional development of employees in the field of digital pedagogy and distance learning technologies, as well as implement a system of internal expertise and exchange of experience on the quality of e-learning programmes by March 2026.
3. The university management should develop a Strategy for Digital Pedagogical Innovations, including the use of adaptive technologies, interactive formats, gamification elements and AI solutions to improve the effectiveness of online learning and student engagement by August 2026.
4. The university management is recommended to consider the possibility of organising professional internships for students on the basis of enterprises of the real sector of the economy. By the beginning of 2025-2026 academic year to develop and approve a roadmap for the implementation of practice-oriented approach in educational programmes, ensuring the implementation of the envisaged activities in accordance with the established deadlines and objectives.

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

1. In order to improve the effectiveness of online learning and to achieve its results, the university management should permanently introduce a variety of lesson formats in the implemented EPs, including practical seminars, group projects, case discussions, real-time feedback and practice-oriented assignments that promote active involvement of students and the development of critical thinking.
2. The university management should expand the assessment system by including tasks oriented to analysis, application of knowledge and development of critical thinking, while reducing the emphasis on single-choice tests by January 2026.

### **According to the standard "ADMISSION, PROGRESS, RECOGNITION AND CERTIFICATION OF STUDENTS."**

1. The university management is recommended to introduce elements of professional certification into educational programmes through partnership with industry organisations and certification centres by September 2026

### **According to the standard "TEACHING STAFF."**

3. By the beginning of the 2025-2026 academic year, the university management should develop and implement a comprehensive system of motivation for teaching staff, including both material and non-material incentives aimed at increasing professional activity, teaching quality and involvement in research activities.
4. It is recommended to develop by the end of the 2024-2025 academic year and implement by the beginning of 2026 a professional development programme for teachers aimed at mastering

modern teaching technologies and assessment methods in the e-learning environment. The training should include practical trainings, webinars and methodological materials to enable teachers to effectively use digital tools, adapt educational content and objectively assess students' achievements in the online learning format.

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

1. By the beginning of the 2025-2026 academic year, the university management should introduce modern tools of interaction between students and teachers into the educational process, increasing the share of virtual laboratories and interactive webinars.
2. By the beginning of the 2025-2026 academic year, the university management should ensure the development and approval of a roadmap for professional development of teaching staff in the field of interaction with students with special educational needs.
3. By the beginning of the 2025-2026 academic year, the university management should implement the SIIL academic mobility programme with virtual classes.

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

1. By the beginning of the 2025-2026 academic year, the HEI leadership team will develop and implement a holistic learning analytics strategy aimed at early identification of at-risk students and the provision of personalised support for all categories of learners.

**According to the PUBLIC INFORMATION standard:**

1. By the beginning of each academic year, publish detailed syllabi for each course, including a list of topics, teaching methods, assessment criteria and recommended reading.
2. By the end of the 2024-2025 academic year, post examples of course materials (e.g., lectures, assignments) in the public domain and create demos of courses available to all users for potential students to review.
3. publish annual information on the career prospects of graduates, including employment statistics, employer feedback and examples of career trajectories.
4. By the beginning of the 2025-2026 school year, publish clear instructions on the website for requesting technical assistance, including response times, steps for processing requests, and contact information for technical support, and create a frequently asked questions (FAQ) section on technical problems and solutions.

**According to the standard "ONGOING MONITORING AND PERIODIC EVALUATION OF PROGRAMMES":**

1. Before the beginning of the 2025-2026 academic year, university management should include employer representatives in the working groups for curriculum development and evaluation.
2. That HEI management create separate reports in time for the start of the new academic year 2025-2026 for employers detailing programme changes, their rationale and expected outcomes, publish these reports on the SIIL website and email them to employers.

**According to the standard "PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES**

There are no recommendations

**RECOMMENDATION TO THE ACCREDITATION COUNCIL**

*The members of the EEC unanimously agreed that Swiss International Institute Lausanne - SIIL is recommended for accreditation for a period of 3 (three) years.*

*(voting results of Accreditation commission members: in favour - 7, against - 0)*

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

№	№	IAAR International Standards	Position of the educational organisation			
			Strong	Satisfactory	Assumes improvement	Unsatisfactory
Standard 1. QUALITY ASSURANCE POLICY						
1.	1.	The educational organisation should have a published quality assurance policy that forms 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 organisation's overall development strategy as well as quality assurance policy.		+		
4.	4.	The education organisation 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 are in place to ensure the successful teaching and learning process for students, including those with special educational needs.			+	
6.	6.	The educational organisation has policies and regulations to ensure academic honesty, academic freedom and ethical behaviour.		+		
7.	7.	The quality assurance policy provides for electronic security measures		+		
8.	8.	Where external services are engaged, the education organisation has written agreements/contracts defining 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.			+	
Total standard				7	2	
Standard 2. PROGRAMME DEVELOPMENT AND APPROVAL						
10.	1.	The educational organisation should have mechanisms for developing and approving its programmes.		+		
11.	2.	Programmes should be designed in line with the identified objectives, including the 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 organisation 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 are aware of their responsibility for the development of the educational programme.		+		
14.	5.	E-learning educational programmes are in line with the mission of the educational organisation.		+		
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.	The needs of students are taken into account in the development of the learning model and curricula.		+		
<b>Total standard</b>				<b>7</b>	<b>2</b>	
<b>Standard 3. STUDENT-CENTRED LEARNING AND LEARNING ASSESSMENT</b>						
19.	1.	The educational organisation should ensure that the programme is delivered 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 EP.		+		
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.	E-learning assessment methods are in line with the programme objective, allowing learners to see the extent to which the intended learning outcomes have been achieved.			+	
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 organisation has established rules for online behaviour (rules of online etiquette).		+		
<b>Total standard</b>				<b>7</b>	<b>3</b>	
<b>Standard 4. ADMISSION, PROGRESS, RECOGNITION AND CERTIFICATION OF STUDENTS</b>						



29.	1.	The educational organisation should have predefined, 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 study load, programme and e-learning model.		+		
32.	4.	The education organisation has a policy and procedure in place for the recognition of prior learning.		+		
<b>Total standard</b>				<b>3</b>	<b>1</b>	
<b>Standard 5. TEACHING STAFF</b>						
33.	1.	An educational organisation should have objective and transparent processes for the recruitment, professional growth and development of all staff that enable them to ensure the competence of their teachers.		+		
34.	2.	The educational organisation has determined the structure, profile and role of the teaching staff according to the learning model adopted.		+		
35.	3.	The educational organisation uses appropriate tools to ensure that the profile of 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 organised for new employees.			+	
37.	5.	The education organisation has developed procedures to identify support and development needs of teaching staff.		+		
38.	6.	Technology and instructional support services for teachers are sufficient, accessible, and timely.			+	
39.	7.	The ratio of teachers to students avoids excessive workload for teachers and tutors.		+		
40.	8.	The education organisation has put in place appropriate procedures for the recruitment and employment of teachers.		+		
41.	9.	In the implementation of e-learning, the work of teachers is effectively coordinated.		+		
<b>Total standard</b>				<b>7</b>	<b>2</b>	
<b>Standard 6: EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEMS</b>						
42.	1.	The educational organisation 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 programme is accessible to students with special educational needs.			+	

45.	4.	The educational organisation defines e-security measures to guarantee standards of quality, integrity and reliability of information.		+		
46.	5.	The virtual learning environment is based on non-proprietary web standards and is constantly updated to reflect technological changes.		+		
47.	6.	The educational organisation provides students with a digital library and virtual labs.			+	
48.	7.	The educational organisation 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 tailored to student needs; for example, peak demand periods (evenings, weekends, holidays, etc.) are taken into account.		+		
54.	13.	Educational organisations provide opportunities for virtual mobility for students and teachers.		+		
<b>Total standard</b>				<b>10</b>	<b>3</b>	
<b>Standard 7. INFORMATION MANAGEMENT</b>						
55.	1.	The educational organization should ensure that it collects, analyses and uses relevant information to manage its programmes and other activities effectively		+		
56.	2.	The data collected is used to evaluate e-learning programmes (e.g. benchmarking of course design).		+		
57.	3.	The educational organisation has a strategy for using and targeting learning analytics (i.e. the aim is to improve student support).			+	
58.	4.	The information management system includes relevant, up-to-date and reliable information about the educational organisation and related programmes.		+		
59.	5.	The education organisation takes into account ethical standards and government policies regarding student data protection and privacy.		+		
<b>Total standard</b>				<b>4</b>	<b>1</b>	
<b>Standard 8. PUBLIC INFORMATION</b>						
60.	1.	The educational organisation shall inform the public about its activities (including programmes). Information should be clear, reliable, objective, relevant and accessible.		+		
61.	2.	The educational organisation publishes accurate, complete and up-to-date information on educational programmes (i.e. recognition of qualifications, learning objectives, credits, requirements, assessment methods, deadlines, dates relevant to the programme).			+	

62.	3.	The educational organisation publishes accurate, complete and up-to-date information on institutional technical support.			+	
63.	4.	The technical requirements to ensure full and effective utilisation of the system are clearly defined and published.		+		
64.	5.	The educational organisation publishes information on the academic performance of students, including the percentage of students completing, passing and dropping out.		+		
<b>Total standard</b>				<b>3</b>	<b>2</b>	
<b>Standard 9. ONGOING MONITORING AND PERIODIC EVALUATION OF PROGRAMMES</b>						
65.	1.	The educational organisation should monitor and periodically evaluate programmes to ensure that they achieve their purpose and meet the needs of students and society.		+		
66.	2.	The results of monitoring and periodic evaluation should lead to continuous programme improvement.		+		
67.	3.	All stakeholders should be informed of any actions planned or taken in relation to 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 analysed and implemented as appropriate.		+		
71.	7.	The internal quality assurance system includes feedback from stakeholders (especially students).		+		
<b>Total standard</b>				<b>6</b>	<b>1</b>	
<b>Standard 10. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES</b>						
72.	1.	The educational organisation 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 organisation shall make information on the quality of its activities available to the general public.		+		
74.	3.	The educational organisation 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>1</b>	<b>2</b>		
<b>Total for all standards</b>			<b>1</b>	<b>56</b>	<b>17</b>	

## Annex 2. PROGRAMME FOR A VISIT TO AN EDUCATIONAL ORGANISATION



СОГЛАСОВАНО  
Ректор  
Swiss International  
Institute Lausanne – SIIL  
Dr. Tatiana Zarubina  
«17» февраля 2025 года



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИ»  
ТӨУЕЛСІЗ АГЕНТТІГІ» КЕМ  
НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»  
INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING



УТВЕРЖДАЮ  
Генеральный директор  
НУ «Независимое агентство  
аккредитации и рейтинга»  
Жумагулова А.Б.  
«17» февраля 2025 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: 3-5 марта 2025 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>28 февраля 2025 года</b>			
11.00-12.00 (15.00-16.00)	Предварительная встреча ВЭК (обсуждение ключевых вопросов и программы визита)	Внешние эксперты IAAR	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Идентификатор конференции: 962 388 2483
<b>1 день: 3 марта 2025 года</b>			
09.00-09.30 (13.00-13.30)	Распределение ответственности экспертов, решение организационных вопросов	Внешние эксперты IAAR	Подключиться к конференции Zoom <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Идентификатор конференции: 962 388 2483

09.30-10.00 (13.30-14.00)	Meeting with the Rector	Rector - <b>Tatyana Anatolyevna Zarubina</b>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
10.00-10.15	Technical break	<i>IAAR external experts</i>	
10.15-11.00 (14.15-15.00)	Meeting with heads of structural subdivisions	<ul style="list-style-type: none"> <li>• Director of Administrative Department - Maxim Allabyan</li> <li>• Director of the Quality Assurance Department - Anna Isanina Kampar</li> <li>• Director of Academic Department - Tatiana Zarubina</li> <li>• Director of the Student Department - Elena Chubarkina</li> <li>• Head of Educational and Methodological Development Department - Daria Ustoeva</li> <li>• Head of the Alumni Relations Department - Ivan Petukhovskiy</li> </ul>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
11.00-11.15	Technical break	<i>IAAR external experts</i>	
11.15-12.00 (15.15-16.00)	Meeting with Academic	<ul style="list-style-type: none"> <li>• Chairperson of the Academic Council, Rector - Tatiana Zarubina</li> <li>• Secretary of the Academic Council - Anna Isanina Kampar</li> <li>• Shareholders' representative - Sergey Bogachev</li> <li>• Administrative staff representative - Ekaterina Sadovskaya</li> </ul>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
12.00-12.15	Technical break	<i>IAAR external experts</i>	
12.15-13.00 (16.15-17.00)	Meeting with deans of faculties	<ul style="list-style-type: none"> <li>• Dean of the Faculty of Management - Daria Rozhkova</li> <li>• Dean of the IT Faculty - Pavel Tkachev</li> </ul>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
13.00-13.15	Technical break	<i>IAAR external experts</i>	
13.15-14.00 (17.15-18.00)	Demonstration of facilities, software and other administrative and/or training portals: Virtual visit to SIIL educational platform with demonstration of different OPs	<i>IAAR external experts</i>  <i>To accompany and comment on:</i> <ul style="list-style-type: none"> <li>• Rector - Tatiana Zarubina</li> <li>• Director of the Quality Assurance Department - Anna Isanina Kampar</li> </ul>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483



14.00-15.00 (18.00-19.00)	<b>Lunch break</b>	<i>external experts</i>	
15.00-15.30 (19.00-19.30)	The work of the EEC	<i>IAAR external experts</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
15.30-16.15 (19.30-20.15)	Meeting with Heads of RPs (Programme Directors)	<ul style="list-style-type: none"> <li>• Bachelor in Event Management - Andrey Ilyin</li> <li>• Bachelor in Luxury Brand Management - Nika Almar</li> <li>• Master in International Relations - Tatiana Zarubina</li> <li>• Bachelor in Internet Marketing - Anastasia Kashirina</li> <li>• Bachelor in Web Design - Kirill Alexeev</li> </ul>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
16.15-16.30	Technical break	<i>IAAR external experts</i>	
16.30-17.00 (20.30-21.00)	Meeting with the CPS	<i>Appendix No. 1</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
17.00-18.00	Questionnaire survey of teaching staff ( <i>in parallel</i> )	<i>Annex № 2</i> (list with valid e-mail addresses)	<i>The link is sent to the teacher's email personally 5 min before the start of the questionnaire</i>
17.00-18.00 (21.00-22.00)	VEC work (discussion of results and summarising the results of day 1)	<i>IAAR external experts</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
<b>Day 2: 4 March 2025</b>			
09.00-09.30 (13.00-13.30)	VEC work (discussion of organisational issues)	<i>IAAR external experts</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
09.30-10.30 (13.30-14.30)	Meeting with	<i>Appendix . 4</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID:

			962 388 2483
10.30-11.30 (14.30-15.30)	Questionnaire survey of students (in parallel)	<i>Annex No. 5 (list)</i>	<i>The link is sent to the learner's email address</i>
10.30-10.45	Technical break	<i>IAAR external experts</i>	
10.45-12.00 (14.45-16.00)	Work with documents (documents should be uploaded to the cloud in advance (on request), if necessary, university representatives will be invited to the Zoom online room)	<i>IAAR external experts</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
12.00-12.45 (16.00-16.45)	Meeting with employers	<i>Appendix . 6</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
12.45-13.00	Technical break	<i>IAAR external experts</i>	
13.00-13.45 (17.00-17.45)	Meeting with	<i>Appendix . 7</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
13.45-14.00 (17.45-18.00)	The work of the EEC	<i>IAAR external experts</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
14.00-15.00 (18.00-19.00)	<b>Lunch break</b>	<i>IAAR external experts</i>	
15.00-15.30 (19.00-19.30)	The work of the EEC	<i>IAAR external experts</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID:

			962 388 2483
15.30-15.45	Technical break	<i>IAAR external experts</i>	
15.45-18.00 (19.45-22.00)	VEC work, discussion of the results of the second day and profile parameters ( <i>recording in progress</i> )	<i>IAAR external experts</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
<b>Day 3: 5 March 2025</b>			
09.00-10.30 (13.00-14.30)	Work of the EEC (development and discussion of recommendations) ( <i>recorded</i> )	<i>IAAR external experts</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
10.30-10.40	Technical break	<i>IAAR external experts</i>	
10.30-12.00 (14.30-16.00)	VEC work, discussion, decision-making by voting ( <i>recording in progress</i> )	<i>IAAR external experts</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483
12.00-12.15	Technical break	<i>IAAR external experts</i>	
12.15-13.00 (16.15-17.00)	Final meeting of the VEC with the university management	<i>Heads of the university and structural subdivisions</i>	Connect to a Zoom conference <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a> Conference ID: 962 388 2483

### Appendix 3. RESULTS OF THE PPS QUESTIONNAIRE

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

Total number of questionnaires: 37

#### 1. Your department:

Faculty of Management	13 people.	35,135%
Faculty of IT	13 people.	35,135%
MBA ENG	3 people.	8,108%
I teach on programmes in both faculties	8 people.	21,621%

#### 2. Position

Professor	6 people.	16,2%
Associate Professor	11 people.	35,1%
Senior Teacher	1 person.	2,7%
Teacher	14 people.	37,8%
Head of the Department (Head of the Department)	3 people.	8,1%

#### 3. Academic degree, academic title

Honoured Worker.	0 people.	0%
Doctor of Science	6 people.	16,2%
Candidate of Science	12 people.	32,4%
Master	9 people.	24,3%
PhD(PhD)	2 people.	5,4%
Professor	0 people.	0%
Associate Professor	6 people.	16,2%
No	5 people.	13,5%
Specialist	1 person.	2,7%
Candidate for the degree of Candidate of Technical Sciences	1 person.	2,7%
Specialist degree, PhD	1 person.	2,7%

#### 4. Length of service

Less than 1 year	0 people.	0%
1 year - 5 years	25 people.	67,6%
Over 5 years	12 people.	32,4%

№	Questions	Very good	All right.	Relatively bad	Badly	Very badly.	No reply
5	How well does the content of the educational programme meet your needs?	30 people. (81,1%)	7 people. (18,9%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
6	How do you assess the opportunities that the university provides for professional development of the teaching staff?	22 people. (59,5%)	15 people. (40,5%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
7	How do you assess the opportunities provided by the university for career development of teachers?	18 people. (48,6%)	19 people. (51,4%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
8	How do you rate the degree of academic freedom of the faculty?	32 people. (88,9%)	4 people. (11,1%)	0 people. (0%)	0 people.	0 people.	-

					(0%)	(0%)	
	<b>To what extent are teachers able to use their own</b>						
9	• Educational strategies	25 people. (67,6%)	12 people. (32,4%)	0 people. (0 %)	0 people. (0%)	0 people. (0%)	-
10	• Teaching methods	27 people. (73%)	10 people. (27%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
11	• Innovations in the learning process	27 people. (73%)	10 people. (27%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
12	How do you assess the organisation of health care and disease prevention at the HEI?	22 people. (59,5%)	14 people. (37,8%)	1 person (2,7%)	0 persons (0%)	0 persons (0%)	-
13	How much attention does the HEI management pay to the content of the educational programme?	31 people. (83,8%)	6 people. (16,2%)	0 persons (0%)	0 persons (0%)	0 persons (0%)	-
14	How do you assess the sufficiency and availability of necessary scientific and educational literature in the library?	26 people. (70,3%)	11 people. (29,7%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
15	Assess the level of facilities created to meet the needs of different groups of learners?	30 people. (81,1%)	7 people. (18,9%)	0 people. (0%)	0 people. (0%)	0 persons (0%)	-
16	Assess the openness and accessibility of top management for students	32 people. (86,5%)	5 people. (13,5%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
17	Assess the openness and accessibility of top management to teaching staff	34 people. (89,2%)	3 people. (10,8%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
18	What is the level of encouragement and involvement of young professionals in the educational process?	21 people. (56,8%)	16 people. (43,3%)	0 people. (0%)	0 persons (0%)	0 persons (0%)	-
19	Evaluate the professional and personal growth opportunities created for each teacher and staff member.	21 people. (56,8%)	16 people. (43,3%)	0 people. (0%)	0 persons (0%)	0 people. (0%)	-
20	Assess the adequacy of the HEI management's recognition of teachers' potential and abilities	27 people. (73%)	10 people. (27%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
21	How academic mobility activities are organised	18 people. (48,6%)	17 people. (45,9%)	2 persons (5,4 %)	0 persons (0%)	0 people. (0%)	-
22	How the professional development activities of the teaching staff are organised	22 people. (59,5%)	14 people. (37,8%)	0 people. (0%)	1 person. (2,7%)	0 people. (0%)	-
23	Evaluate how the HEI and its management support the research work of the teaching staff	19 people. (43,2%)	16 people. (51,4%)	2 persons (5,4%)	0 people. (0%)	0 people. (0%)	-
24	Evaluate how the HEI and its management support the development of new educational programmes / academic disciplines / teaching methods	30 people. (81,1%)	7 people. (18,9%)	0 people. (0%)	0 people. (0%)	0 persons (0%)	-
25	Assess the ability of faculty to combine teaching and research	32 people. (86,5%)	5 people. (13,5%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
26	Assess the ability of teaching staff to combine teaching and practice	34 people. (91,9%)	4 people. (8,1%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
27	Evaluate whether the knowledge acquired by students at the university meets the requirements of the modern labour market.	23 people. (62,2%)	14 people. (37,8%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-



28	How do the management and administration of the university perceive criticism?	25 people. (67,6%)	12 people. (32,4%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
29	Evaluate how well your study load matches your expectations and capabilities.	21 people. (56,8%)	16 people. (43,2%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
30	Assess the focus of educational programmes/curricula on providing students with skills in situation analysis and forecasting.	23 people. (62,2%)	14 people. (37,8%)	0 people. (0%)	0 people. (0%)	0 people. (0%)	-
31	Assess the extent to which the content and quality of the educational programme meet the expectations of the labour market and the employer	20 people. (54,1%)	16 people. (43,2%)	1 person. (2,7%)	0 people. (0%)	0 people. (0%)	-

### 32. Why do you work at this particular university?

1. flexible working hours and conditions are suitable for me
2. Flexibility, great management team, curiosity
3. Opportunity to work in a strong university team
4. I am comfortable combining my work at SIIL with other projects, just research and professional projects.
5. Interesting direction, interesting team, new opportunities.
6. interestingly
7. I work at this university because it offers unique educational programmes and uses modern teaching methods, such as the flipped classroom and multimedia support for courses. In addition, the institute has international accreditation, which confirms the high level of quality of education.
8. Because the university has prospects for development
9. I am happy with the convenient working hours, atmosphere and professional team.
10. There's the opportunity to teach courses of your own design and quite a bit of leeway. And your voice is always heard
11. comfortable environment, new experiences
12. Opportunity to implement author's teaching methods
13. I work at other universities as well, but I stay here because I'm curious about what's next.
14. 1) I like the institute and the way I am treated as a teacher 2) The institute helps me to improve my educational level and learn new things 3) I can combine with my main job, as my studies are asynchronous 4) I believe that the future lies in affordable online education 5) I like teaching at the institute, which adheres to the policy of neutrality (in the context of all current events), because of which we have students from all over the world 1) I like the institute and the way I am treated as a teacher. 2) The institute helps me improve my educational level and learn new things. 3) I can balance it with my main job because the teaching is asynchronous. 4) I believe that the future lies in accessible online education. 5) I enjoy teaching at an institute that maintains a policy of neutrality (in the context of all current events), which attracts students from various countries around the world.
15. I appreciate the opportunities offered by the online format.
16. Excellent organisation of the training process
17. Very interesting and versatile colleagues, from whom you can learn a lot of things, without problems can be combined with practical activities and there is a prospect of personal growth and development (it is encouraged), including the opportunity to take interesting courses of advanced training at the expense of the university, for me it is important.
18. My professional and human skills have been realised in him
19. Amazing atmosphere, interesting tasks, development. Possibility to educate people.
20. I like the support of the tutors, the flexible webinar schedule that is always agreed with me in advance and the communication with the students
21. I am close to the values of the institute, I see its development and the responsible attitude of the management to students and teachers
22. A rapidly developing university, with opportunities for self-realisation and career development.
23. In this university I have sufficient opportunities for growth, development as a professional and a sufficient degree of freedom in the organisation of the learning process.
24. Initially, I received an offer from the management of the university to teach. In addition, there is an opportunity to combine teaching with the main activity, while improving my qualifications.
25. Additional opportunity for fulfilment in teaching
26. I just like it.
27. mobility, the opportunity to provide knowledge to students from different countries
28. Convenient work schedule, the ability to combine.

29. Convenient format, respectful environment, interesting opportunities
30. Interesting proposal for co-operation
31. It is a university that meets all modern requirements of higher education!
32. Interested in working in online education, the ability to combine work in higher education in my country, I have my own business - it is convenient to combine everything. I also have practical experience that I can share with university students.
33. Excellent opportunities for professional fulfilment, growth, convenience of combining teaching, practical and scientific activities
34. I am interested in working at the university, as it is modern, practice-oriented, innovative, promising areas of study and specialities, good staff and management.
- 35.

**33. How often do you run masterclasses and practical sessions as part of your course?**

Өте жиі (very often)	2 people.	5,4%
Zhii (often)	16 people.	43,2%
Kaede (sometimes).	15 people.	40,5%
Өте сирек (very rare)	2 people.	5,4%
Muldem bolmaydy (never).	2 people.	5,4%

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

Өте жиі (very often)	3 people.	8,1%
Zhii (often)	9 people.	24,3%
Kaede (sometimes).	16 people.	43,2%
Өте сирек (very rare)	8 people.	21,6%
Muldem bolmaydy (never).	1 person.	2,7%

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

№		Often	Sometimes.	Never	No answer
1	Lack of classrooms	0 people. (0%)	2 people. (5,4%)	35 people. (94,6%)	-
2	Unbalanced teaching load by semesters	0 people. (0%)	4 people. (10,8%)	33 people. (89,2%)	-
3	Lack of necessary literature in the library	0 people. (0%)	12 people. (32,4%)	25 people. (67,6%)	-
4	Overcrowding of study groups (too many students in a group)	0 people. (0%)	0 people. (0%)	37 people. (100%)	-
5	An inconvenient schedule	0 people. (0%)	3 people. (8,1%)	34 people. (91,9%)	-
6	inadequate classroom facilities	0 people. (0%)	1 person. (2,7%)	36 people. (97,3%)	-
7	No Internet access / poor Internet connection	0 people. (0%)	7 people. (18,9%)	30 people. (81,1%)	-
8	Lack of students' interest in learning	0 people. (0%)	14 people. (37,8%)	23 people. (62,2%)	-
9	Failure to receive event information in a timely manner	0 people. (0%)	5 people. (13,5%)	32 people. (86,5%)	-
10	Lack of teaching aids in classrooms	0 people. (0%)	2 people. (5,4%)	35 people. (94,6%)	-
11	Other issues	<ol style="list-style-type: none"> <li>1. No</li> <li>2. -</li> <li>3. No.</li> <li>4. I don't recall</li> <li>5. None</li> <li>6. No</li> <li>7. It is difficult to schedule webinars to fit all students.</li> <li>8. it's all being handled as a matter of routine.</li> <li>9. Bugs do happen with the app. But they are quickly fixed</li> <li>10. dormant</li> </ol>			

		11. Students using ChatGpt rather than their brains 12. There are no technical or organisational difficulties / There are no technical or organisational difficulties. 13. I don't know. 14. no 15. Sometimes low attendance rate of webinars 16. Not noted 17. I don't recall any problems 18. The student went as a whole immature and not self-sufficient, but that's true everywhere.
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**36. There are many different aspects of university life that affect every faculty and staff member in one way or another. Evaluate how satisfied you are:**

№	Question	Completely satisfied	Partially satisfied	Unsatisfied	I can't answer that
1	The attitude of the university administration towards you	35 people. (94,6%)	2 people. (5,4%)	0 people. (0%)	0 people. (0%)
2	Relationship with direct management	35 people. (94,6%)	2 people. (5,4%)	0 people. (0 %)	0 people. (0%)
3	Relationships with colleagues in the department	28 people. (75,7%)	9 people. (24,3%)	0 people. (0 %)	0 people. (0%)
4	Degree of participation in management decision-making	29 people. (78,4%)	7 people. (18,9%)	0 people. (0 %)	1 person. (2,7%)
5	Relationship with students	28 people. (75,7%)	9 people. (24,3%)	0 people. (0%)	0 people. (0%)
6	Your successes and achievements have been recognised by the administration	30 people. (81,1%)	7 people. (18,9%)	0 people. (0%)	0 people. (0%)
7	Supporting your suggestions and comments	35 people. (94,6%)	2 people. (5,4%)	0 people. (0%)	0 people. (0%)
8	Activities of the university administration	37 people. (100%)	0 people. (0%)	0 people. (0%)	0 people. (0%)
9	Terms and conditions of remuneration	22 people. (59,5%)	14 people. (37,8%)	1 person. (2,7%)	0 people. (0%)
10	Working conditions, quality of services provided by the university	34 people. (91,9%)	3 people. (8,1%)	0 people. (0%)	0 people. (0%)
11	Occupational health and safety	32 people. (86,5%)	2 people. (5,4%)	0 people. (0%)	3 people. (8,1%)
12	Management of changes in the university's activities	33 people. (89,2%)	4 people. (10,8%)	0 people. (0%)	0 people. (0%)
13	Provision of benefits: holidays, sanatorium treatment, etc.	9 people. (24,3%)	4 people. (10,8%)	3 people. (8,1%)	21 people. (56,8%)
14	Organisation of catering at the university and its quality	11 people. (29,7%)	3 people. (8,1%)	0 people. (0%)	23 people. (62,2%)
15	Health-care organisation and quality of health-care services	9 people. (24,3%)	3 people. (8,1%)	0 people. (0%)	25 people. (67,7%)

## **Annex 4: RESULTS OF THE LEARNING ASSESSMENT REQUEST**

### **Results of anonymous questionnaire survey of students SIIL**

**Total number of questionnaires: 100**

**1. Your educational programme?**

Web Design (Bachelor's degree)	12	12%
Internet Marketing (Bachelor's degree)	14	14%
Master of Business Administration (Master's degree)	14	14%
Project Management (Bachelor's degree)	22	22%
International Relations (Master's degree)	3	3%
Luxury Brand Management (Bachelor's degree)	9	9%
Information Systems and Technology (Bachelor's degree)	21	21%
Event Management (Bachelor's degree)	5	5%

**2. Paul**

Yer (male)	66 peop le.	66%
Əyəl (female)	34 peop le.	34 %

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

Questions	That's great	All right.	Satisfied	Unsatisfied	Very badly.
1) Relationship with the dean's office	61 persons (61 %)	34 person s (34 %)	4 persons (4 %)	0 persons (0 %)	1 person (1 %)
2) The level of accessibility of the dean's office	58 people (58 %)	34 person s (34 %)	8 persons (8 %)	0 persons (0 %)	0 persons (0 %)
3) Level of accessibility and responsiveness of university management	68 people (68 %)	30 person s (30 %)	1 person (1 %)	1 person (1 %)	0 persons (0 %)
4) Accessibility of academic counselling to you	64 people (64 %)	31 person s (31 %)	5 persons (5 %)	0 persons (0 %)	0 persons (0 %)
5) Support with training materials during the training process	54 persons (54 %)	27 person s (27 %)	13 persons (13 %)	5 persons (5 %)	1 person (1 %)
6) Accessibility of counselling for personal problems	73 persons (73%)	24 person s (24 %)	1 person (1 %)	0 persons (0 %)	0 persons (0 %)

Questions	That's great	All right.	Satisfied	Unsatisfied	Very badly.
7) Relationship between the learner and the faculty member	53 persons (53 %)	36 persons (36 %)	11 people (11 %)	0 persons (0 %)	0 persons (0 %)
8) Activity of financial and administrative services of the university	63 persons (63 %)	31 persons (31 %)	6 persons (6 %)	0 persons (0 %)	0 persons (0 %)
9) Level of accessibility of library resources	44 persons (44 %)	31 persons (31 %)	19 persons (19 %)	4 persons (4 %)	2 persons (0 %)
10) Existing educational resources of the university	49 people (49 %)	34 persons (34 %)	12 persons (12 %)	5 persons (5 %)	0 persons (0 %)
11) Accessibility and quality of online resources	47 people (47 %)	36 persons (36 %)	12 persons (12 %)	4 persons (4 %)	1 person (1 %)
12) The usefulness of the website of educational organisations in general and faculties in particular	59 people (59 %)	46 people (46 %)	5 persons (5 %)	0 persons (0 %)	0 persons (0 %)
13) Clarity of the procedure for taking disciplinary action	49 people (49 %)	37 people (37 %)	13 persons (13 %)	1 person (1 %)	0 persons (0 %)
14) The overall quality of the training programmes	41 persons (41 %)	46 people (46 %)	10 persons (10 %)	3 persons (3 %)	0 persons (0 %)
15) Quality of study programmes in higher education institution	42 persons (42 %)	45 people (45 %)	11 people (11 %)	2 persons (2 %)	0 persons (0 %)
16) Teaching methods in general	47 people (47 %)	36 persons (36 %)	13 persons (13 %)	2 persons (2 %)	2 persons (2 %)
17) Responsiveness to feedback from teachers on the learning process	54 persons (54 %)	39 people (39 %)	7 people (7 %)	0 persons (0 %)	0 persons (0 %)
18) Quality of teaching	40 persons (40 %)	48 persons (48 %)	10 persons (10 %)	1 person (1 %)	1 person (1 %)
19) Academic load / student requirements	51 persons (51 %)	35 persons (35 %)	12 persons (12 %)	2 persons (2 %)	0 persons (0 %)
20) Faculty requirements for students	41 persons (41 %)	50 persons (50 %)	8 persons (8 %)	1 person (1 %)	0 persons (0 %)
21) Information support and explanation of the requirements for entering the university and the strategy of the educational programme (speciality) before entering the university	62 people (62 %)	27 persons (27 %)	10 persons (10 %)	0 persons (0 %)	1 person (1 %)
22) Informing of the requirements to be fulfilled for successful completion of this educational programme (speciality)	52 persons (52 %)	33 persons (33 %)	13 persons (13 %)	2 persons (2 %)	0 persons (0 %)



Questions	That's great	All right.	Satisfied	Unsatisfied	Very badly.
23) Tests and examinations administered	39 persons (39 %)	41 persons (41 %)	17 people (17 %)	3 persons (3 %)	0 persons (0 %)
24) Objectivity in assessing knowledge, skills and other academic achievements	45 people (45 %)	40 persons (40 %)	14 persons (14 %)	1 person (1 %)	0 persons (0 %)
25) Available online scientific laboratories	38 persons (38 %)	40 persons (40 %)	18 persons (18 %)	3 persons (3 %)	1 person (1 %)
26) Teacher's objectivity and fairness	53 persons (53 %)	35 persons (35 %)	12 persons (12 %)	0 persons (0 %)	0 persons (0 %)
27) Informing students about courses, educational programmes, and academic degrees	59 people (59 %)	37 people (37 %)	4 persons (4 %)	0 persons (0 %)	0 persons (0 %)

#### 4 Evaluate how much you agree:

Assertion	Completely I agree	I agree	I partially agree	I don't agree	Totally not agree	I'm having trouble reply
1) The course programme was clearly presented	49 people (49 %)	41 persons (41 %)	7 people (7 %)	1 person (1 %)	1 person (1 %)	1 person (1 %)
2) The course content is well structured	46 people (46 %)	41 persons (41 %)	9 persons (9 %)	2 persons (2 %)	1 person (1 %)	1 person (1 %)
3) Key terms are sufficiently explained	39 people (39 %)	46 people (46 %)	12 persons (12 %)	1 person (1 %)	1 person (1 %)	1 person (1 %)
4) The material proposed by the faculty is relevant and reflects the latest scientific and practical developments	31 persons (31 %)	50 persons (50 %)	11 people (11 %)	4 persons (4 %)	1 person (1 %)	3 persons (3 %)
5) The teacher uses effective teaching methods	39 persons (39 %)	38 persons (38 %)	18 persons (18 %)	1 person (1 %)	1 person (1 %)	1 person (1 %)
6) The teacher is knowledgeable about the material being taught	50 persons (50 %)	39 people (39 %)	9 persons (9 %)	0 persons (0 %)	0 persons (0 %)	2 persons (2 %)
7) The teacher's presentation is clear	45 people (45 %)	41 persons (41 %)	13 persons (13 %)	0 persons (0 %)	0 persons (0 %)	1 person (1 %)
8) The teacher presents the material in an interesting way	33 persons (33 %)	37 people (37 %)	23 persons (23 %)	5 persons (5 %)	1 person (1 %)	1 person (1 %)
9) Knowledge, skills and other academic achievements are assessed objectively	44 persons (44 %)	45 people (45 %)	8 persons (8 %)	1 person (1 %)	0 persons (0 %)	1 person (1 %)
10) The instructor meets your requirements and expectations for professional and personal development	45 people (45 %)	42 persons (42 %)	9 persons (9 %)	1 person (1 %)	2 persons (2 %)	1 person (1 %)

11) The instructor stimulates the students' activity	32 persons (32 %)	41 persons (41 %)	15 persons (15 %)	8 persons (8 %)	0 persons (0 %)	4 persons (4 %)
12) The instructor stimulates students' creative thinking	35 persons (35 %)	34 persons (34 %)	16 persons (16 %)	4 persons (4 %)	1 person (1 %)	7 people (7 %)
13) The appearance and mannerisms of the teacher are adequate	59 people (59 %)	38 persons (38 %)	1 person (1 %)	0 persons (0 %)	0 persons (0 %)	2 persons (2 %)
14) The teacher demonstrates a positive attitude towards students	59 people (59 %)	39 people (39 %)	1 person (1 %)	0 persons (0 %)	0 persons (0 %)	1 person (1 %)
15) Academic assessment system (seminars, tests, questionnaires, etc.) Reflects the course content	42 persons (42 %)	41 persons (41 %)	14 persons (14 %)	1 person (1 %)	1 person (1 %)	1 person (1 %)
16) The evaluation criteria used by the faculty are clear and accessible	36 persons (36 %)	50 persons (50 %)	11 people (11 %)	1 person (1 %)	1 person (1 %)	1 person (1 %)
17) The faculty objectively assesses student achievement	44 persons (44 %)	48 people (48 %)	6 persons (6 %)	0 persons (0 %)	1 person (1 %)	1 person (1 %)
17) The library is well equipped and has a sufficient collection of scientific, educational and methodological literature	0 persons (0 %)	0 persons (0 %)	0 persons (0 %)	0 persons (0 %)	0 persons (0 %)	0 persons (0 %)
18) The teacher speaks a professional language	54 persons (54 %)	39 people (39 %)	6 persons (6 %)	0 persons (0 %)	0 persons (0 %)	1 person (1 %)
19) Online facilities and equipment for students are safe, comfortable and up-to-date	50 persons (50 %)	40 persons (40 %)	7 people (7 %)	0 persons (0 %)	0 persons (0 %)	3 persons (3 %)
20) Online library is well equipped and has a reasonably good collection of books	38 persons (38 %)	40 persons (40 %)	14 persons (14 %)	3 persons (3 %)	1 person (1 %)	4 persons (4 %)
21) Equal opportunities are provided to all learners	55 people (55 %)	39 people (39 %)	4 persons (4 %)	0 persons (0 %)	0 persons (0 %)	2 persons (2 %)

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

1. Everything is fine, but I want more interactivity, but my supervisor said that they are working on it and this year there will be a new format of webinars and a couple more innovations on practical skills. Usually, everything that is promised is delivered, so I'm excited.
2. Unfortunately, I personally miss more and more detailed material from the lectures from the lecturers. There is very little material and it is more suitable for the end of the discipline, as a general summarisation. The questions in the tests are not always competently posed and, consequently, the answer is then chosen incorrectly. It can be hard to get a grade of over 80% for uniqueness, as the papers are tested for anti-plagiarism. After all, I am not writing a new fairy tale, but using terms and concepts that will be found in any material or website on the topic. I would like more objectivity here, so that perhaps the instructor can feel that the work is written intelligently, not unconsciously copied. Additionally, it would be possible to organise a short online session with the teacher in order to consolidate the material learnt and answer the questions posed in such a way as to prove knowledge of the material learnt.
3. No problems, everything is fine now
4. Not noted
5. OK.
6. I'm fine with it!
7. net
8. no problem
9. The implementation of the Study guide in all subjects is still under question, how can you describe terminology (practically in all subjects it is so), a term is given and by analysing and synthesising it is necessary to form your position, taking into account 80% of the originality of the work? The question was posed to the management at the

- webinar, no clear answer was received. If the topic in the study guide was to express your opinion or answer a question, it would be much better. Very little useful information is given in e-resources and lectures. It is not clear what to study on your own. There is no specific structure (for example, a list of things to be learnt during the semester).
10. Limited interaction in online education and the need to enhance student communication
  11. Problems and questions that arise during the course have been solved. I like learning from you!
  12. Mostly questions about the Russian Federation in the tests, like I study at a Swiss university, but I feel like I study at a Russian university) All questions about the Russian Federation.
  13. Thank you 🙏
  14. Lectures on the discipline of information technologies are outdated, some tests include too narrowly focused questions that even an expert cannot answer
  15. no problem
  16. Only the video quality leaves much to be desired and the tests - lots of errors...
  17. No complaints
  18. I'm fine with it
  19. Tests with a large number of errors ...
  20. The tests contain errors. The questions are sometimes ambiguous. The number of questions is too large. It would be easier to take, for example, 2 tests with questions divided in half.
  21. Not enough video lecture material on the topic. It is difficult to learn only on the basis of your own search for answers on the Internet.
  22. The material is not always full of the information on which the guide questions need to be answered.
  23. Usually tests do not correspond to the information given in lectures or textbooks. They seem to be torn out of something else. And I would like to know about upcoming defences by subject. It would be nice to designate these subjects in some way or highlight them.
  24. All good
  25. The only thing is probably: what I have observed from other students, goes with the rf
  26. Kotlova Anna Viktorovna has a lot of akas, through the word "parasite Aaa", which makes it difficult to perceive the material
  27. The most important technical problem is that the mobile app works with glitches, especially the chat with the curator. It is necessary to finish it for sure
  28. Attachment a relevant materials to each course (at least one book covering the subject would be helpful). Mostly Russian books references used and they are not always available on internet. Too many subjects related to Russian context, which especially not relevant in legal and financial disciplines for non-Russian students. As of general impression - the programme allows self learning and full flexibility of timeframe, what is important for working people.
  - 29.