



Swiss International  
Institute Lausanne

## **ANNUAL REPORT 2022**

**Swiss International Institute Lausanne - SIIL**

Approved by:	Academic Council
Date of Approval:	01.09.2023
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# ANNUAL REPORT 2022

## Swiss International Institute Lausanne - SII

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## I INTRODUCTION

In 2019, a Swiss entity, SIIIL, was created thanks to the intervention and support of the Department of the Economic Development of the Canton Vaud (DEV), Switzerland. The efforts of the Department of the Economic Development of the canton and of the founding team composed by the experienced specialists in the Higher Education and Quality management procedures helped to set up a primary structure of this distance learning HEI and implement the essential procedures to assure the necessary quality level.

The year 2022 was a milestone year for SIIIL. This year we implemented our first generation Study Programmes for Bachelors and Masters passing from the role of the broker or the affiliate institution to the fully powered HEI offering its own degree programmes.

We have revised our main policies and implemented a wide range of new ones in order to create a solid basement for our students and assure the degree programmes delivery. We formulated our mission and vision message as well as our values and objectives to achieve.

In 2022 we have confirmed the decision of the canton Vaud to include SIIIL in the list of the recognized educational institutions by obtaining the eduQua accreditation (Swiss national quality standard) as well as the QS Ranking for online learning. We have also started to prepare the new external reviews planned in 2023 at the level of the entire institution as well as for all our Study Programmes.

Our long-term objective is to assure the high quality level online distance education for freelancers, independent professionals or the self-employed as well as of every person even from the very far locations desiring to learn in its own language full-time, part-time or alongside family life and work and obtain the useful up-to-date skills and knowledge as well as to the job opportunities.

## II ACADEMIC DEVELOPMENTS

## **a. Certifications and rankings**

In 2022 SIIIL has prepared and submitted the self-assessment report to comply with 22 standards of eduQua quality label.

EduQua is the best-known and most widely used of the quality labels designed and developed specifically for continuing education providers in Switzerland. By becoming certified, education providers (SIIIL) undertake to maintain, assess and develop the quality of their offerings. The eduQua label makes this commitment visible.

EduQua was created in 2000 on the initiative of the State Secretariat for Economic Affairs (Seco), the former Federal Office for Professional Education and Technology (OPET), the Conference of Swiss VET/PET Authorities (DBK) and the Swiss Federation for Continuing Education and Training (FSEA). Since the introduction of the eduQua certificate, the eduQua secretariat has been attached to the FSEA. The FSEA has been the sole bearer of the eduQua label since 2018.

According to the label definition, Educational institutions that comply with the eduQua criteria :

- ... are characterised by a high level of concern for quality, which is culturally and institutionally anchored at both management and operational levels;
- ... promote successful long-term learning and a high level of satisfaction among participants;
- ... take account of the skills or objectives pursued and the needs of the people for whom their training is intended;
- ... provide transparent information for course seekers and participants;
- ... structure their quality management on the basis of a quality loop ;
- ... formulate quality objectives and requirements, assess and evaluate their compliance with them, and continually develop themselves;
- ... have a strong culture of evaluation and feedback;
- ... identify societal developments and the related aspects of training policy, and gear their offerings accordingly;
- ... ensure the economic success of their training provision and manage risks responsibly as an organisation.

In May 2022 SIIIL obtained the eduQua quality certification for 3-year period with.

In 2022 SIIIL has also submitted the certification file to QS Stars University ratings. QS Stars is a rating system that provides a detailed look at an institution, enabling students to identify which universities are the best in the specific topics that the students care about, like program strength, facilities, graduate employability, social responsibility, inclusiveness, and more.

QS Quacquarelli Symonds is the world's leading provider of services, analytics, and insight to the global higher education sector, whose mission is to enable motivated people anywhere in the world to fulfil their potential through educational achievement, international mobility, and career development.

The *QS World University Rankings* portfolio, inaugurated in 2004, has grown to become the world's most popular source of comparative data about university performance.

In the methodology used for QS Stars, universities are evaluated in dozens of indicators across at least eight categories. After the assessment, universities are awarded with an overall Star result which ranges from 0 to 5+ Stars, depending on the number of points achieved through the evaluation.

SIIIL obtained 5 stars rating in the category of the online learning institutions in September 2022.

## **b. Quality**

The year 2022 saw SIIIL preparations for the Institution and Programmatic Accreditation according to the ESG criteria, scheduled for November and December 2023, and a number of key deliverables for the review were completed during the year. These include:

- the revision of the Quality Assurance Policy
- the approval of new satisfaction forms to improve the cyclical quality reviews
- the implementation of General Procedures for Quality Reviews, Study Programme Review Procedures;
- the introduction of Data Breach Procedural guidelines and Data Protection policy
- the implementation of HR Development policy to reinforce the teaching and administrative staff motivation and involvement .

In order to assure the necessary impartiality for the students' assessment SIIIL has established the Appeals Commission comprising the Academic Director, a lecturer (responsible for the module or the Bachelor thesis Director), the Programme Director, the Faculty Dean and a member of the Academic Council. The constitution of the Appeals Commission reinforce and supplement the Students Complaints Procedure (in force from 2019) that was under revision in 2022 and will be approved in 2023.

As the external quality assurance review is the most important part of the quality assurance processes and the improvement of the quality system, the Academic Council mandated the Quality Assurance Office, the Academic Office and the Management to form the Steering Group to be in charge of the Self-Assessment reports. The Steering group started its work by establishing Working groups at every Faculty as well as the working group at the level of the HEI including all stakeholders. Some external advisors were engaged to determine the needs of all SIIIL units and to identify the quality procedures lacks and gaps as a part of the quality assurance cyclical process (quality loop). The quality assurance procedures gaps monitoring is also a preliminary stage for the future external reviews according to the ESG principles.

## **III EDUCATION**

In 2022 SIIL launched its own degree programmes that helped SIIL to withdraw from the role of a broker or an affiliate and start the new era in the SIIL history. SIIL Academic Council approved in September 2021 the implementation of 6 Bachelor Programmes and 2 Master Programmes with Russian as a teaching language. The choice of the teaching language was imposed by the market demand after market research and long strategic discussions by the Shareholders' Board.

The main value of SIIL vision is the freedom of the learning and teaching. Our ultimate goal is to offer a range of degree Study programmes in different languages to help people from all over the world to learn in their native language.

In June 2021 IT Faculty Programme Board submitted for approval 3 Bachelor Study Programmes:

- Bachelor in Information Systems and Technologies
- Bachelor in Internet Marketing
- Bachelor in Web Design

that were unanimously approved by the Academic Council General Assembly On September 2021 for the implementation in January 1<sup>st</sup>, 2022.

In June 2021 Management Programme Board submitted for approval 3 Bachelor and 2 Master Study Programmes:

- Bachelor in Event Management
- Bachelor in Project Management
- Bachelor in Luxury Brand Management
- Master in International Relations
- MBA

that were unanimously approved by the Academic Council General Assembly On September 2021 for the implementation in January 1<sup>st</sup>, 2022.

#### **a. Learning Management System**

In its Study Programmes SIIL uses its own LMS system. LMS (Learning Management System) is a software designed to manage and organise the educational process in an educational institution. The LMS system includes the following main functions:

1. Course management: LMS allows creating, editing, and managing various courses offered by the educational institution. Courses can be divided into modules or lessons and contain various types of materials such as videos, texts, tests, and assignments.
2. Student registration and management: LMS allows managing the list of students, registering new students, viewing their information, and tracking their activity within the courses.
3. Online learning: LMS provides the ability to conduct online learning, where students can study materials, take tests, and complete assignments through the internet. LMS can also provide opportunities for interaction between students and teachers through forums, chats, or email.

4. Assessment and progress tracking: LMS allows teachers to create and evaluate tests and assignments, as well as track students' progress. It can also provide students with feedback and reports on their successes and achievements.
5. Administrative functions: LMS provides administrators with the ability to manage the system, add new users, configure various parameters, and ensure data security.
6. Integration with other systems: LMS can integrate with other systems such as Student Information Systems (SIS), video conferencing systems, or electronic library systems

## b. Statistics

Statistics on students at the Swiss International Institute Lausanne – SIIIL provide information on the evolution of the student population and its distribution by faculty, socio-demographic characteristics and geographical distribution. In 2022, there were 22 students enrolled in SIIIL programmes. Dropout statistics show the distribution of the number of students who drop out by Study Programme. Detailed data on dropout rates by Study programme are presented in Figure 1.1.

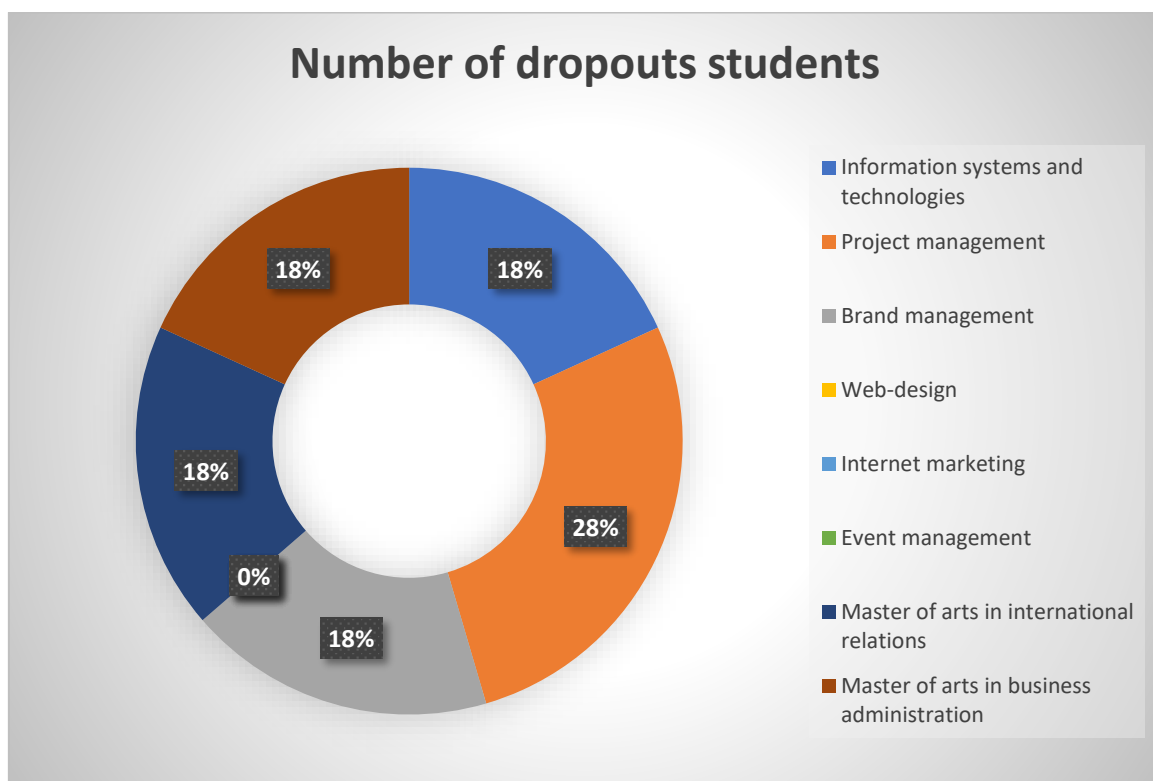


Figure 1.1

In 2022, the number of expulsions from undergraduate and graduate programs was 2 students from each programme. To prevent this situation, the Swiss International Institute Lausanne – SIIIL is constantly developing tools to ensure that students do not

overestimate their capabilities and/or underestimate the requirements of distance learning at university.

		Students						
		In 1 <sup>st</sup> semester	In the 2 <sup>nd</sup> semester	In the 3 <sup>rd</sup> semester	In the 4 <sup>th</sup> semester	In the 5 <sup>th</sup> semester	In the 6 <sup>th</sup> semester	Total
	Bachelor	<b>Total</b>	<b>69</b>	<b>33</b>	<b>9</b>	<b>2</b>		
Information systems and technologies		33	7	3	2	0	0	
Project management		14	14	2	0	0	0	
Brand management		10	3	0	0	0	0	
Web-design		3	4	0	0	0	0	
Internet marketing		5	5	3	0	0	0	
Event management		4	0	1	0	0	0	
Master		In 1 <sup>st</sup> semester	In the 2 <sup>nd</sup> semester	In the 3 <sup>rd</sup> semester				
	<b>Total</b>	<b>29</b>	<b>22</b>	<b>1</b>				52
	Master of arts in international relations	12	7	0				
	Master of arts in business administration	17	15	1				
								<b>165</b>

Figure 1.2.

#### IV HR OVERVIEW

The two key staff groups at SIIIL are administrative staff and teaching staff. The Institute pays equal attention to the development of both groups of staff. At the same time, it

should be noted that the emerging new EdTech industry is characterised by an acute shortage of specialists with equally high competence both in the field of methodological and teaching work and in the field of development and implementation of modern information and multimedia technologies in the educational process.

In order to solve this problem, the Institute applies the practice of additional training in the basics of educational process organisation for specialists in the field of IT, and vice versa, specialists in the field of educational process organisation undergo additional training in the field of application of online and IT technologies in the educational process. To support the further development of the staff we have introduced and implemented in 2022 the HR Development Policy.

All teachers involved in the creation of electronic multimedia textbooks are trained in an introductory course on the basics of developing and recording electronic multimedia textbooks. The production of the first courses and the first recordings on VR equipment are always difficult for teachers who are used to classroom work. Therefore, during the whole period of recording and production of the first electronic multimedia course, the work of the instructor is supervised by a full-time specialist for production of electronic multimedia textbooks. His/her tasks include organisation of the recording, supervision and assistance to the teacher during the course recording period.

The administrative staff of the institute is a team of like-minded people who are passionate about the development of the EdTech industry and see themselves as part of this fast-growing sector. Regular meetings held to discuss new opportunities to improve the quality of the Institute's educational services help develop teamwork among the Institute's team members.

The search for talents, unique specialists and people with a passion for the development of new forms and technologies of education is the constant task of the HR department of SIIIL.

In a relatively short history of development and especially in 2022, the Institute's team has grown into a mature community of professionals with the responsibility and necessary qualifications to fulfil complex professional tasks and achieve the Institute's development goals.

The high demands made by the founders and administration of the Institute to the quality of SIIIL's educational services make it necessary to pay great attention to the development of the quality control and assurance system. In 2022, specialists in the field of Quality management joined the SIIIL team. The Quality assurance unit in collaboration with Programmes Boards control over the implementation of curricula, compliance of Study Programmes content with the declared final competences and outcomes, compliance of the level of education and professional experience of teachers with the requirements of educational programmes.

The growing importance of the problem of personal data protection required the introduction of a specialist in the field of personal data protection position in the staff of the Institute. In 2022 the Data Protection Policy was implemented to comply with Swiss and EU legislation.

Further development of the Institute's human resources potential is related to creating conditions and actively attracting talents in the EdTech industry, as well as providing maximum opportunities for creative, scientific and business self-realisation of employees who are already members of the SIIIL team.

The great attention paid by the SIIIL Management to the issues of staff development. The implementation of the HR Development Policy provoked a positive response from the SIIIL staff, which is expressed in the increase of the level of staff loyalty, the level of motivation and obtaining high professional results by the employees of SIIIL.

## **V INFRASTRUCTURE OVERVIEW**

The SIIIL's infrastructure consists of two main parts: online infrastructure and distributed outsourced offline infrastructure. The online infrastructure provides the possibility of communication and interaction between the Institute and students within the online educational process. Distributed outsourced offline infrastructure provides the possibility of offline communication with participants of educational and administrative processes, interaction with regulatory bodies, production of electronic educational content, maintenance of online infrastructure.

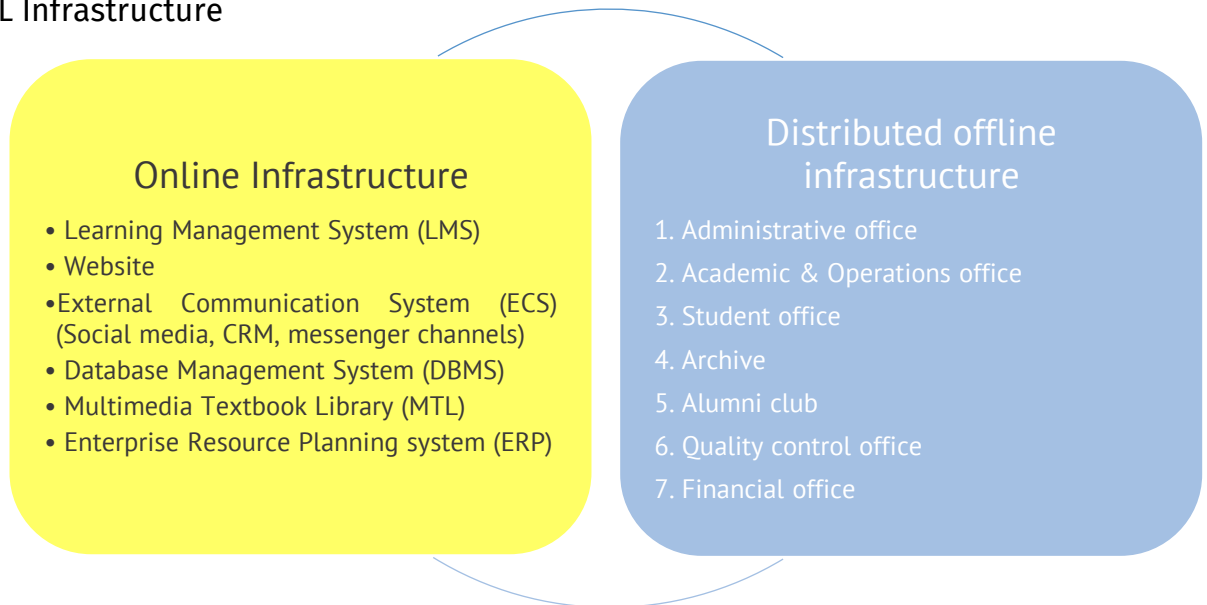
The online infrastructure consists of Learning Management System (LMS), Website, External Communication System (ECS), Database Management System (DBMS), Multimedia Textbook Library (MTL), Enterprise Resource Planning system (ERP).

Distributed outsourced offline infrastructure includes:

- Operations Office with Finance, HR, Marketing & Communications, IT services & support as well as infrastructure units;
- Academic Office and
- Students office.

The choice in favour of the distributed outsourcing infrastructure fully meets the objectives of the Institute as an international multilingual online project, allowing to create centres for management decision-making and production of educational content in the regions of residence of potential applicants (future students). Also, this decision follows the current trends in the economy of the Swiss Confederation, which consist in keeping head offices and research centres in Switzerland and transferring the production of services and goods to outsourcing sites, within the organisational structure of the company, in other countries - with lower production process costs.

## SIIL Infrastructure

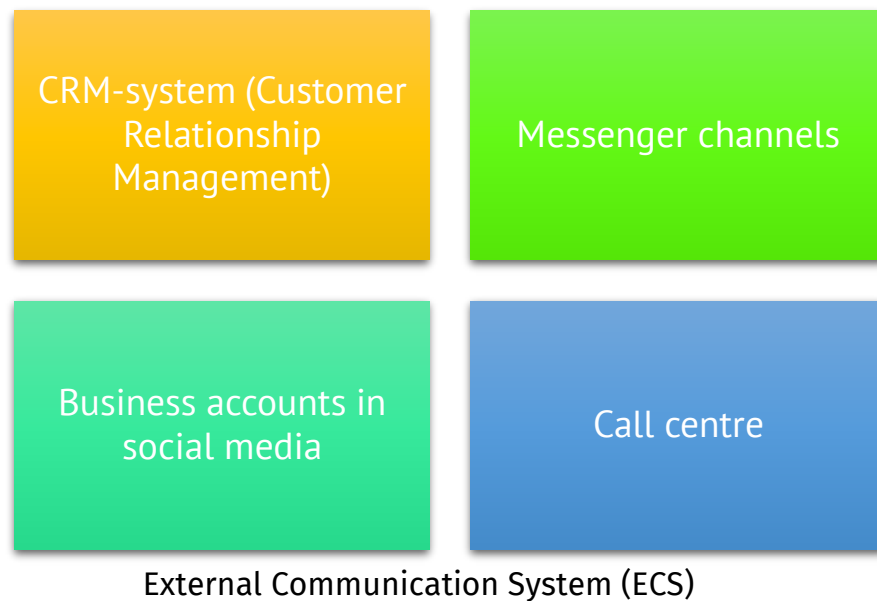


### a. Online Infrastructure:

LMS (Learning Management System) is a software designed to manage and organise the learning process in an educational institution.

A website is an interactive set of web pages of an institute that contain information, images, videos and other multimedia elements that can be accessed through the internet. <https://siil.ch/>

External Communication System (ECS) is a set of software tools and online platforms that ensure communication not only with students connected to the LMS, but also with applicants and potential applicants.



This system includes:

1. CRM-system (Customer Relationship Management) is a programme that stores all data about existing and potential applicants and students (names, contacts, history of conversations) and manages this information.
2. Messenger channels - a system for providing applicants and students with up-to-date news information about institute events via popular messengers.
3. Business accounts in social networks - a tool of dialogue interaction with social groups targeted by artificial intelligence as segments of society having an interest in the Institute's sphere of activity.
4. Institute Call Centre - a system for servicing incoming information requests from students and applicants. It is based on the service of cloud IP-telephony Zadarma.com.

**Database Management System (DBMS)** consists of software that organises the storage of data. A DBMS controls the creation, maintenance, and use of the database storage structures of institute and of its students.

**Multimedia Textbook Library (MTL)** is an electronic repository of text and multimedia learning materials, a collection of assessment tools for knowledge and skills, as well as useful links to additional materials that are freely available. MTL contains multimedia textbooks for all courses of the institute. The unit of storage is an electronic MTL, which includes a multimedia review course, a link to the basic textbook in text version, electronic tests, a list of questions for coursework, links to additional materials stored in free access.

**Resource Planning system (ERP)** - Software whose main task is to optimise management and educational processes in the institute. ERP is a necessary condition for ensuring stable interconnected functioning of various parts of the information environment of the university. Application of ERP in the Institute increases the efficiency of the management system of the educational organisation. ERP system of

the Institute automates the following processes: admission of applicants, accounting of student contingent, financial monitoring, monitoring of key performance indicators. ERP system includes various elements of the institute's document flow, reducing the need for paper document flow.

## **b. Distributed outsourced offline infrastructure**

**Administrative Office.** The office is the workplace of Rector, Academic Director, Data Protection Office Director, Quality Assurance unit head, the place of business meetings and meetings with partners, the place of the Academic Council of the Institute. This office is the official legal address of the Institute and the address for external correspondence. Address: Grand' Rue 92, 1820 Montreux, Switzerland.



**Archive.** This office is the workplace of the Executive secretary who is in charge with paper-based document management. This office is the place for internal correspondence. Address: Rte de Belmont 48, 1093 La Conversion, Switzerland.



**Outsourcing Academic and Operations Offices.** This office organises the work of the following employees and departments: HR, Marketing & communication, IT Faculty Dean, Management Faculty Dean, Student office. Also, in this office there is situated the call centre of the Institute. Address: 89, bldg. 1, Zinaida Konoplyannikova St., Tver, Tver region, Russia, 170041

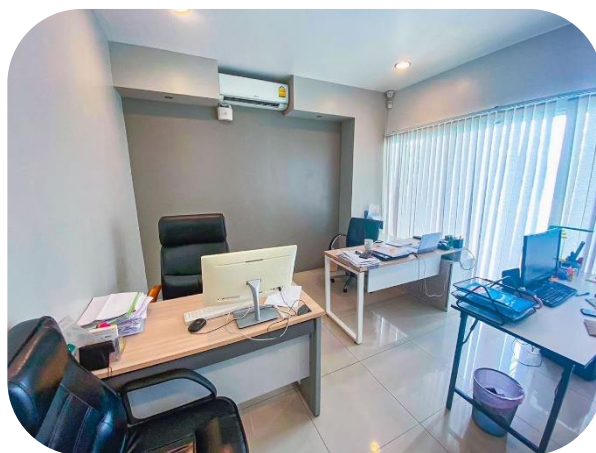
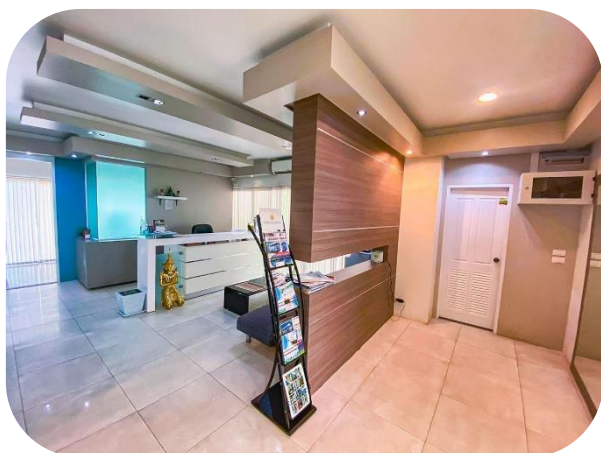


**Outsourced IT development office.** This office houses IT services&support department. Address: 89, building 1, Zinaida Konoplyannikova St., Tver, Tver region, Russia, 170041.



**Outsourced Quality assurance unit:** It is a workplace of the Quality Control Manager. Address: Latvia, Riga, Meldru iela 6/2-60, postcode-LV-1015.

**Alumni network** and club. In this office the work on co-operation with the graduates of the Institute is carried out, alumni meetings are organised. Thai location allows to provide a high level of service organisation of meetings at low prices. The comfortable climate adds to the attractiveness of this location as a reunion destination. Address: 506, 1 Thep Prastit 12 Alley, Pattaya City, Chon Buri 20150, Thailand.



**Finance unit.** This office is responsible for financial planning and accounting. Address: Rue Haldimand 10, 1003 Lausanne, Switzerland.

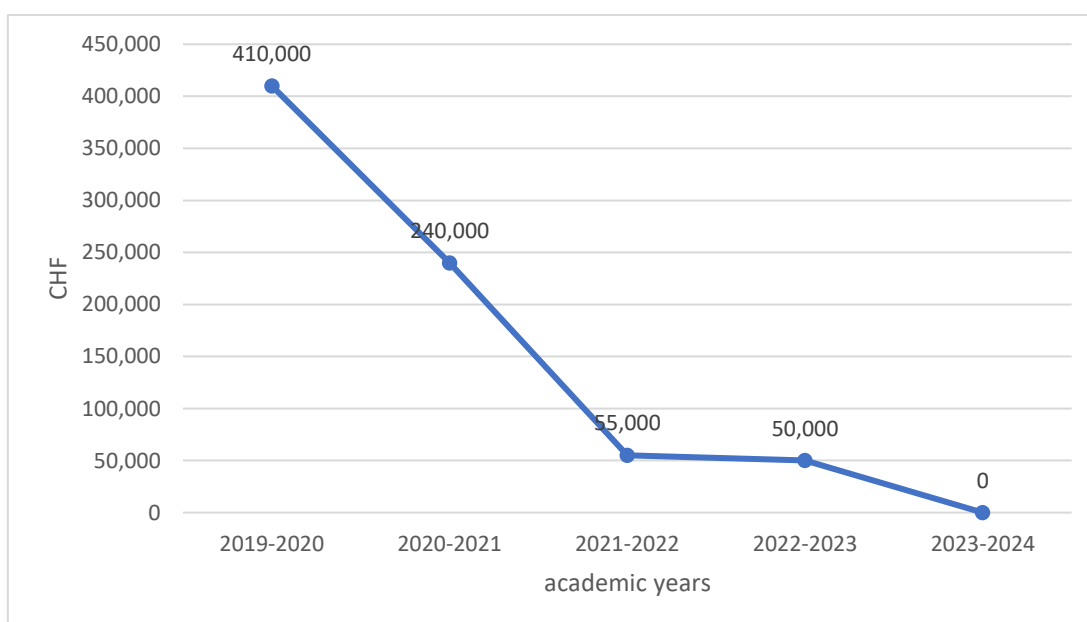
## VI FINANCIAL OVERVIEW

The financial system of the Institute is based on the principle of the Institute business income sustainability due to the receipt of students' tuition fees, payments for the Institute's research work, consulting services, payments for the fulfilment of orders for the production of online educational content for third-party educational institutions. Nevertheless, at first, due to the initial stage of organisation of the Institute's activity,

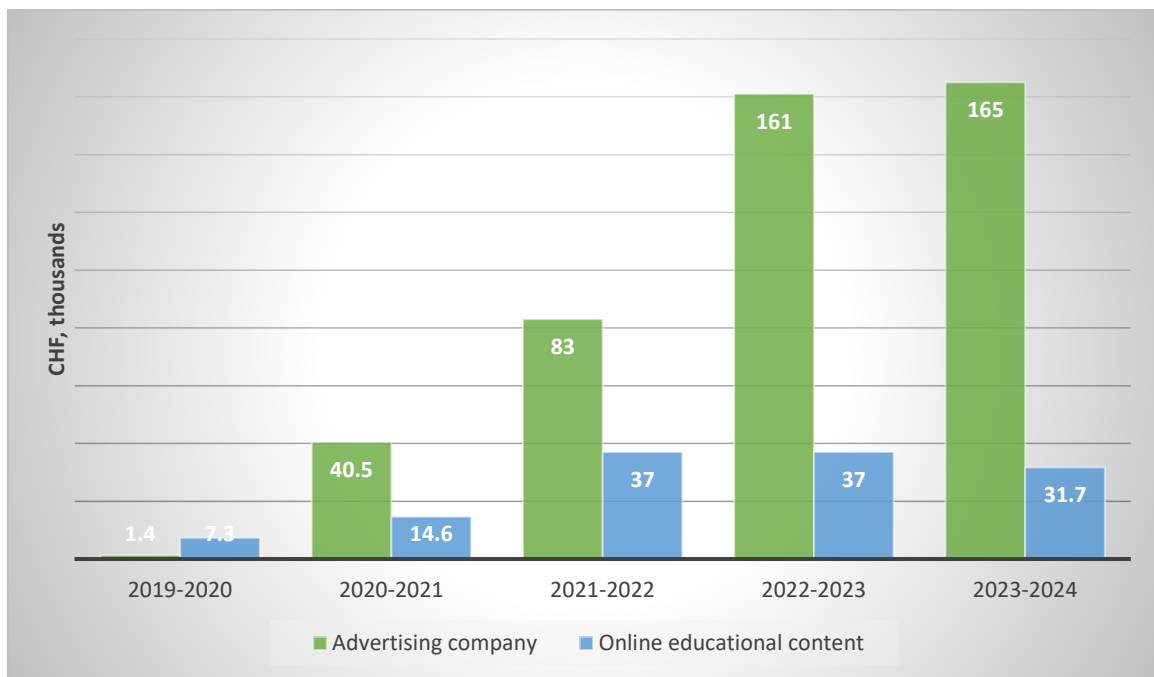
the financing of the Institute's activity was carried out at the expense of investment funds of the founders. Subsequently, the share of investment funds decreased, but the share of funds received from the realisation of the Institute's services increased. Thus, at the initial stage of the Institute's development two sources of financing were formed: investment financing and proceeds from the sale of services.

Investment financing is carried out according to the traditional approach to startup financing. This approach is conditioned by the investors' attitude to the institute as a start-up project in the EdTech field. The capital structure of the project is divided equally between the two stakeholders. Despite the fact that private educational organisations in Switzerland are registered in the form of a commercial legal entity "SARL" and have the aim of making a profit according to the statutes, for SIIL investors the profit from the institute's activities is not the main investment objective. The main goal of investors is to increase the capitalisation of SIIL as a self-sustaining organisation.

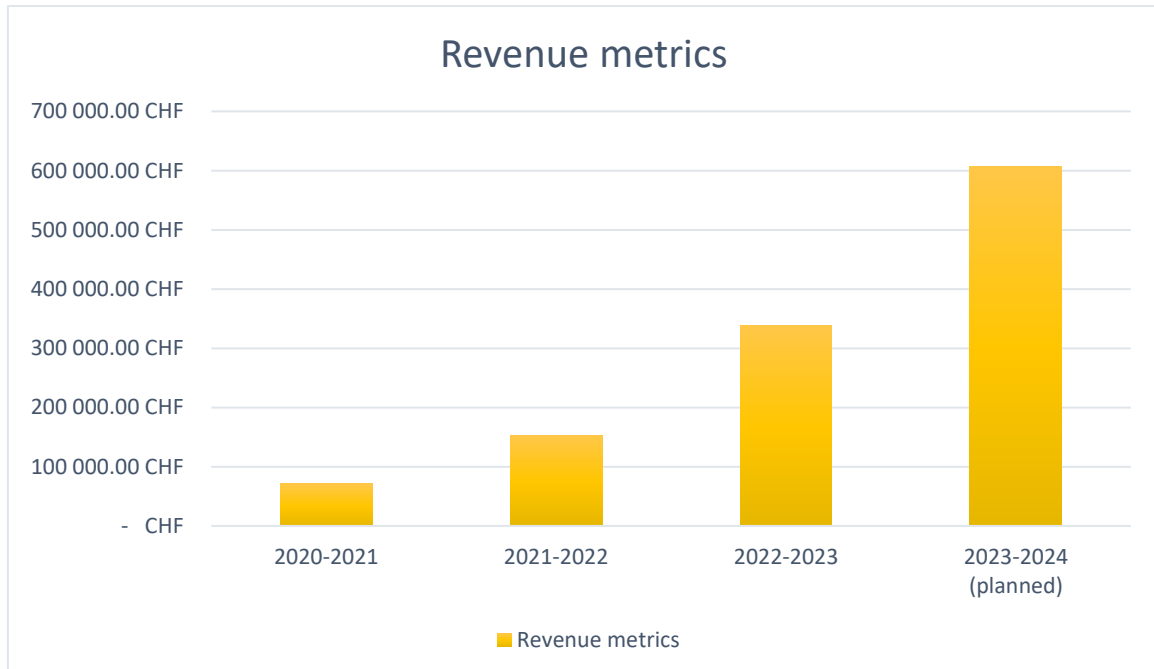
At the stage of investment financing, the financial planning model of the institute was based on bootstrapping model, but it can be predicted that the importance of profitability of the institute will increase in the next 2-3 years.



Investment schedule



Basic costs



Revenues metrics

## VII CONCLUSIONS

The year 2022 was a milestone period for SIIIL. We have launched 8 Study Programmes that we have elaborated on the basis of our own LMS. We assured the quality basis for the functioning of our Study Programmes by a wide range of Institutional quality policies that create a solid framework responding to different needs of students, teaching and administrative staff. The most important and strategic decisions are taken by Academic Council comprising representatives of all stakeholders in order to assure that all of them are involved in all the processes and decisions. In all our decisions and study programmes we always try to put students in the center in order to offer them the best conditions we can assuring the fairness and equality in their assessment, clear curricula with transparent prerequisites and learning outcomes.

In 2022 we have achieved good results in 2 external certifications that we undertook. We understand that plus to the continuous self-assessment and revision of policies and quality lacks monitoring (quality loop) based on the students, staff and public feedbacks, we always need an external view in order to reevaluate our quality system. That is why we have fixed in 2022 the objective to submit in 2023 our self-assessment reports for Institutional and Programmatic Accreditations based on the ESG criteria from ENQA registered Accreditation Agencies.

In order to make the functioning of our Study Programmes possible, we have developed our online and offline infrastructure that become more complex every year. In our plans to revise our organisation structure and to transform the Quality Assurance unit into the full powered Quality Assurance Office with its Director based in Switzerland. To create additional units within the Student Office to offer more attention and care to our students. They need sometimes much more attention for the simple reason: being a distant learner it is not always easy to keep the motivation and not to be lost in its own progression. This is the reason why we will add supplementary units and offices and implement the final version of Tutoring and mentoring guidelines to assure the students' supervision.

All these 2022 efforts paid with the interest of the applicants to our Institution and the enrollment of the first students. We will improve our quality procedures to make their studies efficient, their learning outcomes useful and the assessment always fair without any discrimination. All our policies and procedures are based on the Equality Policy and all stakeholders are informed about its content.

In 2023 we plan to revise a number of our policies including General Regulations, introduce some new, improve the quality of our Study Programmes introducing in 2024 the Bachelor Programmes for 240 ECTS.

Approved by: Academic Council  
Date of Approval: 01.09.2023