



Swiss International
Institute Lausanne

ANNUAL REPORT 2024

Swiss International Institute Lausanne - SIIL

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I LETTER FROM RECTOR

Dear Students, Faculty, Partners, and Friends of SIIIL,

It is with great pride and gratitude that I present to you the 2024 Annual Report of the Swiss International Institute Lausanne—a document that captures not merely a year of institutional activity, but a transformative chapter in our journey toward academic excellence and global recognition.

The year 2024 will be remembered as the year SIIIL came of age. After years of careful preparation and strategic development, we achieved institutional accreditation from IAAR, an internationally recognized quality assurance agency. This milestone represents far more than regulatory compliance; it validates our vision of creating a multilingual, accessible, and academically rigorous online higher education institution that serves students across continents and cultures.

Our entry into the QS Global Online MBA Rankings—achieving position #31 in the EMEA region—stands as testament to the dedication of our faculty, the engagement of our students, and the robustness of our academic programmes. This recognition places SIIIL among the top online business schools globally, a remarkable achievement for an institution that prioritizes innovation, flexibility, and student-centered learning.

Yet achievements on paper tell only part of our story. Behind every ranking, every revised curriculum, and every policy document lies the human dimension that truly defines SIIIL. Our student body has grown to over 400 learners representing diverse nations, ages, and professional backgrounds. Each brings unique perspectives, aspirations, and challenges—and each deserves an educational experience that respects their individuality while maintaining uncompromising academic standards.

This commitment drove our comprehensive revision of 15 study programmes in 2024, our integration of over 150 international MOOC courses, and our launch of the Virtual Mobility Programme. It inspired the creation of our Teaching Support Center and motivated our investment in cutting-edge learning management systems. It propelled our relocation to the Unlimitrust Campus in Prilly, where we now share space with some of Switzerland's most innovative technology companies and academic institutions.

I am particularly proud of our emerging research partnerships, notably with Professor Alexander Malyzhenkov at CERN, which will offer our students unprecedented opportunities to engage with world-class scientific research. These partnerships embody our belief that online education should not mean isolated education—our students deserve connection to global knowledge networks and real-world research environments.

None of this would have been possible without the extraordinary commitment of our faculty and staff. Your dedication to continuous improvement, your willingness to embrace innovation, and your genuine care for student success form the foundation of everything we accomplish. To our

Academic Council, Quality Assurance Office, and administrative teams—your professionalism and vision have been instrumental in navigating the complex landscape of international higher education accreditation and quality assurance.

To our students: you are the reason we exist. Your trust in choosing SILL, your persistence in balancing studies with professional and personal responsibilities, and your feedback that helps us improve—these drive our mission forward. Your success is our success, and we remain committed to providing you with an education that opens doors and transforms lives.

As we look toward 2025, we face both exciting opportunities and significant challenges. We will pursue reaccreditation, launch new English-language programmes, deepen our research capabilities, and continue expanding access to quality higher education for learners worldwide. We will do this while maintaining the agility, innovation, and student focus that define SILL's identity.

The journey from a small online institution to an internationally recognized higher education provider has been remarkable. Yet I believe our greatest achievements still lie ahead. Together—students, faculty, partners, and stakeholders—we are building something meaningful: an institution that proves excellence in education transcends physical boundaries, that quality and accessibility need not be mutually exclusive, and that innovation in teaching can coexist with rigorous academic standards.

Thank you for being part of this journey. Thank you for your trust, your dedication, and your belief in what we are building together.

With gratitude and optimism for the future,

Dr. , Prof. Tatiana Zarubina
Rector
Swiss International Institute Lausanne

November 2025

II INTRODUCTION

The year 2024 was a pivotal turning point for the Swiss International Institute Lausanne – SILL. It was marked by the transition from institutional establishment to operational consolidation, reinforced by rigorous external evaluations, major academic redesigns, and strategic infrastructure development.

In February 2024, SILL successfully passed its first Institutional Accreditation from IAAR (ENQA-listed agency). The extensive audit process, including stakeholder interviews and documentation reviews, confirmed SILL's alignment with ESG standards and validated its unique

positioning as a multilingual, online-first, student-centered higher education institution. This recognition was not only a milestone of credibility but also a driver for profound internal improvements throughout the year.

Following the accreditation, a Corrective and Preventive Action Plan was developed by the Quality Assurance Office and adopted by the Academic Council in November 2024. This plan shaped the 2024 agenda, prompting:

- The revision of 9 Study Programmes and approval of 6 new ones
- Introduction of over 12 new institutional policies and procedures
- Launch of the Virtual Mobility Programme and international academic partnerships
- Deployment of SIIIL's Digital Innovation Roadmap and interactive teaching framework
- Physical expansion with relocation to the Unlimitrust Campus in Prilly

To ensure student and stakeholder integration, SIIIL conducted a large-scale institutional survey in August 2024. This collected inputs from students, faculty, and employers, and directly informed programme design, learning outcomes, and support service planning.

At a structural level, the Academic Council endorsed the creation of a Teaching Support Center, mandated the motivation system development, and launched the design phase of Bachelor and Master programmes based on 240/120 ECTS, aligning SIIIL's offer with the Bologna framework.

Additionally, SIIIL deepened its academic credibility by initiating research partnerships and scientific internship programmes. Notably, a mentorship agreement was signed with Prof. Dr. Alexander Malyzhenkov (CERN/CLEAR) to launch student internships in 2025.

Taken together, 2024 was a year of accelerated institutional growth, confirming SIIIL's commitment to excellence, inclusiveness, transparency, and continuous innovation in distance higher education.

1. Vision, Mission and Values

OUR VISION

Many people around the world do not have the opportunity to obtain a university degree, which is important for both job search and career advancement. There may be all sorts of reasons: teaching language, distance, difficulties of combining work and traditional in-person study, high learning costs. This is why we try to make our programmes accessible from all these points of view. Switzerland is a recognised centre of competence with regard to higher and continuing education. We would like everyone to profit from it, and furthermore, for a reasonable price and in their mother tongue or most familiar language.

OUR MISSION

SIIIL's mission is to provide degree and continuing education programmes in different languages to people all over the world. And most particularly, to entrepreneurs and independent professionals who seek for tailor-made knowledge and know-how.

We offer our students a unique opportunity to acquire the knowledge and skills necessary for their professional freedom. We also do our best for our students to have the maximum freedom in organising their study: the freedom to learn, to travel and to work where they want.

OUR VALUES

The real power is knowledge: Swiss teaching standards, permanent and dynamic upgrading for each and every course provided, practice-oriented teaching, incitement of curiosity and thirst for knowledge among our students. We believe that learning is about being open to new ideas and possibilities both in what we learn and how we learn. We are committed to be an educational space which promotes creativity and innovation as a way of responding to the contemporary world.

Accessibility of knowledge for everyone: everyone can study at SIIL, no matter their location, nationality, or workload. We recognise the diversity of our Institute's community and seek to actively promote a spirit of inclusiveness, mutual respect and equality of opportunity and access.

Freedom and independence: supporting entrepreneurs and all those who desire it by offering them the opportunity to study at their own pace and choose appropriate programmes.

Respect and dignity (respectful environment): we are committed to maintaining a hospitable, student-centred environment that recognises each student's individual learning journey, and that promotes, values and supports their personal, social and cultural development.

2. Risk management

While 2024 brought significant achievements, SIIL operates in a complex and evolving higher education landscape. The institution has identified and actively manages several key risk areas:

Regulatory and Accreditation Risks: As an online international institution, SIIL navigates multiple regulatory frameworks and accreditation requirements. *Mitigation:* The institution maintains continuous dialogue with quality assurance agencies, implements robust internal quality systems, and proactively pursues reaccreditation processes (IAAR reaccreditation initiated December 2024, eduQua audit scheduled for 2025).

Technology and Infrastructure Risks: Dependence on digital platforms creates vulnerabilities related to system reliability, cybersecurity, and technological obsolescence. *Mitigation:* SIIL has implemented the Digital Innovation Roadmap with redundant systems, regular security audits, and continuous LMS enhancement. The 2024 infrastructure investments at Unlimitrust Campus provide additional operational resilience.

Market Competition and Student Retention: The online education sector faces intensifying competition and varying student completion rates. *Mitigation:* SIIL addresses this through continuous programme innovation, enhanced student support services, implementation of early warning systems via LMS analytics, and the new Student Progression Policy adopted in 2024.

Financial Sustainability: Rapid growth requires careful balance between investment in quality and financial stability. *Mitigation:* The institution maintains conservative debt management (11% liability reduction in 2024), diversifies revenue streams across multiple programmes and markets, and ensures that growth investments align with strategic priorities and expected returns.

Faculty Quality and Capacity: Attracting and retaining qualified faculty in a competitive market remains essential. *Mitigation:* The 2024 creation of the Teaching Support Center, progressive development of implementation of the OKR-based motivation system, professional development opportunities through virtual mobility, and competitive compensation structures support faculty recruitment and retention.

SIIIL Management conducts quarterly reviews, ensuring that risk identification and mitigation remain integrated into institutional planning and decision-making.

3. Stakeholder engagement summary

Recognizing that institutional excellence requires continuous dialogue with all stakeholders, SIIIL conducted a comprehensive institutional survey in August 2024—the most extensive stakeholder consultation in the institution's history.

a). Survey Scope and Participation

The survey engaged four key stakeholder groups:

- Current students across all Bachelor and Master programmes (Russian and English tracks)
- Faculty members and academic advisors
- Administrative and support staff
- External partners and prospective employers

b). Key Findings and Impact

The survey results, analyzed and published internally in October 2024, provided valuable insights that directly informed institutional decisions throughout the year:

Programme Design and Content: Student feedback on curriculum relevance, course structure, and learning materials led to the comprehensive revision of 9 existing study programmes and informed the design of 6 new programmes. Specific requests for greater flexibility resulted in the integration of 152 EdX MOOC electives and the launch of the Virtual Mobility Programme.

Learning Experience and Support: Responses regarding digital learning experience directly shaped the LMS enhancement priorities outlined in the Digital Innovation Roadmap. Students' requests for improved academic support contributed to the creation of the Teaching Support Center and enhancement of tutoring mechanisms.

Quality and Standards: Faculty and student feedback on assessment methods, academic integrity policies, and progression requirements informed the development of multiple new institutional policies, including the Student Progression Policy, Plagiarism and Integrity Guidelines, and Guidelines for Courseworks and Theses.

Employability and Career Readiness: Input from employers and alumni regarding labour market needs validated the emphasis on practical competencies, project-based learning, and the initiation of research internship programmes, including the CERN partnership.

Areas for Continued Attention

While overall satisfaction indicators were positive, stakeholders identified areas requiring ongoing attention, including further enhancement of VLE functionalities, enlargement of student-faculty interaction opportunities, further education solutions for staff, expansion of career services, and continued development of multilingual support resources. These priorities have been integrated into the 2025 strategic planning process.

The stakeholder survey has been institutionalized as an annual process, with the next comprehensive consultation scheduled for August 2025, ensuring that SIIIL maintains continuous, systematic engagement with its community and remains responsive to evolving needs and expectations.

III ACADEMIC DEVELOPMENTS

Certifications and rankings

In 2024, SIIIL solidified its international academic recognition through a series of strategic certifications and rankings that reflect the institution's commitment to educational excellence, quality assurance, and global competitiveness.

The most significant milestone was the successful completion of Institutional Accreditation by IAAR (Independent Agency for Accreditation and Rating), an ENQA-listed and EQAR-registered quality assurance body. Following the submission of a comprehensive self-assessment report and a full institutional review, the accreditation was officially granted in February 2024 for a one-year period. This recognition validates SIIIL's compliance with European Standards and Guidelines (ESG) and establishes a firm foundation for future programmatic accreditations.

As part of this process, SIIIL undertook a broad internal transformation to enhance its quality management systems. In November 2024, the Academic Council approved a Corrective and Preventive Action Plan (CAPA) in response to the IAAR commission's recommendations. This structured response led to the revision of key institutional documents and the adoption of new policies such as the Student Progression Policy, Virtual Mobility Regulations, and the LMS Monitoring Framework.

2024 also marked SIIIL's debut in the QS Global Online MBA Rankings. The institution's English-language Online MBA programme was officially ranked among the Top 100 worldwide and achieved the position of #31 in the EMEA region (Europe, Middle East, and Africa). This ranking

highlights the programme’s strengths in instructional quality, employability, internationalization, and the overall student experience. It reflects SIIIL’s rapid advancement and strong positioning within the global online education sector.

In parallel, SIIIL maintained its QS Stars 5-Star rating in the category of Online Learning. Re-evaluated and confirmed in August 2024, this rating recognizes SIIIL’s continued excellence in delivering engaging, accessible, and technology-driven learning experiences.

Certification/ Ranking	Agency	Result	Date
Institutional Accreditation	IAAR (ENQA, EQAR)	Granted (1 year)	Feb 2024
Global Online MBA Ranking	QS	Top 100 Global, #31 in EMEA	Oct 2024
QS Stars	Online Learning	QS Intelligence★★★★★ (5 stars)	Aug 2024
EduQua Certification Renewal (new 2021 standrd)	FSEA (Switzerland)	Preparation for 2025 Audit Ongoing	Ongoing

Quality

In 2024, quality assurance at SIIIL underwent a significant transformation from a set of procedural controls to a fully embedded institutional culture, in alignment with the expectations set by the Institutional Accreditation granted by IAAR in early 2024. Quality became not only a regulatory requirement but a strategic driver of academic development, programme design, stakeholder integration, and digital modernization.

Following the successful accreditation, the Academic Council formally adopted a Corrective and Preventive Action Plan (CAPA) during its November 2024 assembly. This plan addressed both structural and operational recommendations made by the accreditation commission and became a guiding framework for QA-related decisions throughout the year.

a). Policy Architecture and Regulatory Revision

In response to strategic goals outlined in the 2022–2026 plan and specific IAAR recommendations, SIIIL carried out an extensive revision of its regulatory architecture. Key developments included:

- Reform of Academic and Institutional Policies, including:
 - *Student Progression Policy*
 - *Plagiarism and Integrity Guidelines*
 - *Guidelines for Courseworks and Theses*
 - *Study Programme Review Procedures*
 - *Policy on Reasonable Accommodation for Students with Disabilities*
- Launch of a new QA policy package governing:
 - *Virtual Mobility*
 - *LMS Data Monitoring and Analytics*
 - *Surveys and Stakeholder Feedback Integration*

These documents were drafted by working groups involving faculty, QA specialists, and student representatives, and were formally reviewed and adopted by the Academic Council during its November 2024 session.

b). Stakeholder-Based Evaluation Model

In line with its strategic cross-cutting goals, SIIIL operationalized a new stakeholder-inclusive evaluation framework. The Quality Assurance Office launched a series of institution-wide surveys in August 2024, targeting:

- Current students (across all Bachelor and Master programmes)
- Faculty and academic advisors
- Administrative staff
- External partners and prospective employers

The survey results were analyzed and published internally in October, providing the foundation for multiple programmatic and institutional decisions, including curriculum redesigns, tutoring enhancements, and LMS optimization.

c). Internal Auditing and Quality Loop

Throughout 2024, SIIIL strengthened its quality loop, ensuring that each policy revision, programme update, or support mechanism was continuously reviewed for effectiveness. This included:

- A mid-year audit of all Study Programmes, which led to the revision of 9 existing SPs and the design approval of 6 new programmes aligned with the Bologna model (240/120 ECTS)
- Integration of the Survey and Statistics Unit into the QA Office to standardize internal data analysis
- Development of quality matrix templates for learning outcomes and competences at the programme level

The quality cycle was no longer reactive but forward-looking, enabling SIIIL to anticipate accreditation requirements, monitor institutional performance, and measure real-time satisfaction.

d). Structural Support and Training

Quality enhancement in 2024 was also structural. The QA Office expanded its internal coordination with the newly created Teaching Support Center, allowing the QA and Academic offices to jointly:

- Deliver training on interactive teaching methodologies and LMS optimization
- Support programme directors with policy implementation and compliance monitoring
- Provide instructors with feedback analytics and performance indicators derived from student engagement data

This structural synergy ensured that quality assurance was not a standalone function but integrated into daily academic and operational workflows.

Looking Ahead

By the end of 2024, SIIL had fully aligned its internal procedures with ESG standards, developed a robust corrective and enhancement roadmap, and engaged all institutional actors in a collaborative quality culture.

The Academic Council formally mandated the launch of the IAAR reaccreditation process in December 2024 and established the steering group for the eduQua 2025 reaccreditation audit. These proactive steps ensure that 2025 will be focused not only on maintaining certifications but deepening the culture of continuous improvement.

IV EDUCATION

The year 2024 marked a major milestone in the educational development of SIIL, reflecting a maturing institution that strategically aligned its Study Programmes (SPs) with international academic standards, labour market needs, and the expectations of a diverse student body.

A total of 15 Study Programmes were either reviewed, updated, or newly launched in 2024 across Russian and English tracks, following the completion of stakeholder surveys, internal audits, and the implementation of ESG-aligned QA procedures.

a). Review of Existing Programmes (Russian)

In accordance with the Academic Council's decisions and based on feedback from programme reviews, the following Bachelor and Master SPs in Russian were comprehensively revised between May and September 2024:

Revised Bachelor Programmes (180 ECTS):

- Bachelor in Information Systems and Technologies
- Bachelor in Internet Marketing
- Bachelor in Web Design
- Bachelor in Project Management
- Bachelor in Luxury Brand Management
- Bachelor in Event Management

Revised Master Programmes (90 ECTS):

- Master of Arts in International Relations
- MBA in Business Administration (Russian)

Key areas of revision included:

- Reformulation of learning outcomes and competences matrices
- Integration of EdX-certified MOOCs as electives
- Inclusion of virtual internships and project-based assignments
- Alignment of credit structures with 240/120 ECTS Bologna-compliant formats
- Adaptation for improved LMS tracking and assessment mechanisms

These updates were carried out by Programme Boards with oversight from the Quality Assurance Office and presented to the Academic Council in November 2024 for validation.

During 2024, Faculty Boards conducted a full audit of existing Bachelor and Master programmes to assess them against newly established quality indicators and stakeholder expectations. As part of this audit:

- Updated didactic materials were prepared for all courses under the 240/120 ECTS structure.
- All revised study programmes now incorporate defined Learning Outcomes (LOs) and Programme Learning Results (PLRs) linked to the assessment matrixes.
- Integration with virtual mobility and external e-library resources (e.g., EdX, Znanium, HBP) was structured into elective components of the programmes.

This structured and systemic approach ensures that SILL programmes remain at the forefront of academic excellence in digital education and conform to the best practices outlined by ENQA and national authorities .

b). Launch of new Study Programmes

Following stakeholder feedback and quality audits, the Academic Council formally approved the implementation of new and revised study programmes that will commence in February 2025. These include:

New 240 ECTS Bachelor Programmes (approved and revised in 2024):

- Bachelor of Arts in Project Management
- Bachelor of Science in Internet Marketing
- Bachelor of Science in Web Design
- Bachelor of Science in Information Systems and Technology

These programmes represent a comprehensive enhancement of SILL's curriculum in technology, management, and creative sectors. Each programme was reviewed for learning outcomes alignment, modern labour market relevance, and course content integration with interactive and digital learning components .

New 120 ECTS Master Programmes (approved and revised in 2024):

- Master of Business Administration (English)
- Master of Business Administration (Russian)

These MBA programmes underwent a rigorous evaluation and content update process during 2024. The transition from a 90 ECTS structure to a 120 ECTS framework aligns with international expectations for Master's level education and enhances eligibility for students seeking to continue into doctoral programmes or high-tier employment opportunities.

The curricular review incorporated feedback from internal academic staff, students, and external advisors, resulting in expanded capstone projects, enhanced research methodology modules, and integration with professional certification pathways.

c). Expansion of English-Language Offerings

In line with SIIL's internationalisation objective, 2024 marked the first full academic year of delivering the English-language MBA, launched officially in March 2023. By 2024, the programme had:

- Enrolled students from 7 countries
- Been submitted and ranked in the QS Global Online MBA
- Integrated virtual mobility and international e-library access
- Embedded MOOC electives and project-based learning formats

In mid-2024, the Programme Board initiated the development of two additional Bachelor Programmes in English, with a focus on flexible online delivery and international credential recognition:

Bachelor Programmes (180 ECTS, in development):

- Bachelor in IT and AI
- Bachelor in Project Management

These English-language SPs were based on market research coordinated by the Strategic Study Programme Development Office and supported by the Academic Office. Approval is scheduled for March 2025, with admission beginning in September 2025.

d). Integration of Virtual Mobility, electives and optional courses

A significant step in 2024 was the successful integration of EdX-certified MOOCs into SIIL's curriculum as electives and optional courses across all SPs. The final list approved by the Academic Council includes 152 external courses, available to both Russian- and English-speaking students.

These enhancements expand access to international academic content, promote interdisciplinary learning, and give SIIL students the opportunity to tailor their education through flexible, modular learning pathways.

e). Research and Scientific Training Foundations

Another important educational innovation in 2024 was the formalisation of SIIL's Scientific Internship Programme, particularly in the IT field. The Academic Council approved a mentorship agreement with Prof. Dr. Alexander Malyzhenkov (CERN/CLEAR) to offer structured research experiences for Bachelor students beginning in 2025.

This initiative, integrated into the revised curriculum, reflects SIIL's intention to bridge academic study with global scientific research and develop new pathways for postgraduate engagement.

Learning Management System

In 2024, the Learning Management System (LMS) at the Swiss International Institute Lausanne (SIIL) underwent a period of critical enhancement and strategic alignment, firmly establishing itself as the digital backbone of all academic activity. It supported not only course delivery and assessment but became central to quality assurance, data analytics, academic transparency, and stakeholder engagement.

f). Strategic Alignment and Roadmap Execution

The LMS developments of 2024 were guided by SILL's Digital Innovation Strategy, a roadmap adopted in mid-2024 and approved by the Academic Council in November. The roadmap outlined 11 transformation milestones, 5 of which were completed in 2024, laying the foundation for a responsive, data-integrated, and scalable platform.

The LMS was specifically enhanced to:

- Support the new 240 ECTS Bachelor and 120 ECTS Master structures,
- Host embedded learning outcome tracking tools,
- Manage expanded elective modules, including MOOCs from EdX and other providers,
- Accommodate multilingual content for Russian- and English-speaking cohorts.

g). Technical Advancements and Functional Expansion

Significant improvements included:

- Real-time analytics dashboards for teachers and academic managers to monitor student engagement, performance, and dropout risk indicators.
- Integration of course-level satisfaction surveys and mid-term feedback loops, administered automatically within the course workflow.
- Modular content architecture that allows instructors to customize learning paths using required, optional, and external learning objects.
- Launch of a pilot interface for Virtual Mobility (VM) integration, enabling students to access joint courses and shared e-libraries via a unified digital environment.

The LMS also saw upgrades to ensure:

- Mobile-first compatibility (particularly in bandwidth-limited regions),
- Role-based access control (students, mentors, deans, QA, admin),
- Automated progression logs to support the updated Student Progression Policy,
- Secure, encrypted assignment and examination submission workflows.

h). LMS as a Quality Monitoring Tool

From a quality assurance standpoint, the LMS became a central monitoring instrument. It was embedded into several institutional QA procedures:

- The Quality Assurance Office used LMS logs and data to validate alignment between declared learning outcomes and actual student activity patterns.
- Dropout analysis and academic alerts were generated using integrated statistics, improving intervention efficiency.
- Academic Council approved the LMS as part of the official documentation trail in support of reaccreditation dossiers (IAAR and eduQua).

Additionally, each revised or new Study Programme delivered via the LMS had an associated course-level performance matrix, designed to map competencies to activities and assessments, in line with ENQA expectations.

i). Faculty and Staff Use and Support

To ensure the LMS was not merely functional but pedagogically effective, SIIL launched regular training sessions in partnership with the Teaching Support Center. Faculty received structured guidance on:

- Designing competency-based, interactive online content,
- Monitoring learner progression,
- Integrating external multimedia and certification modules,
- Ensuring compliance with digital assessment standards.

A production support unit was also activated to assist teachers in transforming classroom-based content into multimedia learning packages with quizzes, readings, and interactive elements.

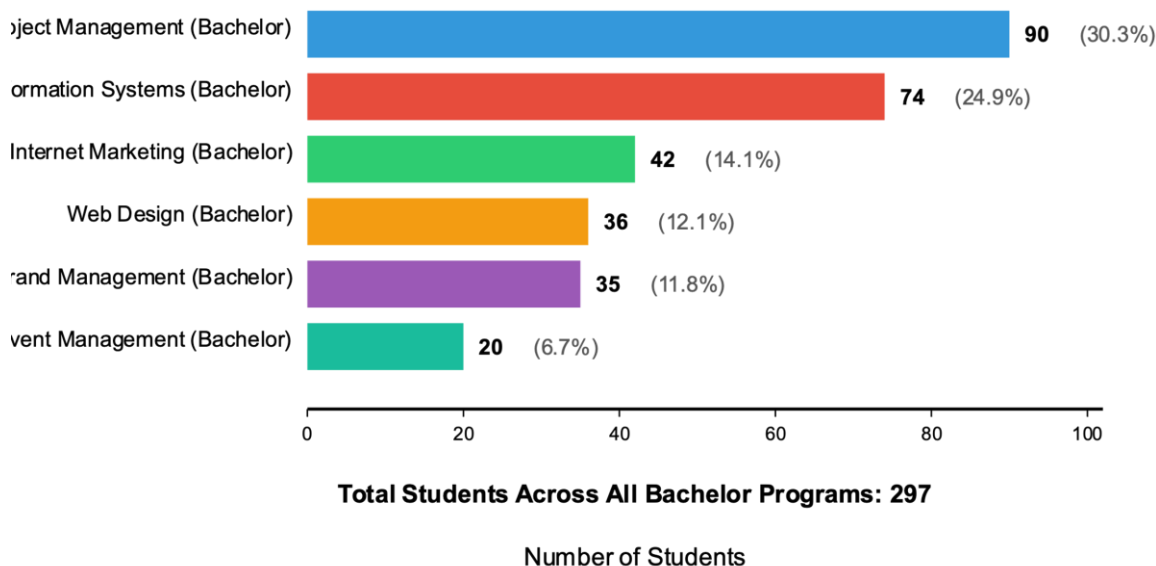
Statistics

On 31st of December 2024, SIIL counted 418 enrolled students in Bachelor and Master Programmes. 45 students were expelled and 15 students graduated.

j). Bachelor Programmes: Enrolled students

Program	Total	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Total	297	139	52	63	25	16	2
Information Systems and Technologies (<i>SIIL Bachelor Program, 3 years</i>)	74	31	15	13	6	7	1
Project Management (<i>SIIL Bachelor Program, 3 years</i>)	90	42	13	21	10	4	1
Luxury Goods and Services Brand Management (<i>SIIL Bachelor Program, 3 years</i>)	35	12	9	11	2	1	0
Web Design (<i>SIIL Bachelor Program, 3 years</i>)	36	21	6	6	2	1	0
Internet Marketing (<i>SIIL Bachelor Program, 3 years</i>)	42	21	7	9	3	2	0
Event Management (<i>SIIL Bachelor Program, 3 years</i>)	20	12	2	3	2	1	0

Distribution of Students by Bachelor Program at SIIIL



k). Bachelor Programmes: Expelled students

Program	Total	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Total	39	13	16	8	1	1	0
Information Systems and Technologies (SIIIL Bachelor Program, 3 years)	11		4	1	0	0	0
Project Management (SIIIL Bachelor Program, 3 years)	12	3	6	5	0	0	0
Luxury Goods and Services Brand Management (SIIIL Bachelor Program, 3 years)	5	2	2	0	1	0	0
Web Design (SIIIL Bachelor Program, 3 years)	1	0	0	0	0	0	0

Program	Total	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Internet Marketing (SIIL Bachelor Program, 3 years)	6	1	3	2	0	1	0
Event Management (SIIL Bachelor Program, 3 years)	4	4	1	0	0	0	0

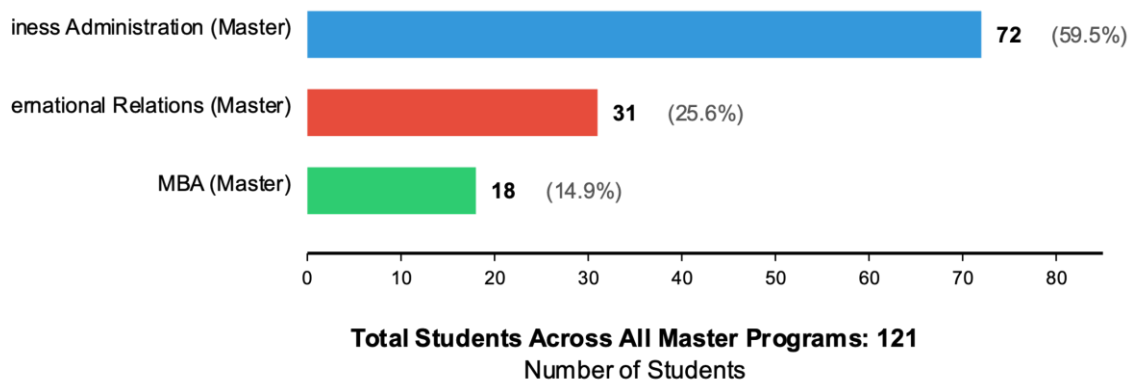
l). Bachelor Programmes: Graduates

Program	Total
Total	39
Information Systems and Technologies (SIIL Bachelor Program, 3 years)	11
Project Management (SIIL Bachelor Program, 3 years)	12
Luxury Goods and Services Brand Management (SIIL Bachelor Program, 3 years)	5
Web Design (SIIL Bachelor Program, 3 years)	1
Internet Marketing (SIIL Bachelor Program, 3 years)	6
Event Management (SIIL Bachelor Program, 3 years)	4

m). Master Programmes: Enrolled students

Program	Total	Semester 1	Semester 2	Semester 3
Total	121	50	34	37
Master in International Relations (SIIL Master Program, 1 year 6 months)	31	10	10	13
Master in Business Administration (SIIL Master Program, 1 year 6 months)	72	30	18	21
Master of Business Administration (MBA) (SIIL Master Program, 1 year 6 months)	18	10	6	3

Distribution of Students by Master Program at SIIIL



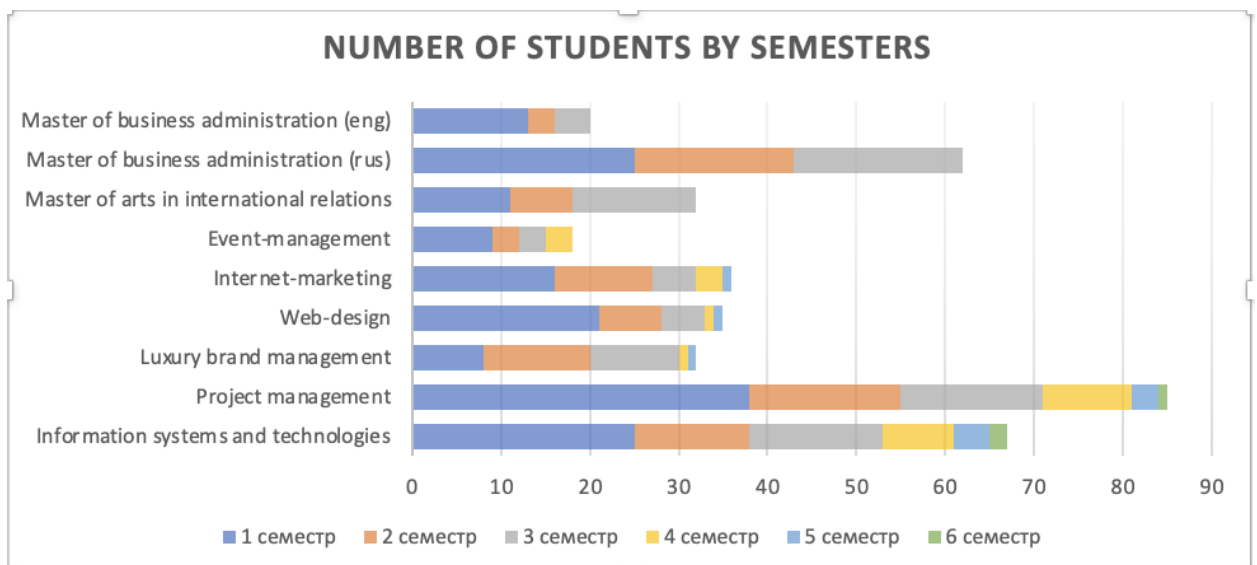
n). Master Programmes: expelled students

Program	Total	Semester 1	Semester 2	Semester 3
Total	6	4	0	2
Master in International Relations (<i>SIIIL Master Program, 1 year 6 months</i>)	1	1	0	0
Master in Business Administration (<i>SIIIL Master Program, 1 year 6 months</i>)	4	3	0	2
Master of Business Administration (MBA) (<i>SIIIL Master Program, 1 year 6 months</i>)	1	0	0	0

o). Master Programmes: Graduates

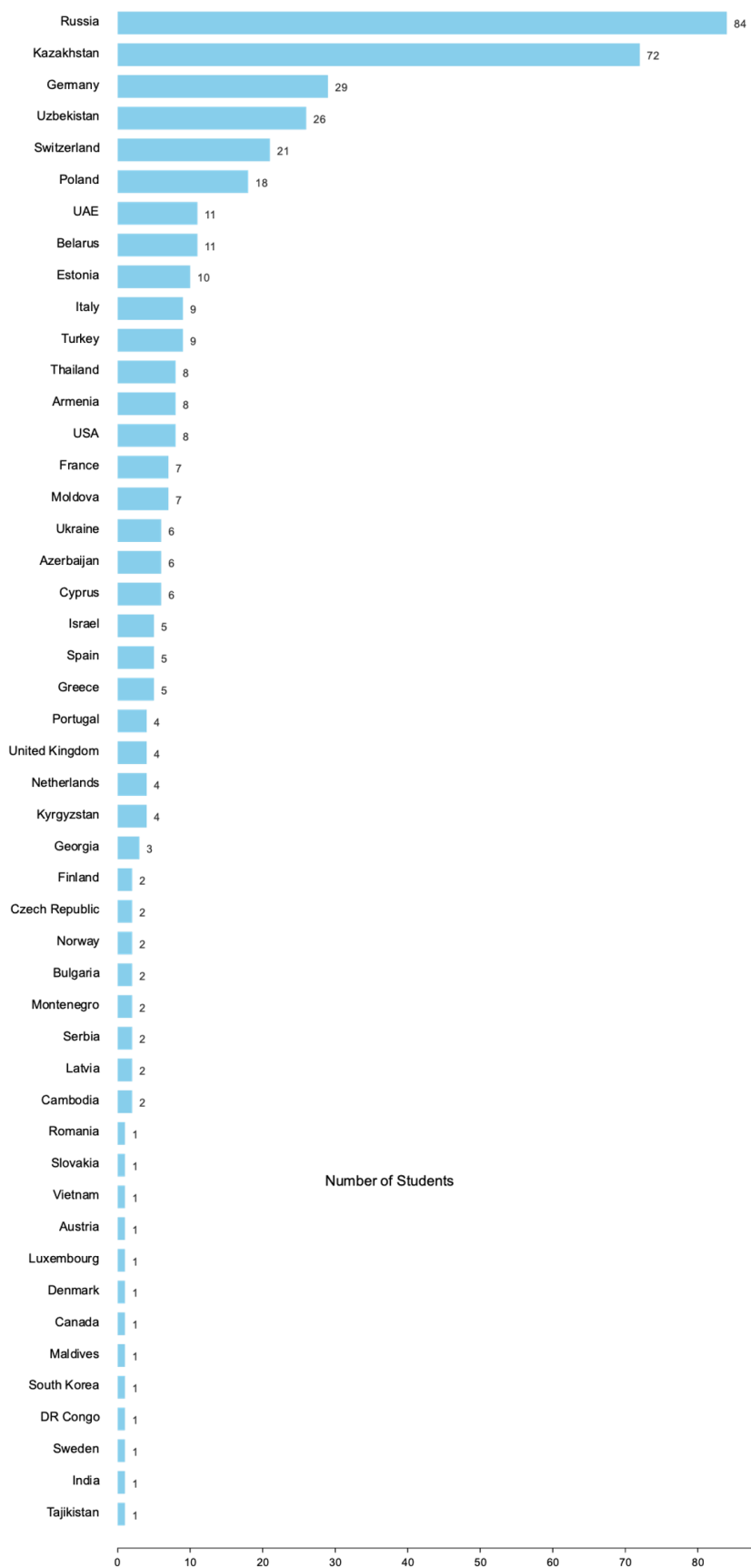
Program	Total
Total	12
Master in International Relations (<i>SIIIL Master Program, 1 year 6 months</i>)	7
Master in Business Administration (<i>SIIIL Master Program, 1 year 6 months</i>)	4
Master of Business Administration (MBA) (<i>SIIIL Master Program, 1 year 6 months</i>)	1

p). Number of students by semesters

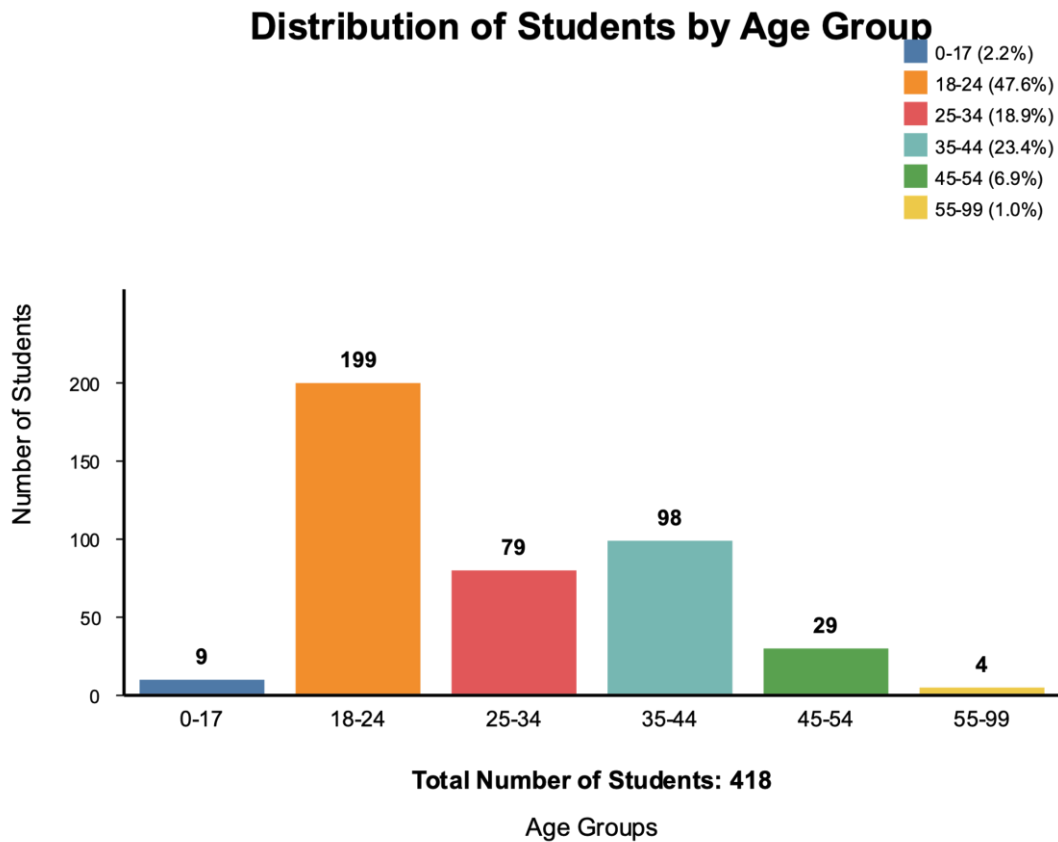


q). **Number of students by country**

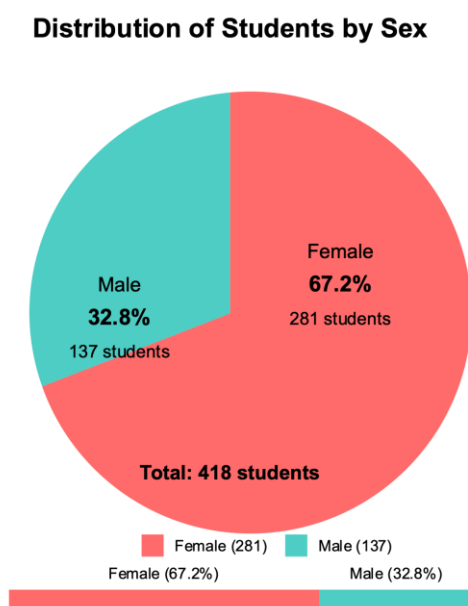
Distribution of Students by Country



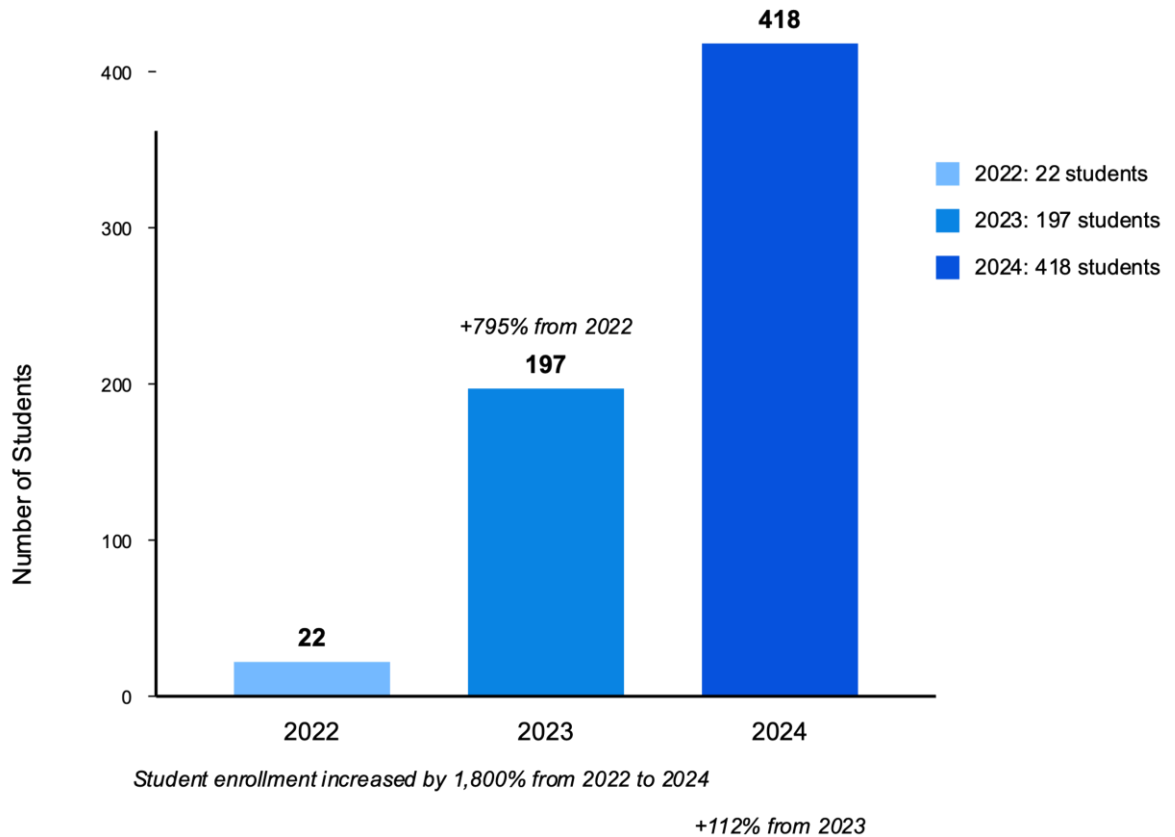
r). Age distribution chart



s). Distribution of students by sex



t). Number of students: growth trend 2022-2024



V HR OVERVIEW

In 2024, the SIIIL Institute took decisive steps to enhance staff engagement, professional development, and pedagogical quality, in alignment with its strategic vision of innovation and academic excellence.

a). Teaching Staff Motivation and Evaluation Reform

In response to growing concerns regarding the limitations of traditional Key Performance Indicators (KPIs), an initiative group led by Assoc. Prof. Daria Rozhkova proposed the adoption of a more dynamic **Objectives and Key Results (OKR)**-based motivation system. Their analysis underscored the inadequacy of uniform KPIs in capturing the full scope of teaching quality in an online higher education environment, where student performance is influenced by a variety of external and subjective factors.

Following a comprehensive presentation and discussion at the Academic Council’s November 2024 assembly, the Council **approved the development of a hybrid KPI-OKR system**, aimed at balancing performance monitoring with inspirational, innovation-driven objectives. The QA Office, Teaching Center, and Academic Office have been tasked with drafting this system for review in early 2025.

b). **Creation of the SIIL Teaching Center**

In line with its commitment to staff support and academic excellence, SIIL launched the **Teaching Center**, a dedicated unit focused on faculty development, course design, and pedagogical innovation. The Center, coordinated by the QA Director and supported by expert consultants, including certified adult education auditor Mr. Richard Bonnet, will offer:

- Training sessions on interactive and student-centered teaching methods
- Guidance on course design aligned with EduQua 2021 quality norms
- Implementation oversight for the new staff motivation system

c). **Professional Development and Mobility**

Faculty at SIIL now benefit from enhanced **virtual mobility opportunities** through a new academic cooperation agreement with the Swiss School of Higher Education in Montreux. These opportunities support joint research, exchange of best practices, and participation in online lectures and international events, reinforcing SIIL's strategic goal of global academic integration.

d). **Appointments and Recognition**

In recognition of their leadership and academic contributions, Faculty Deans Dr. Daria Rozhkova and Dr. Pavel Tkachev were formally **appointed Professors** by the Academic Council in November 2024.

VI **INFRASTRUCTURE OVERVIEW**

In 2024, SIIL reinforced its commitment to excellence in online education by implementing significant upgrades to both its physical and digital infrastructure. These developments were essential to support the Institute's strategic expansion, quality assurance measures, and digital innovation initiatives.

Physical Infrastructure: Strategic Relocation and Expansion

A milestone in SIIL's institutional growth was the move to the **Unlimitrust Campus in Prilly**, a modern innovation hub that also houses the EPFL Innovation Park and several cutting-edge IT startups. This relocation significantly enhanced SIIL's operational capabilities by providing:

- **Dedicated administrative offices** for core institutional functions.
- **Facilities for VR labs and archival resources**, supporting future development in immersive learning and research.
- **Access to a dynamic ecosystem** of technological innovation and potential internship partners for students, particularly in the IT and digital business fields.

The new campus environment aligns seamlessly with SIIL's mission to integrate education, innovation, and industry partnerships.

Digital Infrastructure: Advancing Online Learning

In line with SIIL's fully online education model, 2024 saw the advancement of several key initiatives to enhance the digital learning experience:

- **Launch of the LMS-Based Monitoring Framework:** This new policy transformed the LMS into a data-rich platform for learning analytics, enabling personalized feedback and performance tracking.
- **E-Library Integration:** Contracts with **Znanium** and **Harvard Business Publishing** expanded the digital library ecosystem, with full student access planned for February 2025.

Digital Strategy and Innovation

The **Digital Innovation Strategy**, approved by the Academic Council, was put into action through a detailed roadmap focusing on the development of interactive teaching solutions, virtual mobility, and scalable EdTech tools. These actions are pivotal in enhancing the learning journey and enabling real-time academic support in a global digital environment.

Resource Allocation and Future Outlook

The infrastructure projects of 2024 were supported by dedicated human, technical, and financial resources, with oversight from the Academic and QA Offices. These investments laid the groundwork for long-term digital transformation and quality improvement, supporting SIIL's continued growth and positioning in the competitive global higher education market.

Looking ahead, the Institute will continue to evolve its infrastructure to align with strategic objectives, including further development of VR labs, LMS integration, and international partnerships in technology and education.

VII FINANCIAL OVERVIEW

The Swiss International Institute Lausanne demonstrated robust growth dynamics during the 2024 fiscal year, reflecting its strategic expansion in the international online higher education market. The Institute's revenue base more than doubled compared to the previous year, recording an increase of approximately 115%, which underscores the growing recognition of SIIL's academic programs and the successful implementation of its market development strategy.

This exceptional revenue growth was accompanied by strategic investments in key operational areas essential for sustainable institutional development. The Institute significantly strengthened its academic infrastructure and market presence, positioning itself for long-term competitiveness in the sector. **Staff capacity** expanded by approximately 53%, enabling SIIL to support its growing student base while maintaining quality standards. **Investments in international accreditation processes** increased by approximately 46%, reflecting the Institution's commitment to achieving and maintaining the highest academic recognition standards. **Academic resources**, particularly library subscriptions and digital learning materials, grew by approximately 28%, ensuring students have access to contemporary scholarly resources necessary for rigorous academic programs.

A particularly notable aspect of SIIL's 2024 development was the strategic enhancement of its **operational infrastructure**, with investments in different leases increasing approximately

thirteen times compared to the previous year. This substantial expansion reflects the Institution's commitment to establishing a robust physical and administrative presence commensurate with its growing international stature. The enhanced infrastructure investment supports SIIIL's operational capacity to manage a significantly larger student body while meeting the stringent requirements associated with international accreditation standards. This infrastructure development provides the institutional foundation necessary for sustainable long-term growth, ensuring that SIIIL's administrative capabilities and professional facilities align with the expectations of a credible international higher education institution. The scale of this investment demonstrates management's strategic prioritization of building the organizational infrastructure required to support continued expansion and maintain operational excellence as student enrollment continues to grow.

The strategic growth phase necessitated substantial **investments in institutional visibility and student recruitment**, with marketing and market development expenditures increasing approximately 5.6 times to establish SIIIL's presence in target markets globally. While these strategic investments temporarily reduced operational margins compared to the previous year's more conservative operational model, they represent deliberate choices to accelerate institutional growth and market penetration during a critical development phase.

From a financial stability perspective, the Institute maintained a sound capital structure throughout the year. Total liabilities decreased by approximately 11%, demonstrating improved financial discipline and debt management. Shareholder's equity strengthened by approximately 4%, maintaining a positive equity position despite the growth investments. The Institution successfully managed its transition from multiple banking relationships to a streamlined treasury structure, enhancing operational efficiency.

The 2024 results reflect SIIIL's transition from an established but smaller educational institution to a rapidly expanding international higher education provider. The revenue trajectory, combined with controlled expense growth in core academic functions, positions the Institute favorably for achieving operational efficiency at scale as the student base continues to expand in subsequent years.

Swiss International Institute Lausanne

Year-over-Year Performance Comparison: 2023 vs 2024

Turnover

↑ 2.15*



Staff Expenses

↑ 1.53*



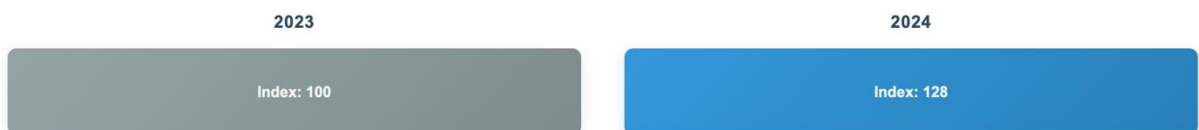
Accreditation Investment

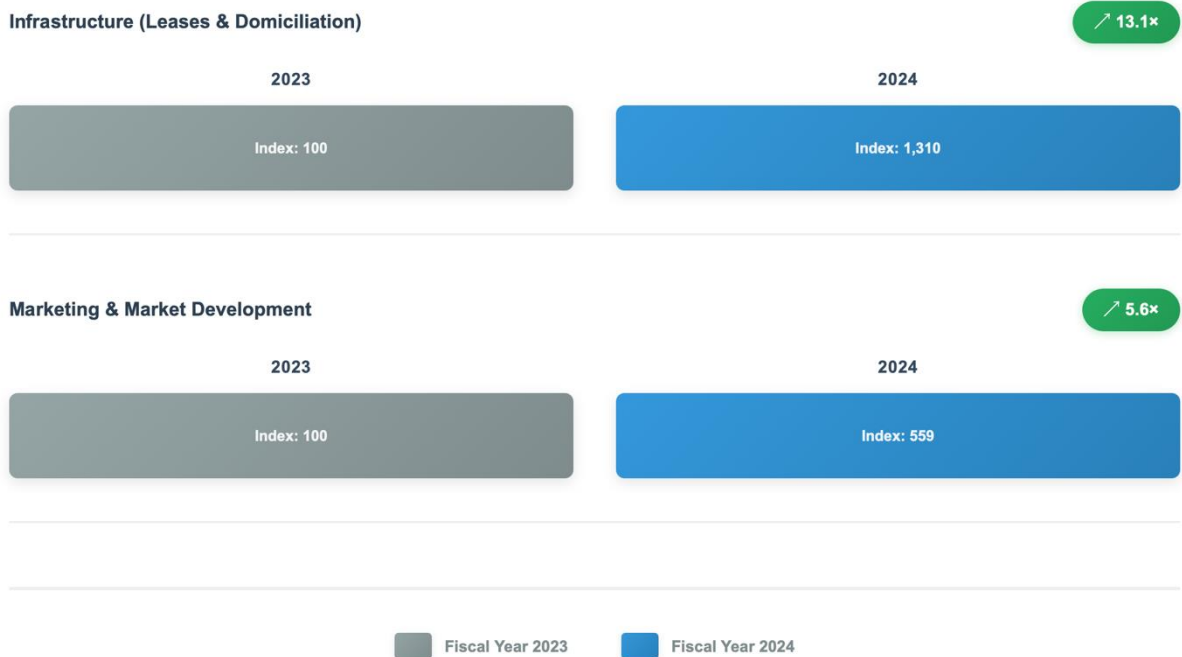
↑ 1.46*



Library Resources (Subscriptions)

↑ 1.28*





VIII CONCLUSIONS

The year 2024 marked a decisive moment in SIIL’s institutional evolution—from early-stage structuring to consolidated growth, operational maturity, and international academic recognition. The successful acquisition of institutional accreditation from IAAR, combined with the entry into the QS Global Online MBA Rankings, underscored SIIL’s capacity to meet and exceed the rigorous standards of global higher education.

Academic excellence was reinforced by the comprehensive redesign of study programmes, integration of stakeholder feedback, and formalisation of new quality assurance mechanisms. Internally, SIIL embedded a culture of transparency, inclusiveness, and innovation, supported by newly developed institutional policies, enhanced digital infrastructure, and the creation of strategic support units such as the Teaching Center.

Student enrolment more than doubled, infrastructure was significantly upgraded through the relocation to Unlimitrust Campus, and international partnerships were expanded, reflecting SIIL’s growing influence in the online higher education landscape.

Looking ahead, SIIL remains committed to deepening its quality culture, expanding access to global knowledge resources, and positioning itself as a leading European actor in multilingual, flexible, and future-ready education. The foundations laid in 2024 will serve as the launching pad for the next phase of development—anchored in sustainability, excellence, and innovation.

Approved by: Academic Council
Date of Approval: 13.11.2025