

E-XCELLENCE NEXT Report Review-at-a-distance MESI (Moscow) and MESI BRANCHES (Minsk, Yaroslav, Tver, Yerevan)

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E-XCELLENCE NEXT Report Review-at-a-distance

MESI (Moscow) and MESI BRANCHES (Minsk, Yaroslav, Tver, Yerevan)

June 21th 2012

E-xcellence Core group representatives:

Jo Boon

Leo Wagemans

Andre Vyt (partly)

George Ubachs (partly)

September 2012

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1 Preparation

Appointments about the Review-at-a-distance were made in May/June 2012. The definite agreements were made in an e-mail of June 7th 2012. The e-mail and attachment can be found in Appendix 1.

Responsible for MESI was Dr. Irina Smirnova, Chief of the Department for International Projects, Moscow State University of Economics, Statistics and Informatics (MESI).

This university made use of reviews using E-xcellence on two previous occasions (2009 and 2011), reports of both Local seminars and reviews are available.

1.1 Preparation by the E-xcellence team

The team was provided with material and reports of the following participating programs:

MESI:

Economics (Master) – MESI Institute of Economics and Finance

Business Informatics (Bachelor) – MESI Institute of Computer technologies

Human Resource Management (Bachelor) – MESI Institute of Management

Psychology (Bachelor) – MESI Institute of Law.

Four MESI branches:

Minsk (Belarus).

Yerevan (Armenia)

Tver (Russia)

Yaroslavl (Russia)

The materials were available from 15-06-2012 on, leaving a limited amount of time for the review to read the reports thoroughly.

For the materials see Appendix 2.

A technical tryout of the video conferencing performance was done 18th of June by MESI, in collaboration with Leo Wagemans and Mat Heinen (Open University in the Netherlands).

1.2 Preparation by Local team

The local teams were asked to provide the following information

- 1) Quick Scan, with filling in multiple choice and open questions
- 2) Supporting docs and roadmap in order to prepare for the online Local seminar using a video conference

The documents required were sent by e-mail to the reviewers before the review, on 14 and 15 of June 2012.

2 On-line review June 21th 2012

Agenda (9.00 – 14.00):

- Brief welcome by the top-managers of MESI and brief introduction of the participants
- Self-introduction of the review team
- Brief introduction to E-xcellence by the review team
- Presentation of implementation of the Improvement Plan developed after the self-assessment in MESI in 2011
Bachelor programs: Applied Informatics; Linguistics; Management; Economics
Master programs: Applied Informatics; Management
- Explaining the self-assessment in MESI Institutes (4 programs together)
- Explaining the self-assessment in MESI branches (one by one)
- Presentation of the VLE
- Demonstration of the programs
- Presentation of the roadmaps
- Reviewers reporting on their findings
- Recommendations by reviewers
- Closure and agreement next steps.

Presentations were given by representatives of the different programs (see Appendix 3 and 4). Most of the presentations were translated simultaneously by an translator present at MESI. The review team made use of the possibility to use the chat mode to ask questions. All questions were answered during or immediately after the presentations. The conference was taped integrally.

The Review team consisted of four members: Leo Wagemans (integral review), Jo Boon (integral review), Andre Vyt (part of the review), and George Ubachs (part of the review)



Screenshot of the videoconference during the review-at-a-distance with MESI, Jo Boon, Leo Wagemans and Andre Vyt.

3 Conclusions and recommendations

This concluding section outlines the main points which emerged from the online seminar of MESI and the MESI branches on June 21. The feedback of the Review team is summarised in the PowerPoint presentation in Appendix 5. The presentation was provided at the end of the video conference.

The Review team was positive about the quality of the preparation of the Quick Scans by the different participants. The preparation of the review and the presentation of the results were performed by a committed group of dedicated people. In the programs e-learning was considered as an issue that was initiated some time ago, allowing for the development of experience in the field of educational technology.

Every program presented had performed a Quick Scan. All programmes saw room for improvement on different issues. For the reviewers the use made of the scoring principle and the argumentation behind the (frequently positive) scoring was not always clear. This was probably mainly due to time limits and language barriers; a discussion on this issue was not always possible. Evidence was frequently lacking to substantiate positive scores. Neither was clear whether and how the E-xcellence quality framework was part of the MESI quality framework as a whole.

- Every program presented a list with specific issues for improvement to work on in the next three years. The lists contain important and relevant issues. Questions for clarification or argumentation for these improvement projects were answered adequately. The number of intentions for improvement, however, seems to be too large for each program, and the review team has questions about the feasibility of reaching these goals in the strict time schedule that is foreseen. The main recommendation following the virtual seminar were to prioritise the issues named in the different roadmaps, and to generate a multilevel roadmap, in which long-term and short-term goals are differentiated and in which global and program-specific goals are interrelated.
- The reviewers are very positive about the fact that it was possible to discuss some good examples concerning e-learning and the use of the E-xcellence tool during the video session.

4 Additional comments and remarks of the E-xcellence team

This section contains some remarks about online reviewing for other future reviews:

- It was not possible for the reviewers to have a look at materials, VLE's or other evidence substantiating the presentations. Although this is not a necessity given the status of the review as a way to improvement, it would be advisable for future reviews to illustrate statements with evidence.
- The number of programs to be reviewed was large, considering the time available. Although the structure of the E-xcellence framework allows to be very efficient, there should be additional restrictions or regulations for a bundle of several programs. For future on-line reviews a limited scope of programs to review is advisable.
- The appointment of a chair person to monitor the agenda, the process, questions etc. is necessary. It proved impossible to complete the agenda in the time foreseen (2 hours more than planned). The combination of different factors (language, time available, etc.) made it difficult for the reviewers to give appropriate feedback on each presentation.
- Although the technical setting was tested beforehand, still some technical inconveniences remained (sound, sharing of PowerPoint presentations).

5 Appendices

Appendix 1: E-mail June 7th 2012, E-xcellence planning

Appendix 2: Materials for review

a. Info MESI Moscow

- Order on running self-assessment, 2012
- Info Institute of Economics and Finance Master, Economics
- Info Institute of Computer Technologies, Business Informatics
- Info Institute of Management, HRM
- Info Institute of Law, Psychology

b. Mesi Moscow

- MESI Moscow, List of participants
- MESI Moscow, Quick Scan
- MESI Moscow, Completion of Improvement Plan 2011
- MESI Moscow, Draft Improvement Plan 2012

c. Minsk

- Minsk, List of participants
- Minsk, Info about branch
- Minsk, BAC Economics
- Minsk, BAC Management
- Minsk, BAC Applied Informatics
- Minsk, Quick Scan
- Minsk, Improvement Plan

d. Yerevan

- Yerevan branch, List of participants
- Yerevan branch, BAC Economics
- Yerevan branch, BAC Management
- Yerevan branch, BAC Applied Informatics
- Yerevan branch, Quick Scan
- Yerevan branch, Improvement Plan

e. Tver

- Tver branch, List of participants
- Tver branch, Info about branch
- Tver branch, BAC Economics
- Tver branch, BAC Management
- Tver branch, BAC Applied Informatics
- Tver branch, BAC Law
- Tver branch, Quick Scan
- Tver branch, Improvement Plan

f. Yaroslavl

- Yaroslavl branch, BAC Economics + Info about branch
- Yaroslavl branch, BAC Management + Info about branch
- Yaroslavl branch, Quick Scan
- Yaroslavl branch, Improvement Plan

Appendix 3: MESI Presentations

- a. Educational program of MESI, Implementation in e-environment
- b. MESI Participants of the round-table
- c. E-xcellence Project Business Informatics (Bachelor),
Outputs of MESI self-assessment on the section «Curriculum Design»
- d. E-xcellence Project Human Resource Management (Bachelor),
Outputs of MESI self-assessment on the section «Curriculum Design»
- e. E-xcellence Project Psychology (Bachelor),
Outputs of MESI self-assessment on the section «Course Delivery»
- f. E-xcellence Project Economics (Master),
Outputs of MESI self-assessment on sections «Staff Support», «Student Support»
- g. Minsk Branch of MESI
- h. Yerevan Branch of MESI
- i. Tver Branch of MESI
- j. Yaroslavl Branch of MESI

Appendix 4: Introduction to E-xcellence

Appendix 5: Feedback Review team

Appendix 1: Email June 7th 2012, E-xcellence planning

Van: [Wagemans, Leo](#)
Aan: ISmirnova@mesi.ru
Cc: [Boon, Jo](#); "[George Ubachs](#)"
Onderwerp: RE: E-xcellence planning
Datum: donderdag 7 juni 2012 14:15:00
Bijlagen: [Information about the Review at a Distance MESI, June 2012.doc](#)

Irina,

You agreed with George that a 'Review at a distance' will be organised with MESI. Part of the 'Review at a distance' is a videoconference on Thursday 21th of June 2012, from 9.00 till 12.00 hour, CET (= 11.00 till 14.00 hour, Moscow time). In the attachment you can find instructions about the Review. Most information is already known to you, because you and your institute are familiar with the Local seminars. Please have a look at the instructions and let us know if things are not clear at this moment.

You proposed to use for the meeting your Adobe Connect Pro. Of course we as experts have access to the Internet. For us that's OK, so you can send us the link, login and password in due time.

Only one question about that: is it possible to share the screen or application, because that can be useful when demonstrating your VLE f.e.?

Kind regards,

Leo Wagemans, Jo Boon

Open Universiteit | +31 45-576 2371 |

Van: George Ubachs [mailto:George.Ubachs@eadtu.eu]
Verzonden: dinsdag 15 mei 2012 17:03
Aan: ISmirnova@mesi.ru
CC: Wagemans, Leo; Boon, Jo
Onderwerp: E-xcellence planning

Dear Irina,

I talked with Leo and Jo today for further planning the review at a distance.

In steps it would look like this:

- 1) QS with filling in multiple choice and open questions (can start now)
- 2) Submitting self-assessment: QA report with supporting docs and roadmap (21/6)
- 3) Video meeting with reviewers: (28/6)
 - *explaining the self-assessment
 - *reviewers reporting on their findings
 - *demonstration of the course on-line
 - *presentation roadmap
 - *recommendations by reviewers
 - *closure and agreement next steps
- 4) Reviewers report to MESI incl. recommendations (August)
- 5) Final roadmap and indication of benchmarks to be used (beginning September)

Reviewers are to be appointed, but will include Jo/Leo.

You will get a contract document from EADTU.

I hope this will work for you. If needed we could have 2) and 3) exactly one week earlier, so resp. 14/6 en 21/6.

Please let me know what you prefer.

With best regards,

George Ubachs
Managing Director



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NL - 6401 DL Heerlen
T: +31 (0)45 576 2977
E: george.ubachs@eadtu.eu
I: www.eadt.eu
[LinkedIn/ubachsgeorge](#)

**Registration for EADTU's 25th Anniversary Conference in Paphos/Cyprus is open -----
[Register now!!!!](#)**

Attachment E-mail June 7 2012

Review at a distance MESI

21 June 2012

Dear Irina,

As appointed with George, there will a 'Review at a distance' with a videoconference on Thursday 21th of June 2012, from 9.00 till 12.00 hour, CET (= 11.00 till 14.00 hour, Moscow time).

As planned, three reviewers are supposed to be the E-xcellence review team for the review. Besides Leo en Jo, probably Covadonga Rodrigo will be the third reviewer.

People, subject of evaluation

We assume that you have formed a team consisting of managers, course designers, tutors, students which is working on the preparation of the 'Review at a distance' and that you have decided which part of the organisation (program, course....) will be the subject of the 'Review at a distance'.

So we want to know which part of the academic education, which program, which courses are subject of the evaluation. Please sent us (jo.boon@ou.nl; leo.wagemans@ou.nl; cc george.ubachs@eadtu.eu) exact information about your selections.

E-xcellence Quick Scan preparatory tool:

The E-xcellence instrument consists of a Manual and Assessors Notes to assess the faculty or institution on its e-learning performance. The manual is based on 33 benchmarks directly related to e-learning specific quality criteria. You can find the Manual and the Assessors notes on the E-xcellence website: <http://www.eadtu.nl/e-xcellencelabel/default.asp?mMid=3&sMid=12>

The benchmarks form the basis for your self assessment exercise. As the manual is not a book you start reading from page 1 till the end, you need to be guided in deciding what chapters (read benchmarks) are of interest to your faculty or institution.

Therefore a Quick Scan is developed to give you a first feedback on the strengths of your e-learning performance and your fields of improvement.

You can find more information and advice on the fields of improvement needing further attention in the Manual and Assessors notes.

For filling out the Quick Scan, several functionaries of your institution need to be involved: staff members can not fill out all benchmarks by themselves. Also it is recommended to involve several staff members of different categories to collect various answers to the questions of the Quick Scan. This will lead to a guided (and hopefully vivid) discussion within the team on the different benchmarks, one of the most valued exercises of this instrument. The team also has the task to find out what benchmarks are relevant or less relevant for their faculty/institution.

The result of doing the Quick Scan must be an agreed overview of scores on benchmarks that fit your faculty or institution. From this overview a number of benchmarks will probably appear, requiring an action line of improvement.

Necessary information for the review team

For the review team and for the E-xcellence core group, it is necessary to have information beforehand:

- we want to have insight into the results of the Quick Scan. For filling out the Quick Scan you can best use the pdf-version which you can find on the E-xcellence website under the button [At a distance] <http://www.eadtu.nl/e-xcellencelabel/default.asp?mMid=3&sMid=10>. Please fill out the Quick Scan and save the results in a pdf-file. After completing you can send us the pdf-file. The instrument also offers you the opportunity to make comments on the specific issue: in the box you can refer to documents or other references which can be used as reference on that specific aspect of e-learning. We are interested in the evidence of your statements.

- it is fruitful to have insight in the material and documents belonging to the program or course(s) concerned.
- we hope that you can give a presentation of the VLE during the video conference, more or less comparable with the demonstration you gave last year in the Local seminar.
- the roadmap for improvement
(see: <http://www.eadtu.nl/e-xcellencelabel/default.asp?mMid=3&sMid=14>)
- a list of the participants in the 'Review at a distance', preferably with role and position.

Roadmap

After the 'Review at a distance' a report will be produced. The part on the preparation and the Quick Scan will be written by the assessors; the part on the roadmap for improvement will be written by the partners from the receiving university. This roadmap is a requirement for receiving the E-xcellence Associates Label. This label was established to reward the efforts of universities in a continuous process of improving their e-learning performance. The Roadmap of benchmark related actions is based on the E-xcellence QS and review results that you did provide in the past:

1. A description of agreed actions against each of the benchmarks seen as relevant
2. Prioritisation of these actions in terms of importance and/or order of implementation
3. An indication of timescales for action against each.

Agenda

We hereby propose the agenda with topics for the videoconference as a part of the 'Review at a distance'.

Program: meeting with university (example of agenda)

- Explaining the self-assessment
- Demonstration of the course, program on-line
- Presentation of the VLE
- Presentation of the roadmap
- Reviewers reporting on their findings
- Recommendations by reviewers
- Closure and agreement next steps
-

Please let us know what kind of contribution you further expect of the review team, f.e. an Introduction to E-xcellence etc.

The Program is still a concept. Please, feel free to make suggestions for the agenda.

Interpreter

Last request: we assume that the meetings will be in English; if this creates language problems, please organise translation facilities.

Deadline

It will be suitable if we receive the requested information not later than 14th of June 2012. You can send the information to jo.boon@ou.nl; leo.wagemans@ou.nl; cc george.ubachs@eadtu.eu). We will forward the information to the third reviewer.

We hope that it will be a pleasant, fruitful and valuable experience for your team as well as for the review team and the E-xcellence group.

If you have questions or suggestions please e-mail us at:

jo.boon@ou.nl; leo.wagemans@ou.nl; george.ubachs@eadtu.eu

With kind regards,

Jo Boon, Leo Wagemans, George Ubachs

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- Tver branch, Improvement Plan

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- Yaroslavl branch, Quick Scan
- Yaroslavl branch, Improvement Plan

Appendix 2a: Info MESI Moscow

THE MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

ORDER
ISSUED BY

MOSCOW STATE UNIVERSITY OF ECONOMICS, STATISTICS AND INFORMATICS
(MESI)

Moscow

№ 26-06

February 27, 2012

On the development of e-Xcellence project

In order to assess quality of e-learning in MESI and its branches in accordance with the criteria of e-Xcellence project of the European Association of Distance Teaching Universities (EADTU)

I hereby order:

1. Designate Svetlana Kocherga, Vice-rector for Personnel Development and Legal Affairs, and Olga Prikhodko, Vice-rector for Regional Development and Lifelong Learning, as executives responsible for conducting a self-assessment of e-learning quality in the Moscow office of MESI and its branches by May 20, 2012.

2. Designate Irina Smirnova, Chief of the Department for International Projects, Lilia Prikhodko, Chief of the Department for International Cooperation, as executives responsible for arranging a visit of expert commission from European Association of Distance Teaching Universities by June 10, 2012 in order to report on the results of the self-assessment.

3. Approve members of expert group for conducting self-assessment of e-learning quality in the Moscow office of MESI and its branches in accordance with the criteria of e-Xcellence project of European Association of Distance Teaching Universities (EADTU).

4. Approve the action plan for project implementation.

5. Expert group is to report on the results of conducted self-assessment by June 10, 2012 within the framework of seminar with participation of representatives from EADTU.

6. Reserve my right of supervising the implementation of the order.

Rector

Natalia Tikhomirova

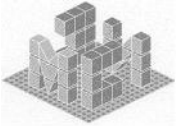
AGREED:

Vice-rector for Personnel Development and Legal Affaires Svetlana Kocherga

Vice Rector for Regional Development and Continuing Education Olga Prikhodko

Executive: Marina Pravda

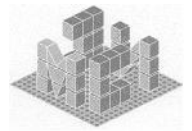
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INFORMATION

on educational program under the e-Xcellence review

№ п/п	Index	Info
1	2	3
1	Title of the educational program	Economics (Master) (080100.68)
2	Goal	Students' general cultural and professional competences' development in accordance with the requirements of Federal State Educational Standards for Higher Education
3	Target audience	University graduates (bachelors, specialists)
3	Basic skills	<p>Basic skills include:</p> <p>a) Research activities:</p> <ul style="list-style-type: none"> • Development of work plans, programs for research as well as preparation of assignments for groups and individual performers; • Development of tools for conducting research, analysis of results; • Preparation of data for reviews, reports, and scientific publications; • Collection, processing, analysis, and systematization of information on research, choosing methods and modes of solving problems of studies; • Organization and conducting of research, including surveys and polls; • Development of theoretical and econometric models of processes, phenomena and objects within the scope of professional activities, evaluation and interpretation of results. <p>b) Project-oriented economic activities:</p> <ul style="list-style-type: none"> • Job training and development of design solutions, taking into account factor of uncertainty; • Preparation of assignments and development of methodological and normative documents, as well as proposals and activities designed to implement projects and programs; • Development of socio-economic indicators of economic entities; • Drawing up economic plan sections of enterprises and organizations of various forms of ownership; • Development of a strategy for economic agents' behavior in different markets.



		<p>c) Analytical work:</p> <ul style="list-style-type: none"> • Development and substantiation of socio-economic indicators characterizing activities of economic entities and methods of their calculation; • Searching, analysis, and assessment of sources of information for economic calculations; • Assessment of projects' effectiveness, taking into account factor of uncertainty; • Analysis of existing forms of management organization, development and substantiation of proposals for its improvement; • Broadcasting the dynamics of major socio-economic indicators of enterprise activities, industry, region and economy as a whole; <p>d) Organizational and management activities:</p> <ul style="list-style-type: none"> • Development of creative teams in order to address the economic and social issues and their guidance; • Formulation of businesses' development and operation strategies for organizations and their departments; • Management of economic departments and divisions of enterprises and organizations of different forms of ownership, state and municipal authorities; <p>e) Educational activities:</p> <ul style="list-style-type: none"> • Teaching economic disciplines in general education institutions, educational institutions of higher and secondary vocational education, as well as in educational institutions of further professional education; • Development of teaching aids.
4	Start year of training under the program	2011
5	The number of credits, hours	The number of credits - 120 Hours - 4320
6	The share of e-learning	30%
7	An appropriate enlarged group of specialties	080000 Economics and Management
8	Forms of training	Full-time
9	Contingent of students	For full-time –52

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INFORMATION ON THE INSTITUTE OF ECONOMICS AND FINANCE

MESI Institute of Economics and Finance was established in 1998 on the basis of Faculty of Economics and Management. Currently it provides education in the field of economics on the following majors: “Statistics”, “Mathematical Methods in Economics”, “Finance and Credit”, “Accounting, Analysis, and Audit”, “World Economy”, as well as “Statistics” (bachelor degree) and “Economics” (bachelor degree) in accordance with the Federal State Educational Standard 2, and according to the Federal State Educational Standard 3 it provides education on master’s degree programs of the following majors: “Economics” and “Finance and Credit”.

Since 2011 Dr. Natalia Dmitrievskaya (Ph.D. in Economics, assistant professor) holds the position of Director of the Institute of Economics and Finance.


To date institute departments employ 30 doctors of science and 94 candidates of science.

Institute is the leading body among universities of Russia in the field of “Statistics” and “Mathematical Methods in Economics”. It led the development of the Federal State Educational Standard 2, developed by Education and Methodics Association (EMA) and approved by the Ministry of Education and Science of the Russian Federation in 2000.

By the moment the third generation of standards is developed, and since 2011 the Institute recruits students on the basic educational programs in accordance with the Federal State Educational Standard 3 in the field of “Economics”, which consist of 10 bachelor degree programs: “Finance and Banking”, “Financial Management”, “Investment Activities”, “World Economy”, “Business Statistics and Forecasting”, “Taxes and Taxation”, “Accounting, Analysis, and Audit”, “Economics of Organizations and Enterprises”, “Labour Economics”, “Mathematical Methods in Economics”, and provides training on three master’s programs in economics: “World Economy and International Relations”, “Accounting, Analysis, and Audit”, “Statistical and Mathematical Methods of Economic Analysis and Forecasting”.

Since 2012 the Institute started training master students of “Finance and credit” major on three programs: “Financial Management and Investment”, “Banking”, “Tax Administration, Consultancy, and Analysis”.

Undergraduate programs are designed to teach graduates with the basics of economic sciences, to let them acquire extensive knowledge in the field of fundamental economic disciplines, and to master methods and tools of statistical and economic analysis. Thus, “Economics” is a bachelor program of a new generation, which is based on a systematic approach to the economy as a complex multifactorial process, developing in a broader context. The interaction of different socio-economic processes is studied at the level of public policy and public finance, for-profit and nonprofit organizations, and markets.

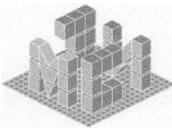
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Enhanced language training and delivering courses in English are broadly implemented in “Economics” bachelor program. An economist deals with vast information, so, appropriate computer skills and experience of working with specialized professional software are required. New educational programs for bachelor and master’s degrees are developed in accordance with the current requirements and contribute to training of highly qualified professionals. That is why 080100.68 “Economics (Master)”, one of the most popular educational programs, was chosen for the E-xcellence project.

Master's program is designed to train graduates of Russian and foreign universities with bachelor or specialist degrees, and it is focused on acquisition of system knowledge in the field of economics, finance, monetary relations, banking, taxation, as well as developing of strong skills in solving practical tasks in terms of global competition. For 2 years students continue in-depth study of the basic fundamentals of economic disciplines, and special attention is paid to their training in a specific area of economic and managerial knowledge and application skills. Therefore, during the period of study students learn both theoretical and applied economic professional disciplines. Passing state exams and defense of a master’s thesis is the final step in education on master’s program.

Structure and content of the curriculum of basic educational program of higher education “Economics (Master)” implement a systematic approach to graduates training and provides necessary integrity of an educational program that combines fundamental training with the interdisciplinary nature of future graduate’s professional career. While development and updating of the curriculum consistency of disciplines content is taken into account, logical sequence of its learning is considered and current trends in the economic sphere is taken into account as well. Moreover, recommendations of employers and experience of object-oriented programming developing of leading foreign universities are considered and scientific component is taken into account. Content of the mandatory component of object-oriented programming provides graduate training in accordance with a qualification description set by the State Educational Standard. Subjects and courses chosen by students in each cycle complement disciplines of the federal component of the cycle.

Master's program is marked out by the focus on diversity and interdisciplinary of methods, including electronic modes of learning applied in the studying process, after which a graduate will be ready to start his professional career in the various areas of economy or continue his studies on the next stage of education - graduate school.

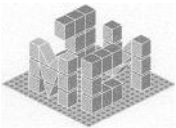
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INFORMATION

on educational program under the e-Xcellence review

№ п/п	Index	Info
1	2	3
1.	Title of the educational program	Business Informatics, Bachelor (080500.62)
2.	An appropriate enlarged group of specialties	Economics and management
3.	Learning objectives	Formation of practical skills in applying information technologies for solving business problems
4.	Target audience	Students
5.	Basic skills	Анализ потребностей бизнеса, разработка концепции его развития на основе информационно-коммуникационных технологий, разработка системной архитектуры предприятия Analysis of business requirements, designing the concept of its development based on information and communication technologies, and development of system architecture of a company/enterprise
6.	Start year of training under the program	2011
7.	The number of credits, hours	240
8.	Forms of training	Full-time, part-time, distance
9.	The share of e-learning in blended learning for each of the forms of training	In full-time - 40% In part-time - 60% In distance - 70%
10.	Contingent of students for each of the forms of training	Full-time - 161 Part-time - 9 Distance - 37
11.	The reason for the selection of this educational program for self-assessment	The demand for professionals in this area in today's economy

Head of the Chair for Knowledge Management and Applied Informatics in Management
D.Sc. (Economics), Professor {signature} A.I. Urintsov

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INFORMATION

on the educational institute which submits the educational program

under the e-Xcellence review

№ п/п	Index	Info
1.	Title of the educational institute	MESI Institute of Computer Technologies
2.	The total number of educational programs delivered by the institute	6
3.	List of educational programs and number of students	<ul style="list-style-type: none"> • Mathematical software and information systems administration (100 students). • Business Informatics (207 students). • Information security (130 students). • Innovatics (25 students). • Applied Informatics (2623 students). • Computer Science and Engineering (115 students).
4.	The main features of the educational institution	<ul style="list-style-type: none"> • The participation of leading domestic and foreign IT-companies in training specialists. • Participation of the institute in the programs of academic cooperation with such companies as IBM, Microsoft, Oracle, SAP AG and others. • The curricula of the institute are in line with European requirements set out in the Computing Curricula. • Targeted training of IT-specialists in the field of management of information services, including in the management of the operation and maintenance of information systems. • Extensive training in mathematics and computer programming. • In-depth study of technical English.
5.	The main achievements of the educational institution ¹	<ul style="list-style-type: none"> • The Institute is a co-founder and member of the Executive Committee of the Association of HEIs “Community z / Universities” created for the effective use of IBM technology on the platform IBM z / Series (mainframes) in education. • The Institute is a member of IT Forum on service management (ITSMF). • Since 2007 the Institute has been developing the basic professionally oriented chairs.
6.	Samples of achievements of	

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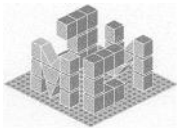
	graduates of the educational institution ²	<ul style="list-style-type: none"> • The Institute students' team is a holder of the Gold medal at the International Mathematical Internet Olympiad. • In 2011, a student took part in the competition for young professionals and educational centers in the area of information security "INFOFORUM – A NEW GENERATION" and she was awarded in the nomination "Student of the Year". • Every year the Institute's graduates become the winners in the category of baccalaureate work / Master's thesis on the All-Russian contest of final qualifying works in Applied Informatics.
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Head of the Chair for Knowledge Management and Applied Informatics in Management
D.Sc. (Economics), Professor

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A.I. Urintsov

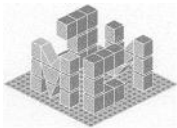
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INFORMATION

on educational program under the e-Xcellence review

№ п/п	Index	Info	A reference to a document confirming the information presented in column 3
1	2	3	4
1.	Title of the educational program	Human Resource Management, Bachelor (080400.62)	-
2.	An appropriate enlarged group of specialties	Economics and Management	-
3.	Learning objectives	Development of highly qualified managers professionally competitive and skilled in the methods of: <ul style="list-style-type: none"> • forming the system of personnel management, • human resource management planning, • developing an operational plan of work with staff, • determining the human resources and staffing needs of the organization in a dynamic business environment. 	-
4.	Target audience	People over 16 years old	http://www.mesi.ru/education/initial/
5.	Basic skills	Mastering methods of forming the system of personnel management, planning personnel work, developing an operational plan to work with staff; and determining human resources and staffing needs of the organization in a dynamic business environment.	Federal Standards on the direction “Human resources Management”, curriculum, study programs by the disciplines
6.	Start year of training under the program	2011/2012 academic year	http://sp.mesi.ru/edu/ucplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
7.	The number of credits, hours	240 credits, 8968 hours	http://sp.mesi.ru/edu/ucplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx

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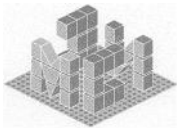
			1%8F.aspx
8.	Forms of training	Full-time	http://sp.mesi.ru/edu/ucplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
9.	The share of e-learning in blended learning for each of the forms of training	33% of e-learning in full-time studies	-
10.	Contingent of students for each of the forms of training	28 students of full-time studies	http://sp.mesi.ru/edu/vp/o/kont/default.aspx
11.	The reason for the selection of this educational program for self-assessment	High social importance of the educational program, due to the demand for skills in management and development of staff in companies and organizations in different fields as a determining factor in the success of companies in the market.	

Responsible

Deputy Director

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S.V. Laskovec

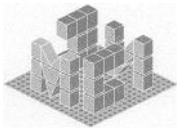
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on the educational institute which submits the educational program under the e-Xcellence review

№ п/п	Index	Info
1.	Title of the educational institute	MESI Institute of Management
2.	The total number of educational programs delivered by the institute	14
3.	List of educational programs and number of students	<ol style="list-style-type: none"> 1. Crisis management (specialty) - 199 2. State and municipal management (specialty) - 204 3. State and Municipal Management (Bachelor) – 80 4. State and Municipal Management (Master) - 0 (planned for 2012/2013 academic year) 5. Marketing (specialty) – 321 6. Management of organization (specialty) - 720 7. Management (Bachelor) - 508 8. Management (Master) - 74 9. Commerce (trading business) (specialty) - 149 10. Trade Studies (Bachelor) - 57 11. Trade Studies (Master) - 0 (planned for 2012/2013 academic year) 12. Human Resource Management (specialty) - 127 13. Human Resource Management (Bachelor) - 28 14. Human Resource Management (Master) - 0 (planned for 2012/2013 academic year)
4.	The main features of the educational institution	Currently, all management areas are concentrated in the Institute of Management, which provides a comprehensive approach to the formation of a universal educational content, and at the same time contributes to the closest cooperation between departments as well as to the development of management science. The curricula in each direction include the actual demand in the labor market profiles.
5.	The main achievements of the educational institution ¹	Since 2005, the Institute of Management in cooperation with the Russian Association of Marketing (RAM) and the Netherlands Institute of Marketing (NIMA) has been successfully implementing international programs for professional certification of marketers “Principles of Marketing” and “Marketing Management”. The Institute’s students successfully take part in the various contests and competitions. A number of them are nominated for different

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		kinds of scholarship: of MESI Rector, Mayor of Moscow, ConsultantPlus company which is the largest service network operating in the Russian market of information and legal services. Many students are involved in social activities and sports, incl. football and tennis.
6.	Samples of achievements of graduates of the educational institution ²	<p>The graduates of the Institute occupy the following positions:</p> <ul style="list-style-type: none"> • Consultant of the Department for Federal Relations, Public Administration and Local Government in the Ministry of Regional Development of the Russian Federation, • Deputy Head of Mission PAT “Maison Florimond Deprez” (France), • Chairman of the Youth Chamber of Moscow City Council, • Deputy Director General for Economic Security LLC TNK “Lubricants”, • Head of Special Projects Department for relations with government bodies of “Gazprom Neft” oil company, • Director for marketing and advertising of the company “ECCO-ROS”, • Director General of “Kaleostro”, • Director for the strategic development and new projects of the transport group Fesco; • Commercial Director of “Neftechimservice” oil company.
7.	Reviews of the academic institution and graduates from customers - employers	There is a large number of positive feedbacks about the students of the Institute, where employers underline the responsibility, efficiency and hard work of students of the Institute, their analytical abilities and excellent communication skills.

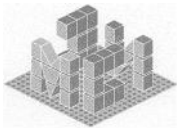
Responsible

Deputy Director

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S.V. Laskovec

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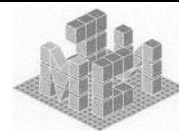
on educational program under the e-Xcellence review

№ п/п	Index	Info	A reference to a document confirming the information presented in column 3 ¹
1	2	3	4
1.	Title of the educational program	Psychology, Bachelor (030300.62)	The basic curriculum in the direction of psychology, organizational psychology profile
2.	An appropriate enlarged group of specialties	Humanities	-
3.	Learning objectives	Educating students in the direction of psychology, profile "Organizational Psychology" in full-time and correspondence courses	-
4.	Target audience	Russian and foreign students	-
5.	Basic skills	As an enrollment basic skills: basic knowledge of Russian language subjects, mathematics and biology of the secondary full program of general education. As targeted skills: professional knowledge and skills in psychology.	-
6.	Start year of training under the program	2010	-
7.	The number of credits, hours	240 credits, 8356 hours	The basic curriculum in the direction of psychology, organizational psychology profile
8.	Forms of training	Full-time and	The basic curriculum in the direction of psychology, organizational psychology profile
9.	The share of e-learning in blended learning for each of the forms of training	e-Learning takes up to 35% of full-time, and up to 77% of distance learning.	The basic curriculum in the direction of psychology, organizational psychology profile

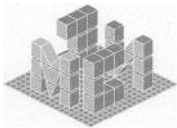
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10.	Contingent of students for each of the forms of training	In full-time: first year 17 and second year 10 students. In distance form: first year 16 and second year 4 students.	Consolidated contingent 2011-2012 http://sp.mesi.ru/edu/vpo/kont/default.aspx
11.	The reason for the selection of this educational program for self-assessment	<p>Bachelor of Psychology is a professional education centered on the development of a socially responsible individual, and the formation of competences in the field of study of mental processes, properties and states of a personality, analysis of their manifestations in various fields of human activities, interpersonal and social interactions, including business.</p> <p>Organizational Psychology at the present stage of development of our society is one of the most topical and rapidly developing areas in psychology.</p> <p>The scope of knowledge of organizational psychology applies to the study of processes and patterns occurring in the modern organizational structures. It is based on the fundamental knowledge gained in the field of general psychology, industrial psychology, social psychology, consolidating existing knowledge and based on the results of modern research, is formed as a new trend in psychology.</p>	

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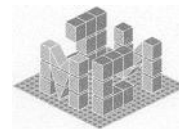
INFORMATION

on the educational institute which submits the educational program under the e-Xcellence review

№ п/п	Index	Info
1.	Title of the educational institute	MESI Institute of Law
2.	The total number of educational programs delivered by the institute	9
3.	List of educational programs and number of students	<p>Bachelor's programs:</p> <ul style="list-style-type: none"> • 030900.62 Jurisprudence Full-time 45 Part-time 7 Distance 14 • 030300.62 Psychology Full-time 27 Distance 16 • 035700.62 Linguistics Full-time 117 • 050400.62 Psycho-pedagogical education Full-time 20 <p>Master's programs:</p> <ul style="list-style-type: none"> • 030900.68 Jurisprudence

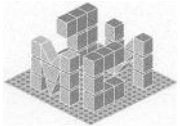
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		<p>Full-time: first enrolment - September 2012</p> <p>Distance 3</p> <ul style="list-style-type: none">• 030300.68 Psychology <p>Full-time: first enrolment - September 2012</p> <p>Distance: first enrolment - September 2012</p> <ul style="list-style-type: none">• 035700.68 Linguistics <p>Full-time: first enrolment - September 2012</p> <p>Distance 2</p> <p>Specialist's programs:</p> <ul style="list-style-type: none">• 030501.65 Jurisprudence <p>Full-time 200</p> <p>Distance 88</p> <ul style="list-style-type: none">• 030301.65 Psychology <p>Full-time 46</p> <p>Distance 8</p>
4.	The main achievements of the educational institution ²	<p>2nd team place in the Universiade for Area Studies at Lomonosov Moscow State University in 2012.</p> <p>Graduate of 2011 (Linguistics) was admitted to the Masters in Germany.</p> <p>Letters of thanks for active participation in the work of law students:</p> <p>Thanks to Rector of MESI from P. Krasheninnikov, Chairman of the Committee on Civil, Criminal, Arbitration, and Procedural Legislation of the State Duma</p> <p>Letter of thanks to Rector of MESI for active support and substantial assistance in organizing and conducting presidential elections of the Russian Federation from the Chairman of Central Election Commission V. Churov</p>
5.	Reviews of the academic institution and graduates from	<p>Letter of thanks from Education Centre of "Gazprom" for moral education and quality training of students in</p>

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	customers - employers	“Linguistics”.
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Appendix 2b: MESI Moscow

List of participants of the self-assessment process under the e-Xcellence review

27.02 – 30.09.2012

1. Rector of MESI, Natalia Tikhomirova
2. Vice-rector for Personnel Development and Legal Affairs, Svetlana Kocherga
3. Vice-rector for Regional Development and Lifelong Learning, Olga Prikhodko
4. Vice-rector for Academic Affairs, Vitaly Minashkin
5. Vice-rector for Information Technologies, Aleksey Novikov
6. Chief of the Department for International Projects, Irina Smirnova
7. Head of the Department for Academic Affairs, Lubov Dubeykovskaya
8. Chief of the Department for International Cooperation, Lilia Prikhodko
9. Chief of the Department for Relations with MESI Branches, Sergey Ivanov
10. Director of the Center for Management System Development, Marina Pravda
11. Chief of the Department for Information Technologies, Ramil Hantimirov
12. Chief of the Department for Methodological Support of Teaching & Learning Process, Roman Kaptyukhin
13. Acting Chief of the Department for e-Learning Support, Yulia Shargaeva
14. Director of the Institute of Management, Head of Chair of Marketing, Larisa Danchenok
15. Director of the Institute of Computer Technologies, Vladimir Shvey
16. Director of the Institute of Economics and Finance, Natalia Dmitrievskaya
17. Director of the Institute of Law, Pavel Fedorov
18. Director of MESI branch in Yerevan, Serdak Vardanyan
19. Director of MESI branch in Yaroslavl, Marina Makarova
20. Director of MESI branch in Tver, Irina Tretyakova
21. Director of MESI branch in Minsk, Sergey Malchenko
22. Deputy Director for Methodical Affairs of the Institute of Computer Technologies, Mikhail Gasparian
23. Deputy Director of the Institute of Management, Svetlana Laskovets
24. Deputy Director of the Institute of Management, Alla Korsakova
25. Deputy Director for Academic Affairs and Further Professional Development of the Institute of Economics and Finance, Aleksey Puzin
26. Deputy Director for Academic Affairs of the Institute of Law and Humanities, Anastasia Aksenova

27. Deputy Director on Educational and Organizational Work of the Institute of Computer Technologies, Olga Raudina
28. Deputy Director on Educational and Organizational Work of the Institute of Management, Anna Netesova
29. Deputy Director on Educational and Organizational Work of the Institute of Economics and Finance, Irina Gerasimova
30. Deputy Director on Educational and Organizational Work of the Institute of Law and Humanities, Tatiana Korsakova
31. Head of Chair of Knowledge Management and Applied Informatics in Management, Arkady Urintsov
32. Head of Chair of Applied Informatics in Education, Maria Tatarinova
33. Head of Chair of Automated Systems for Information Processing and Management, Andrey Mikryukov
34. Student, Institute of Law (Psychology, 2nd year), Margarita Atamalova
35. Student, Institute of Law (Psychology, 2nd year), Veronika Gazizova
36. Student, Institute of Management (HRM, 2nd year), Evguenia Medvedeva
37. Student, Institute of Economics and Finance (Economics, 4th year), Alexander Surkov
38. Student, Institute of Economics and Finance (Economics, 1st year), Irina Chaiko
39. Student, Institute of Computer Technologies (Applied informatics, 4th year), Ekaterina Khomchenko
40. Student, Institute of Computer Technologies (Business Informatics, 1st year), Diana Gafarova

Moscow State University of Economics, Statistics and Informatics (MESI)

QuickScan

STRATEGIC MANAGEMENT

The institution should have defined policies and management processes that are used to establish strategic institutional objectives, including those for the development of e-learning.

The institutional strategic plan should identify the roles that e- learning will play in the overall development of the institution and set the context for production of the plans of academic departments, administrative and operational divisions.

The institutional plan should outline options for the use of e- learning in teaching that may define a spectrum of "blends" of e-learning and more established pedagogic mechanisms.

Faculty and departmental plans should aim to best match the student requirements of their particular market sector (national/international focus) in presenting e-learning/blended learning options.

The institutional strategic plan should ensure that plans of academic departments are consistent with each other. Student mobility between departments should not be restricted by major differences in policy or implementation with respect to e-learning.

STRATEGY

1. The e-learning strategy should be embedded within the teaching and learning strategy of the institution.
 - Not Adequate
 - Partially Adequate
 - Largely Adequate
 - Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>At the legislative level in Russia a system of normative and legal acts supporting the Federal Law of 28.02.2012 № 11-FZ (amendments to the Law on Education allowing wide usage of e-learning at large) and regulating practical implementation of e-learning in its entirety has not been formed. The absence of the system necessitates the implementation of educational programs in the blended learning mode.</p> <p>In the minds of stakeholders of the Russian educational system the positive image of e-learning has not been yet sufficiently developed.</p>	<p>The Federal Law of 28.02.2012 № 11-FZ was approved with the active participation of MESI. It introduced changes to the existing Law on Education establishing the right of the consumer on the one hand, and educational institutions, on the other for the implementation of educational programs with the use of e-learning in its entirety.</p> <p>MESI participation in the formation of the system of normative and legal acts regulating the implementation of e-learning at the national level.</p> <p>Due to the active position of senior management on the promotion of the MESI brand as an electronic distributed institution (for example, issuing specialized magazines “E-learning World” and “Open Education”, participation in specialized exhibitions, events, etc.), and thanks to the efforts aimed at forming a positive image of e-learning in the Russian market of educational services (for example, MESI Academic Supervisor is the Chairman of an Expert Advisory Council on e-Learning, Open Education and Distance Educational Technologies with the Committee on Education of the State Duma of Russia) every employee is aware of the important role of e-learning in the development of the University and the entire education system, including the aim of export of Russian education to the international market</p> <p>The Strategic Development Plan of MESI for 2011-2015 approved by the Academic Council of MESI (Protocol № 8 of 07.01.2011) aims at the further development of the university as a distributed e-University.</p>	<p>To continue participation in the formation of normative and legal system regulating the implementation of e-learning at the national level (basing on the accumulated experience of MESI).</p> <p>To carry on measures aimed at creating in the country a positive image of e-learning and strengthening the MESI brand as a leading university in the field of e-learning at the Russian market.</p>	<p>Largely Adequate</p>

	<p>In order to implement the strategic plan a process model has been formed which covers all activities of the university. The organizational structure of the institution is optimal for reaching the goals and objectives.</p> <p>Based on the Strategic Development Plan special development programs for 5 years (till 2015) were formed for various activities (e.g., for the development of the Information and library Center; Humanities and ICT integration; cooperation programs, etc.).</p> <p>To implement the strategic objectives, teaching, administrative and management units annually form units' plans for the academic year and plans for processes work. They are based on the goals and objectives of the Strategic Development Plan.</p>		
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2. The institution should have e-learning policies and a strategy for development of e-learning that are widely understood and integrated into the overall strategies for institutional development and quality improvement. Policies should clearly state the user groups and include all levels of implementation, infrastructure and staff development.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
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<p>The activities for the development of e-learning are not clearly distinguished in the work plans of educational institutions for the academic year.</p> <p>There is no separate work plan for the formation of e-courses.</p>	<p>Understanding of the role of e-learning is widespread in the organization. Every employee is aware of an important role of e-learning.</p> <p>In accordance with the MESI Strategic Development Plan till 2015 development programs in various fields of activities for five years were approved and they take into account the needs of different target groups of users (examples are given in the reference).¹</p> <p>Every year educational institutions' plans for the academic year are approved. They are formed on the basis of the Strategic Plan of MESI and in accordance with the areas of development programs.</p>	<p>To form a policy on e-learning as a separate document according to the MESI strategic development plan for 2011-2015.</p> <p>In the work plans of training institutions special attention should be paid to:</p> <ul style="list-style-type: none"> - Selection of targets for e-learning as a top priority - Selection of specific measures for e-learning - Selection of specific measures for developing partnership with foreign organizations, including the possible use of e-learning in cooperative education programs. 	<p>Largely Adequate</p>
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3. Investigating and monitoring emergent technologies and developments in the field of e-learning and anticipation for integration in the learning environment.

- Not Adequate
- Partially Adequate
- Largely Adequate

¹ Programs approved by MESI Rector on September 1, 2011:

e-Learning Development Program for Different Categories of Citizens: people with disabilities, unemployed people, staff retraining on various programs, training of public and civil servants

Program on Practice-Oriented Individual Learning Paths' Development of Postgraduate University Programs for Innovation Knowledge-Based Economy until 2016

Program on Establishment of "Smart.mesi.ru", Center of Creative and Intellectual Potential of Pupils and Students, until 2015

Program on Network Infrastructure Development until 2015

Program on Educational Process Management System Development until 2015.

- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Not sufficient degree of faculty involvement in the process of e-learning development due to the lack of teachers' motivation.</p> <p>Not enough research departments within the educational institutions involved in research in e-learning and approbation and implementation of new methodologies and technologies into the learning process (research and educational centers in the departments and educational institutions).</p>	<p>In May 2012 The Shanghai Cooperation Organization (SCO) recognized MESI as a basic organization for e-learning research.</p> <p>At the university level programs of strategic development for 5 years are formed in the following areas: knowledge management, applied research in knowledge-based economy development, development of innovative infrastructure management system of MESI and transfer the results of intellectual activity, research and development of the principles and techniques of smart technologies with the use of cloud computing infrastructure.</p> <p>Under the guidance of MESI Academic Supervisor a scientific school for research in management of academic, administrative and managerial knowledge was created. It embraces research studies on e-learning issues and doctoral studies in the field leading to degrees of Candidate of Sciences and Doctor of Science.</p> <p>The organizational structure of MESI comprises an extensive infrastructure of departments for research and development of technologies for e-</p>	<p>Increase the degree of involvement of Academic Teaching Staff in the development of e-learning system by reviewing motivation and incentives of the staff</p> <p>It is important to stimulate creation of scientific and educational centers on the study of problems of implementation of new technologies into the learning process</p>	<p>Partially Adequate</p>

	<p>learning and estimating their introduction in the learning environment, including specialized departments with well-known and young scientists and teachers (e.g., departments for Knowledge Management, Intellectual Resources Management, Data Protection Law, and others); Research Institute for Knowledge Management, e-Learning Support and Monitoring Department, Information Technologies Department, and others.</p> <p>Goals and objectives of units are prescribed in the provisions of subdivisions, and responsibilities of employees are described in their job descriptions. Departments work on a scheduled basis. Plans are formed on the basis of the strategic plan of MESI and development programs.</p> <p>Research Institute for Knowledge Management carries out regular (not less than one per quarter) analysis of tools and methods of e-learning the results of which are put to the disposal of faculty and staff not less than twice a year at the organizational and management seminars for experiences exchange (Winter / Summer Schools). After the successful approbation of new educational technologies they are implemented to the teaching/learning process with an obligatory preliminary teacher training (an effective system of internal corporate training was created). Monitoring of the new tools and technologies effectiveness in the learning process is conducted twice a year, and information on the monitoring results is put over to the staff at the seminars.</p>		
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MANAGEMENT

4. The resourcing of developments in e-learning activities should take into account special requirements over and above the normal requirements for curricula. These will include items such as equipment purchase, software implementation, recruitment of staff, training and research needs, and technology developments.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Process of e-learning development is not outlined</p>	<p>University Management System (availability of development strategy, process implementation, and project management, developed system for regulation of activities) allows effective management of issues related to resource provision for implementation of educational, scientific, and educational processes, including use of e-learning and other supporting processes (financial, personnel, information, material and technical, and welfare support, etc.).</p> <p>At the stage of curriculum development for each educational program, as well as in planning of educational process the required for their implementation financial, material, personnel, and technical resources are considered in accordance with national (for example, Federal State Educational Standards' requirements) and internal requirements (for example, within budgeting process, organization of educational activities, teaching and guiding work)</p> <p>Faculty awareness of e-learning relevance and high interest in implementation of e-learning in the teaching & learning process (paragraphs 1, 2, 3).</p>	<p>Consider selection of "e-Courses Development" as a separate process</p>	<p>Largely Adequate</p>

	<p>Extensive organizational structure dealing with problems of e-learning (eg, Research Institute for Knowledge Management, Department for Support and Monitoring of e-Learning, Department of Information Technologies, chairs. Paragraph 3)</p> <p>Effective system of working with staff is implemented, which guarantees high quality of staff provision of educational process implementation including:</p> <ul style="list-style-type: none"> - System of faculty selection on a competitive basis with the “input” requirements to faculty’s qualification; - System of supervision and mentoring for young teachers within the research potential evaluation and development; - System of external and internal corporate training for 100% of teachers in methods and tools for working in e-learning environment (for example, “Teacher in e-Learning Environment” course is required for each teacher. Paragraph 3); - System of regular assessment and certification of faculty (ratings based on customer feedback, certification, data from monitoring of educational process, comments of mentors, supervisors, managers) <p>Procurement process is managed by Vice-rector for Information Technologies, Vice-rector for Research, Vice-rector for Economics and Finance, Vice-rector for Administrative and Household Activities and Civil Engineering. Procurement plan is worked out at the request of educational institutions, engaged in programs’ curriculum development. Target indicators for procurement process are fulfilled on 100%, which guarantees 100% performance of the curriculum.</p> <p>As part of the process “Information Technology Services and Software Provision” recording, monitoring, and technical support of equipment performance involved in academic, research, and educational processes are carried out.</p>		
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5. The institution should have an e-learning system integrated with the management information system (registration, administrative system and VLE) which is reliable, secure and effective for the operation of the e-learning systems adopted.

- Not Adequate

- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Not all areas of administrative and managerial work are automated (e.g. financial management system is not fully automated, as well as system of research management, system of performance management indicators, system of branches' management)</p> <p>Low readiness of a regional network (lack of qualified specialists in regions, lack of technical equipment in branches, lack of capacity of communication channels in regions)</p> <p>Lack of internal regulatory framework at MESI</p> <p>Insufficient level of control over orders' execution</p>	<p>Extensive organizational structure dealing with problems of e-learning (e.g., Research Institute for Knowledge Management, Department for Support and Monitoring of e-Learning, Department of Information Technologies, chairs. Paragraph 3)</p> <p>Faculty awareness of e-learning relevance and high interest in implementation of e-learning in the teaching & learning process (paragraphs 1, 2, 3).</p> <p>Automated management system of learning, integrated with an automated control system of university (e-learning environment "Campus", electronic dean, 1C staff, 1C finance, 1C diplomas, etc.)</p> <p>Approved strategic development programs, including:</p> <ul style="list-style-type: none"> • Program for strategic development of common information environment of MESI and its branches for the period from 2011 to 2015², which is aimed at: 	<p>Comprehensive implementation of Strategic Development Program</p> <p>Staff further development in branches</p> <p>Audit of regulatory IT infrastructure for internal documentation, identification of areas for improvement, and regulation of processes</p> <p>Audit of controlling system in order to improve effectiveness of management and execution of orders</p>	<p>Partially Adequate</p>

² Approved by Rector on 01.09.2011

³ Approved by Rector on 01.09.2011

	<ul style="list-style-type: none"> - Improving access to education through the use of new technologies; - Management of material and technical infrastructure, work environment, and supporting processes; - Improving management system of documentation. <p>Program implementation will allow University achieving a new level of access to education, activities will be optimized and automated, quality of information and technical support will be enhanced, common global information network with centralized control from Moscow to regions will be developed, and information services of MESI will be unified and distributed within regional network.</p> <ul style="list-style-type: none"> • Program for automated financial management system development etc³. 		
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6. When e-learning involves collaborative provision, the roles and responsibilities of each partner (internal and external) should be clearly defined through operational agreements and these responsibilities should be communicated to all participants.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
Lack of common rules for interaction with partners	<p>Within “Regulatory Support of Activities”, “Interaction with Partners” processes University manages contract work and relationships with partners, including:</p> <ul style="list-style-type: none"> - Development and updating of contract patterns with prospective university students, partners, employees, and others in accordance with the requirements of legislation and development strategy of University; - Working out the details on roles definition and responsibilities of processes’ participants in accordance with the requirements of legislation and development strategy of University; - Contract databases development; - Monitoring of obligations performance under contracts; - Analysis of cooperation effectiveness. <p>Each month Rector is informed on the status of contractual relationship in accordance with established procedures.</p> <p>University is responsible for interaction and collaboration with research institutions and leading organizations in the field of e-learning within joint development of educational programs.</p> <p>Processes of content development for e-learning environment are included in management system of contract work.</p>	Regulate process of interaction with partners; select certain subprocesses to manage contractual work related to e-learning	Largely Adequate

CURRICULUM DESIGN

An important aspect of the quality of e-learning concerns the design of the curriculum. E-learning curricula offer considerable opportunities but are accompanied by risk. It is assumed that curriculum design is broadly constrained by European and national expectations on the knowledge, skills and professional outcomes-based curriculum elements.

This section addresses the particular challenges of curriculum design presented by e-learning.

Key factors concern: flexibility in time and pace of study, programme modularity, building the academic community, and integration of knowledge and skills development.

The challenge that institutions face is that of designing curricula that combine the flexibility in time and place of study offered by e-learning without compromising standards of knowledge and skills development or the sense of academic community associated with campus based provision that will continue to be regarded as the benchmark against which other provision is measured.

Curriculum design should address the needs of the target audience for e-learning programmes that, in the context of growing emphasis on lifelong learning, may differ significantly in prior experience, interest and motivation from the traditional young adult entrant to conventional universities.

7. E-learning components should conform to qualification frameworks, codes of practice, subject benchmarks and other institutional or national quality requirements
 - Not Adequate
 - Partially Adequate
 - Largely Adequate
 - Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
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<p>Technique for construction of individual learning paths is insufficient, taking into account shift to Federal State Educational Standards</p> <p>Faculty is not involved in work of outside organizations for e-learning development</p>	<p>Quality Management System of MESI (MESI QMS), which is based on ISO 9001:2008, covers all areas of University activities, including e-learning. MESI QMS is certified under requirements of ISO 9001:2008. Process-oriented approach is widely implemented that ensures high quality of services' production process. QMS includes national, international, and sector-specific quality criteria. All processes undergo annual internal examination on conformance to the requirements within the framework of QMS audit.</p> <p>Content and quality of educational programs in a blended learning⁴ undergo systematic assessment (at least once every 5 years) for compliance with national standards, which is confirmed by the certificate of state accreditation. Individual programs are certified by public-professional certification and accreditation bodies (e.g., "Jurisprudence" program is certified by Association of Lawyers of Russia, MBA programs are accredited by ECBE (European Council for Business Education)).</p> <p>The curricula include mandatory component corresponding to the Federal State Educational Standards and a variable part corresponding to the respective areas of training needs that are based on the analysis of competitors, customer feedback, including employers, and it meets</p>	<p>Shift to an electronic tracking system with the option to choose individual learning path</p> <p>Annually monitor the demands of employers to update curricula</p> <p>Regulation of curricula adjustment frequency</p> <p>Strengthen feedback from users of e-learning services (students, employers)</p> <p>Strengthen methodological component for construction of individual learning paths, taking into account Federal State Educational Standards</p> <p>Enhanced cooperation with partners for e-learning courses development</p>	<p>Largely Adequate</p>
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⁴ All MESI educational programs are implemented in a blended format (traditional and electronic forms)

	<p>industry standards. Thus, curricula, programs, courses, training are consistent with national, international, and professional standards of the domain.</p> <p>Electronic content including electronic courses are designed on the basis of curriculum, discipline and course program.</p>		
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8. Curricula should be designed in such a way as to allow personalisation and a flexible path for the learner consistent with the satisfactory achievement of learning outcomes and integration with other (non-e) learning activities. Use of formative and summative assessment needs to be appropriate to the curriculum design.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Student is not fully involved in e-learning environment due to the absence of adequate regulatory frameworks at national level</p>	<p>At macro level students have an opportunity to start and finish their learning on courses or programs at their convenience. At micro level e-learning provides students with an opportunity to take a course or program on a flexible schedule under general schedule established by the institution. Curriculum design process is focused on the macro level, with the assumption that such details as structure of course materials and content delivery system will be</p>	<p>Expand the number of services provided to students in e-learning environment</p> <p>Plan for gradual transfer of intermediate and final outputs of students' knowledge assessment in the mode of electronic</p>	<p>Largely Adequate</p>

	considered at micro level to increase its flexibility. Student can submit an assignment at any time and place with Internet access.	interaction Continue work on development of proposals in order to change regulatory and legal framework in accordance with Expert Advisory Council of the Russian State Duma	
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9. Curriculum design should ensure that appropriate provision is made for the acquisition of general educational objectives and the integration of knowledge and skills specifically related to e-working across the programme of study. The contribution of e-learning components to the development of educational objectives needs to be made clear.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
Various models of learning depending on target audience of consumers are insufficiently developed (e.g., modular masters' programs)	Curricula and programs of Federal State Educational Standards are developed in accordance with comments from the previous year on ICT skills and educational technologies for their mastering. Policy on credit transfer and technical features of credit system are applied to e-	It is required to develop different models of learning. In particular, for master programs more appropriate model is to be based on a compact study of a discipline in a short period of time with access to interim attestation (test, exam). Providing opportunities for studying courses	Largely Adequate

	<p>learning programs as well as to other forms of training. Moreover, since 2011 MESI implements transition to Federal State Educational Standards of the third generation providing introduction of ECTS, that greatly simplified the procedure of credit transfer</p> <p>Modular system of learning is implemented</p>	<p>within individual paths of learning.</p> <p>Further development of credit system, ensuring comparability of this system to the European one</p> <p>Implement system of modular training within bachelor programs</p> <p>Expand cooperation with professional associations of employers taking into account their needs and effectiveness of e-learning in professional skills development</p>	
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10. Curricula should be designed in such as way as to require broad participation in an academic community. As well as student-student and student-tutor interactions this should include, where appropriate, interaction with external professionals and/or involvement in research and professional activities.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
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<p>Lack of faculty involvement in the process of interaction between students and teachers in e-learning environment due to insufficient development of motivation system for teaching staff</p> <p>Lack of flexibility of management and administrative units in planning of learning process on issues related to development of individual learning schedule (absence of tools)</p>	<p>Interaction of students with professional communities through studying on basic chairs (9 units), presence of group supervisors for students. Students job training in enterprises</p> <p>Active use of student-student interaction through «Campus» e-learning environment</p> <p>The whole educational-methodical documentation is developed in close collaboration with the professional community: membership of faculty in professional associations, membership in professional committees, established by educational institutions on the main areas of training with the participation of prominent scientists, representatives of professional associations and employers.</p> <p>Education and Methodology Association (EMA) of the Ministry of Education and Science of the Russian Federation operates on the basis of MESI since 80's of the XX century, which develops Federal State Educational Standards on the main areas of training</p> <p>Experience in holding open lectures of distinguished professionals (domestic and foreign) for students, faculty, and staff with Internet broadcasting and distribution of experience to regional structural units</p>	<p>Establish student-teacher communities through forums, chats, and video conferences.</p> <p>Revision of labor standards and faculty incentive system for working within electronic environment to improve student-teacher interaction</p> <p>Developing relationships with professional organizations with the use of various telecommunication facilities</p> <p>Implementation of electronic information resources to enhance student involvement in research</p> <p>Conduct on a regular basis open lectures in accordance with the plan</p> <p>Develop a mechanism for flexible scheduling, depending on individual needs of teachers and students within distributed chair</p>	<p>Partially Adequate</p>
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COURSE DESIGN

The course design process should demonstrate a rational progression from establishing the need for the course within the overall curriculum, through the design of a conceptual framework to the detailed development and production of course materials.

Each course should include a clear statement of the learning outcomes to be achieved on successful completion. These outcomes will be specified in terms of knowledge, skills, vocational/professional competencies, personal development, etc. and will usually be a combination of these.

The development of each course should provide a clear documented course specification which sets out the relationship between learning outcomes and their assessment.

Though aspects of detailed development and implementation of the e-learning course might be subcontracted to an outside agency (eg a consortium partner, a commercial e-learning developer) the delegation of such tasks should be conducted under full oversight of the parent institution.

Where the design of the e-learning course has been contracted out, the responsibility for its performance remains with the awarding institution. Under these circumstances, arrangements for its evaluation, modification and enhancement are important aspects of the programme plan.

11. Each course should include a clear statement of learning outcomes in respect of both knowledge and skills. In a blended-learning context there should be an explicit rationale for the use of each component in the blend.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
Frequency of updating of e-learning courses does not match the frequency of updating of teaching materials (once a year)	Curriculum of each program includes a clear definition of learning outcomes in terms of knowledge and skills, due to their development on the basis of Federal State Educational Standards with a description of knowledge, skills, abilities,	To analyze compliance of existing e-learning courses with relevant teaching materials and availability of e-courses for all disciplines, to match frequency of	Largely Adequate

<p>Curricula do not include a clear definition of learning outcomes in terms of knowledge and skills obtained through e-learning</p> <p>Structural and logic schemes of disciplines study within each specialty (area) are not fully developed for educational programs realization in e-learning</p> <p>Not all online courses allow monitoring of students' activity on each component of the course</p>	<p>competencies, and requirements for qualifications of graduates</p> <p>Structural and logic schemes for subjects' study within each specialty (area) are used in development of general curriculum</p> <p>Teaching materials are the core of e-learning course, it is passed through internal examination and external review, which ensures required level of quality. Teaching materials are developed on the basis of Federal State Educational Standards.</p> <p>Each course (discipline) involves blended learning.</p> <p>Management is interested in the possibility for users to become acquainted with the rules and requirements for e-learning, curriculum, and its outcomes. All teaching materials, including curricula and programs of disciplines are available to consumers of services (available on the website, in "Campus", hard copies are available in chairs, administration of the educational institutions)</p>	<p>teaching materials updating with the appropriate e-courses</p> <p>Register the results of e-learning in the training modules</p> <p>Develop clear structural logic of disciplines study in e-learning comprehensively for each specialty (direction)</p> <p>Consider possibility of tools implementation for monitoring of students' activity on each component of e-course</p>	
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12. Learning outcomes, not the availability of technology, should determine the means used to deliver course content and there needs to be reasoned coherence between learning outcomes, the strategy for use of e-learning, the scope of the learning materials and the assessment methods used.

- Not Adequate
- Partially Adequate
- Largely Adequate

- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
Using a limited set of ICT to achieve educational goals	<p>Sample for e-course which meets SCORM requirements is developed. Course materials (including objectives and results) are approved by chairs of educational institutions</p> <p>Semester monitoring activities are conducted in e-learning environment. Extracurricular contact with teacher is conducted in the form of face to face consultations, through e-mail, in consultation forum</p> <p>Understanding of gradations of content delivery, depending on educational objectives and target audience</p> <p>Regular monitoring of new technologies in the context of learning objectives is conducted</p>	<p>Develop specifications for e-courses design based on its use by different target audiences and implement different educational goals</p> <p>Conduct regular study of didactic potential of technologies used, as well as expanding the range of technologies and services, definition of their combination, their role, and place in the development of educational materials.</p> <p>Expand the possibility of holding webinars and online lectures, including regions</p>	Largely Adequate

13. Course design, development and evaluation should involve individuals or teams with expertise in both academic and technical aspects.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Teachers are not involved in the process of e-courses development</p> <p>Lack of regular updating of e-courses</p> <p>Prior to implementation e-courses are not tested, and checked with the involvement of consumers</p>	<p>Development of electronic content is conducted by leading professors of the University</p> <p>Mechanism for peer review and examination of electronic content (internal and external)</p> <p>Monitoring of quality of curriculum development and content (with participation of basic chairs, professional committees, and professional associations. Paragraph 10)</p>	<p>Develop a system of incentives for teaching staff to work on e-courses</p> <p>Highlight process of e-courses development, taking into account mandatory for review of teaching materials as the basis for e-course development. Set frequency, time, and designate responsible agents.</p> <p>Introduce process of testing and validation of e-courses prior to their implementation. Develop a mechanism for assessment of e-courses by students</p>	Partially Adequate

14. Within e-learning components, learning materials should be designed with an adequate level of interactivity to enable active student engagement and to enable them to test their knowledge, understanding and skills at regular intervals.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment

<p>Insufficient level of interactivity of studying materials</p> <p>Insufficient number of tests on topics of disciplines</p> <p>Virtual mobility of students is insufficiently developed</p>	<p>Studying materials used in e-learning environment are interactive, providing ability to review the most difficult issues, where students often make mistakes, and also include final assessment tests, as well as tests on self-assessment</p> <p>Students have access to resources (internal and external) that allow testing and improving skills and knowledge (Campus, Information Centers of Disciplines, external resources)</p> <p>Mechanism for implementation of virtual mobility of faculty and students within educational and research processes</p>	<p>Consider possibility of introducing multimedia components in online courses to enhance their interactivity</p> <p>Motivate teachers to comment on the work carried out by online students in order to explain their errors by revising labor standards for teachers in e-learning environment</p> <p>Include in all e-courses self-assessment tests after studied blocks</p> <p>Consider possibility of building a library of answers on typical errors of students</p> <p>Develop a system to motivate students to participate in activities enhancing virtual mobility</p>	<p>Largely Adequate</p>
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15. Course materials should conform to explicit guidelines concerning layout and presentation and be as consistent as possible across a programme.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Requirements for structure and content of e-courses are not standardized</p> <p>Frequency of updating of e-courses does not match the frequency of updating of teaching materials</p>	<p>Materials are well-structured (designed in accordance with the standards) in accordance with the course program</p> <p>Educational-methodical complex of disciplines is fully consistent with the approved training program and requirements of curriculum. In turn, curriculum meets the requirements of Federal State Educational Standards.</p> <p>Availability of Information Centers of Disciplines</p>	<p>Enhance quality of e-courses by unifying requirements for their development</p> <p>Adjust frequency of updating of e-courses and teaching materials</p>	Largely Adequate

16. Courses, including their intended learning outcomes, should be regularly reviewed, up-dated and improved using feedback from stakeholders as appropriate.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment

<p>Assessment of customer satisfaction level is not conducted</p> <p>Frequency of e-courses updating does not match frequency of teaching materials updating</p> <p>Lack of interaction between the author, developer, and consumer of the course (student and faculty)</p>	<p>Disciplines, including expected results from training, are checked regularly by expert assessment of their annual updating. Courses' updating is aimed at continuous improvement of learning content. Courses' updating is conducted in collaboration with employers (e.g., teachers of basic chairs, members of professional committees)</p> <p>Availability of institutional mechanisms for updating teaching materials and related e-courses</p>	<p>Adjust frequency of e-courses and teaching materials' updating</p> <p>Update e-courses on a regular basis in accordance with the plan for teaching materials' development / updating</p> <p>Develop regulations for development and updating of intellectual resources used in e-learning</p>	<p>Partially Adequate</p>
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17. Courses should provide both formative and summative assessment components. Summative assessment needs to be explicit, fair, valid and reliable (see section 2.5.2). Appropriate measures need to be in place to prevent impersonation and/or plagiarism, especially where assessments are conducted on-line.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
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<p>Identification of system users is insufficient (cases of login/password transmission to others in order to pass examination tests of current certification were identified)</p> <p>Implemented measures to prevent cases of plagiarism are insufficient</p>	<p>Training programs include midterm and final assessment of program components</p> <p>Students identification system for certification in e-learning environment is provided</p> <p>Final assessment is conducted in face-to-face mode, which implies 100% identification and ensures validation of knowledge</p> <p>Using grade-rating system of knowledge assessment allows making final assessment clear, fair, objective, and accurate</p> <p>Measures to prevent plagiarism through spot check of materials are provided</p>	<p>Develop a mechanism for passing final tests in online mode and provide the opportunity to identify students</p> <p>Consider strengthening of measures to prevent plagiarism</p>	<p>Largely Adequate</p>
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COURSE DELIVERY

This section covers the technical aspects of course delivery, the interface through which students receive their course materials and communicate with fellow learners and staff. Pedagogical aspects of course delivery are included in the Course Design and Student Support sections of the manual.

The systems represent a very significant investment of financial and human resource for acquisition and implementation and the selection of a particular system may influence teaching developments for many years.

Effective course delivery requires collaboration between academic and operational divisions of the institution. Technical infrastructure should serve the requirements of the academic community, both students and staff.

Policies on the implementation of a virtual learning environment to manage delivery processes should be driven by educational requirements and performance monitoring should embrace the impact on learning as well as the operational statistics.

18. The technical infrastructure maintaining the e-learning system should be fit for purpose and support both academic and administrative functions. Its technical specification should be based on a survey of stakeholder requirements and involve realistic estimates of system usage and development.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Technical glitches in the work of telecommunication system</p> <p>No internet access in some classrooms and buildings of the university</p> <p>System for assessment of user satisfaction level with technical support system is developed insufficiently</p>	<p>Technical infrastructure supporting e-learning system is well developed and meets set goals and objectives</p> <p>Technical Support Services are available to all users. Opportunity to get feedback from “Campus” customers is provided (telephone, mail, social networks). Users are informed about technical support available to them.</p> <p>Student gets acquainted with the rules for the use of “Campus” in the first year of training through a</p>	<p>Carry out regular monitoring of system by developers and technical support services, maintain permanent contact with users for prompt troubleshooting</p> <p>Provide access to the Internet in all classrooms and buildings of the University</p> <p>Conduct regular assessment of user satisfaction level with technical support system in order to predict development of education system in e-learning environment</p>	<p>Largely Adequate</p>

	<p>course of “Student in e-Learning Environment”</p> <p>Developers conduct an annual survey on satisfaction with the system before upgrading the system</p>		
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19. The reliability and security of the delivery system should have been rigorously tested beforehand and appropriate measures should be in place for system recovery in the event of failure or breakdown.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
Technical glitches in the work of telecommunication system	<p>Reliability and safety of delivery system is ensured by annual (before upgrading) assessment of level of user satisfaction with system operation</p> <p>Prompt recovery of working capacity in case of technical failures</p> <p>Availability of access rights distribution</p>	Conduct regular further development of staff dealing with technical support of system operation	Largely Adequate

20. Appropriate provision needs to be made for system maintenance, monitoring and review of performance against the standards set and against improvements as these become available.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Assessment of level of user satisfaction with working capacity of the system is not developed enough and does not cover all target audiences</p>	<p>Resource provision is sufficient to carry out monitoring, support, and control over effectiveness of delivery systems:</p> <ul style="list-style-type: none"> - Developed technical and organizational infrastructure; - Qualification of technical staff meet qualification requirements; - “Information and Technical Support and Service” section is highlighted in the process model of university; processes are regulated; - Annually funding recourses on support and development of established technical and organizational infrastructure are allocated in the budget <p>Monitoring, support, and control over delivery system working capacity are implemented through annual (before upgrading) assessment of level of user satisfaction with system operation</p>	<p>Organize regular assessment of level of user satisfaction (faculty, students) with support system in order to predict development of education in e-learning environment</p>	<p>Partially Adequate</p>

21. The VLE should be appropriate for the pedagogical models adopted and for the requirements of all users. It should be integrated with the institution's registration and administrative system as far as possible.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
Teachers are not involved in development of e-courses	<p>“Campus” e-learning environment corresponds to pedagogical models applied (guarantee is the fact that development of content is based on approved teaching materials)</p> <p>Teachers are provided with introductory information on the use of Campus. Introducing new systems or equipment is supported by appropriate training for all staff</p>	<p>Create project teams for developing and maintaining e-learning courses with faculty involvement</p> <p>Review system of motivation for faculty working in e-learning environment</p> <p>Set an opportunity of training for teachers working in e-learning environment during a year</p>	Largely Adequate

22. The information and services should be provided to all users in a logical, consistent and reliable way.

- Not Adequate
- Partially Adequate
- Largely Adequate

- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
Not identified	<p>Applied delivery methods and tools ensure consistency and security of information and services</p> <p>System ensures high level of personal data protection</p> <p>Developers conduct an annual survey of satisfaction with the system before system upgrading</p>	<p>Conduct regular assessment of level of user satisfaction (faculty, students) with delivery system in accordance with set criteria (consistency, continuity, and security of delivery methods)</p>	Largely Adequate

23. All users should be confident that the systems for communication and provision of information are secure, reliable and, where appropriate, private.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Identification of system users for educational purposes is not sufficient (cases of login/password transmission to others in order to pass tests of current certification were identified)</p>	<p>Reliability, security, and privacy of system are ensured through:</p> <ul style="list-style-type: none"> - Distributed access rights - Users Identification System <p>System ensures high level of personal data protection</p>	<p>Consider strengthening of measures / ways for users identification</p>	Largely Adequate

24. Institutional materials and information accessible through the VLE should be regularly monitored, reviewed and updated. The responsibility for this should be clearly defined and those responsible provided with appropriate and secure access to the system to enable revision and updating to occur.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Process for e-courses development is not highlighted</p> <p>Frequency of e-courses updating does not match the frequency of teaching materials updating</p>	<p>Disciplines, including expected results from training, are regularly reviewed by expert assessment of their annual updating. Courses updating is aimed at continuous improvement of learning content. Courses updating is conducted in collaboration with employers (e.g., teachers of basic chairs, members of professional committees)</p> <p>Availability of institutional mechanisms for updating of teaching materials and related e-courses</p> <p>Opportunity to upload relevant training materials in addition to e-course</p>	<p>Enhance interaction with professionals and employers' associations at the stage of curriculum design in order to identify their needs and requirements to the level of professional skills development</p> <p>Adjust frequency of e-courses and teaching materials updating. Update e-courses on a regular basis in accordance with the plan for development / updating of teaching materials</p> <p>Develop regulations for design and updating of intellectual resources used in e-learning</p>	<p>Partially Adequate</p>

STAFF SUPPORT

E-Learning institutions should provide their staff with the necessary facilities and support for delivering academic teaching of high quality. The fact that this is carried out using digital media places extra responsibilities on the institution. In this category the most important criteria are brought together and address the needs of both full time and associate staff who may be employed in a number of teaching and administrative roles. The objective of all support services is to enable all members of academic and administrative staff to contribute fully to e-learning development and service delivery without demanding that they become ICT or media specialists in their own right.

25. All staff concerned with academic, media development and administrative roles need to be able to adequately support the development and delivery of e-learning components. The institution should ensure that appropriate training and support is provided for these staff and that this training is enhanced in the light of new system and pedagogical developments

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
The sample of interviewed employees in survey of staff satisfaction of the staff support system in the work in e-learning environment is insufficiently representative, and results of the surveys are not always reflected in the improvement of support systems	Employees performing academic and administrative functions in e-learning environment have opportunities to undertake further training in order to obtain necessary knowledge and skills to work in e-learning environment in order to provide appropriate support in the development and delivery of e-learning components: - On a regular basis each employee has an opportunity to undertake training on the course "Teacher in e-learning environment",	Conduct surveys of staff upon condition that representativeness of the sample is considered (inclusion of full-time teachers, internal and external part-time faculty) in order to identify problems and ways for their eventual elimination. Communicating results to stakeholders	Largely Adequate

	<p>which provides necessary knowledge and skills to work in e-learning format (each new employee within six months has to undertake training to work in key environments and applications, applied by University);</p> <ul style="list-style-type: none"> - Work instructions on the use of e-learning environment are available to every employee at any time; - Pilot project for teachers' training on development of e-courses in "CourseLab Teamwork" environment is successfully implemented; - Pilot project for teachers' training within "Instructional Design" course is successfully implemented. <p>At institutional level guarantees for staff support in order to improve quality of educational process are fixed:</p> <ul style="list-style-type: none"> - In policy for quality, strategic development plan of the university, plan for human resources development; - In documents governing established system of knowledge management in order to preserve and disseminate best practices, sharing experiences, search, test, and implement new teaching technologies; - In regulations on technical support of staff carrying out work in e-learning environment (support for faculty and staff is available from 9.00 am to 19.00 in face-to-face format and through synchronized modes of interaction, for the rest of time it is available remotely via 		
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	asynchronized modes of interaction)		
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26. Pedagogic research and innovation should be regarded as high status activities within institutions with a commitment to high quality e-learning. There should be mechanisms within these institutions for the dissemination of good practices based on pedagogical experiences and research in support of e-learning (including institutional pilot projects or good practice developed elsewhere and/or through consortia), and for the training or mentoring of new staff in such practice. Career development incentives should promote the use of e-learning.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
Lack of staff support in the promotion of e-learning	<p>At institutional level searching and implementation of educational innovations are considered as a top priority, which is enshrined in Policy for Quality and strategic development plan of the university, and major strategic objective is to become an umbrella electronic university.</p> <p>University implements system of knowledge management as a mechanism for generation and dissemination of best practices on the basis of teaching experience and research to support e-learning</p> <p>University has implemented an effective system of further training and coaching for beginners and experienced teachers, focused on fostering and development of skills required to work in e-learning environment. Availability of necessary skills is taken into account while consideration of incentive bonuses for teachers. Working in e-</p>	Development of more flexible system of motivation	Largely Adequate

	learning environment is also considered in fringe benefits. Staff is aware that its participation in development of e-learning programs affects on its career development and level of salary.		
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27. The institution should ensure that issues of staff workload and any other implications of staff participation in e-learning activities are taken proper account of in the management of courses or programmes.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
Lack of staff support in promotion of e-learning Effective mechanisms for copyright protection are not developed	System of material incentives for the use e-learning in the studying process is implemented. Work on development and updating of educational materials is taken into account in hours of teachers workload, plan for development and updating of teaching materials is developed and approved, incentives are provided	Development of a more flexible system of motivation Development of effective mechanisms to protect copyright	Largely Adequate

28. Institutions should ensure that adequate support and resources are available to academic staff including part-time tutors/mentors. These should include:

- ✚ support for the development of teaching skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)
 - ✚ access to help desk, administrative support and advisory services
 - ✚ opportunities to provide and receive formal feedback on their experience on the course
 - ✚ procedures to handle and resolve any difficulties or disputes which may arise
 - ✚ legal advice (such as copyright and intellectual property rights)
- Not Adequate
 - Partially Adequate
 - Largely Adequate
 - Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Administrative support of staff with part-time employment more often is carried out with the use of asynchronous methods.</p> <p>Getting results from support of such staff is prolonged</p> <p>Questioning on the level of staff support does not account fully specified criteria</p>	<p>University guarantees staff support and resource provision:</p> <p>- Support of teaching skills development: through passing on a regular basis various training programs, including development of ICT skills (an effective system of education is implemented);</p> <p>- Access to reference, administrative and consulting services through extensive system of communication (synchronous and asynchronous communication facilities: corporate email MS Outlook, corporate portal based on MS Share Point; “DocsVision” document processing</p>	<p>Searching for resources to increase capacity of administrative staff support with part-time employment in order to accelerate result generation</p> <p>Include paragraphs on staff satisfaction in the list of survey questions</p>	<p>Largely Adequate</p>

	<p>system, forums, MS Link messaging, etc.);</p> <ul style="list-style-type: none"> - possibilities of providing and receiving formal feedback on course progress: by the results of students questioning on completion of the course (rating); - Methods of handling and solving problems or disputes that may arise by getting information within the course “Teacher in e-Learning Environment”; - Legal advice by contacting legal department of the University 		
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STUDENT SUPPORT

Student support services are an essential component of e-learning provision. Their design should cover the pedagogic, resource and technical aspects that impact on the on-line learner. It is presupposed that on-line activity will form the core of the e- learner's experience hence support services should be designed to be accessed in the first instance via the student's homepage or other entry route to the institution's on-line learning system.

As students are likely to be working to flexible schedules, support services should operate, wherever possible, in a way that acknowledges this.

Technical support areas may be required to offer services on a 24x7 basis. In other domains 24x7 may be the target for automated services with human contact/follow up operating to stated performance targets.

Students should have a service map and clear specifications of the services available at all levels.

29. Students should be provided with a clear picture of what will be involved in using e-learning resources and the expectations that will be placed on them. This should include information on technical (system and VLE) requirements, requirements concerning background knowledge and

skills, the nature of the programme, the variety of learning methods to be used, the nature and extent of support provided assessment requirements, etc.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
Distance Learning System (DLS) partially supports commonly used browsers	<p>Students are informed on educational skills required in the learning process.</p> <p>Students acquire skills of working in electronic environment within the course “Student in e-Learning Environment”.</p> <p>Materials prepared for development of necessary skills are available to students before and during training period (teaching materials in an electronic environment “Campus”, additional materials in Information Center of Disciplines)</p> <p>Entrant agrees to learn with the use of electronic facilities</p>	<p>Increase number of face-to-face hours, including online hours for the course “Student in e-Learning Environment”</p> <p>Implement modern platforms for operation of System of Distance Learning</p>	Largely Adequate

30. Students should be provided with guidelines stating their rights, roles and responsibilities, those of their institution, a full description of their course or programme, and information on the ways in which they will be assessed including e-learning components.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Failure to update and publish in an electronic environment “Campus”.</p>	<p>Students are provided with educational materials that are available online and / or on physical media. Electronic library resources are available around the clock.</p> <p>Materials prepared for development of necessary skills are available to students before the start of training (teaching materials in an electronic environment, “Campus”, additional materials in Information Center of Disciplines)</p> <p>Common requirements for assessment of students' knowledge are introduced in accordance with the grade-rating system. Structure of final control materials is reflected in the curricula and all students are informed on it.</p> <p>Instructions for users on how to work in the system are placed in virtual environment</p>	<p>Prepare handouts (brochures) and distribute them on the Day of Freshman</p>	<p>Largely Adequate</p>

31. Students should have access to learning resources and learner support systems. The elearning system should provide:

- ✚ access to library resources
- ✚ support for the development of key skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)

- ✚ advice and counseling over choice of courses and progression through the programme
- ✚ an identified academic contact, tutor and/or mentor who will provide constructive feedback on academic performance and progression
- ✚ access to help desk, administrative support and advisory services

- ✚ opportunities to provide and receive formal feedback on their experience on the course
- ✚ procedures to handle and resolve any difficulties or disputes which may arise
- ✚ alumni access

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
Lack of opportunities for joint work with online communities Internal corporate email is not used by students	Distance Learning System provides: - Access to MESI electronic library resources, access to all course materials, work with Google Docs and Web 2.0 services; - Support in the development of key skills, in studies of methods for processing and solving problem situations that may occur by allowing passing of online training course “Student in e-Learning	Consider the possibility of introducing online information resources for expanding involvement of students in research activities Consider the possibility of	Largely Adequate

<p>Access to system is not available for graduates</p>	<p>Environment”, availability of instructions for working in the system, provision of opportunities for online interaction by synchronous and asynchronous facilities for interacting with student and teachers communities.</p> <p>Materials prepared for development of necessary skills are available to students before the start of training (teaching materials are in an electronic environment “Campus”);</p> <p>- Consultancy in choosing courses, providing information on progress in taking program, access to reference, administrative, and consulting support services and establishment of academic contact with a teacher through embedded electronic journal, established system of interaction with administrative staff, providing support through consultancy and technical forums for each discipline.</p>	<p>recording the obtaining of new skills in an electronic portfolio of students</p> <p>Integration of heterogeneous information resources to support learning</p> <p>Explore reasons for students refusal to use internal corporate e-mail system, improve services provided on the basis of research results</p>	
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32. Students should be provided with clear and up-to-date information on the range of support services available and how these may be accessed.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
<p>Feedback is not always provided on a timely basis</p> <p>Assessing level of satisfaction with the work</p>	<p>Students have access to support services through synchronous (telephone consultation) and asynchronous interaction tools (forum, email, icq). An expected level and frequency of communication between student and</p>	<p>Undertake assessment of student satisfaction level with the level of support on a regular basis</p>	<p>Largely Adequate</p>

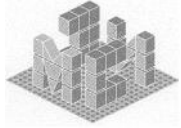
of students support services, as well as level of satisfaction with the System of Distance Learning are not conducted on a systematic basis and not on a full range of issues related to e-learning	teacher during the course or program of study is known for both parties. Students support is provided regularly by a variety of university services		
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33. The expectations on students for their participation in the on-line community of learners are made clear both in general terms and in relation to specific parts of their course or programme.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weaknesses	Strengths	Measures for Improvement	Assessment
Results of students participation in online communities are not clearly defined within each program or course	Students interact in groups of cooperation in implementation of practical and project assignments based on external resources Educational and social interaction between students is implemented through asynchronous (forums, groups, social network “Vkontakte”) and synchronous (telephone, face-to-face consultation with faculty) interaction facilities	Development of activities to engage students in the work of online communities in the electronic environment of the university Consider the possibility of introducing online information resources for expanding involvement of students in research activities	Partially Adequate

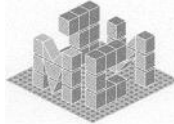
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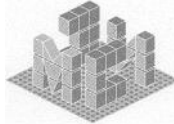
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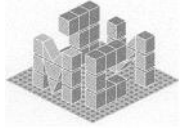
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on completion of Action Plan for Improvement and Further Development of e-Learning Technologies in the Academic Process of the State Educational Institution of Higher Professional Training “Moscow State University of Economics, Statistics and Informatics (MESI)”

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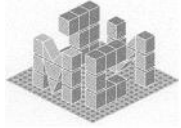
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
1	To single out set e-learning goals in the Institutes' Action Plans	At university level working out of the Strategic plan for MESI development for the period 2011-2015 is carried out. Priority goal, objectives, and activities for development of MESI as an electronic umbrella university are set.		Vice-rector for Academic Affairs (Administration of the Institutes)	01.12.2012	
		<p>In the work plan of the Institute of Law goals and objectives are set and implemented:</p> <p>For each training course educational modules and tests in electronic format are developed.</p> <p>Carrying out an explanation for students on the possibility to study programs of further professional education, receiving second specialization, dual diplomas, etc.</p> <p>Possibility of online consultation for students of all forms of education in all disciplines (consultation forum in the Electronic Campus of MESI for each work area, e-mail).</p> <p>System of distance learning through electronic technologies is implemented.</p>	Work plan of the Institute of Law for 2011-2012 academic year, approved by Pavel Fedorov, Director of the Institute of Law	Institute of Law		
		In work plan of the Institute of	Work plan of the Institute of	Institute of		01.12.2011

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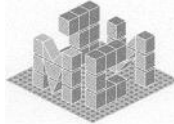
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		Economics and Finance for 2011-2012 academic year the following goals are identified: Creating, testing, and improving the application of new teaching technologies (any methods, including information ones) in the learning process: - At least 2 new teaching technologies with the use of ICT tools annually.	Economics and Finance for 2011-2012 academic year, approved by Vitaly Minashkin, MESI Vice-rector for Academic Affairs, on September 3, 2011	Economics and Finance		
		The work plan of the Institute of Management under the objective “Creating a system of lifelong education” includes the goal “To develop guidelines for organization of independent work of students with the use of online learning technologies”.	Work plan of the Institute of Management on the process “Educational Activities” for 2011-2012 academic year approved on September 1, 2011.	Institute of Management		Planned date of implementation is February 2013
2	To develop and implement an Action Plan for increasing students’ virtual mobility	At university level with involvement of branches strategy defines tasks for international cooperation and enhancement of virtual mobility of students, faculty and staff		Vice-rector for Academic Affairs (Administration of the Institutes)	01.12.2012	
		1. Development of a credit system similar to the European system (reflected in the curriculum) 2. Development of language training for students	Curricula are posted on sp.mesi.ru. Certificates (stored in Administration of the Institute of Law)	Institute of Law		

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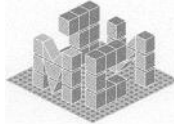
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		Retraining program “Interpreter in the field of professional communication” is opened; -additional foreign language courses; - annual linguistic practice in Princes college London, UK				
		Plan of the Institute of Economics and Finance on holding open lectures (including lectures of foreign professors and lectures of Russian instructors) in the format of webinars is developed. Prof. Josepha Fassett (UK) held 2 face-to-face lectures on September, 2011 and on May, 2012 and in-between worked in “e-Campus” with third-year students of “World Economy” major. The project involved 51 students.	Plan of the Institute of Economics and Finance on holding open lectures for 2011-2012 academic year, approved by Natalia Dmitrievskaya, Director of the Institute of Economics and Finance, on September 15, 2011. Contract with teacher, acceptance certificate, records in electronic gradebook.	Institute of Economics and Finance		01.12.2011
		In the learning process of the Institute of Management in 2011/12 academic year an optional English course “Leadership and Management” was introduced by Prof. Erwin Wagner, Director of the Center for Lifelong	Work plans of the Institute: http://www.mesi.ru/our/events/detail/100415/?sphrase_id=167727	Institute of Management		

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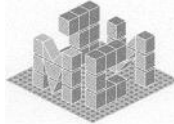
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		Learning, University of Hildesheim (Germany). Classes were conducted remotely in 2 modules of 16 academic hours through e-Campus. 12 students of the Institute completed this course successfully.				
3	To increase students' opportunities for participation in online-communities and research	At university level within the Strategy until 2015 one of the strategic objectives is the need to enhance scientific potential of faculty, staff, and students. During 2011/2012 academic year a number of measures were implemented aimed at improving students' research activities, including online. For example, Students' Scientific Society and Council for Young Scientists were established, bringing together students of MESI (Moscow) and its branches, teachers, and researchers.		Vice-rector for Academic Affairs (Administration of the Institutes)	01.12.2012	

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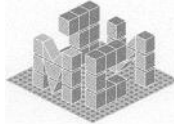
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		<p>Students' participation in internal events of the University: conferences, round tables, research workshops, master classes (Students' Spring - 145 articles Students' Autumn - 161 articles, conferences of the institutes, of the University in general, and its branches - 7 articles from students of MESI branch in Minsk).</p> <p>2. Participation in external and internal grants.</p> <p>3. Participation in external events - 286 students: conferences, round tables, research workshops, master classes, academic competitions (inter-institutional, inter-regional, and international).</p>	<p>Certificates, publications (in Administration of the Institute of Law, room 233), Reports on grants (R&D Department).</p> <p>Certificates, publications (Proceedings stored at the Departments)</p>	Institute of Law		
		<p>From October 1 to November 30, 2011 two students of the Institute of Economics and Finance were placed on academic probation in London Metropolitan Business School (UK) on "Quantitative and Qualitative Research Methods in Economics". They were selected by the representatives of the host university in accordance with the</p>	<p>The minutes of the interview, recorded online conference.</p>	Institute of Economics and Finance		01.12.2011

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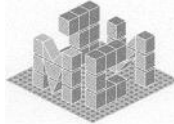
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		approved methodology during the online interview on September 20, 2011.				
4	To organize a full-time learning on the course “Teacher in e-Learning Environment” on a regular basis	For staff of MESI and its branches information on taking ICT training courses is provided at the corporate portal in the section “Training Navigator”, including the course “Teacher in e-Learning Environment”. At any time a staff member or teacher may take the course online. Training is available 24 hours a day. From September 1, 2011 to May 16, 2012 the course was successfully passed by 58 teachers of MESI, 44 teachers from eight branches of MESI, and 8 teachers of MESI college. 40 of them are new employees of MESI.		Vice-rector for Personnel and Legal Issues; Department for Staff Development	01.12.2012	
5	To organize working groups with faculty involvement for participation in development and actualization of e-courses on a planned basis	At the university level activities are undertaken for setting the standard for work with electronic resources and the standard for provision of educational process with electronic content. The planned time for documents approval is July 2012.		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs); Department for Support and Monitoring of e-Learning)	01.12.2012	

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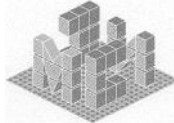
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		Activities implemented by Research Institute for Knowledge Management: 1. Pilot project on the use of CourseLab TeamWork System 2. Implementation of CorseLab Team Work System 3. Development of regulatory documents on the process of e-learning.	http://sp.mesi.ru/soprov/it_oio/oit/system/default.aspx	Research Institute for Knowledge Management	01.12.2012	
6	To develop a joint plan of elaboration /actualization of teaching materials and electronic courses	At the university level activities are undertaken for setting the standard for work with electronic resources and the standard for provision of educational process with electronic content. The planned time for documents approval is July 2012. The plan of development and updating teaching materials is approved yearly.		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs); Department for Support and Monitoring of e-Learning	01.12.2012	
7	To install Skype for constant students' support in online mode	Skype is installed in the department of e-learning support of MESI (Moscow office). 1. Skype is installed for e-learning managers in MESI branches. 2. At the request of teachers and staff Skype may be installed in any classroom or office of the university. (Track: Home MESI -> Supporting	1. https://study.mesi.ru/opeco/default.aspx 2. https://study.mesi.ru/opeco/default.aspx	Vice-rector for Academic Affairs (Department for Support and Monitoring of e-Learning)	01.12.2012	

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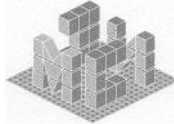
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		Processes -> Information-technology services and software -> Operating Memorandum -> Operating Memorandum to install software in classrooms)	3. http://sp.mesi.ru/soprov/it_oio/workflowdoc/default.aspx			
8	To develop structural and logic schemes of studies for each specialization of the Institutes with input and output competencies			Vice-rector for Academic Affairs (Administration of the Institutes, Chairs)	01.12.2012	
		<p>1. Sequencing disciplines in teaching/learning plans for each area of Institute's training on the basis of general curriculum.</p> <p>2. Defining output competencies for disciplines (121 disciplines) of the basic component in accordance with Federal State Educational Standard 3 and their reflection in study programs.</p> <p>3. Defining input and output competencies for disciplines of the elective component (235 disciplines) and their reflection in curricula.</p>	Federal State Educational Standard 3 Work Curriculum for Federal State Educational Standard 2 / Federal State Educational Standard 3	Institute of Law		

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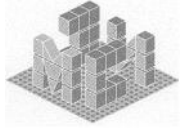
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		For 193 disciplines of Institute's working areas training programs are approved in accordance with Federal State Educational Standard 3, which specify input and output competencies.	Work curricula of disciplines: http://sp.mesi.ru/edu/uchplan/tupd/	Institute of Management		
9	To organize regular planned surveys of staff, faculty, and students in order to: <ol style="list-style-type: none"> 1. Identify obstacles faced during e-learning implementation and its consequent obsolescence. 2. Evaluate level of satisfaction with using electronic courses 			Vice-rector for Academic Affairs (Department for Support and Monitoring of e-Learning)	Report twice a year; January, June	
		Implementation period was shifted to an even semester of 2012-2013 academic	Order on Change of Job Description Schedule	Department for Support and		Implementation

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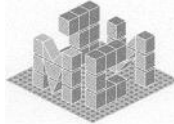
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		year due to the process of establishment of a new department aimed at developing of e-learning courses, including conducting of surveys. Department for Support and Monitoring of e-Learning will provide technical support.		Monitoring of e-Learning		period is shifted to an even semester of 2012-2013 academic year
		<p>During 2011 / 2012 academic year employees of MESI and its branches attended 15 webinars. Training broadcasting in online mode allowed effective use of time.</p> <ol style="list-style-type: none"> 1. Quality Management System of an educational institution 2. Verification of educational institutions and correction of mistakes 3. Preparation of documents to be submitted to supervisory and control bodies (information, reports, statistical reports, data collection module, passport of educational institution) 4. Training workshop on development and registration of applications for internal and external research activities 5. Training seminar “On Research Activity of Teachers” 		Department for Staff Development		

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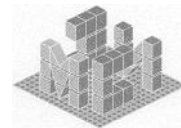
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		6. Training of academic supervisors 7. Workshop on “Development of IT at MESI” 8. Workshop on “Admission to University and Support of Foreign Citizens” 9. Workshop on “Work of Dissertation Councils” 10. Workshop on “Grading Teachers” 11. Workshop on “Implementation of Institute of Lifelong Learning Programs” -Pre-university education				
10	To conduct explanatory work on methodology of choosing elective disciplines			Vice-rector for Academic Affairs (Administration of the Institutes, Department for Methodological Support of the Learning Process)	31.10.2011	
		1. Organization of meetings with students in order to explain procedures of selecting disciplines. 2. Disciplines’ presentation by faculty for students of the courses. Registration of students applications	Methods for choosing educational disciplines by students is approved by MESI Academic Council (Minutes № 5 of May 29, 2008).	Institute of Law		

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№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		to disciplines in the registration book of Institute’s administration (room 233)	2. Students’ statements on the choice of academic disciplines (in Administration of the Institute, room 233)			
11	To automatize procedures of student scores’ transition to electronic grade book			Vice-rector for Academic Affairs (Department for Support and Monitoring of e-Learning)	01.03.2012	
		Implementation period was extended to December 1, 2012 due to setting up of “Electronic Journal” application.	Contract with Info-Suit (Annex 1)	Department for Support and Monitoring of e-Learning		Implementation period is extended to December 1, 2012
12	To organize additional training for faculty of MESI and its branches on conducting webinars and online-lectures for students			Vice-rector for Personnel and Legal Issues; Vice-rector for Regional Development and Lifelong Learning; Vice-rector for Academic Affairs	31.03.2012	

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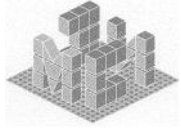
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
				(Administration of the Institutes, Chairs, Department for Support and Monitoring of e-Learning)		
		<p>1. Further professional development of faculty on programs in federal state educational institutions of higher education under the Ministry of Education and Science of the Russian Federation.</p> <p>2. Participation of faculty in organization and management seminar Winter School 2012 “MESI towards Smart University” (14 participants)</p> <p>3. Participation of faculty in research and practice seminar “Teaching and Learning On-line: the New Pragmatics of Instructional Design” (seminar was held on March 1, 2012, lists of participants are at the Institute of Computer Technology).</p> <p>Faculty training on the course “Adapting e-Learning Materials to the Electronic Environment (Instructional</p>	Copies of the certificates are in chairs and in personnel department.	Institute of Law		

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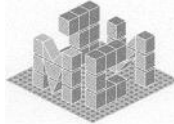
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		Design)” (this event was held in January-February 2012 and was attended by 14 participants).				
		In Virtual Campus section “Webinars” was added (access is available to all students and teachers of MESI), which includes: 1. Expository Information for teachers. 2. Requests for webinars. 3. Links to video webinars.	https://study.mesi.ru/webinars	Department for Support and Monitoring of e-Learning		
		Over 2011 \ 2012 academic year employees of MESI and its branches attended 15 webinars. Broadcasting of training in online mode allowed faculty using their time effectively. 1. Quality Management System of an educational institution 2. Verification of educational institutions and correction of mistakes 3. Preparation of documents to be submitted to supervisory and control bodies (information, reports, statistical reports, data collection module, passport of educational institution) 4. Training workshop on development and registration of applications for		Department for Staff Development		

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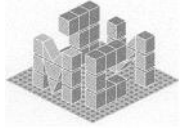
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		internal and external research activities 5. Training seminar “On Research Activity of Teachers” 6. Training of academic supervisors 7. Workshop on “Development of IT at MESI” 8. Workshop on “Admission to University and Support of Foreign Citizens” 9. Workshop on “Work of Dissertation Councils” 10. Workshop on “Grading Teachers” 11. Workshop on “Implementation of Institute of Lifelong Learning Programs” 1. pre-university education 2. secondary vocational education 12. Workshop on “Implementation of Further Educational Programs of MESI and its Branches” 13. Webinar “Principles of Operation with CourseLab” 14. Seminar “On Security of Employees of MESI and its branches” 15. Seminar on “Working in Admission Campaign”				

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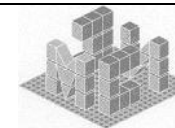
№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
		Broadcasting of the seminar “MESI Winter School 2012” was held to allow employees of MESI and its branches obtaining all necessary information.				
13	To audit Information Center of Disciplines and e-environment “Campus” with a view of actualization of study materials			Vice-rector for Academic Affairs (Administration of the Institutes)	01.07.2012	
		It was implemented by Department of Training and Methodological Support in 2011-2012 academic year. Common plan for development / updating of teaching materials and electronic courses was developed.	Plan for development / updating of teaching materials and electronic courses	Research Institute for Knowledge Management		
14	To actualize the system of enhancement and motivation of faculty in order to promote			Vice-rector for Personnel and Legal Issues; Vice-Rector for Economics and Finance; Vice-	01.12.2012	

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№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
	participation in e-learning			rector for Academic Affairs		
15	To integrate access to all kinds of electronic recourses			Vice-rector for Information Technologies; Research Institute for Knowledge Management	30.12.2012	
		1. Editing of Information Center of Disciplines and availability of links to external web services and resources for student learning. 2. Elaboration of procedures for the use of videoconferencing point - a point on the basis of Skype software at the request of teacher.	Information Center of Disciplines Link to Information Center of Disciplines of Institute of Computer Technologies' Chairs: https://study.mesi.ru/icd/ikt/default.aspx	Institute of Computer Technologies		
		Information and Library System smart.mesi.ru which combines modules of electronic library, portal development of e-Campus, e-learning, and social modules.	www.smart.mesi.ru Documentary support of project implementation (acceptance certificates, contracts, etc.)	Research Institute for Knowledge Management		
16	To assess all current MESI programs in accordance with excellence criteria	Self-assessment of programs was conducted by four training institutes.		Vice-rector for Personnel and Legal Issues; Chief of the Department for International	30.05.2012	

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№	Improvement Activities (goal)	Implemented Activities to Achieve Goal	Supporting documents / records / links	Responsible	Deadline	Factual Date
				Projects; Vice-rector for Academic Affairs (Administration of the Institutes)		
17	To assess current MESI branches' programs (selectively) in accordance with excellence criteria	Self-assessment of programs was conducted by four MESI branches.		Vice-rector for Personnel and Legal Issues; Chief of the Department for International Projects; Vice-rector for Regional Development and Lifelong Learning	30.05.2012	



DRAFT

APPROVE

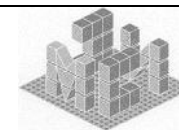
Rector of MESI

_____ **Natalia Tikhomirova**
« ____ » _____ **2012**

Action Plan

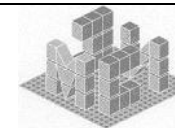
for Improvement and Further Development of e-Learning Technologies in the Academic Process of
the State Educational Institution of Higher Professional Training
“Moscow State University of Economics, Statistics and Informatics (MESI)” and its Branches
by MESI Faculty

Action Plan for Improvement and Further Development of e-Learning Technologies in the Academic Process

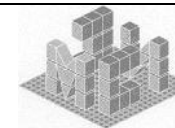


№	Improvement Activities	Deadline	Results	Responsible	Mark on Implementation
STRATEGY					
1.	To continue work on development of normative legal acts regulating implementation of e-learning at the state level (based on MESI experience)	01.06. 2013		Academic Supervisor of MESI	
2.	To continue implementation of measures aimed at creating a positive image of e-learning and strengthening MESI brand as a leading university in the Russian market	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes) Chief of the Department of Marketing	
3.	To elaborate policy on e-learning stated in Strategic Development Plan of MESI for 2011-2015 in the form of a single document	01.06. 2013		Vice-rector for Academic Affairs Vice-rector for Information Technologies Director of the Research Institute for Knowledge Management	
4.	To pay special attention in work plans of the Institutes to: - Defining e-learning targets as a top priority - Defining specific measures for e-learning - Defining specific measures for development of partnerships with foreign organizations, including discussion the possibility of e-learning use in joint educational programs	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs, Department for Support and Monitoring of e-Learning, Department for Methodological Support of Teaching & Learning Process) Chief of the Department for International Cooperation	
5.	To revise the system of motivation and incentives for staff in order to: - Increase involvement of faculty in development of e-	01.06. 2013		Vice-rector for Academic Affairs (Administration of the	

Action Plan for Improvement and Further Development of e-Learning Technologies in the Academic Process

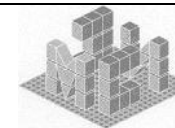


№	Improvement Activities	Deadline	Results	Responsible	Mark on Implementation
	learning; - Improve student-teacher interaction; - Encourage establishment of research and educational centers within educational institutes for study of problems in implementation of new technology in educational process; - Develop e-learning courses by faculty; - Comment on submitted assignments in online mode done by students and explain errors			Institutes, Chairs, Department for Support and Monitoring of e-Learning) Vice-rector for Economics and Finance Vice-rector for Personnel and Legal Issues	
MANAGEMENT					
6.	To analyze compliance of e-courses with existing teaching materials and availability of e-courses for all disciplines; to match frequency of updating teaching materials and relevant e-courses To distinguish process of e-courses development into a separate one as a basis for e-course design, taking into account mandatory for review of teaching materials. To set frequency, deadlines, designate responsible agents. To introduce process of testing and validation of e-courses prior to its commissioning. To develop a mechanism for student assessment of e-courses. To develop regulations for development of e-courses based on its use by different target audiences in order to achieve various educational goals	01.06. 2013		Rector of MESI Vice-rector for Personnel and Legal Issues Vice-rector for Academic Affairs	
7.	To implement Strategic Development Program completely	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs)	
8.	To upgrade staff qualification in MESI branches	01.06. 2013		Vice-rector for Personnel and Legal Issues	



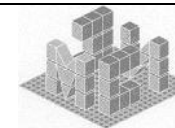
№	Improvement Activities	Deadline	Results	Responsible	Mark on Implementation
				Vice-rector for Regional Development and Lifelong Learning Vice-rector for Academic Affairs (Administration of the Institutes, Chairs, Department for Support and Monitoring of e-Learning)	
9.	To audit internal documentation on IT infrastructure, to identify areas for improvement, to regulate processes	01.06. 2013		Vice-rector for Personnel and Legal Issues Vice-rector for Academic Affairs (Administration of the Institutes, Chairs, Department for Support and Monitoring of e-Learning)	
10.	To audit system of controlling in order to enhance efficiency of orders' execution process	01.06. 2013		Vice-rector for Personnel and Legal Issues	
11.	To regulate process of interaction with partners, to define separate subprocesses of management over contractual work related to e-learning	01.06. 2013		Vice-rector for Regional Development and Lifelong Learning Vice-rector for Academic Affairs (Administration of the Institutes, Chairs)	
CURRICULUM DESIGN					
12.	To shift to system of e-tracking of learning with an option to choose individual learning paths; To develop a mechanism of flexible schedule, depending on individual needs of teachers and students within distributed chairs	01.06. 2013		Vice-rector for Academic Affairs	

Action Plan for Improvement and Further Development of e-Learning Technologies in the Academic Process



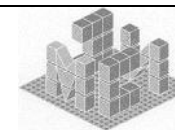
№	Improvement Activities	Deadline	Results	Responsible	Mark on Implementation
13.	To conduct annual monitoring of employers' requirements for curricula updating; To enhance interaction with employers in curriculum development; To expand cooperation with professional associations of employers in order to identify their requirements to e-learning efficiency in professional skills' development; To develop relationships with professional organizations with the use of various telecommunication tools	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes) Chief of the Department of Marketing	
14.	To strengthen methodological component of individual learning paths development, taking into account requirements of Federal State Educational Standards	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs, Department for Methodological Support of Teaching & Learning Process)	
15.	To expand the number of services provided to students in e-learning environment	01.06. 2013		Vice-rector for Information Technologies Director of the Research Institute for Knowledge Management	
16.	To implement gradual transfer of midterm and final assessment of students' knowledge in the mode of e-interaction	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes)	
17.	To develop different models of learning (in particular, more appropriate model for master's programs is based on compact study of discipline in a short period of time with midterm certification (test, examination))	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs)	
18.	To further develop credit system, to ensure comparability of the system with the European one	01.06. 2013		Vice-rector for Academic Affairs (Administration of the	

Action Plan for Improvement and Further Development of e-Learning Technologies in the Academic Process

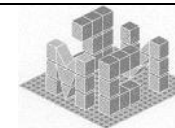


№	Improvement Activities	Deadline	Results	Responsible	Mark on Implementation
				Institutes, Chairs)	
19.	To implement system of modular training into bachelor programs	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs)	
20.	To establish student-teacher communities through forums, chat, video conferences; To involve students in communities.	01.06. 2013		Vice-rector for Academic Affairs	
21.	To implement information e-resources in order to enhance student involvement in research	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs, Department for Support and Monitoring of e-Learning) Vice-rector for Research Vice-rector for Information Technologies	
22.	To hold open lectures on a regular basis for MESI and its branches (common schedule) with participation of distinguished professionals and leading researchers	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs, Department for Support and Monitoring of e-Learning)	
COURSE DESIGN					
23.	To specify e-learning outputs for programs of disciplines	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs, Department for Methodological Support of Teaching & Learning Process)	
24.	To develop clear structural logic schemes for disciplines study in e-learning for each specialty (major)	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs, Department for Methodological Support of	

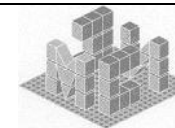
Action Plan for Improvement and Further Development of e-Learning Technologies in the Academic Process



№	Improvement Activities	Deadline	Results	Responsible	Mark on Implementation
				Teaching & Learning Process)	
25.	To conduct regular analysis of didactic potential of technologies used; To expand the range of technologies and services, to define their combination, role, and place in the development of teaching materials	01.06. 2013		Vice-rector for Academic Affairs Director of the Research Institute for Knowledge Management Vice-rector for Information Technologies	
26.	To standardize requirements for e-courses development; To establish project teams in development and updating of e-courses with faculty involvement; To implement tools for monitoring student activity for each component of e-course, to consider introduction of multimedia components in online courses in order to enhance their interactivity; To include self-assessment tests in all e-courses; To consider possibility of development of library with answers to typical student errors	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs, Department for Support and Monitoring of e-Learning, Department for Methodological Support of Teaching & Learning Process)	
27.	To develop a system of student motivation in order to expand student participation in activities enhancing virtual mobility	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs)	
28.	To develop a mechanism for passing final examination in online mode and provide an opportunity for student identification	01.06. 2013		Vice-rector for Information Technologies Vice-rector for Academic Affairs Research Institute for Knowledge Management	



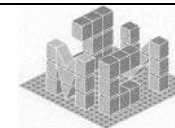
№	Improvement Activities	Deadline	Results	Responsible	Mark on Implementation
29.	To strengthen measures for prevention cases of plagiarism in e-environment	01.06. 2013		Vice-rector for Information Technologies Vice-rector for Academic Affairs Research Institute for Knowledge Management	
COURSE DELIVERY					
30.	To carry out regular monitoring of system by developers and technical support services; To maintain permanent contact with users for prompt problem solving	01.06. 2013		Vice-rector for Information Technologies Vice-rector for Academic Affairs (Department for Support and Monitoring of e-Learning)	
31.	To provide access to the Internet in all classrooms and buildings of the University	01.06. 2013		Vice-rector for Information Technologies	
32.	To conduct regular assessment of the level of user satisfaction with technical support system and delivery system based on criteria (consistency, continuity, and security of delivery methods) in order to predict development of education in e-learning environment	01.06. 2013		Vice-rector for Information Technologies Vice-rector for Academic Affairs	
33.	To conduct regular further development for staff providing technical support to system operation	01.06. 2013		Vice-rector for Information Technologies Vice-rector for Personnel and Legal Issues	
34.	To provide an opportunity of training teachers to work in e-learning environment during a year	01.06. 2013		Vice-rector for Academic Affairs (Department for Support and Monitoring of e-Learning)	
35.	To consider strengthening measures / ways to identify users	01.06. 2013		Vice-rector for Information Technologies	



№	Improvement Activities	Deadline	Results	Responsible	Mark on Implementation
STAFF SUPPORT					
36.	To develop effective mechanisms for copyright protection	01.06. 2013		Vice-rector for Personnel and Legal Issues Проректор по научной работе и УМО Director of the Research Institute for Knowledge Management	
37.	To include criteria questions in the survey of staff satisfaction ¹	01.06. 2013		Vice-rector for Academic Affairs (Department for Support and Monitoring of e-Learning) Vice-rector for Personnel and Legal Issues	
STUDENT SUPPORT					
38.	To increase number of “face-to-face” and “online” hours for “Student in e-Learning Environment” discipline	01.06. 2013		Vice-rector for Academic Affairs	
39.	To implement up-to-date platforms for System of Distance Learning operation	01.06. 2013		Vice-rector for Information Technologies	
40.	To practice development and distribution of handouts (brochures) on the work in e-environment among students on the Day of Freshman	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes) Начальник управления маркетинга	
41.	To consider possibility of obtained skills recording in an electronic portfolio of students	01.06. 2013		Vice-rector for Academic Affairs (Administration of the Institutes, Chairs)	

¹ In accordance with E-xcellence Manual

Action Plan for Improvement and Further Development of e-Learning Technologies in the Academic Process



№	Improvement Activities	Deadline	Results	Responsible	Mark on Implementation
				Head of the Department for Educational and Methodical Work	
42.	To explore reasons of students refusal to use internal corporate e-mail; To improve services on the basis of research results	01.06. 2013		Vice-rector for Information Technologies	

Vice-rector for Personnel and Legal Issues

Svetlana Kotcherga

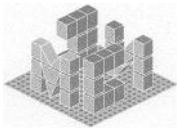
Appendix 2c: Minsk

List of Minsk Branch Expert Group for work on the project E-xcellence

1. Deputy Director of Knowledge Management Malchenko N.S.
2. Deputy Director of Information Technologies Gorbachev N.N.
3. Deputy Director of educational and research work Krivcov V.N.
4. The Head of the Department of Quality Management System Prudnikova T.V.
5. The Head of Dean Tishenko L.I.
6. The Head of Library Radkevich L.A.
7. The Head of the Department of Additional Professional Education Kiseleva T.D.
8. The Head of the Department of Distance learning Bogomolova E.A.
9. The Head of the Department of Educational Process Organization Borshevskaya M.S.
10. The Head of the Chair of Economy Gerasimova E.A.
11. The Head of the Chair of Mathematics and Informatics Kurbatsky V.I.
12. The Head of the Chair of Accounting and Finance Busigin D.Y.
13. The Head of the Chair of Human Science Miskevich A.B.
14. The Head of the Chair of Human Resources Polyakova V.V.
15. The Head of the Department of International Relationship and Marketing Zenchenko S.A.

Information on Minsk Branch of MESI

1. Minsk branch of MESI was founded in 2002 and it is a separate structural division of the Federal Public Budget Educational Establishment of Higher Professional Education "Moscow State University of Economics, Statistics and Informatics (MESI)."
2. S.N. Malchenko is a Head of Minsk Branch of MESI, Ph.D., Associate Professor.
3. Minsk branch of MESI implements four specialties and three areas: 080100.62 "Economy" (bachelor), 080200.62 "Management" (bachelor), 230700.62, "Applied Informatics" (bachelor), 080109.65, "Accounting, analysis and audit" (specialty), 080503.65 "Crisis Management" (specialty), 080507.65 "Management organization" (specialty), 080801.65, "Applied Informatics (by area)" (specialty).
4. Currently, Minsk branch of the MESI has about 1,500 students.
5. The structure of Minsk branch of MESI has 4 chairs : Accounting and Finance, Economy, Mathematics and Informatics, Human Sciences.
6. As part of Minsk branch of MESI operates 69 teachers, 49 of which have advanced degrees work in Minsk Branch of MESI.

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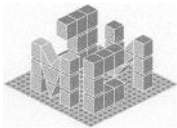
INFORMATION

on educational program, analyzed for compliance with the criteria of the project

e-xcellence

№ п/п	Indicator	Data	A reference to the document certifying the information presented in column 3 ¹
1	2	3	4
1.	Name of program	230700.62 Management (Bachelor)	Licence from 20.09.2011, reg. № 1913, application 16.2
2.	What kind of AGS is	230000 Economics and Management	Russian Classification of professions by education code 009-2003 with changes and additions
3.	Aims of education	Preparation of bachelors with competence, sufficient to work on profiles: 1) Accounting, analysis and audit; 2) Financial Management	Federal State Education Standart in the direction of "Applied Informatics", adopted 22/05/2009
4.	Target Audience	Students (individuals - citizens of the Republic of Belarus, Russian Federation and other foreign citizens, persons without citizenship: the graduates of secondary schools, institutions of secondary professional education)	The order of reception of citizens in the educational institutions of higher education (the Russian Federation)
5.	Basic skills	Secondary (complete) general education or secondary professional education	-
6.	Start year of training program	2011/2012 academic year	Curriculum Bachelor Degree in "Economics" on 2011-2012 academic year, approved 16/05/2011
7.	Number of credits, hours	240 credit units, 8968 hours	Curriculum Bachelor Degree in "Economics" on 2011-2012 academic year, approved 16/05/2011
8.	Forms of education	distance form	Curriculum Bachelor Degree in "Economics "

¹ В случае отсутствия поставить прочерк

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			on 2011-2012 academic year, approved 16/05/2011
9.	The share of e-learning in mixed education for each form	60%	-
10.	Troop of student (for tuition)	68% - distance form of education	HPE-1 for 2011, data collection module for 2011.
11.	Reason of ETA choice for self-assessment	Demand in education market of the Republic of Belarus	Analysis of labor market in the Republic of Belarus

Deputy Director of Knowledge Management of
Minsk Branch of MESI

N.S. Malchenko

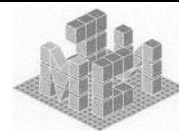
INFORMATION

on educational program, analyzed for compliance with the criteria of the project e-xcellence

№ п/п	Indicator	Data
1.	Name of educational institution	Minsk Branch of MESI
2.	Total number of Education Programs implemented by educational institution	7 Higer Professional Education Programs
3.	List of Education Programs with the number of students	<ol style="list-style-type: none"> 1. 080100.62 "Economy" (bachelor), 68 people. 2. 080200.62 "Management" (bachelor), 210 people. 3. 30700.62 "Applied Informatics" (bachelor), 30 people. 4. 080109.65, "Accounting, analysis and audit" (specialty), 195 people. 5. 080503.65, "Crisis Management" (specialty), 518 people. 6. 080507.65 "Management Organization" (specialty), 365 people. 7. 080801.65 "Applied Informatics (by area)" (specialty) 115 people.
4.	Main features of the educational institution	The curricula of each direction include the topical profiles requested in labor market. The branch operates " The Belarusian-Russian Centre for e-learning», «The center of innovation systems"
5.	Main achievements of	<ul style="list-style-type: none"> • Minsk Branch was awarded the Honorary Badge of

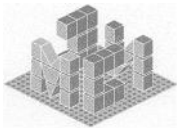
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the educational institution

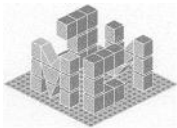
- MESI for the first place among the branches of MESI following the 2008-2009 school year.
- Minsk Branch was awarded the Honorary Badge of MESI "The Best Branch on the basis of 2010-2011 years."
 - Minsk branch of the MESI - the first branch, where the quality management system of Minsk branch of MESI (in all areas) is certified under the international standard ISO 9001:2008 in Assosiation on certification "Russian Register" and the International Network IQNet.
 - R.S. Sedegov, Prof. of the Chair of Economy of Minsk branch of MESI was awarded "Honored Worker of Education of the Republic of Belarus" in 2011.
 - A.S. Greenberg, Dr. Tech.Sci., Professor of the Chair of Mathematics and Computer Science, N.N. Gorbachev, Ph.D., Deputy Director of Information Technology, are awarded Diploma II as the winners of the International Academy of Information, Information Processes and Technology "Business Professional Book Information Processes and Technology" in 2010
 - A.B. Miskevich, Doctor of Sociology, Professor, the Head of the Chair of Human Science, awarded in 2010 Diploma of the Higher Attestation Commission of the Republic of Belarus.
 - V.N. Novikov, Associate Professor of the Chair of Human Science, was awarded the Diploma of the Ministry of Forestry of the Republic of Belarus in 2009
 - S.N. Malchenko, Ph.D., Professor, the Director of Minsk branch of MESI, S.A. Zenchenko, Ph.D., the senior researcher, the head of the Department of International Relations and Marketing, were awarded the MESI Medal "For Services to MESI" in 2007
 - S.N. Malchenko in October 2007 was awarded the title of Honored Worker of Higher Professional Education of the Russian Federation.
 - S.N. Malchenko, Ph.D., professor, the director of Minsk branch of MESI, was awarded the Honorary Diploma of the Ministry of Education of the Republic of Belarus in 2008
 - The Chair of Accounting and Finance of Minsk branch of MESI (the head is D.Y. Busygin, Ph.D., Associate Professor) on the basis of the 2010-2011 academic year, defined as one of the top eight departments of MESI corporations.
 - In different periods Minsk branch of MESI has been awarded three honorary signs of MESI, letters of

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		thanks and district administrations and secondary schools in Minsk.
6.	Significant achievements of graduates of educational	
7.	Reviews of the academic institution and graduates from consumers – employers	Positive reviews from employers about the students of the Institute

Responsible person,
Deputy Director of Knowledge Management of
Minsk branch of MESI

N.S. Malchenko

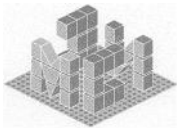
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INFORMATION

on educational program, analyzed for compliance with the criteria of the project e-xcellence

№ п/п	Indicator	Data	A reference to the document certifying the information presented in column 3 ¹
1	2	3	4
1.	Name of program	080200.62 Management (Bachelor)	Licence from 20.09.2011, reg. № 1913, application 16.2
2.	What kind of aggregated group of specialisations (AGS) is	080000 Economy and management	Russian Classification of professions by education code 009-2003 with changes and additions
3.	Aims of education	Preparation of highly skilled managers who can make management decisions based on the processing of large amounts of internal and external information with the use of Information and Communication Technologies of management and who has competencies wich are enough to bachelors of various profiles, including: 1) crisis management; 2) management of the organization, 3)management of intellectual property.	Federal State Educational Standart in the direction of "Management", adopted 20/05/2010
4.	Target Audience	Students (individuals - citizens of the Republic of Belarus, the Russian Federation and other foreign citizens, persons without citizenship: the graduates of secondary schools and institutions of secondary professional education)	The order of reception of citizens in the educational institutions of higher education (the Russian Federation)
5.	Basic skills	Secondary (complete) general education or secondary professional education	-
6.	Start year of training program	2011/2012 academic year	Curriculum Bachelor Degree in "Management" on 2011-2012 academic year,

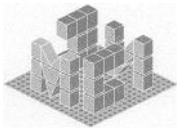
¹ В случае отсутствия поставить прочерк

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			approved 16/05/2011
7.	Number of credits, hours	240 credit units, 8968 hours	Curriculum Bachelor Degree in "Management" on 2011-2012 academic year, approved 16/05/2011
8.	Forms of education	Internal and distance form	Curriculum Bachelor Degree in "Management" on 2011-2012 academic year, approved 16/05/2011
9.	The share of e-learning in mixed education for each form	35% of the implementation of classes by internal form; 60% of the implementation of classes by distance form	-
10.	Troop of student (for tuition)	20 – by internal form of education 190 – by distance form of education	Higher professional education (HPE)-1 for 2011, data collection module for 2011.
11.	Reason of choice the Educational Program for self-assessment	Demand in education market of the Republic of Belarus	Analysis of labor market in the Republic of Belarus

Deputy Director of Knowledge Management of
Minsk Branch of MESI

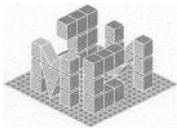
N.S. Malchenko

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INFORMATION

on educational program, analyzed for compliance with the criteria of the project e-xcellence

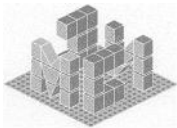
№ п/п	Indicator	Data
1.	Name of educational institution	Minsk Branch of MESI
2.	Total number of Education Programs implemented by educational institution	7 Higer Professional Education Programs
3.	List of Education Programs with the number of students	<ol style="list-style-type: none"> 1. 080100.62 "Economy"(bachelor), 68 people. 2. 080200.62 "Management"(bachelor), 210 people. 3. 30700.62 "Applied Informatics"(bachelor), 30 people. 4. 080109.65, "Accounting, analysis and audit" (specialty), 195 people. 5. 080503.65, "Crisis Management"(specialty), 518 people. 6. 080507.65 "Management of Organization"(specialty), 365 people. 7. 080801.65 "Applied Informatics (by area)"(specialty) 115 people.
4.	Main features of the educational institution	<p>The curricula of each direction include the topical profiles requested in labor market.</p> <p>The branch operates " The Belarusian-Russian Centre for e-learning», «The center of innovation systems"</p>
5.	Main achievements of the educational institution	<ul style="list-style-type: none"> • Minsk Branch was awarded the Honorary Badge of MESI for the first place among the branches of MESI following the 2008-2009 school year. • Minsk Branch was awarded the Honorary Badge of MESI "The Best Branch on the basis of 2010-2011 years." • Minsk branch of the MESI - the first branch, where the quality management system of Minsk branch of MESI (in all areas) is certified under the international standard ISO 9001:2008 in Assosiation on certification "Russian Register" and the International Network IQNet. • R.S. Sedegov, Prof. of the Chair of Economy of Minsk branch of MESI was awarded "Honored Worker of Education of the Republic of Belarus" in 2011. • A.S. Greenberg, Dr. Tech.Sci., Professor of the Chair of Mathematics and Computer Science, N.N. Gorbachev, Ph.D., Deputy Director of Information Technology, are awarded Diploma II as the winners

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		<p>of the International Academy of Information, Information Processes and Technology "Business Professional Book Information Processes and Technology" in 2010</p> <ul style="list-style-type: none"> • A.B. Miskevich, Doctor of Sociology, Professor, the Head of the Chair of Human Science, awarded in 2010 Diploma of the Higher Attestation Commission of the Republic of Belarus. • V.N. Novikov, Associate Professor of the Chair of Human Science, was awarded the Diploma of the Ministry of Forestry of the Republic of Belarus in 2009 • S.N. Malchenko, Ph.D., Professor, the Director of Minsk branch of MESI, S.A. Zenchenko, Ph.D., the senior researcher, the head of the Department of International Relations and Marketing, were awarded the MESI Medal "For Services to MESI" in 2007 • S.N. Malchenko in October 2007 was awarded the title of Honored Worker of Higher Professional Education of the Russian Federation. • S.N. Malchenko, Ph.D., professor, the director of Minsk branch of MESI, was awarded the Honorary Diploma of the Ministry of Education of the Republic of Belarus in 2008 • The Chair of Accounting and Finance of Minsk branch of MESI (the head is D.Y. Busygin, Ph.D., Associate Professor) on the basis of the 2010-2011 academic year, defined as one of the top eight departments of MESI corporations. • In different periods Minsk branch of MESI has been awarded three honorary signs of MESI, letters of thanks and district administrations and secondary schools in Minsk.
6.	Significant achievements of graduates of educational institution	
7.	Reviews of the academic institution and graduates from consumers – employers	Positive reviews from employers about the students of the Institute

Responsible person,
Deputy Director of Knowledge Management of
Minsk branch of MESI

N.S. Malchenko

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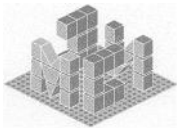
INFORMATION

on educational program, analyzed for compliance with the criteria of the project

e-xcellence

№ п/п	Indicator	Data	A reference to the document certifying the information presented in column 3 ¹
1	2	3	4
1.	Name of program	230700.62 Applied informatics (Bachelor)	Licence from 20.09.2011, reg. № 1913, application 16.2
2.	What kind of AGS is	230000 Informatics and Computer Technology	Russian Classification of professions by education code 009-2003 with changes and additions
3.	Aims of education	Preparation of highly skilled workers in the field of applied information modeling processes with competence, sufficient to design, build, implement and review of professional - oriented information systems in economics	Federal State Education Standart in the direction of "Applied Informatics", adopted 22/05/2009
4.	Target Audience	Students (individuals - citizens of the Republic of Belarus, Russian Federation and other foreign citizens, persons without citizenship: the graduates of secondary schools, institutions of secondary professional education)	The order of reception of citizens in the educational institutions of higher education (the Russian Federation)
5.	Basic skills	Secondary (complete) general education or secondary professional education	-
6.	Start year of training program	2011/2012 academic year	Curriculum Bachelor Degree in "Applied Informatics " on 2011-2012 academic year, approved 16/05/2011
7.	Number of credits, hours	240 credit units, 8968 hours	Curriculum Bachelor Degree in "Applied Informatics " on 2011-2012 academic year, approved 16/05/2011
8.	Forms of education	distance form	Curriculum Bachelor Degree in "Applied

¹ В случае отсутствия поставить прочерк

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			Informatics " on 2011-2012 academic year, approved 16/05/2011
9.	The share of e-learning in mixed education for each form	60%	-
10.	Troop of student (for tuition)	30	HPE-1 for 2011, data collection module for 2011.
11.	Reason of ETA choice for self-assessment	Demand in education market of the Republic of Belarus	Analysis of labor market in the Republic of Belarus

Deputy Director of Knowledge Management of
Minsk Branch of MESI

N.S. Malchenko

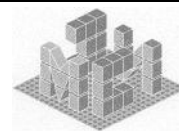
INFORMATION

on educational program, analyzed for compliance with the criteria of the project e-xcellence

№ п/п	Indicator	Data
1.	Name of educational institution	Minsk Branch of MESI
2.	Total number of Education Programs implemented by educational institution	7 Higer Professional Education Programs
3.	List of Education Programs with the number of students	<ol style="list-style-type: none"> 1. 080100.62 "Economy" (bachelor), 68 people. 2. 080200.62 "Management" (bachelor), 210 people. 3. 30700.62 "Applied Informatics" (bachelor), 30 people. 4. 080109.65, "Accounting, analysis and audit" (specialty), 195 people. 5. 080503.65, "Crisis Management" (specialty), 518 people. 6. 080507.65 "Management Organization" (specialty), 365 people. 7. 080801.65 "Applied Informatics (by area)" (specialty) 115 people.
4.	Main features of the educational institution	The curricula of each direction include the topical profiles requested in labor market. The branch operates " The Belarusian-Russian Centre for e-learning», «The center of innovation systems"
5.	Main achievements of	<ul style="list-style-type: none"> • Minsk Branch was awarded the Honorary Badge of

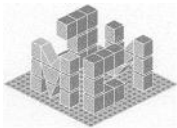
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the educational institution

- MESI for the first place among the branches of MESI following the 2008-2009 school year.
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		thanks and district administrations and secondary schools in Minsk.
6.	Significant achievements of graduates of educational	
7.	Reviews of the academic institution and graduates from consumers – employers	Positive reviews from employers about the students of the Institute

Responsible person,
Deputy Director of Knowledge Management of
Minsk branch of MESI

N.S. Malchenko

Quickscan
Minsk branch of MESI

STRATEGIC MANAGEMENT

The institution should have defined policies and management processes that are used to establish strategic institutional objectives, including those for the development of e-learning.

The institutional strategic plan should identify the roles that e-learning will play in the overall development of the institution and set the context for production of the plans of academic departments, administrative and operational divisions.

The institutional plan should outline options for the use of e-learning in teaching that may define a spectrum of "blends" of e-learning and more established pedagogic mechanisms.

Faculty and departmental plans should aim to best match the student requirements of their particular market sector (national/international focus) in presenting e-learning/blended learning options.

The institutional strategic plan should ensure that plans of academic departments are consistent with each other. Student mobility between departments should not be restricted by major differences in policy or implementation with respect to e-learning.

STRATEGY

1. The e-learning strategy should be embedded within the teaching and learning strategy of the institution.
 - Not Adequate
 - Partially Adequate
 - Largely Adequate
 - Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Minsk Branch of MESI has defined policy and strategy of e-learning development. Program of strategic development of Minsk Branch of MESI for 2011 – 2015 is under proceeding; the Program is coordinated with Plan of Strategic Development of MESI for 2011-2012, and both include e-learning development and implementation in the Branch and time schedule of achievement of strategic goals.
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2. The institution should have e-learning policies and a strategy for development of e-learning that are widely understood and integrated into the overall strategies for institutional development and quality improvement. Policies should clearly state the user groups and include all levels of implementation, infrastructure and staff development.
 - Not Adequate
 - Partially Adequate
 - Largely Adequate
 - Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	At all levels of management of Minsk Branch of MESI considerable attentions is paid to appropriate understanding of corporate strategy of e-learning by the employees. Schedules of all departments involved into educational process include the tasks of e-learning development.
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3. Investigating and monitoring emergent technologies and developments in the field of e-learning and anticipation for integration in the learning environment.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	All chairs of Minsk Branch of MESI handle scientific research related with e-learning. Permanent monitoring of contemporary technologies and achievements in field of e-learning is being proceeding.
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MANAGEMENT

4. The resourcing of developments in e-learning activities should take into account special requirements over and above the normal requirements for curricula. These will include items such as equipment purchase, software implementation, recruitment of staff, training and research needs, and technology developments.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	IT-infrastructure of both MESI and Minsk Branch of MESI provides appropriate level of e-learning arrangement. Functioning of virtual educational environment is supported with Scientific-Research Institute for Knowledge Management and supporting departments. In course of realization of e-learning programs required financial, material, technical and personnel resources are taken into consideration.
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5. The institution should have an e-learning system integrated with the management information system (registration, administrative system and VLE) which is reliable, secure and effective for the operation of the e-learning systems adopted.

- Not Adequate
- Partially Adequate
- Largely Adequate

- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Minsk Branch of MESI is integrated into knowledge space of MESI via educational portal. Both MESI and Minsk Branch of MESI have departments supporting users of virtual educational environment (IT department, Scientific-Research Institute for Knowledge Management etc.). However, sometimes information is delivered to educators with delays and not in full volume.
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6. When e-learning involves collaborative provision, the roles and responsibilities of each partner (internal and external) should be clearly defined through operational agreements and these responsibilities should be communicated to all participants.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Minsk Branch of MESI cooperates in e-learning with leading universities of Belarus, with Ministry of Education, local administrations; cooperation is supported with corresponding contracts and agreements.
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CURRICULUM DESIGN

An important aspect of the quality of e-learning concerns the design of the curriculum. E-learning curricula offer considerable opportunities but are accompanied by risk. It is assumed that curriculum design is broadly constrained by European and national expectations on the knowledge, skills and professional outcomes-based curriculum elements.

This section addresses the particular challenges of curriculum design presented by e-learning.

Key factors concern: flexibility in time and pace of study, programme modularity, building the academic community, and integration of knowledge and skills development.

The challenge that institutions face is that of designing curricula that combine the flexibility in time and place of study offered by e-learning without compromising standards of knowledge and skills development or the sense of academic community associated with campus based provision that will continue to be regarded as the benchmark against which other provision is measured.

Curriculum design should address the needs of the target audience for e-learning programmes that, in the context of growing emphasis on lifelong learning, may differ significantly in prior experience, interest and motivation from the traditional young adult entrant to conventional universities.

7. E-learning components should conform to qualification frameworks, codes of practice, subject benchmarks and other institutional or national quality requirements

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Content of curricula applied in Minsk Branch of MESI meet state educational standards (FGOS), international and professional requirement of corresponding knowledge fields. Educational schedules correspond with curricula and state educational standards (FGOS) and include elearning modules.
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8. Curricula should be designed in such a way as to allow personalisation and a flexible path for the learner consistent with the satisfactory achievement of learning outcomes and integration with other (non-e) learning activities. Use of formative and summative assessment needs to be appropriate to the curriculum design.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	Students organized in groups may use flexible schedule in frames of general curriculum. Educational programs include work of both students and tutors in Campus LMS, where students should fulfill various tasks at any place at any time using internet. Referring to FGOS, interim and final knowledge control measures must be included into educational curriculum. Interim and final knowledge control measures are proceeded online. However, sometimes information is delivered to educators with delays and not in full volume.
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9. Curriculum design should ensure that appropriate provision is made for the acquisition of general educational objectives and the integration of knowledge and skills specifically related to e-working across the programme of study. The contribution of e-learning components to the development of educational objectives needs to be made clear.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	It is provided by Minsk Branch of MESI taking into consideration requirements of FGOS, achievement of general educational goals and knowledge and skills integration, required for activities in electronic educational environment
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	for all period of educational program proceeding. Role of e-learning in educational process is adjusted with educational programs and recommendations on using of <i>Mark-rating system (MRS)</i> .
--	---

10. Curricula should be designed in such as way as to require broad participation in an academic community. As well as student-student and student-tutor interactions this should include, where appropriate, interaction with external professionals and/or involvement in research and professional activities.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Частично соответствует	All groups of students proceed non-formal communications in social networks. Centralized collaboration of dean's office personnel, tutors and student using social networking tools of web-site. Using workspaces of Campus LMS, tutors arrange collaborative on-line activities of students. Social collaboration of students and tutors according to state accreditation requirements is arranged in frames of students scientific-research activities (NIRS) and other upbringing activities. Online academic collaboration communities shall continue their development.
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COURSE DESIGN

The course design process should demonstrate a rational progression from establishing the need for the course within the overall curriculum, through the design of a conceptual framework to the detailed development and production of course materials.

Each course should include a clear statement of the learning outcomes to be achieved on successful completion. These outcomes will be specified in terms of knowledge, skills, vocational/professional competencies, personal development, etc. and will usually be a combination of these.

The development of each course should provide a clear documented course specification which sets out the relationship between learning outcomes and their assessment.

Though aspects of detailed development and implementation of the e-learning course might be subcontracted to an outside agency (eg a consortium partner, a commercial e-learning developer) the delegation of such tasks should be conducted under full oversight of the parent institution.

Where the design of the e-learning course has been contracted out, the responsibility for its performance remains with the awarding institution. Under these circumstances, arrangements for its evaluation, modification and enhancement are important aspects of the programme plan.

11. Each course should include a clear statement of learning outcomes in respect of both knowledge and skills. In a blended-learning context there should be an explicit rationale for the use of each

component in the blend.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Elearning courses are developed according to requirements of FGOS and regulations of MESI and Minsk Branch of MESI. Curricula include the correlations between results of education, evaluations of results, including arrangement of blended-education model. In general, e-learning assists in achievement of desired results of educational process.
------------------	---

12. Learning outcomes, not the availability of technology, should determine the means used to deliver course content and there needs to be reasoned coherence between learning outcomes, the strategy for use of e-learning, the scope of the learning materials and the assessment methods used.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	According to <i>MRS</i> , interim control measures are executed by students using various e-learning tools. Facilities of Campus LMS and on-line tools are used in educational process. However, some courses are not supplied with pedagogically confirmed methods of implementation of e-learning tools, allowing for achievement of desired educational results.
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13. Course design, development and evaluation should involve individuals or teams with expertise in both academic and technical aspects.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	Courses are developed by leading tutors and lecturers of the university. System allowing for monitoring of quality of published and developing content was implemented in Minsk Branch of MESI.
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	However, MESI does not effectively attract lecturers from branched to courses development. Some courses are not regularly updated.
--	--

14. Within e-learning components, learning materials should be designed with an adequate level of interactivity to enable active student engagement and to enable them to test their knowledge, understanding and skills at regular intervals.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Blended educational model with Campus LMS allows for arranging of various types of course testing: self-control, interim, final testing. Feedback from students to tutors is arranged using workspaces of Campus LMS. However, desired level of interactivity is not available in some electronic courses.
------------------	--

15. Course materials should conform to explicit guidelines concerning layout and presentation and be as consistent as possible across a programme.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Educational content is structured, developed according to requirements of standards, adjusted with curricula. Educational-methodical complexes correspond with approved educational programs.
------------------	---

16. Courses, including their intended learning outcomes, should be regularly reviewed, up-dated and improved using feedback from stakeholders as appropriate.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Organizational mechanisms regulating content updating of electronic courses are applied in Minsk Branch of MESI. Educational programs are annually revised. Annual schedule of creation/updating of educational-methodical complexes is available. Feedbacks from students are taking into consideration. However, for some electronic courses periods of updating are longer than required.
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17. Courses should provide both formative and summative assessment components. Summative assessment needs to be explicit, fair, valid and reliable (see section 2.5.2). Appropriate measures need to be in place to prevent impersonation and/or plagiarism, especially where assessments are conducted on-line.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<p><i>MRS</i> was implemented in Minsk Branch of MESI. Control of students' progress in Campus LMS is arranged using various tools (control assignments, tests, essays , forums, abstracts, labs, reports, presentations etc.). Interim control, depending on pedagogical expediency, may be proceeded using tests in online regime.</p> <p>Counter- plagiarism system is available, however its application is not sufficient.</p>
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COURSE DELIVERY

This section covers the technical aspects of course delivery, the interface through which students receive their course materials and communicate with fellow learners and staff. Pedagogical aspects of course delivery are included in the Course Design and Student Support sections of the manual.

The systems represent a very significant investment of financial and human resource for acquisition and implementation and the selection of a particular system may influence teaching developments for many years.

Effective course delivery requires collaboration between academic and operational divisions of the institution. Technical infrastructure should serve the requirements of the academic community, both students and staff.

Policies on the implementation of a virtual learning environment to manage delivery processes should be driven by educational requirements and performance monitoring should embrace the impact on learning as well as the operational statistics.

18. The technical infrastructure maintaining the e-learning system should be fit for purpose and support both academic and administrative functions. Its technical specification should be based on a survey of stakeholder requirements and involve realistic estimates of system usage and development.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	In total, technical infrastructure meets the requirements. However, single failures are registered in technical infrastructure functioning.
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19. The reliability and security of the delivery system should have been rigorously tested beforehand and appropriate measures should be in place for system recovery in the event of failure or breakdown.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Satisfactory fast recovery in case of failures. Access control is implemented. However, single failures are registered in education delivery system.
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20. Appropriate provision needs to be made for system maintenance, monitoring and review of performance against the standards set and against improvements as these become available.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	Periodical seminars for lecturers for experience exchange and explanation of new features and tools available in Campus LMS are provided. Users feedbacks and quizzes on users' satisfaction are proceeded. However, all facilities of Campus LMS are supported only with Internet Explorer browser.
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21. The VLE should be appropriate for the pedagogical models adopted and for the requirements of all users. It should be integrated with the institution's registration and administrative system as far as possible.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Facilities of Campus LMS allows for realization of applied pedagogical methods and models. Educational space is integrated with managerial information system using MS SharePoint Platform.
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22. The information and services should be provided to all users in a logical, consistent and reliable way.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Information and services of Campus LMS is delivered to all users in logical, sequential and dependable way. Processes are coordinated by Scientific-Research Institute for Knowledge Management of MESI.
------------------	--

23. All users should be confident that the systems for communication and provision of information are secure, reliable and, where appropriate, private.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Information transferred via system is protected (various methods: active directory policies, group policies, authorization, protected VPN, encryption).
------------------	---

24. Institutional materials and information accessible through the VLE should be regularly monitored, reviewed and updated. The responsibility for this should be clearly defined and those responsible provided with appropriate and secure access to the system to enable revision and updating to occur.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Persons responsible for monitoring of tutors' and students' activity and quality of content are assigned in Minsk Branch of MESI. Required access to LMS is provided.
------------------	---

STAFF SUPPORT

E-Learning institutions should provide their staff with the necessary facilities and support for delivering academic teaching of high quality. The fact that this is carried out using digital media places extra responsibilities on the institution. In this category the most important criteria are brought together and address the needs of both full time and associate staff who may be employed in a number of teaching and administrative roles. The objective of all support services is to enable all members of academic and administrative staff to contribute fully to e-learning development and service delivery without demanding that they become ICT or media specialists in their own right.

25. All staff concerned with academic, media development and administrative roles need to be able to adequately support the development and delivery of e-learning components. The institution should ensure that appropriate training and support is provided for these staff and that this training is enhanced in the light of new system and pedagogical developments

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Permanent learning system for tutors, lecturers, students, support personnel is implemented in Minsk Branch of MESI. System provides materials on e-learning environment functioning (wiki-courses “e-tutor”, “e-student”, “e-organizer”; periodical seminars, instructive documents etc.) However, non-sufficient level of computer skills is stated for some lecturers (mostly “elder profs”).
------------------	--

26. Pedagogic research and innovation should be regarded as high status activities within institutions with a commitment to high quality e-learning. There should be mechanisms within these institutions for the dissemination of good practices based on pedagogical experiences and research in support of e-learning (including institutional pilot projects or good practice developed elsewhere and/or through consortia), and for the training or mentoring of new staff in such practice. Career development incentives should promote the use of e-learning.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Permanent learning system for tutors using e-learning space. Personnel motivation system is oriented to active using of e-learning. Corresponding scientific research is proceeded by chairs. Personnel and tutors participate in major international conferences and publish article in major scientific journals on e-learning.
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27. The institution should ensure that issues of staff workload and any other implications of staff participation in e-learning activities are taken proper account of in the management of courses or programmes.

- Not Adequate
- Partially Adequate

- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	According to quality management system documentation (ISO 9001:2008) personnel activities have define functions adjusted with job descriptions. Accounting of tutors' activities in LMS is proceeded. However, planning and accounting of all activities in LMS shall be additionally examined and regulated for new toolsets.
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28. Institutions should ensure that adequate support and resources are available to academic staff including part-time tutors/mentors. These should include:

- support for the development of teaching skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)
-
- access to help desk, administrative support and advisory services
- opportunities to provide and receive formal feedback on their experience on the course
- procedures to handle and resolve any difficulties or disputes which may arise
- legal advice (such as copyright and intellectual property rights)

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Regulations and function assignments for administrative personnel are available for e-learning processes. Agenda of Scientific Council and Educational-Methodical Council include issues of related with e-learning. Financial motivation of tutors and lecturers using e-learning is proceeded. <i>Permanent seminar "Intellectual property management" is available in Minsk Branch of MESI.</i> However, additional monitoring of intellectual property rights fulfillment is required.
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STUDENT SUPPORT

Student support services are an essential component of e-learning provision. Their design should cover the pedagogic, resource and technical aspects that impact on the on-line learner. It is presupposed that on-line activity will form the core of the e- learner's experience hence support services should be designed to be accessed in the first instance via the student's homepage or other entry route to the institution's on-line learning system.

As students are likely to be working to flexible schedules, support services should operate, wherever possible, in a way that acknowledges this.

Technical support areas may be required to offer services on a 24x7 basis. In other domains 24x7 may be the target for automated services with human contact/follow up operating to stated performance targets.

Students should have a service map and clear specifications of the services available at all levels.

29. Students should be provided with a clear picture of what will be involved in using e-learning resources and the expectations that will be placed on them. This should include information on technical (system and VLE) requirements, requirements concerning background knowledge and skills, the nature of the programme, the variety of learning methods to be used, the nature and extent of support provided assessment requirements, etc.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	1-st year students should pass an obligatory course “Student in e-learning space”. Additional materials are available in wiki of Campus LMS and e-library.
------------------	--

30. Students should be provided with guidelines stating their rights, roles and responsibilities, those of their institution, a full description of their course or programme, and information on the ways in which they will be assessed including e-learning components.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<p>Educational materials are available to student on-line and off-line.</p> <p>E-library resources are available 24x7x365.</p> <p>Required skills are provided prior to starting of education as e-courses and wiki in Campus LMS.</p> <p>Unified requirements to knowledge control are adjusted with mark-rating system.</p> <p>Structure of courses is adjusted with educational programs and is delivered to all students prior to starting of course.</p> <p>All instructive documents are available in user interface of Campus LMS.</p>
------------------	---

31. Students should have access to learning resources and learner support systems. The elearning system should provide:

- access to library resources
- support for the development of key skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)
- advice and counseling over choice of courses and progression through the programme

- an identified academic contact, tutor and/or mentor who will provide constructive feedback on academic performance and progression
- access to help desk, administrative support and advisory services
- opportunities to provide and receive formal feedback on their experience on the course
- procedures to handle and resolve any difficulties or disputes which may arise
- alumni access
 - Not Adequate
 - Partially Adequate
 - Largely Adequate
 - Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<p>Educational materials for development of required skills are available prior to starting the course (content of Campus LMS).</p> <p>Feedbacks are arranged via forums provided for each course.</p> <p>Access to e-library resources (e-books, scientific articles with annotations, databases) is provided.</p> <p>E-library has enhanced search system using content metadata.</p> <p>Periodical mailers provide information on new books available in library.</p> <p>A special course on data-mining and information searching is available.</p>
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32. Students should be provided with clear and up-to-date information on the range of support services available and how these may be accessed.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<p>Support of students is arranged using synchronous (phone, consults, internet messengers) and asynchronous (forum, e-mail) facilities. Expected level and periodicity of student and tutor communications during studying the e-course is known to both of them.</p>
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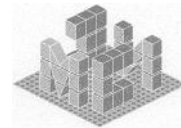
33. The expectations on students for their participation in the on-line community of learners are made clear both in general terms and in relation to specific parts of their course or programme.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	<p>Quite low participation of part-time students in external professional on-line communities.</p>
--------------------	--

	<p>Students collaborate in groups during proceeding the practical and project assignments using external resources. Educative and social collaboration between students and administrative personnel is arranged using social networking. However, quite low participation of part-time students in external professional on-line communities is stated.</p>	
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Form	
The Plan of Minsk Branch of MESI	

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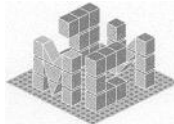
The Head of Minsk Branch of MESI

_____ Malchenko S.N.

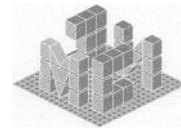
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**The Action Plan
for improvement and further development of e-learning technologies in educational process
of Minsk branch
Federal State Educational Establishment of the budge
higher education
"Moscow State University of Economics, Statistics and Informatics (MESI)"**

№ п/п	The action for improving	Deadline	The responsible persons	Evaluation of the performance
1	Update the strategic development program of Minsk branch of MESI for the period from 2011 to 2015 (or develop a separate strategic plan for e-learning) taking into account the planning of human, technical and financial resources	August 2012	Deputy Director of Knowledge Management Deputy Director of Information Technologies	
2	Improve interaction between teaching staff (PPS), administrative and managerial staff (AMS) in the direction of e-learning. Develop or update the regulations. If necessary, conduct training seminars	December 2012	Deputy Director of academic work and research activities (Dean, The Head of hairs), Deputy Director of the Department of Information Technologies	
3	Include into the plan of Minsk Branch of MESI the activities for the next academic year aimed at improving the virtual mobility of students	August	Dean	

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The Plan of Minsk Branch of MESI	

№ п/п	The action for improving	Deadline	The responsible persons	Evaluation of the performance
4	Analyze the results of interaction with universities and affiliate organizations of the Republic of Belarus, as well as foreign universities. Develop a list of measures aimed to increase the effectiveness of cooperation in the field of e-learning	August 2012	Deputy Director of Knowledge Management The Department of International Relations and Marketing	
5	Enhance monitoring of the requirements of employers and consumers of educational services improving the quality of blended learning	December 2012	Dean, The Department of International Relations and Marketing	
6	Develop proposals to improve the structural and logical schemes of studying the subjects in each direction	December 2012	The Department of additional professional education	
7	Include into the plan of Minsk Branch of MESI the measures for the next school year aimed at increasing the activity of students and PPS in academic online communities, including the area of participation in research and professional work	August 2012	Deputy Director of academic work and research activities (Dean, The Head of Chairs)	
8	Carry out updating of training programs in order to better display e-learning techniques and the results of e-learning in it	August 2012	The Head of Chairs, The Department of additional professional education	
9	Continue the work on development and improvement the methods of using e-learning technologies	December 2012	The Head of Chairs	
10	Establish arrangements to enhance the activity of teachers at work in electronic environment and social networks	August 2012	Dean	
11	Develop proposals for strengthening the participation of Minsk Branch PPS in the development of e-learning	August 2012	Dean, The Head of Chairs	
12	Submit the tasks into the plan of Minsk Branch and into the work plans of departments aimed at further improvement of the educational process in on-line tools (synchronous), including the context of the assessment	August 2012	Dean, The Head of Chairs	
13	Continue the improvement of feedback with student and academic staff for:	August 2012	Dean, The Head of Chairs, The Department of	

Form	
The Plan of Minsk Branch of MESI	

№ п/п	The action for improving	Deadline	The responsible persons	Evaluation of the performance
	- Improving the IT support blended learning. - Improving information and methodological support of students and PPS in electronic environment. Submit the measures to improve into the plans of subdivisions for further enhancement.		Information Technologies	
14	Submit into the plan the measures for training branch staff aimed at more intensive growth of PPS in e-learning, strengthening the exchange of experiences between PPS	September 2012	The Department of Human Resources	
15	Update the system of stimulation PPS in the field e-learning	September 2012	The Department of Human Resources	
16	Enhance the activity of departments of scientific research work (SRW) related to e-learning. Ensure the dissemination of SRW results in Minsk Branch in the aim of using it in learning process	December 2012	The Head of Chairs	

Deputy Director of Knowledge Management

N.S. Malchenko

Deputy Director of Information Technologies

N.N. Gorbachev

Appendix 2d: Yerevan

MESI branch in Yerevan (Armenia)

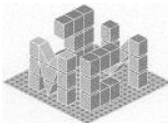
List of participants in the project e-xcellence

1. Director of the Branch Vardanyan S.V.
2. Deputy director on educational-methodological works Sargsyan A.M.
3. Manager of marketing and knowledge management Sarkisyan N.E.
4. Head of IT department Baghdasaryan A.A.
5. Head of the chair of IT Vardanyan S.V.
6. Head of the chair of Economic Sciences (ES) Ponomaryev E.I.
7. Head of the chair of Humanitarian Sciences (HS) Kdjanyan M.G.
8. Manager of e-learning education Gagyan G.K.
9. Teacher of IT chair Adjabyan N.A.
10. Teacher of HS chair Bablumyan S.R.
11. Teacher of ES chair Tovmasyan G.A.
12. Teacher of ES chair Anopchenko A.M.
13. Student of the specialty «Economics» Yavrumyan S.
14. Student of the specialty «Management» Hovhannisyan A.
15. Student of the specialty «Applied Informatics» Beglaryan E.

List of reporters

Manager of marketing and knowledge management Sarkisyan N.E.

Teacher of HS chair Bablumyan S.R.

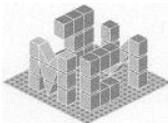
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STATEMENT

About an educational program analyzed for conformity to criteria of the project e-xcellence

№	Indicator	Data	The document reference confirming data, presented in the graph 31
1	2	3	4
1.	The program name	080100 "Economics" (Bachelor)	ESS 080000 «Economy and management»
2.	ESS (Educational State Standard)	ESS 080000 «Economy and management»	The order of Ministry of Education and Science of Russian Federation №747 from 21.12.2009
3.	Training aims	<ol style="list-style-type: none"> 1. To prepare highly skilled managers, capable to make administrative decisions on the basis of processing of great volume of the internal and external information with application of information-communication technologies of management. 2. To increase level of the academic mobility of branch. 3. To define the YB of MESI in Armenia as a leading higher educational institution in the field of electronic education. 	FSES 3 rd generation
4.	Target audience	Students, graduates of secondary comprehensive schools, vocational education institutions, and also experts who do not have higher professional education.	The order about admission and dismissal of students
5.	Basic skills	<ol style="list-style-type: none"> 1. Ability to apply modern analytical approaches and toolkit for the decision of economic and financial problems 2. Ability to develop and make 	FSES-3, The curriculum on specialty 080100 "Economy"

¹ In case of absence put a dash

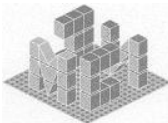
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		economic, financial and organizational decisions 3. Ability to estimate results of decisions taking into account criteria of social and economic efficiency, using information-communication technologies.	
4.	Starting year of the program	2011	The order of Ministry of Education and Science of Russian Federation №63 from 25.01.2010
5.	Quantity of test units, hours	220 test units (8248 hours).	The order of Ministry of Education and Science of Russian Federation №747 from 21.12.2009
6.	Education forms of the program	Full-time, correspondence	The order of Ministry of Education and Science of Russian Federation №747 from 21.12.2009
7.	Share of e-learning mixed in each form	44 % -full-time form of education, 84 % - correspondence form of education	The report on monitoring of electronic education per semester
8.	Students' contingent (on each form of education)	32 students (14 – in full-time course of study, 18 – in correspondence form)	Contingent of YB of MESI in 31.05.2012
9.	The reason for choosing this specialty for self-estimation	<ul style="list-style-type: none"> – Is demanded in labour market of Armenia (according to Ministry of Social Security of RA this direction (specialty) is demanded in labour market) – Students of the given speciality actively take part in the international competitions, seminars and etc. 	The licence and accreditation of Yerevan Branch of MESI

Person responsible,

The manager on marketing and knowledge management

Sarkisyan N.E.

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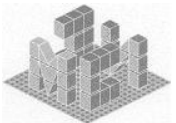
STATEMENT

About the educational institute applying an educational program, analyzed for conformity to criteria of the project e-xcellence

№ п/п	Indicator	Data
1.	The name of educational institution	The Yerevan branch of federal public budget educational institution of higher professional education « Moscow State University of Economics, Statistics and Informatics (MESI)»
2.	Total EP Educational programs realised by educational institute	8
3.	List of EP with the quantity of students.	<ol style="list-style-type: none"> 1. 080100 Economy (bachelor degree)-32 students 2. 080200 Management (bachelor degree) – 33students 3. 230700 Applied informatics (bachelor degree) – 20 students 4. 080105.65 Finance and credit (specialty)-143students 5. 080503.65 Anti-crisis management (specialty)-84 students 6. 080801.65 Applied informatics in management (specialty)-40 students 7. 080801.65 Applied informatics in economy (specialty)-53 students 8. 080110.51 Banking (vocational training)-35 students
4.	The basic features of educational institute	Being an implementer of MESI strategy in Armenia, the branch actively applies and develops technologies of electronic training, and also pays considerable attention to dissemination of advanced experience, conducting seminars for workers of educational system.
5.	The basic achievements of educational institution 2	Increase in students contingent, opening of new educational programs, implementation of innovative methods of teaching.
6.	Significant achievements of graduates of educational institution 3	Employment of graduates of Yerevan branch MESI makes 86 %, and 79 % work on their speciality.
7.	Positive feedback about educational institute and its graduates	The Yerevan branch of MESI has received positive responses from: <ul style="list-style-type: none"> • Ministry of Education and Science RA

² Free form, at the discretion of the performer

³ At the discretion of the performer. In case of absence put a dash

The form	
Φ – statement	

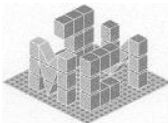
	received from consumers - employers ⁴	<ul style="list-style-type: none"> • Representation of Russian Cooperation in Armenia • Ministry of Education and Science of Samara region, Otradnensky management of the Samara region • Company “Grand Candy” • Armenian Development Bank
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Responsible person,

The manager on marketing
And knowledge management

Sarkisyan N.E.

⁴ At the discretion of the performer. In case of absence put a dash

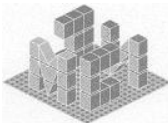
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STATEMENT

About an educational program analyzed for conformity to criteria of the project excellence

№	Indicator	Data	The document reference confirming data, presented in the graph 31
1	2	3	4
1.	The program name	080200 "Management" (Bachelor)	ESS 080000 «Economy and management»
2.	ESS (Educational State Standard)	ESS 080000 «Economy and management»	The order of Ministry of Education and Science of Russian Federation №747 from 21.12.2009
3.	Training aims	<ol style="list-style-type: none"> 1. To prepare highly skilled managers, capable to make administrative decisions on the basis of processing of great volume of the internal and external information with application of information-communication technologies of management. 2. To increase level of the academic mobility of branch. 3. To define the YB of MESI in Armenia as a leading higher educational institution in the field of electronic education. 	FSES 3 rd generation
4.	Target audience	Students, graduates of secondary comprehensive schools, vocational education institutions, and also experts who do not have higher professional education.	The order about admission and dismissal of students
5.	Basic skills	Ability to co-ordinate adequately the activities of divisions and employees.	FSES 3 rd generation, The curriculum on specialty 080200 "Management"
6.	Starting year of the program	2011	The order of Ministry of Education and Science

¹ In case of absence to put a crossed out section

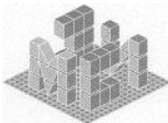
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			of Russian Federation №63 from 25.01.2010
7.	Quantity of test units, hours	221 test units (8284 hours)	The order of Ministry of Education and Science of Russian Federation №747 from 21.12.2009
8.	Education forms of the program	Full-time, correspondence	The order of Ministry of Education and Science of Russian Federation №747 from 21.12.2009
9.	Share of e-learning mixed in each form	47 % for the full-time education, 87 % - for the correspondence education	The report on monitoring of electronic education per semester
10.	Students' contingent (on each form of education)	33 students (12 – in full-time course of study, 21 – in the correspondence form)	Contingent of YB of MESI In 31.05.2012
11.	The reason for choosing this specialty for self-estimation	<ul style="list-style-type: none"> – Is demanded in labour market of Armenia (according to Ministry of Social Security of RA this direction (specialty) is demanded in labour market) – Students of the given speciality actively take part in the international competitions, seminars and etc.. 	The licence and accreditation of Yerevan Branch of MESI

Person responsible,

The manager of marketing
and knowledge management

Sarkisyan N.E.

The form	
Φ – statement	

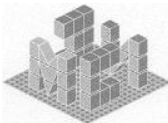
STATEMENT

About the educational institute applying an educational program, analyzed for conformity to criteria of the project e-xcellence

№ п/п	Indicator	Data
1.	The name of educational institution	The Yerevan branch of federal public budget educational institution of higher professional education « Moscow State University of Economics, Statistics and Informatics (MESI)»
2.	Total EP Educational programs realised by educational institute	8
3.	List of EP with the quantity of students.	<ol style="list-style-type: none"> 1. 080100 Economy (bachelor degree)-32 students 2. 080200 Management (bachelor degree) – 33students 3. 230700 Applied informatics (bachelor degree) – 20 students 4. 080105.65 Finance and credit (specialty)-143students 5. 080503.65 Anti-crisis management (specialty)-84 students 6. 080801.65 Applied informatics in management (specialty)-40 students 7. 080801.65 Applied informatics in economy (specialty)-53 students 8. 080110.51 Banking (vocational training)-35 students
4.	The basic features of educational institute	Being an implementer of MESI strategy in Armenia, the branch actively applies and develops technologies of electronic training, and also pays considerable attention to dissemination of advanced experience, conducting seminars for workers of educational system.
5.	The basic achievements of educational institution 2	Increase in students contingent, opening of new educational programs, implementation of innovative methods of teaching.
6.	Significant achievements of graduates of educational institution 3	Employment of graduates of Yerevan branch MESI makes 86 %, and 79 % work on their speciality.
7.	Positive feedback about	The Yerevan branch of MESI has received positive responses

² In the free form, at the discretion of the performer

³ At the discretion of the performer. In case of absence put a dash

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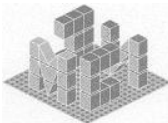
	educational institute and its graduates received from consumers - employers ⁴	from: <ul style="list-style-type: none"> • Ministry of Education and Science RA • Representation of Russian Cooperation in Armenia • Ministry of Education and Science of Samara region, Otradnensky management of the Samara region • Company “Grand Candy” • Armenian Development Bank
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Responsible,

The manager on marketing
And knowledge management

Sarkisyan N.E.

⁴ At the discretion of the performer. In case of absence put a dash

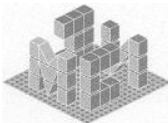
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STATEMENT

About an educational program analyzed for conformity to criteria of the project e-xcellence

№ п/п	Indicator	Data	The document reference confirming data, presented in the graph 31
1	2	3	4
1.	The program name	230700 «Applied Informatics» (Bachelor)	ESS 230000 «Informatics and computer engineering»
2.	ESS (Educational State Standard)	ESS 230000 «Informatics and computer engineering»	The order of Ministry of Education and Science of Russian Federation №747 from 21.12.2009
3.	The training aims	To enable students to make administrative decisions on the basis of processing of great volume of the internal and external information with application of information-communication technologies of management	FSES 3 rd generation
1.	Target audience	Students, graduates of secondary comprehensive schools, vocational education institutions, and also experts who do not have higher professional education.	The order about admission and dismissal of students
2.	Basic skills	1. Processing of the information, 2. Working out, introduction, adaptation, support of the software and information resources, 3. Adjustment and service of the equipment in industry, service, trade organisations, administrative – management structures.	FSES 3 rd generation The curriculum of the specialty 230700 «Applied informatics»
4.	Starting year of the program	2011	The order of Ministry of Education and Science

¹ In case of absence put a dash

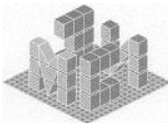
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			of Russian Federation №63 from 25.01.2010
5.	Quantity of test units, hours	240 test units (8640 hours).	The order of Ministry of Education and Science of Russian Federation №747 from 21.12.2009
6.	Education forms of the program	Full-time, correspondence	The order of Ministry of Education and Science of Russian Federation №747 from 21.12.2009r
7.	Share of e-learning mixed in each form.	56 % -full-time form of education, 92 % - correspondence form of education	The report on monitoring of electronic education per semester
8.	Students' contingent (on each form of education)	20 students (11 – in full-time course of study, 9 – in correspondence form)	Contingent of YB of MESI in 31.05.2012
9.	The reason for choosing this specialty for self-estimation	<ul style="list-style-type: none"> – Is demanded in labour market of Armenia (according to Ministry of Social Security of RA this direction (specialty) is demanded in labour market) – Students of the given speciality actively take part in the international competitions, seminars and etc. 	The licence and accreditation of Yerevan Branch of MESI

Person responsible,

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and knowledge management

Sarkisyan N.E.

The form	
Φ – statement	

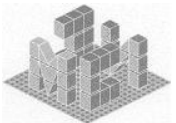
STATEMENT

About the educational institute applying an educational program, analyzed for conformity to criteria of the project e-xcellence

№ п/п	Indicator	Data
1.	The name of educational institution	The Yerevan branch of federal public budget educational institution of higher professional education « Moscow State University of Economics, Statistics and Informatics (MESI)»
2.	Total EP Educational programs realised by educational institute	8
3.	List of EP with the quantity of students.	<ol style="list-style-type: none"> 1. 080100 Economy (bachelor degree)-32 students 2. 080200 Management (bachelor degree) – 33students 3. 230700 Applied informatics (bachelor degree) – 20 students 4. 080105.65 Finance and credit (specialty)-143students 5. 080503.65 Anti-crisis management (specialty)-84 students 6. 080801.65 Applied informatics in management (specialty)-40 students 7. 080801.65 Applied informatics in economy (specialty)-53 students 8. 080110.51 Banking (vocational training)-35 students
4.	The basic features of educational institute	Being an implementer of MESI strategy in Armenia, the branch actively applies and develops technologies of electronic training, and also pays considerable attention to dissemination of advanced experience, conducting seminars for workers of educational system.
5.	The basic achievements of educational institution 2	Increase in students contingent, opening of new educational programs, implementation of innovative methods of teaching.
6.	Significant achievements of graduates of educational institution 3	Employment of graduates of Yerevan branch MESI makes 86 %, and 79 % work on their speciality.
Positive feedback about		The Yerevan branch of MESI has received positive responses

² Free form, at the discretion of the performer

³ At the discretion of the performer. In case of absence put a dash

The form	
Φ – statement	

educational institute and its graduates received from consumers - employers ⁴	from: <ul style="list-style-type: none"> • Ministry of Education and Science RA • Representation of Russian Cooperation in Armenia • Ministry of Education and Science of Samara region, Otradnensky management of the Samara region • Company “Grand Candy” • Armenian Development Bank
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Responsible person,

The manager on marketing and knowledge management

Sarkisyan N.E.

⁴ At the discretion of the performer. In case of absence put a dash

Quickscan

Yerevan branch of MESI

STRATEGIC MANAGEMENT

The institution should have defined policies and management processes that are used to establish strategic institutional objectives, including those for the development of e-learning.

The institutional strategic plan should identify the roles that e-learning will play in the overall development of the institution and set the context for production of the plans of academic departments, administrative and operational divisions.

The institutional plan should outline options for the use of e-learning in teaching that may define a spectrum of "blends" of e-learning and more established pedagogic mechanisms.

Faculty and departmental plans should aim to best match the student requirements of their particular market sector (national/international focus) in presenting e-learning/blended learning options.

The institutional strategic plan should ensure that plans of academic departments are consistent with each other. Student mobility between departments should not be restricted by major differences in policy or implementation with respect to e-learning.

STRATEGY

1. The e-learning strategy should be embedded within the teaching and learning strategy of the institution.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none">1. Understanding of the role of e-learning widespread in the institution.2. Each employee realizes the importance of e-learning.
------------------	---

2. The institution should have e-learning policies and a strategy for development of e-learning that are widely understood and integrated into the overall strategies for institutional development and quality improvement. Policies should clearly state the user groups and include all levels of implementation, infrastructure and staff development.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none"> 1. The teaching staff and students are completely integrated in SDE Campus of MESI. 2. All training courses in bachelor degree directions are conducted in the mixed form of education.
------------------	--

3. Investigating and monitoring emergent technologies and developments in the field of e-learning and anticipation for integration in the learning environment.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none"> 1. Completely equipped Smart auditorium of the branch enables to use toolkits of electronic education. 2. A portfolio is developed for creation of a smart auditorium in concrete directions (for example, at present the branch has smart auditorium for banking and history of the Russian-Armenian cooperation)
------------------	---

MANAGEMENT

4. The resourcing of developments in e-learning activities should take into account special requirements over and above the normal requirements for curricula. These will include items such as equipment purchase, software implementation, recruitment of staff, training and research needs, and technology developments.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	<ol style="list-style-type: none"> 1. There is a Strategic plan of YB of MESI for its further development of e-learning education improvement in the branch. 2. YB of MESI uses researches and work- outs of MESI. 3. The branch organizes trainings and personnel consultations at courses «the Teacher in e-learning environment», «the Organizer in e-learning environment» and work in SDE. 4. The e-learning programme considers all necessary financial, material and technical resources and qualified personnel. 5. Presence of technical, consulting departments of e-learning education. There is an accurate definition of interrelations among other structural divisions. 6. The branch monitors monthly the usage of toolkit of electronic education of professorship and students.
--------------------	---

5. The institution should have an e-learning system integrated with the management information system (registration, administrative system and VLE) which is reliable, secure and effective for the operation of the e-learning systems adopted.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	The branch has information department which provides functioning of the electronic environment and information system.
------------------	--

6. When e-learning involves collaborative provision, the roles and responsibilities of each partner (internal and external) should be clearly defined through operational agreements and these responsibilities should be communicated to all participants.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	Roles and responsibilities of the foreign organizations are confirmed in contracts in correspondence with organizations and regulating standard documents of the University.
--------------------	--

CURRICULUM DESIGN

An important aspect of the quality of e-learning concerns the design of the curriculum. E-learning curricula offer considerable opportunities but are accompanied by risk. It is assumed that curriculum design is broadly constrained by European and national expectations on the knowledge, skills and professional outcomes-based curriculum elements.

This section addresses the particular challenges of curriculum design presented by e-learning.

Key factors concern: flexibility in time and pace of study, programme modularity, building the academic community, and integration of knowledge and skills development.

The challenge that institutions face is that of designing curricula that combine the flexibility in time and place of study offered by e-learning without compromising standards of knowledge and skills development or the sense of academic community associated with campus based provision that will continue to be regarded as the benchmark against which other provision is measured.

Curriculum design should address the needs of the target audience for e-learning programmes that, in the context of growing emphasis on lifelong learning, may differ significantly in prior experience, interest and

motivation from the traditional young adult entrant to conventional universities.

7. E-learning components should conform to qualification frameworks, codes of practice, subject benchmarks and other institutional or national quality requirements

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	<ol style="list-style-type: none">1. Curricula correspond to the international and professional standards.2. There is a system of electronic dean's office.3. Students' individual work is carried out through e-learning.
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8. Curricula should be designed in such a way as to allow personalisation and a flexible path for the learner consistent with the satisfactory achievement of learning outcomes and integration with other (non-e) learning activities. Use of formative and summative assessment needs to be appropriate to the curriculum design.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	<ol style="list-style-type: none">1. Both listeners and tutors have possibility to work in SDE Virtual Campus in case of access to the Internet.2. The platform of SDE of MESI is integrated on mobile devices.
--------------------	--

9. Curriculum design should ensure that appropriate provision is made for the acquisition of general educational objectives and the integration of knowledge and skills specifically related to e-working across the programme of study. The contribution of e-learning components to the development of educational objectives needs to be made clear.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	Materials on disciplines, references, themes of reports, abstracts are handed to the students through Virtual Campus of MESI.
--------------------	---

10. Curricula should be designed in such as way as to require broad participation in an academic community. As well as student-student and student-tutor interactions this should include, where appropriate, interaction with external professionals and/or involvement in research and professional activities.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	<ol style="list-style-type: none"> 1. The Interaction of students with professionals through training on Basic chairs, there curators/heads of groups for students. Students' work at the enterprises on their specialties . 2. The student-student and the student-teacher interaction is actively processed by means of Virtual Campus of MESI. 3. Student-student cooperation is actively performed through social networks. 4. The branch connects to open lectures held by the head University.
--------------------	--

COURSE DESIGN

The course design process should demonstrate a rational progression from establishing the need for the course within the overall curriculum, through the design of a conceptual framework to the detailed development and production of course materials.

Each course should include a clear statement of the learning outcomes to be achieved on successful completion. These outcomes will be specified in terms of knowledge, skills, vocational/professional competencies, personal development, etc. and will usually be a combination of these.

The development of each course should provide a clear documented course specification which sets out the relationship between learning outcomes and their assessment.

Though aspects of detailed development and implementation of the e-learning course might be subcontracted to an outside agency (eg a consortium partner, a commercial e-learning developer) the delegation of such tasks should be conducted under full oversight of the parent institution.

Where the design of the e-learning course has been contracted out, the responsibility for its performance remains with the awarding institution. Under these circumstances, arrangements for its evaluation, modification and enhancement are important aspects of the programme plan.

11. Each course should include a clear statement of learning outcomes in respect of both knowledge and skills. In a blended-learning context there should be an explicit rationale for the use of each component in the blend.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	<ol style="list-style-type: none"> 1. Availability of courses developed in MESI. 2. EC is projected on the basis of FSEC of 3rd generation and course curriculum confirmed in MESI. A number of control works should be done for students' assessment. 3. Educational results are comparable to results of traditional courses for example: tests, forums, individual tasks, essays, presentations. 4. The branch applies rating system for students' knowledge assessment. 5. The progress journals are filled in the electronic environment and are accessible to students. 	
--------------------	--	--

12. Learning outcomes, not the availability of technology, should determine the means used to deliver course content and there needs to be reasoned coherence between learning outcomes, the strategy for use of e-learning, the scope of the learning materials and the assessment methods used.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none"> 1. The branch has worked out intermediate and final tests on each discipline for online testing. 2. Out-of-class dialogue with the teacher is carried out in thematic and consulting forums in Campus of MESI.
------------------	---

13. Course design, development and evaluation should involve individuals or teams with expertise in both academic and technical aspects.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none"> 1. The branch uses EC developed in head institute projected on the basis of FSEC3rd generation and the course curriculum confirmed in MESI. 2. There is a connection among the disciplines necessary for passing the given course.
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14. Within e-learning components, learning materials should be designed with an adequate level of interactivity to enable active student engagement and to enable them to test their knowledge, understanding and skills at regular intervals.

- Not Adequate
- Partially Adequate
- Largely Adequate

- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	<ol style="list-style-type: none"> 1. Intermediate and final tests. 2. Students have access to recommendations about application of educational skills (Campus) and to external resources which will help to strengthen and increase the obtained skills. 3. Possibility to view most complicated questions where listeners make mistakes frequently. 4. The information centre of disciplines allows to fulfill joint designing of EC.
--------------------	---

15. Course materials should conform to explicit guidelines concerning layout and presentation and be as consistent as possible across a programme.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none"> 1. Materials are accurately structured (are developed under standards) and coordinated with the course program. 2. Educational methodological committee completely corresponds to the confirmed curriculum.
------------------	--

16. Courses, including their intended learning outcomes, should be regularly reviewed, up-dated and improved using feedback from stakeholders as appropriate.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	<ol style="list-style-type: none"> 1. There are organizational mechanisms for course update. 2. Curriculums on disciplines are revised annually. 3. There is a plan of formation/actualization of EMC.
--------------------	---

17. Courses should provide both formative and summative assessment components. Summative assessment needs to be explicit, fair, valid and reliable (see section 2.5.2). Appropriate measures need to be in place to prevent impersonation and/or plagiarism, especially where assessments are conducted on-line.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none"> 1. Tests are given in the form of self-examination and examination and it is possible to view most frequent mistakes. 2. Students' identification and implementation of Rating System RS allows making final examinations transparent, fair, reliable. 3. Students are assessed according to the course results. 	
------------------	--	--

COURSE DELIVERY

This section covers the technical aspects of course delivery, the interface through which students receive their course materials and communicate with fellow learners and staff. Pedagogical aspects of course delivery are included in the Course Design and Student Support sections of the manual.

The systems represent a very significant investment of financial and human resource for acquisition and implementation and the selection of a particular system may influence teaching developments for many years.

Effective course delivery requires collaboration between academic and operational divisions of the institution. Technical infrastructure should serve the requirements of the academic community, both students and staff.

Policies on the implementation of a virtual learning environment to manage delivery processes should be driven by educational requirements and performance monitoring should embrace the impact on learning as well as the operational statistics.

18. The technical infrastructure maintaining the e-learning system should be fit for purpose and support both academic and administrative functions. Its technical specification should be based on a survey of stakeholder requirements and involve realistic estimates of system usage and development.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	<ol style="list-style-type: none"> 1. Access in SDE Virtual Campus is carried out through authorization, anonymous users are not allowed, information interchange is performed through forums, chats and file exchange. 2. Availability of technical support services.
--------------------	--

19. The reliability and security of the delivery system should have been rigorously tested beforehand and appropriate measures should be in place for system recovery in the event of failure or breakdown.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none">1. Provision of access rights.2. Developers annually organize poll to find out level of satisfaction from the system before updating it.
------------------	---

20. Appropriate provision needs to be made for system maintenance, monitoring and review of performance against the standards set and against improvements as these become available.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Developers and administration annually organize questioning about system satisfaction before updating the system
------------------	--

21. The VLE should be appropriate for the pedagogical models adopted and for the requirements of all users. It should be integrated with the institution's registration and administrative system as far as possible.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Students are trained under planned schedules on disciplines. E-learning provides access to all necessary information resources.
------------------	---

22. The information and services should be provided to all users in a logical, consistent and reliable way.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none">1. The information transferred through system is protected.2. Developers annually question the users about system satisfaction before updating it.
------------------	---

23. All users should be confident that the systems for communication and provision of information are secure, reliable and, where appropriate, private.

- Not Adequate

- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	Communication and information systems are safe, reliable and private.
------------------	---

24. Institutional materials and information accessible through the VLE should be regularly monitored, reviewed and updated. The responsibility for this should be clearly defined and those responsible provided with appropriate and secure access to the system to enable revision and updating to occur.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	<ol style="list-style-type: none"> 1. According to the monitoring results of electronic education the institutional materials and the information, should be checked, analyzed and updated regularly. 2. Only the specialists and experts having access right to the system can change institutional materials and information.
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STAFF SUPPORT

E-Learning institutions should provide their staff with the necessary facilities and support for delivering academic teaching of high quality. The fact that this is carried out using digital media places extra responsibilities on the institution. In this category the most important criteria are brought together and address the needs of both full time and associate staff who may be employed in a number of teaching and administrative roles. The objective of all support services is to enable all members of academic and administrative staff to contribute fully to e-learning development and service delivery without demanding that they become ICT or media specialists in their own right.

25. All staff concerned with academic, media development and administrative roles need to be able to adequately support the development and delivery of e-learning components. The institution should ensure that appropriate training and support is provided for these staff and that this training is enhanced in the light of new system and pedagogical developments

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none">1. The teachers constantly interact with IT department.2. Trainings and personnel consultations are organized on the courses of «The teacher in e-learning environment», «The organizer in e-learning environment» and devoted to the work in ICD.3. Each employee and teacher is certified on the basic tools of work in e-learning. There are working instructions on work in e-learning environment.4. The work of the teachers' in the Campus is regularly monitored.
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26. Pedagogic research and innovation should be regarded as high status activities within institutions with a commitment to high quality e-learning. There should be mechanisms within these institutions for the dissemination of good practices based on pedagogical experiences and research in support of e-learning (including institutional pilot projects or good practice developed elsewhere and/or through consortia), and for the training or mentoring of new staff in such practice. Career development incentives should promote the use of e-learning.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none">1. Information centers of disciplines (ICD) are used for teachers and students teamwork.2. Organizing seminars twice a year (winter and summer schools) for teachers, the program of improvement of professional skills according to the confirmed plan. New teachers are connected to online training courses on the basis of their statement.3. The branch has founded the Student's Scientific organization. Students participate in online- and off-line conferences.
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27. The institution should ensure that issues of staff workload and any other implications of staff participation in e-learning activities are taken proper account of in the management of courses or programmes.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	The academic work of the teacher includes work in e-learning environment as a stimulus extra charge for qualitative work.
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28. Institutions should ensure that adequate support and resources are available to academic staff including part-time tutors/mentors. These should include:

- ✚ support for the development of teaching skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)

- ✚ access to help desk, administrative support and advisory services
- ✚ opportunities to provide and receive formal feedback on their experience on the course
- ✚ procedures to handle and resolve any difficulties or disputes which may arise
- ✚ legal advice (such as copyright and intellectual property rights)

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	<ol style="list-style-type: none"> 1. The branch has established levels and workload of employees for satisfaction of the requirements dictated by e-learning. 2. There is a training course on «Teacher in e-learning environment». 3. The organizers of e-learning provide consultations.
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STUDENT SUPPORT

Student support services are an essential component of e-learning provision. Their design should cover the pedagogic, resource and technical aspects that impact on the on-line learner. It is presupposed that on-line activity will form the core of the e- learner's experience hence support services should be designed to be accessed in the first instance via the student's homepage or other entry route to the institution's on-line learning system.

As students are likely to be working to flexible schedules, support services should operate, wherever possible, in a way that acknowledges this.

Technical support areas may be required to offer services on a 24x7 basis. In other domains 24x7 may be the target for automated services with human contact/follow up operating to stated performance targets.

Students should have a service map and clear specifications of the services available at all levels.

29. Students should be provided with a clear picture of what will be involved in using e-learning resources and the expectations that will be placed on them. This should include information on technical (system and VLE) requirements, requirements concerning background knowledge and skills, the nature of the programme, the variety of learning methods to be used, the nature and extent of support provided assessment requirements, etc.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely	The materials prepared for development of necessary
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Adequate	skills, are accessible to students during studies (teaching materials in the Campus electronic environment, additional materials in ICD).
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30. Students should be provided with guidelines stating their rights, roles and responsibilities, those of their institution, a full description of their course or programme, and information on the ways in which they will be assessed including e-learning components.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none"> 1. Students are provided with teaching materials which are accessible online and-or on discs. 2. Resources of electronic library are accessible at any time. 3. The materials prepared for development of necessary skills, are accessible to students before the beginning of lessons (teaching materials are in the electronic environment Campus, additional materials in ICD) 4. There are united assessment requirements stated in normative documents on Rating system. 5. The virtual environment provides instructions for users about the work in system.
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31. Students should have access to learning resources and learner support systems. The elearning system should provide:

-  access to library resources
-  support for the development of key skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)
-  advice and counseling over choice of courses and progression through the programme
-  an identified academic contact, tutor and/or mentor who will provide constructive feedback on academic performance and progression
-  access to help desk, administrative support and advisory services
-  opportunities to provide and receive formal feedback on their experience on the course
-  procedures to handle and resolve any difficulties or disputes which may arise
-  alumni access

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Partially Adequate	<ol style="list-style-type: none">1. The materials prepared for development of necessary skills, are accessible to students before the beginning of lessons (teaching materials are in the electronic environment Campus, additional materials in ICD)2. The feedback with students is performed through system of consulting and technical forums on each discipline.
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32. Students should be provided with clear and up-to-date information on the range of support services available and how these may be accessed.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:


Largely Adequate	<ol style="list-style-type: none">1. Students have access to support services through synchronous (phone, consultations) and asynchronous means (a forum, email, icq).2. Expected level and frequency of dialogue between students and the teacher during course or program are known for both parties from information resources.3. Support is made constantly with coordination of Information department.
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33. The expectations on students for their participation in the on-line community of learners are made clear both in general terms and in relation to specific parts of their course or programme.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Largely Adequate	<ol style="list-style-type: none">1. Students co-operate in groups of cooperation during performance of practical and projecting works on the basis of external resources.2. Educational and social interaction between students is organized through asynchronous (forums, groups in social networks «Facebook», «In Contact», "Schoolmates") and synchronous means (phone, internal consultations of teachers).
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CONFIRMED by
The director of Yerevan branch of MESI

_____ Vardanyan S.V.
“_____” _____ 2012


Plan of activities

On improvement and further development of e-learning technologies in educational process of federal state budgetary higher educational institution «the Moscow state university of economy, statistics and informatics (MESI)»


Yerevan branch

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№ п/п	Improvement action	Date of performance	Person responsible	Remarks
1.	<i>To define aims and concrete actions on e-learning in the plans of chairs.</i>	8/30/2012	The director of branch Vardanyan S.V. Heads of Chairs Vardanyan S.V., Ponomarev E.I., Kdjanyan M.G.	
2.	<i>To work out a more flexible system of motivation of the personnel, material stimulation for using e-learning in educational process..</i>	8/30/2012	The director of branch Vardanyan S.V.	
3.	<i>To work out a scheme of interaction of structural divisions in the process of organisation of electronic education.</i>	8/30/2012	The director of branch Vardanyan S.V. The manager of marketing and knowledge management Sarkisyan N.E.	
4.	<i>To establish a division which is involved in research works of the organisation of electronic education.</i>	8/30/2012	The director of branch Vardanyan S.V.	
5.	<i>To work out a thematic plan for development of research works in the sphere of electronic education and knowledge management.</i>	9/30/2012	The deputy director on educational methodological works (EMW) Sargsyan A.M. Heads of Chairs Vardanyan S.V., Ponomarev E.I., Kdjanyan M.G.	
6.	<i>To organize research works on work out of teaching methods and techniques of separate disciplines.</i>	5/30/2013	Heads of Chairs Vardanyan S.V., Ponomarev E.I., Kdjanyan M.G.	
7.	<i>To elaborate and define the peculiarities of electronic education in drawing up of curricula and to make suggestions in MESI about work out of curricula of e-learning programs.</i>	5/30/2013	Heads of Chairs Vardanyan S.V., Ponomarev E.I., Kdjanyan M.G.	
8.	<i>To organize research works on comparative results of traditional and electronic education.</i>	5/30/2013	Heads of Chairs Vardanyan S.V., Ponomarev E.I., Kdjanyan M.G.	
9.	<i>To expand possibility of students' participation in researches and</i>	5/30/2013	Heads of Chairs Vardanyan S.V.,	

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	<i>professional practice.</i>		Ponomarev E.I., Kdjanyan M.G.	
10.	<i>To make suggestions on integration between electronic dean's office and SDE (system of distance education) of the branch.</i>	2/30/2013	The head of IT department Baghdasaryan A.A.	
11.	To draw up a program of IT update in the branch.	8/30/2012	The head of IT department Baghdasaryan A.A.	
12.	<i>To organize training seminars for improvement of professional skills of technicians.</i>	5/30/2013	The head of IT department Baghdasaryan A.A.	
13.	To train teachers on necessary IT programs.	5/30/2013	The head of IT department Baghdasaryan A.A.	
14.	To carry out consultations for first-year students on work in SDE "Virtual Campus of MESI" before the studies.	9/10/2012	The manager of marketing and knowledge management Sarkisyan N.E. Manager of e-learning Gagyan G. K.	
15.	<i>To organise training of students of correspondence mode of education for working in SDE "Virtual Campus of MESI" instructing about intermediate and final examination terms before starting the studies. To structure accurately kinds of activities of students in full-time and correspondent form of education for achieving the educational purposes.</i>	9/15/2012	The manager of marketing and knowledge management Sarkisyan N.E.	
16.	<i>To include in curriculums concrete abilities and skills obtained in e-learning.</i>	8/30/2012	Heads of Chairs Vardanyan S.V., Ponomarev E.I., Kdjanyan M.G.	
17.	<i>To organise training for students in SDE "Virtual Campus of MESI" instructing about intermediate and final examination terms before starting the studies.</i>	5/30/2013	The manager of marketing and knowledge management Sarkisyan N.E.	
18.	<i>To prepare a hand out material on the themes " Student in e-learning environment" for first-year students.</i>	8/30/2012	The manager of marketing and knowledge management Sarkisyan N.E.	

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			Manager of e-learning Gagyan G. K.	
19.	<i>To develop and prepare detailed working instructions on students' work in the Campus.</i>	8/30/2012	The manager of marketing and knowledge management Sarkisyan N.E. Manager of e-learning Gagyan G. K.	
20.	<i>To organize consultations in order to actualize students' mail boxes.</i>	10/30/2012	The manager of marketing and knowledge management Sarkisyan N.E. Manager of e-learning Gagyan G. K.	
21.	<i>To involve every student in process of knowledge exchange through academic online communities, research groups.</i>	5/30/2013	The manager of marketing and knowledge management Sarkisyan N.E. Manager of e-learning Gagyan G. K.	
22.	<i>To work out measures for involving listeners in the work of online communities in the electronic environment of institution.</i>	5/30/2013	The manager of marketing and knowledge management Sarkisyan N.E. Manager of e-learning Gagyan G. K.	
23.	<i>To promote development of communities: 1) student - student and student - teacher - through forums.</i>	8/30/2012	The manager of marketing and knowledge management Sarkisyan N.E. Manager of e-learning Gagyan G. K.	
24.	<i>To expand possibility of carrying out Vebinarov and online lectures.</i>	5/30/2013	Heads of Chairs Vardanyan S.V., Ponomarev E.I., Kdjanyan M.G.	
25.	<i>To hold periodic seminars on FSES3 generations both for teachers and students of the branch.</i>	10/30/2012	The deputy director on educational methodological works (EMW) Sargsyan A.M.	

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26.	<i>To hold a training seminar for defining possibilities of University and teachers for the publication of materials.</i>	11/30/2012	The deputy director on educational methodological works (EMW) Sargsyan A.M.	
27.	<i>To form project groups for development of electronic courses in the branch.</i>	8/30/2012	The deputy director on educational methodological works (EMW) Sargsyan A.M.	
28.	<i>To involve teachers in process of development of EC.</i>	9/30/2012	The deputy director on educational methodological works (EMW) Sargsyan A.M.	
29.	<i>To develop system of motivation of the personnel for developing EC.</i>	8/30/2012	The director of branch Vardanyan S.V. The deputy director on educational methodological works (EMW) Sargsyan A.M.	
30.	<i>To make a plan of updating EC on the basis of actualization plan of EMC.</i>	8/30/2012	The deputy director on educational methodological works (EMW) Sargsyan A.M.	
31.	<i>To develop the mechanism of EC actualisation, and also estimation of an electronic course by the students.</i>	5/30/2013	The deputy director on educational methodological works (EMW) Sargsyan A.M.	
32.	<i>To develop criteria on development of regional disciplines EC.</i>	8/30/2012	The deputy director on educational methodological works (EMW) Sargsyan A.M.	
33.	<i>To work out criteria of assessing the quality of training results using electronic courses.</i>	8/30/2012	The deputy director on educational methodological works (EMW) Sargsyan A.M.	
34.	<i>To carry out scientific research work for raising the experts' qualification level.</i>	5/30/2013	The deputy director on educational methodological works (EMW) Sargsyan	

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			A.M.	
35.	<i>To improve the policy of personnel recruitment and development of IT department staff.</i>	8/30/2012	The head of IT department Baghdasaryan A.A.	
36.	<i>To improve the quality of developed electronic courses unifying work-out requirements. To ensure that FSES 3 requirements are met in the curriculums of disciplines.</i>	5/30/2013	The deputy director on educational methodological works (EMW) Sargsyan A.M.	
37.	<i>To work out Technical Tasks TT on designing of virtual interrelation of teaching materials.</i>	5/30/2013	The deputy director on educational methodological works (EMW) Sargsyan A.M.	
38.	<i>To develop criteria for intermediate estimation of e-learning components.</i>	11/25/2012	The deputy director on educational methodological works (EMW) Sargsyan A.M.	
39.	<i>To develop effective mechanisms on protection of copyrights.</i>	2/30/2013	The deputy director on educational methodological works (EMW) Sargsyan A.M. The head of IT department Baghdasaryan A.A.	
40.	<i>To organize a seminar on protection of copyright.</i>	2/30/2013	The deputy director on educational methodological works (EMW) Sargsyan A.M.	
41.	<i>To work mechanisms of offering electronic courses to consumers.</i>	3/30/2013	The deputy director on educational methodological works (EMW) Sargsyan A.M. The head of IT department Baghdasaryan A.A.	
42.	<i>To make a questionnaire among users about the level of satisfaction of technical support, finding out the drawbacks and planning their elimination.</i>	2/30/2013	The manager of marketing and knowledge management Sarkisyan N.E.	
43.	<i>To make a questionnaire among users</i>	2/30/2013	The manager of	

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	<i>about the level of satisfaction of SDE.</i>		marketing and knowledge management Sarkisyan N.E.	
44.	<i>To make a questionnaire among users about the level of satisfaction of technical support, finding out the drawbacks and planning their elimination.</i>	2/30/2013	The manager of marketing and knowledge management Sarkisyan N.E.	
45.	<i>To find out the drawbacks and to refer to developers.</i>	2/30/2013	The head of IT department Baghdasaryan A.A.	
46.	<i>To make a work plan on improvement of mobility of electronic courses.</i>	2/30/2013	The head of IT department Baghdasaryan A.A.	
47.	<i>To make suggestions on improvement of quality of hardware-software interaction platform.</i>	2/30/2013	The head of IT department Baghdasaryan A.A.	
48.	<i>To provide high-speed access to the Internet in all auditoriums of the branch.</i>	8/30/2012	The head of IT department Baghdasaryan A.A.	
49.	<i>To expand operative range of Wi Fi connection in the branch.</i>	8/30/2012	The head of IT department Baghdasaryan A.A.	
50.	<i>To make suggestions on the integration of corporate information system of MESI.</i>	8/30/2012	The head of IT department Baghdasaryan A.A.	
51.	<i>To make suggestions on the integration between electronic dean's office and SDE of the branch.</i>	10/30/2012	The head of IT department Baghdasaryan A.A.	
52.	<i>To work out an "agreement" about access to the personal information.</i>	9/30/2012	The deputy director on educational methodological works (EMW) Sargsyan A.M.	
53.	<i>To make suggestions on students' identification during final examinations.</i>	9/30/2012	The head of IT department Baghdasaryan A.A.	
54.	<i>To work out a plan of acquisition of the software for EC development.</i>	8/30/2012	The head of IT department Baghdasaryan A.A.	
55.	<i>To make suggestion on the check tool preventing plagiarism.</i>	11/30/2012	The head of IT department Baghdasaryan A.A.	
56.	<i>To make suggestions on dividing SDE according to directions of disciplines.</i>	8/30/2012	The deputy director on educational	

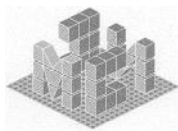
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			methodological works (EMW) Sargsyan A.M. The head of IT department Baghdasaryan A.A.	
57.	<i>To work out criteria of checking, analyzing and updating of institutional materials and information and its coordination with head (parent) institution experts.</i>		The deputy director on educational methodological works (EMW) Sargsyan A.M. The head of IT department Baghdasaryan A.A.	
58.	<i>To monitor periodically the process of electronic training.</i>	9/25/2012 10/25/2012 11/25/2012 2/25/2013 3/25/2013 4/25/2013 5/25/2013	The manager of marketing and knowledge management Sarkisyan N.E. Manager of e-learning Gagyan G. K.	
59.	<i>To consider the possibility of developing and creating a reserve communication channel.</i>		The director of branch Vardanyan S.V. The head of IT department Baghdasaryan A.A.	

Person responsible

Sargsyan A.M.

Appendix 2e: Tver



Тверской филиал МЭСИ
Tver branch of MESI

Список участников проекта e-xcellence:
List of work group for the E-xcellence Project

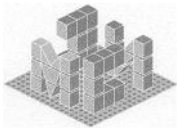
1. Ассорина Г.Ю. – заместитель директора по научной работе, к.э.н., доцент;
Assorina Galina - Vice Director for Scientific Studies, Candidate of Economics, Associate Professor
2. Белова И.В. – начальник организационного отдела;
Belova Irina – Chief of Organizational department
3. Бурухина Л.В. – заместитель директора по внеучебной работе, к.ф.н., доцент;
Burukhina Larisa – Vice Director for Extracurricular Work, Candidate of Philosophy, Associate Professor
4. Буянова Н.В. - заместитель директора по учебно-методической работе, к.ф.н., профессор;
Buyanova Nadezhda – Vice Director for Educational and Methodic Work, Candidate of Philosophy, Associate Professor
5. Евсеева В.В. – студентка 1 курс, юриспруденция;
Evseeva ? – 1-st year student Law Department
6. Зуева Е.А. – главный бухгалтер финансово-экономической службы;
Zueva Elena – Chief Comptroller of Finance and Economic Service
7. Кишко В.А. – заведующий кафедрой Антикризисного управления, к.э.н., доцент;
Kishko Vladimir – Chief of Department of Anticrisis Management, Candidate of Economics, Associate Professor
8. Комарова Е.В. – заведующая кафедрой Менеджмента и маркетинга, к.э.н., доцент;
Komarova Elena – Chief of Department of Management and Marketing, Candidate of Economics, Associate Professor
9. Компаниец О.С. – начальник отдела научно-исследовательских работ, грантов и конкурсов;
Kompaniets Olga – Chief of Department of Scientific Research, Grants and Competitions
10. Кукушкин В.М. – заведующий кафедрой Информационных технологий, естественнонаучных и математических дисциплин, к.т.н., с.н.с.;
Kukushkin Vladimir – Chief of Department of Information Technologies, Candidate of Technical Sciences, Senior Researcher;
11. Леонова О.О. – начальник отдела по организации учебного процесса;
Leonova Olga – Chief of Department of Studies Organization
12. Логутенкова Т.Г. – заведующая кафедрой Иностранных языков, д.филолог.н., профессор;
Logutenkova Tatyana – Chief of Department of Modern Foreign Language, Doctor of Philology, Professor
13. Моргось Т.Д. – начальник отдела по работе с абитуриентами;
Morgos Tatyana – Chief of Department of Applicants' Services
14. Новоторова М.В. – руководитель отдела персонала ООО «Макон Авто»;
Novotorova – Chief of Human Resource Department of “Makon Avto” Ltd.
15. Павлова А.И. – студентка 1 курс, юриспруденция;
Pavlova – 1-st year student, Law Department

16. Постникова И.Г. – заведующая отделом библиотечного обслуживания;
Postnikova Irina – Chief of Department of Bibliographic Services
17. Самылина Ю.Н. – заведующая кафедрой Бухгалтерского учета, анализа и аудита, к.э.н., доцент;
Samylina Julia – Chief of Department of Accounting, Financial Analysis and Audit, Candidate of Economics, Associate Professor
18. Смирнова Н.В. – компания «Мегафон»;
Smirnova N. – “Megafon” Company
19. Смирнова О.В. – Администрация Тверской области;
Smirnova Olga – Administration of Tver Region
20. Соколов М.Е. – Администрация Центрального района г.Твери;
Sokolov Mark – Administration of Tver Central District
21. Терехова О.В. – заведующая дистанционным отделением;
Terekhova Olga – Chief of Distance Learning Department
22. Толкаченко Г.Л. – заведующая кафедрой Мировой экономики, финансов и финансового права, к.э.н., профессор;
Tolkachenko Galina – Chief of Department of World Economy, Finance and Financial Law, Candidate of Economics, Associate Professor
23. Третьякова И.В.- директор Тверского филиала, доцент;
Director of Tver Branch, Associate Professor
24. Черный Д.Ю. – заместитель директора по информационным технологиям;
Cherny Dmitry – Vice Director for IT
25. Шильникова М.В.- начальник отдела по учебно-методической работе;
Shilnikova Maria – Chief of Department of Educational and Methodic Work
26. Шмелев В.Ф. – заведующий кафедрой Гражданского права, к.ю.н., доцент
Shmelev Valery - Chief of Civil Law Department, Candidate of Law, Associate Professor

Список докладчиков

List of speakers

1. Бурухина Л.В. – заместитель директора по внеучебной работе, к.ф.н., доцент;
Burukhina Larisa – Vice Director for Extracurricular Work, Candidate of Philosophy, Associate Professor
2. Буянова Н.В. - заместитель директора по учебно-методической работе, к.ф.н., профессор;
Buyanova Nadezhda – Vice Director for Educational and Methodic Work, Candidate of Philosophy, Associate Professor
3. Евсеева В.В. – студентка 1 курс, юриспруденция;
Evseeva – 1-st year student Law Department
4. Логутенкова Т.Г. – заведующая кафедрой Иностранных языков, д.филолог.н., профессор;
Logutenkova Tatyana – Chief of Department of Modern Foreign Language, Doctor of Philology, Professor
5. Павлова А.И. – студентка 1 курс, юриспруденция;
Pavlova – 1-st year student, Law Department
6. Шильникова М.В. - начальник отдела по учебно-методической работе
Shilnikova Maria – Chief of Department of Educational and Methodic Work

Форма	
Ф – Справка о Тверском филиале МЭСИ	

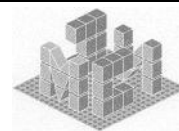
INFORMATION

about Tver Branch of MESI implementing educational programs to be analysed if they comply the criteria of E-xcellence Project

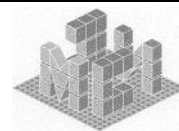
№	Indicator	Data			
1.	Branch's name	Tver Branch of MESI			
2.	Total number of implemented educational programs	There are 4 (four) programs of higher professional education implemented at Tver Branch of MESI			
3.	List of educational programs and the number of students for each program	Name of the program	Number of students		
			total	Full-time studies	Correspondence studies
		030500 Law	104	8	96
		080100 Economics	116	22	94
		080200 Management	68	16	52
230700 Applied Informatics	56	37	19		
4.	The main features of the Branch	<p>Tver Branch of MESI was founded in 1997 and since that time it has become an important educational and scientific centre in Tver Region. It carries out into practice innovative approaches to arranging and implementing education and scientific studies, applies and develops technologies of e-learning, takes active part in constructing a new type of economy in Tver Region, the economy which is based on knowledge. Following the traditions of MESI, Tver Branch offers highly qualified specialists in various fields including economics, marketing, management and law. The graduates of Tver Branch become top professionals taking key positions in businesses, municipal bodies and international organizations.</p> <p>Tver Branch of MESI cooperates with educational, scientific and cultural communities in Tver Region through extracurricular events for students (Discussion Sites, festivals, scientific and practical conferences); participation in national projects such as: "Crystal Orange" - All Russian Open Competition of Students Works in the sphere of social communications; Festival of Non-Commercial Internet Projects; International Festival of Volunteers; "Important Deed" Program, and others.</p> <p>Tver Branch has got a licence allowing to arrange education on the programs of higher professional education, professional and additional professional training. There are preparatory courses of applicants. The main direction is economic studies.</p> <p>The assessment of e-learning development is made for the Bachelor Degree programs in economics, management,</p>			

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Ф – Справка о Тверском филиале МЭСИ



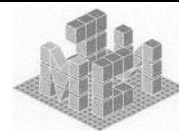
		<p>applied informatics and law.</p> <ul style="list-style-type: none">- Programs in management and economics have been implemented for about 15 years (since 1997), the program in applied informatics - since 1998, in law - since 2002.- These programs are offered both as full-time and correspondence studies.- These programs were the first to be modified as two level system of training (in 2009 the first students entered the Branch for a Bachelor Degree).
5.	The main achievements of the Branch	<p>2011 is marked with good results in scientific studies. There directions of scientific studies are as follows:</p> <ul style="list-style-type: none">- <i>Analysis of Regional Economy and Managing its Development</i> - there was held the XIII-th All-Russian Scientific and Practical Conference for Students, Post Graduate Students and Young Scientists on the tendencies and perspectives of management, finance and law under conditions of innovative economic development. After the conference there was published a book of abstracts and papers in 2 volumes. Professors of our Branch published 24 scientific papers. Olga Kompaniets has performed the research under the title of “Developing an Algorithm for Introducing Marketing Oriented Management into Strategic Management of Retail Companies” and shall participate in the Competition under surveillance of the Russian Association of Marketing.- <i>Management and Attraction of Investments into Production</i> - Golovin Alexey (Candidate of Economics, Associate Professor) and Tolkachenko Galina (Candidate of Economics, Associate Professor) published a monography “Invetsments”. There were published 15 papers, including 7 papers published in the journals from the List approved by the Higher Attestation Commission.- <i>Developing the Anthropological Hierarchical Model of Teaching Foreign Languages</i> – an e-portal of the Russian Language has been developed within the ELBEP Project (Elimination of Language Barriers in European Prisons through Distance and E-Learning Technologies). There were published 3 papers, including 1 paper published in the journal from the List approved by the Higher Attestation Commission.- <i>Accounting, Financial Analysis and Audit</i> – there were published 5 scientific papers.- <i>Innovations in Higher Educational Institutions</i> – we work in the projects “Knowledge Management at Higher Educational Institutions” and “Introduction of



		<p>E-learning into University Studies”. There has been designed the e-book under the title of “Formulating Goals and Control of their Implementation”. There published 10 scientific papers.</p> <ul style="list-style-type: none"> - <i>Methodology and Practice of World Economy</i> – there were published 3 scientific papers. - <i>Introduction of IT into Social Economic Processes</i> – Vera Keleinikova published the monography under the title of “Systemic Analysis of Training IT Professionals in Russia”. There were published 5 scientific papers. <p>Scientists making research in various fields took part in the X-th International Scientific Practical Conference “Partnership of Business and Education in Innovative Development of Tver region”, which was held on October, 27 2011. Scientists presented results of their research work.</p> <p>Tver Branch of MESI interacts with other Universities of Tver Region. Irina Tretyakova, Director of Tver Branch, Honorable Worker of Higher Education in the Russian Federation? Is the member of Rectors’ Council in Tver Region.</p> <p>Tver Branch of MESI actively participate in social events. As a result of meeting with the representatives of the Headquarters of the Ministry of Emergency Situations there appeared a group of voluntary firefighters, consisting of students, professors and staff members, who shall help to cope with fire in case of emergency.</p> <p>Students of Tver Branch of MESI take part in managing the city. Since 2011 a representative of our students’ community takes a position in the Youth Government of Tver Region, arranged under surveillance of Legislature Assembly of Tver Region. Members of the Youth Government regularly meet the Governor of Tver Region to discuss the problems of youth.</p> <p>Group of volunteers from Tver Branch of MESI participate in many city events. Nowadays new forms of volunteer movement are developed. Among them there are discussion sites, forums and conferences devoted to the problems of volunteer movement. Students of Tver Branch not only take active part in these events but also become their initiators.</p>
6.	Important achievements of graduates	The most important indicator of our graduates’ achievements is that there is demand for them in the labor market and good positions offered to them in businesses and organizations. Our

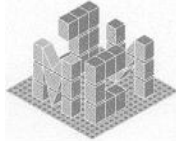
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		<p>graduates work for the Finance Department of Tver Region Administration, Tver Statistics Department, Tver Regional Department of Inner Affairs, commercial banks and many other successful companies and organizations both in Tver and Tver Region. On the eve of final exams almost 60% of our students have already got jobs. Most of them take positions in accordance with their degrees and qualifications.</p> <p>In some years our graduates return to the Branch as employers by themselves and help another generation of students acquire good experience and get a well-paid job.</p> <p>Another indicator of demand for our graduates is that they influence all aspects of life and social activity in Tver and Tver Region, they are invited as experts at various city and regional events, as well as that their projects and programs are welcome and implemented.</p>
7.	Employers' opinions about the Branch and its graduates	<p>On a regular basis we make a survey of satisfaction of employers with the quality of skills and knowledge of the graduates of MESI's Tver Branch. All those employers who are surveyed are ready to cooperate with the Branch.</p> <p>The Branch signed agreements with a number of companies, businesses and organizations about partnership and probe work for our students. This is an evident proof that there is a demand for our graduates.</p> <p>Employers positively estimate knowledge and skills of our graduates "being the sign of high level of training at Tver Branch of MESI" (this is a quotation from the letter of gratitude from Tver Regional Department of the Ministry of Inner Affairs).</p> <p>We often receive letters of gratitude with highly positive assessments from employers of our former students.</p>

Nadezhda Buyanova, Vice Director for Educational and Methodic Work

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INFORMATION

about an educational program, tested for compliance with the E-xcellence project

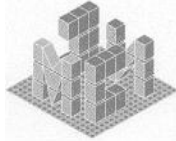
№ п/п	rate	data	A reference to a document certifying the information presented in column 3
1	2	3	4
1.	Name of program	080100.62 Economics (Bachelor)	-
2.	An appropriate enlarged group of specialties	Economics and Management	-
3.	Learning Objectives	<p>1. Training highly qualified economists. 2. Forming practical skills in the following professional activities:</p> <ol style="list-style-type: none"> 1) Wise economic decisions; 2) Analysis, research and development; 3) Organization and management; 4) Training 	-
4.	Target Audience	students	http://www.mesi.ru/education/initial/
5.	Basic Skills	<p>Student is:</p> <ul style="list-style-type: none"> • able to collect and analyze the raw data necessary to calculate the economic and socio-economic indicators characterizing the activities of economic entities; • capable of model-based techniques and the current regulatory framework to calculate the economic and socio-economic indicators characterizing the activities of economic entities; • able to perform the necessary preparation for 	GEF in the direction of "Economics", curriculum, curriculum subjects

		<p>the economic section of plans, to examine them, and present the results of work in accordance with accepted standards of the organization;</p> <ul style="list-style-type: none">• able to collect, analyze and process data necessary for solving the economic problems;• able to choose the tools to handle the economic data in accordance with the task to analyze the results of the calculations and justify the findings;• capable to construct the standard theoretical and econometric models to analyze and meaningfully interpret the results;• able to analyze and interpret financial, accounting and other information contained in the reports of enterprises of various ownership, organizations, agencies, and use the information for management decisions;• able to analyze and interpret the data of domestic and foreign statistics on the socio-economic processes and phenomena, to identify trends in the socio-economic indicators;• capable of using domestic and foreign sources, to collect the necessary data to analyze them and prepare an information review and / or analytical report;• being used to solve analytical and research problems with the help of modern technical means and information technology;• able to organize work groups established to	
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		<p>implement specific economic project;</p> <ul style="list-style-type: none"> able to critically assess the proposed options for management decisions and to develop and justify the proposals for their improvement based on criteria of social and economic benefits, risks and possible socio-economic impacts 	
6.	Year of training program start	2011	http://sp.mesi.ru/edu/uchplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
7.	The number of credits, hours	240t.u., 8640 h.	http://sp.mesi.ru/edu/uchplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
8.	Form of training program	Full-time, part-tim	http://sp.mesi.ru/edu/uchplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
9.	The share of e-learning in a mixed each of the forms	Full-time FO - 40% for part-time - 70%	-
10.	Contingent of students (for tuition)	22 full-time, 94 part-time	http://sp.mesi.ru/edu/vpo/kont/default.aspx
11.	The reason for the selection of this educational program for self-assessment	The demand for specialists in this profile in today's economy	-

Vice Director for Educational and Methodic Work

N.V.Buyanova

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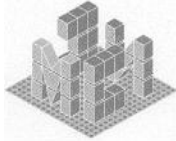
about an educational program tested for compliance with the criteria of the E-xcellence Project

№ п/п	rate	data	A reference to a document certifying the information presented in column 3
1	2	3	4
1.	Name of the program	080200.62 Management (Bachelor)	-
2.	An appropriate enlarged group of specialties	Economics and Management	-
3.	Learning Objectives	1. Training highly skilled managers 2. Teaching practical skills in a number of professional activities: 1) Running the business 2) Making analysis 3) Entrepreneur skills	-
4.	Target Audience	students	http://www.mesi.ru/education/initial/
5.	Basic Skills	1. Ability to develop and implement corporate, competitive and functional strategy of the organization 2. Ability to develop and implement a set of operational activities in accordance with the organization's strategy 3. Ability to plan and organize the activities of organizations and bodies 4. Ability to develop and implement projects aimed at development of the organization 5. Ability to assess the effectiveness of projects 6. Ability to prepare reports on the results of information-analytical activities 7. Ability to evaluate the effectiveness of management	GEF in "Management" curriculum, curriculum subjects

		decisions 8. Ability to develop business plans for new businesses 9. Ability to set up a business	
6.	The year of training program start	2011/2012	http://sp.mesi.ru/edu/uchplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
7.	The number of credits, hours	240t.u , 8640 hours	http://sp.mesi.ru/edu/uchplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
8.	Form of training program	Full-time, part-time	http://sp.mesi.ru/edu/uchplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
9.	The share of e-learning in each of the forms	40% of the implementation of full-time employment; 70% of the implementation of full-time employment	-
10.	Number of students (for tuition)	16 - full-time education 52 - for distance learning	http://sp.mesi.ru/edu/vpo/kont/default.aspx
11.	The reason for the selection of this educational program for self-assessment	High social importance of the educational program, due to the demand for specialists in this profile companies and organizations in various spheres of activity as the determinant of the success of companies in the market	

Deputy Director for Educational and Methodic Work

N.V.Buyanova

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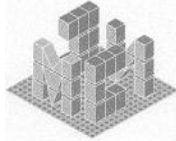
About an educational program, tested for compliance with the E-xcellence Project

№ п/п	rate	data	A reference to a document certifying the information presented in column 3
1	2	3	4
1.	Name of the program	230700.62 Applied Informatics (Bachelor)	-
2.	An appropriate enlarged group of specialties	Applied Informatics	-
3.	Learning Objectives	Forming practical skills in using modern information and communication technologies and programming	-
4.	Target Audience	students	http://www.mesi.ru/education/initial/
5.	Basic Skills	Analysing and selecting methods and means of automation and information application processes on the basis of information and communication technologies.	GEF, in "Applied Informatics", curriculum, curriculum subjects
6.	Year of training program start	2011-2012	http://sp.mesi.ru/edu/uchplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
7.	The number of credits, hours	240 credits, 8640 hours	http://sp.mesi.ru/edu/uchplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
8.	Form of training program	Full-time, part-time	http://sp.mesi.ru/edu/uchplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
9.	The share of e-	Full-time FO - 40%	-

	learning in each of the forms	for part-time - 70%	
10.	Number of students (for tuition)	37 full-time, 19 part-time	http://sp.mesi.ru/edu/vpo/kont/default.aspx
11.	The reason for the selection of this educational program for self-assessment	The demand for specialists in modern society	-

Deputy Director for Educational and Methodic Work

N.V.Buyanova

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Information

about an educational program, tested for compliance with the E-xcellence Project

№ п/п	rate	data	A reference to a document certifying the information presented in column 3
1	2	3	4
1.	Name of the program	030500.62 Law (Bachelor)	-
2.	An appropriate enlarged group of specialties	Law	-
3.	Learning Objectives	<p>1. Training highly qualified lawyers.</p> <p>2 . Forming practical skills in the following professional activities:</p> <p>1) standard-setting;</p> <p>2) law enforcement;</p> <p>3) expert consulting;</p> <p>4) teaching (teaching law courses at educational institutions other than universities).</p>	-
4.	Target Audience	aged 16 and further	http://www.mesi.ru/education/initial/
5.	Basic Skills	<p>1. in lawmaking:</p> <p>A. Be able to participate in the development of regulations in accordance with the profile of their professional activities;</p> <p>2. in law enforcement:</p> <p>A. Be able to carry out professional activities on the basis of a developed sense of justice, legal thinking and legal culture;</p> <p>B. Be able to enforce the law subjects of law;</p> <p>C. Be able to make decisions and carry out legal actions in strict accordance with the law;</p> <p>D. Be able to apply laws and regulations, to implement law</p>	GEF in "Jurisprudence", curriculum, curriculum subjects

		<p>procedures and legal processes; E. be able to legally find and investigate facts and circumstances; F. have the skills to prepare legal documents;</p> <p>3. in law enforcement: A. Be ready to carry out duties to ensure law and security of an individual, society and state; B. Be able to respect individual's honor and dignity, respect and protect human rights and freedoms; C. be able to detect, prevent, discover and investigate crimes and other offenses; D. be capable of preventing crime, detecting and eliminating its causes and conditions; E. be able to identify, evaluate undue and criminal behavior and contribute to its correctness; F. be able to correctly and completely describe the results of professional activities in legal and other documents;</p> <p>4. in the expert and consulting activities: A. participate in discussions and legal expertise of draft normative legal acts, including the provisions to facilitate the identification of corruption; B. be able to interpret a variety of tools and objects; C. be able to give qualified legal advice;</p> <p>.5. in educational activities: A. be able to teach legal subjects at the appropriate theoretical and methodological level; B. be able to arrange and supervise the independent work of students; C. be able to effectively carry out legal education</p>	
6	Start year training program	2011/2012	http://sp.mesi.ru/edu/uchplan/per/SitePages/%D

			0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
7	The number of credits, hours	240 credits, 8640 hours	http://sp.mesi.ru/edu/uchplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
8	Form of training program	Full-time, part-time	http://sp.mesi.ru/edu/uchplan/per/SitePages/%D0%94%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D1%8F%D1%8F.aspx
9	The share of e-learning in a mixed each of the forms	40% of the implementation of full-time employment; 70% of the implementation of full-time employment	-
10	Contingent of students (for tuition)	8 - full-time education 96 - for distance learning	http://sp.mesi.ru/edu/vp/o/kont/default.aspx
11	The reason for the selection of this educational program for self-assessment	High social importance of the educational program, due to the demand for specialists in modern conditions	

Deputy Director for Educational and Methodic Work

N.V.Buyanova

QuickScan

Tver Branch of MESI

STRATEGIC MANAGEMENT

The institution should have defined policies and management processes that are used to establish strategic institutional objectives, including those for the development of e-learning.

The institutional strategic plan should identify the roles that e- learning will play in the overall development of the institution and set the context for production of the plans of academic departments, administrative and operational divisions.

The institutional plan should outline options for the use of e- learning in teaching that may define a spectrum of "blends" of e-learning and more established pedagogic mechanisms.

Faculty and departmental plans should aim to best match the student requirements of their particular market sector (national/international focus) in presenting e-learning/blended learning options.

The institutional strategic plan should ensure that plans of academic departments are consistent with each other. Student mobility between departments should not be restricted by major differences in policy or implementation with respect to e-learning.

STRATEGY

1. The e-learning strategy should be embedded within the teaching and learning strategy of the institution.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Strategic Plan for the development of MESI in 2011-2015. Action Plan for Tver Branch of MESI in 2011/2012 academic year. Developing the system of educational services provision through information-communicative and e-learning technologies	Largely Adequate
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2. The institution should have e-learning policies and a strategy for development of e-learning that are widely understood and integrated into the overall strategies for institutional development and quality improvement. Policies should clearly state the user groups and include all levels of implementation, infrastructure and staff development.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Policies do not clearly state the user groups, and do not include all levels of implementation, infrastructure and staff development	Partially Adequate
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3. Investigating and monitoring emergent technologies and developments in the field of e-learning and anticipation for integration in the learning environment.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Action Plan for Tver Branch of MESI in 2011-2012 academic year states developing the system of educational services provision through information-communicative and e-learning technologies. Besides, there is a schedule of marketing accountability, in compliance with which research in this field is made.	Partially Adequate
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MANAGEMENT

4. The resourcing of developments in e-learning activities should take into account special requirements over and above the normal requirements for curricula. These will include items such as equipment purchase, software implementation, recruitment of staff, training and research needs, and technology developments.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

The resourcing of developments in e-learning activities is conducted in close interaction with IT-departments. We arrange training if it is necessary to improve skills. Two times a year there are seminars (winter and summer schools) for the teaching staff of the university.	Partially Adequate
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5. The institution should have an e-learning system integrated with the management information system (registration, administrative system and VLE) which is reliable, secure and effective for the operation of the e-learning systems adopted.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

E-learning System of Distance Learning has been purchased from Russian developers and fully meets the requirements of students. It includes the following options: file exchange,	Largely Adequate
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forum discussions and tests with the function of question complexity analysis.

6. When e-learning involves collaborative provision, the roles and responsibilities of each partner (internal and external) should be clearly defined through operational agreements and these responsibilities should be communicated to all participants.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

E-learning strategy is an essential part of the University's educational strategy. All departments follow those approaches to e-learning developments which are consistent and coherent with the strategy of MESI. The work plan of Tver Branch includes variants of e-learning technologies in academic process, that allows to estimate the possibilities of e-learning introduction as well as various pedagogical methods. The aim of the work plan is to meet the requirements and needs of students in a definite national market sector by means of e-learning.

Partially Adequate

CURRICULUM DESIGN

An important aspect of the quality of e-learning concerns the design of the curriculum. E-learning curricula offer considerable opportunities but are accompanied by risk. It is assumed that curriculum design is broadly constrained by European and national expectations on the knowledge, skills and professional outcomes-based curriculum elements.

This section addresses the particular challenges of curriculum design presented by e-learning.

Key factors concern: flexibility in time and pace of study, programme modularity, building the academic community, and integration of knowledge and skills development.

The challenge that institutions face is that of designing curricula that combine the flexibility in time and place of study offered by e-learning without compromising standards of knowledge and skills development or the sense of academic community associated with campus based provision that will continue to be regarded as the benchmark against which other provision is measured.

Curriculum design should address the needs of the target audience for e-learning programmes that, in the context of growing emphasis on lifelong learning, may differ significantly in prior experience, interest and motivation from the traditional young adult entrant to conventional universities.

7. E-learning components should conform to qualification frameworks, codes of practice, subject benchmarks and other institutional or national quality requirements

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

On the macro level e-learning allows students to start and complete their studies on courses and programs in any moment convenient for them. On the micro level e-learning gives

Largely Adequate

students the possibility to study a course or a program in accordance with a flexible individual schedule within the framework of common time-table, offered by the University. While designing the curricula the focus is made on the macro level on the possibility that such details as course material structure and content delivery system should be considered on the micro level in order to increase curricula flexibility. The schedule includes the dates which

8. Curricula should be designed in such a way as to allow personalisation and a flexible path for the learner consistent with the satisfactory achievement of learning outcomes and integration with other (non-e) learning activities. Use of formative and summative assessment needs to be appropriate to the curriculum design.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

In Tver Branch blending learning is realized both for full-time and correspondence students. Blending learning complies with the Federal State Educational Standard. E-learning gives students the possibility to study a course or a program in accordance with a flexible individual schedule within the framework of common time-table, offered by Tver Branch. The time-table is compiled with exact dates of start and completion of studies. Curricula is designed annually and approved by the Rector of MESI. If necessary corrections are made for the curricula. Curricula is designed taking into account the possibilities of blending educations (auditorium studies are no more than half of the time needed for apprehension of the main educational program).

Partially Adequate

9. Curriculum design should ensure that appropriate provision is made for the acquisition of general educational objectives and the integration of knowledge and skills specifically related to e-working across the programme of study. The contribution of e-learning components to the development of educational objectives needs to be made clear.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Federal State Educational Standard determines the requirements for the apprehension of the main educational programs/ Among these requirements there are professional and general cultural competences. Tver Branch of MESI has developed clearly defined strategies as far as key acquired skills are concerned. These strategies are applied to all programs including e-learning. There is an elaborate system of assessing acquired knowledge.

Largely Adequate

10. Curricula should be designed in such as way as to require broad participation in an academic community. As well as student-student and student-tutor interactions this should include, where appropriate, interaction with external professionals and/or involvement in research and professional activities.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Academic communities are poorly developed. Community of students and professors does exist and function, but there are objective difficulties. For example, professors' assessment of students' participation and activity. There are no research laboratories allowing to make virtual research/ Scientific studies are realized within the framework of departments' scientific research. Students' papers are published on-line.	Partially Adequate
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COURSE DESIGN

The course design process should demonstrate a rational progression from establishing the need for the course within the overall curriculum, through the design of a conceptual framework to the detailed development and production of course materials.

Each course should include a clear statement of the learning outcomes to be achieved on successful completion. These outcomes will be specified in terms of knowledge, skills, vocational/professional competencies, personal development, etc. and will usually be a combination of these.

The development of each course should provide a clear documented course specification which sets out the relationship between learning outcomes and their assessment.

Though aspects of detailed development and implementation of the e-learning course might be subcontracted to an outside agency (eg a consortium partner, a commercial e-learning developer) the delegation of such tasks should be conducted under full oversight of the parent institution.

Where the design of the e-learning course has been contracted out, the responsibility for its performance remains with the awarding institution. Under these circumstances, arrangements for its evaluation, modification and enhancement are important aspects of the programme plan.

11. Each course should include a clear statement of learning outcomes in respect of both knowledge and skills. In a blended-learning context there should be an explicit rationale for the use of each component in the blend.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Educational-methodical complexes are designed on the basis of State Educational Standard, Federal State Educational Standard and educational program approved at the University. A course is designed in full compliance with the academic curricula and educational program, it includes clearly defined aims as far as the amount of knowledge and skills are concerned. The number of tests and control works to check students' knowledge is fixed. Educational-methodical complexes are designed in accordance with The Provisions for developing and updating educational-methodical complexes. Educational-methodical complexes are checked on a regular basis.	Largely Adequate
--	------------------

12. Learning outcomes, not the availability of technology, should determine the means used to deliver course content and there needs to be reasoned coherence between learning outcomes, the strategy for use of e-learning, the scope of the learning materials and the assessment methods used.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Assessment of knowledge acquired by students on-line is similar to full-time testing. We face with the difficulty to identify students passing final exams. There tests in the mode of self-control and examination, students get a possibility to look through the most complicated questions, answering which students most often make mistakes. The access to the System of Distance Learning is authorized. There are no anonymous users. Exchange of information is realized through forums, chat sessions and file exchange functions.	Partially Adequate
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13. Course design, development and evaluation should involve individuals or teams with expertise in both academic and technical aspects.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Educational-methodical complexes are designed by a professor responsible for the course. They are assessed by the leading specialists of Educational Methodical Department of Tver Branch.	Partially Adequate
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14. Within e-learning components, learning materials should be designed with an adequate level of interactivity to enable active student engagement and to enable them to test their knowledge, understanding and skills at regular intervals.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Educational-methodical complexes determine the scope of the course, applied pedagogical methods, both entrance and acquired knowledge and skills, connection with courses, which are necessary to study before the course under question. Within an e-course we determine both existing and acquired knowledge and skills, connection with courses, which are necessary to study before the course under question. Design of e-course is based on the elements of educational-methodical complexes, determined in The Provisions for developing and updating educational-methodical complexes and designing e-course.	Partially Adequate
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15. Course materials should conform to explicit guidelines concerning layout and presentation and be as consistent as possible across a programme.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Designers of the academic curricula have clearly determined pedagogical functions for all components of the program, and they correspond to the way of course delivery. The whole education is realized through e-learning technologies except for the final state exams. Design of e-course is based on the elements of educational-methodical complexes, determined in The Provisions for developing and updating educational-methodical complexes and designing e-courses.	Partially Adequate
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16. Courses, including their intended learning outcomes, should be regularly reviewed, up-dated and improved using feedback from stakeholders as appropriate.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Design of e-courses is based on the elements of educational-methodical complexes, determined in The Provisions for developing and updating educational-methodical complexes and designing e-courses. Before the system update designers annually make a survey whether the system is satisfactory.	Partially Adequate
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17. Courses should provide both formative and summative assessment components. Summative assessment needs to be explicit, fair, valid and reliable (see section 2.5.2). Appropriate measures need to be in place to prevent impersonation and/or plagiarism, especially where assessments are conducted on-line.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Assessment of knowledge acquired by students on-line is similar to full-time testing. We face with the difficulty to identify students passing final exams.	Partially Adequate
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COURSE DELIVERY

This section covers the technical aspects of course delivery, the interface through which students receive their course materials and communicate with fellow learners and staff. Pedagogical aspects of course delivery are included in the Course Design and Student Support sections of the manual.

The systems represent a very significant investment of financial and human resource for acquisition and implementation and the selection of a particular system may influence teaching developments for many years.

Effective course delivery requires collaboration between academic and operational divisions of the institution. Technical infrastructure should serve the requirements of the academic community, both students and staff.

Policies on the implementation of a virtual learning environment to manage delivery processes should be driven by educational requirements and performance monitoring should embrace the impact on learning as well as the operational statistics.

18. The technical infrastructure maintaining the e-learning system should be fit for purpose and support both academic and administrative functions. Its technical specification should be based on a survey of stakeholder requirements and involve realistic estimates of system usage and development.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Organizers are available by e-mail or phone, administrators through the Book of reviews within the System of Distance Learning and e-mail.	Partially Adequate
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19. The reliability and security of the delivery system should have been rigorously tested beforehand and appropriate measures should be in place for system recovery in the event of failure or breakdown.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Students get both synchronic (through phone, consultations) and a-synchronic means of interaction. Expected frequency of communication between a student and professor while studying the course is known to both parties. The ratio of tutors to students is hardly optimal.	Partially Adequate
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20. Appropriate provision needs to be made for system maintenance, monitoring and review of performance against the standards set and against improvements as these become available.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

There has been developed a template for e-courses which is the same for all courses taught in MESI, it has been developed in compliance with SCORM requirements.	Partially Adequate
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21. The VLE should be appropriate for the pedagogical models adopted and for the requirements of all users. It should be integrated with the institution's registration and administrative system as far as possible.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

<p>The access to the System of Distance Learning is authorized. There are no anonymous users. Exchange of information is realized through forums, chat sessions and file exchange functions.</p> <p>Having learned the course called “Professor in E-learning Environment” a professor acquires all knowledge and skills necessary their work. The course called “Student E-learning Environment” widens students’ knowledge about e-learning tools and their usage, develops and improves their abilities to work in e-environments.</p>	<p>Partially Adequate</p>
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22. The information and services should be provided to all users in a logical, consistent and reliable way.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

<p>The access to the System of Distance Learning is authorized. There are no anonymous users. Exchange of information is realized through forums, chat sessions and file exchange functions.</p>	<p>Partially Adequate</p>
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23. All users should be confident that the systems for communication and provision of information are secure, reliable and, where appropriate, private.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

<p>The System of Distance Learning is provided by the University and meets the requirements of both students and professors. There are file exchange, forum discussion, tests with the function of assessing the complexity of items.</p>	<p>Partially Adequate</p>
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24. Institutional materials and information accessible through the VLE should be regularly monitored, reviewed and updated. The responsibility for this should be clearly defined and those responsible provided with appropriate and secure access to the system to enable revision and updating to occur.

- Not Adequate
- Partially Adequate

- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Materials in the form of educational methodical complexes are stored in e-library, the System of Distance Learning and they are available only via the Internet.	Partially Adequate
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STAFF SUPPORT

E-Learning institutions should provide their staff with the necessary facilities and support for delivering academic teaching of high quality. The fact that this is carried out using digital media places extra responsibilities on the institution. In this category the most important criteria are brought together and address the needs of both full time and associate staff who may be employed in a number of teaching and administrative roles. The objective of all support services is to enable all members of academic and administrative staff to contribute fully to e-learning development and service delivery without demanding that they become ICT or media specialists in their own right.

25. All staff concerned with academic, media development and administrative roles need to be able to adequately support the development and delivery of e-learning components. The institution should ensure that appropriate training and support is provided for these staff and that this training is enhanced in the light of new system and pedagogical developments

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Both professors and members of the staff are taught how to work with the System of Distance Learning, they may get certificates of their new knowledge and skills. New systems are introduced and new equipment is launched through corresponding training.	Largely Adequate
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26. Pedagogic research and innovation should be regarded as high status activities within institutions with a commitment to high quality e-learning. There should be mechanisms within these institutions for the dissemination of good practices based on pedagogical experiences and research in support of e-learning (including institutional pilot projects or good practice developed elsewhere and/or through consortia), and for the training or mentoring of new staff in such practice. Career development incentives should promote the use of e-learning.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Staff training is arranged with appliance of various modern methods and forms, including seminars conducted twice a year (winter and summer schools) for professors.	Partially Adequate
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27. The institution should ensure that issues of staff workload and any other implications of staff participation in e-learning activities are taken proper account of in the management of courses or programmes.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Planning is made depending on the amount of academic, organizational, methodic and scientific work as well as the expected number of students.	Partially Adequate
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28. Institutions should ensure that adequate support and resources are available to academic staff including part-time tutors/mentors. These should include:

- ✚ support for the development of teaching skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)
- ✚ access to help desk, administrative support and advisory services
- ✚ opportunities to provide and receive formal feedback on their experience on the course
- ✚ procedures to handle and resolve any difficulties or disputes which may arise
- ✚ legal advice (such as copyright and intellectual property rights)

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Administration supports professors in their academic, organizational, methodic and scientific activities.	Partially Adequate
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STUDENT SUPPORT

Student support services are an essential component of e-learning provision. Their design should cover the pedagogic, resource and technical aspects that impact on the on-line learner. It is presupposed that on-line activity will form the core of the e- learner's experience hence support services should be designed to be accessed in the first instance via the student's homepage or other entry route to the institution's on-line learning system.

As students are likely to be working to flexible schedules, support services should operate, wherever possible, in a way that acknowledges this.

Technical support areas may be required to offer services on a 24x7 basis. In other domains 24x7 may be the target for automated services with human contact/follow up operating to stated performance targets.

Students should have a service map and clear specifications of the services available at all levels.

29. Students should be provided with a clear picture of what will be involved in using e-learning resources and the expectations that will be placed on them. This should include information on technical (system and VLE) requirements, requirements concerning background knowledge and skills, the nature of the programme, the variety of learning methods to be used, the nature and extent of support provided assessment requirements, etc.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Students are provided with educational materials which are available on-line and/or in physical carriers. Resources for information literacy are updated on a regular basis and published in Campus e-environment. E-library resources are available day and night.	Partially Adequate
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30. Students should be provided with guidelines stating their rights, roles and responsibilities, those of their institution, a full description of their course or programme, and information on the ways in which they will be assessed including e-learning components.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

The library of MESI's Tver Branch provides information support of scientific and educational processes and offers a wide scope of informational and bibliographic services.	Partially Adequate
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31. Students should have access to learning resources and learner support systems. The elearning system should provide:

- 📚 access to library resources
- 📚 support for the development of key skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)
- 📚 advice and counseling over choice of courses and progression through the programme
- 📚 an identified academic contact, tutor and/or mentor who will provide constructive feedback on academic performance and progression
- 📚 access to help desk, administrative support and advisory services
- 📚 opportunities to provide and receive formal feedback on their experience on the course
- 📚 procedures to handle and resolve any difficulties or disputes which may arise
- 📚 alumni access

- Not Adequate
- Partially Adequate
- Largely Adequate

- Fully Adequate

Please add your comments or refer to evidence:

<p>The library of MESI's Tver Branch provides information support of scientific and educational processes and offers a wide scope of informational and bibliographic services. Our students have a possibility to master their knowledge with the help of not only those data bases which were carried out by librarians and professors, but also data bases of world leading producers. On-line access to communicative Internet services and open educational resources of our university is available at any time. On a regular basis we inform our users about new access to full text data basis, new issues of The Bulletin of New Acquisitions and thematic bibliographies.</p>	<p>Partially Adequate</p>
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32. Students should be provided with clear and up-to-date information on the range of support services available and how these may be accessed.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

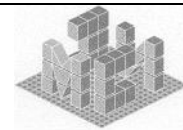
<p>Students are informed about all forms of tutors' support available. Students know how to get this or that form of tutors' support. To get tutor's support students should apply to managers. Students are informed about basic skills they need for studies. Besides, students have an opportunity to communicate with a tutor face-to-face.</p>	<p>Largely Adequate</p>
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33. The expectations on students for their participation in the on-line community of learners are made clear both in general terms and in relation to specific parts of their course or programme.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

<p>The staff of Tver Branch is responsible for developing and updating courses as well as navigating of students through the course. Further analysis shall allow improving development and delivery of courses and programs to students/ there exist means of archiving e-learning materials for their assessment and perspective future usage. Members of the staff responsible for e-learning development always have access to earlier materials and may use them for their needs.</p>	<p>Partially Adequate</p>
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Approved

Director of MESI's Tver Branch

Irina Tretyakova

May, _____ 2012 г.

Plan of Events and Activities¹

aimed at improving and further developing e-learning technologies to be introduced into educational process of the Federal State Budget Educational Institution of Higher Professional Education “Moscow State University of Economics, Statistics and Informatics (MESI)”
Tver Branch

№	Name of events and activities aimed at improvement	The date of completeness	Responsible Person	Evaluation of the performance
1.	To clarify the aims of e-learning in the Department Plans of Activity	01.12.2012	Deputy Director for Educational and Methodic Work (Heads of Departments)	
2.	To develop a schedule of virtual mobility of students in compliance with existing legislation	01.12.2012	Deputy Director for Educational and Methodic Work; Legal Department	
3.	To carry out and implement the plan of events and activities aimed at improving virtual mobility of students	01.12.2012	Deputy Director for Educational and Methodic Work (Heads of Departments)	
4.	To develop a model of students' participation in on-line communities and scientific research. This model shall be approved by all the parties.	01.12.2012	Deputy Director for Research (Heads of Chairs)	
5.	Расширение возможности участия студентов в онлайн - сообществах и научных исследованиях To intensify students' participation in on-line communities and scientific research.	01.12.2012	Deputy Director for Research	
6.	On a regular basis to teach professors and staff members a course named "Professor in E-Learning Environment"	01.12.2012	Deputy Director for Educational and Methodic Work (Heads of Chairs)	
7.	As a part of a plan to prepare proposals for work groups including professors who design e-courses	01.12.2012	Deputy Director for Educational and Methodic Work (Heads of Chairs)	
8.	To prepare proposals how to improve structural and logical schedules of study various disciplines.	01.12.2012	Deputy Director for Educational and Methodic Work (Heads of Chairs)	
9.	To survey the members of the staff, professors and students in order to 1. reveal the problems arisen in course of e-learning and to find out their solutions. 2. assess the extent of satisfaction of all the parties participating in e-learning The results of this survey shall be included in the schedule of marketing reporting for the Branch	Twice a year in January and June to report the results	Заместитель директора по внеучебной работе (Отдел маркетинга) Deputy Director for Extracurricular Activities (Marketing department)	
10.	To prepare proposals how to transfer students' marks and results to the Electronic Journal of Students' Progress	01.03.2013	Deputy Director for Educational and Methodic Work; Deputy Director for IT	
11.	To compose a guide and to teach faculty how to conduct webinars and deliver on-line lectures to students	31.03.2013	Deputy Director for Educational and Methodic Work; Deputy Director for IT	

12.	To assess the content for electronic environment and its relevance	01.07.2013	Vice Director for Educational and Methodic Work (Heads of Chairs)	
13.	To establish a system of stimulating and motivating faculty with a view of intensifying their participation in e-learning	01.12.2012	Deputy Director for Educational and Methodic Work; Chief Accountant	
14.	To organize assessment of all programs provided by Tver Branch of MESI in compliance with e-xcellence criteria	30.04.2013	Deputy Director for Educational and Methodic Work; Deputy Director for Research (Heads of Chairs)	

Nadezhda Buyanova

Deputy Director for Educational and Methodic Work

Appendix 2f: Yaroslavl



Information

on the program according to E-xcellence project standards

№	Criteria	Information	Supporting document
1	2	3	4
1.	Program	Economics Bachelor’s program	—
2.	Kind of Consolidation Group of Specialties (CGS)	CGS 080000 «Economics and management»	Unified Russian Classifier of Specialties 009-2003
3.	Educational aim	This program gives its students update knowledge in the sphere of global macroeconomics, international finances, global corporate strategies, global marketing strategy, innovations etc. In this program, special attention is paid to the build-up of cross-cultural competency required for a modern manager.	—
4.	Target audience	Schoolchildren, college graduates, any persons without HPE.	—
5.	Skills	Summarizing and updating knowledge in the sphere of global macroeconomics; Designing of the management rules and presenting them; Working with Acts in the sphere of management.	—
6.	Date of start	2009	Data Collection Module
7.	Credit or unit	Classroom training – 220 (8248 hours) under 080100 Economics	Third -generation National State Standard
8.	Educational form	Full-time tuition Part-time education	Admission Regulations
9.	E-learning	40 % for full-time tuition	Course schedule

Форма

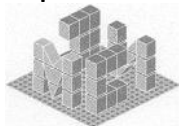


Ф – Справка

		55 % for part-time education	
10.	Students	169 persons (30 – full-time, 139 part-time)	Data Collection Module (2011)
11.	The reason for the selection of this educational program for self-assessment	<ol style="list-style-type: none">1. Marketable;2. Competitive position;3. Both full-time tuition and part-time education;4. The first specialty with two-tier system of education;	—

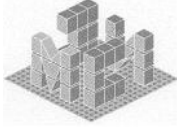
Head of Department of Accounting and Finance

A.U. Volkov



Information
on the institute according to E-xcellence project standards.

№	Criteria	Information			
		Total	Full-time	Part-time	
1.	Branch	Yaroslavl Branch of MESI			
2.	Specialties	17 programs (HPE)			
3.	Course Title	Program	Students		
4.		State Educational Standard - 2			
5.		030501 Law	109	109	
6.		080100 Economics	8	8	
7.		080102 Global economics	29	29	
8.		080105 Finance and credit	185	68	117
9.		080109 Accounting	124	36	88
10.		080111 Marketing	137	44	93
11.		080116 Mathematical methods in economics	24	24	
12.		080500 Management	3	3	
13.		080503 Crisis management	50	36	14

Форма

Ф – Справка

14.	080507 Management of organization	226	56	170
15.	080800 Applied Informatics in economics	63	63	
16.	State Educational Standard - 3			
17.	030900 Law	85		85
18.	080100 Economics	169	30	139
19.	080200 Management	145	22	123
20.	080500 Business-Informatics	5	5	
21.	100700 Commerce	15	5	10
22.	230700 Applied Informatics	29	10	19

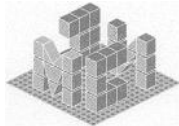
2 Main features of Yaroslavl Branch of MESI

Yaroslavl Branch of MESI lifelong learning System: training for pupils, training for schoolchildren, courses for the graduates of colleges and technical schools, Higher Professional Education, Supplementary Programs. 2500 people study in Yaroslavl Branch every year.

Include offering of:

- Business Informatics, Commerce, Marketing (full-time tuition), Crisis management Mathematical methods under Bachelor's programs;
- Specialties: Crisis management, Mathematical methods in economics, Tourist and Hotel Management

Yaroslavl Branch of MESI is a founder of interuniversity school “E-



learning Model in an educational institution”.

- Consulting services on e-learning in institutions;
- Research-to-practice conferences;
- Round-table conferences on e-learning;
- Internal and external publication on pedagogic issues related to e-learning.

2. Achievements

Nowadays Yaroslavl Branch of MESI is the leading university member of the group designing of the project Tourism and recreation special economic zone (focal area in Yaroslavl).

M.V. Makarova, Head of Yaroslavl Branch, is the Work Group Leader on education and science under the Coordination Council of the project Tourism and recreation special economic zone.

There is a Research Center for development of tourism and recreation special economic zone in Yaroslavl Branch.

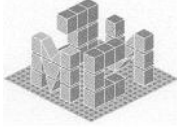
Teaching staff of Yaroslavl Branch are members of the expert community of the town. They are members of a number of collegiate authorities under the Government of Yaroslavl:

- Work Group of the project Standard of business environment;
- Work Group of the project Standard of life sustaining;
- Work Group of the project Development of the city brand;
- Expert Group on monitoring of the laws and regulations, activities, events and projects of different aspects of social and economic living conditions of the public.

M.V. Makarova, Head of Yaroslavl Branch, is a member of the Council of rectors in Yaroslavl.

Staff of the Branch is the members of the Pedagogical Work Committee under the Council of rectors.

Yaroslavl Branch of MESI is the founder of Marketing School. Over ten



years of its work the Branch has organized conferences in the sphere of Marketing.

Our awards:

2005 - grateful letter from the Department of the Federal State Employment Service;

2007 - Award winner of all-Russian competition of state services in the area of education “Best Institute, Organization, and Employer”.

2008 - Award winner of the competition under the Government of Yaroslavl “Best Project on Quality Assurance”.

2 Alumni achievements

- Students and graduates of the Yaroslavl Branch of MESI programs represent such well-known companies as Administration of Severnaya Railway, tax agency, Administration of the Yaroslavl Region, City Mayor's Office, Department of Internal Affairs, etc.
- Most of our graduates work within their specialty.
- According to monitoring:
 - 93% - employed;
 - 73% - work within their specialty.
- Career development of graduates (and increase in earning)
- Over the years our graduates have returned to The Branch as employers.
- Every year a number of our graduates take part in all-Russian project “Intellectual resources of Russia”.
- Our graduates take an active part in city social life designing any projects and managing social events.

2 Opinions

Employers note consistent high quality of our graduates knowledge and professional skills. (According to the letter from the Head of Federal State Statistics Service in Yaroslavl, #13-15-64, September, 24, 2004) Yaroslavl Branch of MESI has partnership relations in the field of its competence with a number of city organizations to provide our students the opportunity of practical training (35 agreements). We are pleased to note about a great number of positive feedback.

Форма



Ф – Справка



Information

on the program according to E-xcellence project standards.

№	Criteria	Information	Supporting document
1	2	3	4
1.	Program	Management (Bachelor)	—
2.	Kind of Consolidation Group of Specialties (CGS)	CGS 080000 «Economics and management»	Unified Russian Classifier of Specialties 009-2003
3.	Educational aim	The program is to train professional managers skilled in modern management technologies, versed in all aspects of business and capable of performing efficient management of a company in competitive environment.	—
4.	Target audience	Schoolchildren, college graduates, any persons without HPE.	—
5.	Skills	Summarizing and updating knowledge in the sphere of global macroeconomics; Designing of the management rules and presenting them; Working with Acts in the sphere of management.	—
6.	Date of start	1997 - Management of organization (High Professional Education) 2009 – Management (Bachelor's program)	Data Collection Module
7.	Credit or unit	Classroom training – 221 (8284 hours) under 080200 Management Program.	Third -generation National State Standard
8.	Educational form	Full-time tuition Part-time education	Admission Regulations

Форма

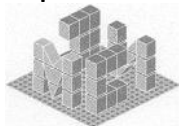


Ф – Справка

9.	E-learning	40 % for full-time tuition 55 % for part-time education	Course schedule
10.	Students	145 persons (22 – full-time tuition, 123 – part-time education)	Data Collection Module (2011)
11.	The reason for the selection of this educational program for self-assessment	<ol style="list-style-type: none">1. Marketable;2. Competitive position;3. Both full-time tuition and part-time education;4. The first specialty with two-tier system of education;5. 15 years of experience.	—

Head of Department of Management

N.F. Melnichenko



Information
on the institute according to E-xcellence project standards.

№	Criteria	Information			
		Course Title	Program	Students	
			Total	Full-time	Part-time
1.	Branch	Yaroslavl Branch of MESI			
2.	Specialties	17 programs (HPE)			
3.					
4.					
		State Educational Standard - 2			
5.		030501 Law	109		109
6.		080100 Economics	8	8	
7.		080102 Global economics	29	29	
8.		080105 Finance and credit	185	68	117
9.		080109 Accounting	124	36	88
10.		080111 Marketing	137	44	93
11.		080116 Mathematical methods in economics	24	24	
12.		080500 Management	3	3	
13.		080503 Crisis management	50	36	14

Форма



Ф – Справка

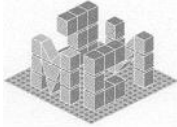
14.	080507 Management of organization	226	56	170
15.	080800 Applied Informatics in economics	63	63	
16.	State Educational Standard - 3			
17.	030900 Law	85		85
18.	080100 Economics	169	30	139
19.	080200 Management	145	22	123
20.	080500 Business-Informatics	5	5	
21.	100700 Commerce	15	5	10
22.	230700 Applied Informatics	29	10	19

2 Main features of Yaroslavl Branch of MESI lifelong learning System: training for pupils, Yaroslavl Branch of MESI training for schoolchildren, courses for the graduates of colleges and technical schools, Higher Professional Education, Supplementary Programs. 2500 people study in Yaroslavl Branch every year.

Include offering of:

- Business Informatics, Commerce, Marketing (full-time tuition), Crisis management Mathematical methods under Bachelor's programs;
- Specialties: Crisis management, Mathematical methods in economics, Tourist and Hotel Management

Yaroslavl Branch of MESI is a founder of interuniversity school “E-learning Model in an educational institution”.



- Consulting services on e-learning in institutions;
- Research-to-practice conferences;
- Round-table conferences on e-learning;
- Internal and external publication on pedagogic issues related to e-learning.

2 Achievements

Nowadays Yaroslavl Branch of MESI is the leading university member of the group designing of the project Tourism and recreation special economic zone (focal area in Yaroslavl).

M.V. Makarova, Head of Yaroslavl Branch, is the Work Group Leader on education and science under the Coordination Council of the project Tourism and recreation special economic zone.

There is a Research Center for development of tourism and recreation special economic zone in Yaroslavl Branch.

Teaching staff of Yaroslavl Branch are members of the expert community of the town. They are members of a number of collegiate authorities under the Government of Yaroslavl:

- Work Group of the project Standard of business environment;
- Work Group of the project Standard of life sustaining;
- Work Group of the project Development of the city brand;
- Expert Group on monitoring of the laws and regulations, activities, events and projects of different aspects of social and economic living conditions of the public.

M.V. Makarova, Head of Yaroslavl Branch, is a member of the Council of rectors in Yaroslavl.

Staff of the Branch is the members of the Pedagogical Work Committee under the Council of rectors.

Yaroslavl Branch of MESI is the founder of Marketing School. Over ten years of its work the Branch has organized conferences in the sphere of



Marketing.

Our awards:

2005 - grateful letter from the Department of the Federal State Employment Service;

2007 - Award winner of all-Russian competition of state services in the area of education “Best Institute, Organization, and Employer”.

2008 - Award winner of the competition under the Government of Yaroslavl “Best Project on Quality Assurance”.

2 Alumni achievements

- Students and graduates of the Yaroslavl Branch of MESI programs represent such well-known companies as Administration of Severnaya Railway, tax agency, Administration of the Yaroslavl Region, City Mayor's Office, Department of Internal Affairs, etc.
- Most of our graduates work within their specialty.
- According to monitoring:
 - 93% - employed;
 - 73% - work within their specialty.
- Career development of graduates (and increase in earning)
- Over the years our graduates have returned to The Branch as employers.
- Every year a number of our graduates take part in all-Russian project “Intellectual resources of Russia”.
- Our graduates take an active part in city social life designing any projects and managing social events.

2 Opinions

Employers note consistent high quality of our graduates knowledge and professional skills. (According to the letter from the Head of Federal State Statistics Service in Yaroslavl, #13-15-64, September, 24, 2004) Yaroslavl Branch of MESI has partnership relations in the field of its competence with a number of city organizations to provide our students the opportunity of practical training (35 agreements).

We are pleased to note about a great number of positive feedback.

Deputy Director for studies and pedagogical work

E.V. Frolov

Yaroslavl branch of MESI

QuickScan

Strategic Management

The institution should have defined policies and management processes that are used to establish strategic institutional objectives, including those for the development of e-learning.

The institutional strategic plan should identify the roles that e-learning will play in the overall development of the institution and set the context for production of the plans of academic departments, administrative and operational divisions.

The institutional plan should outline options for the use of e-learning in teaching that may define a spectrum of "blends" of e-learning and more established pedagogic mechanisms.

Faculty and departmental plans should aim to best match the student requirements of their particular market sector (national/international focus) in presenting e-learning/blended learning options.

The institutional strategic plan should ensure that plans of academic departments are consistent with each other. Student mobility between departments should not be restricted by major differences in policy or implementation with respect to e-learning.

STRATEGY

1. The e-learning strategy should be embedded within the teaching and learning strategy of the institution
 - Not Adequate
 - Partially Adequate
 - Largely Adequate
 - Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
Strategic objectives and resources of the E-xcellence project are not clearly defined.	<p>The 2011-2015 strategic plan of MESI contains the introduction of an e-learning program. E-learning identifies in the concept of MESI.</p> <p>The introduction of e-learning offers institutions the opportunity to address new student market. E-learning improves the effectiveness and efficiency of teaching programs. The e-learning strategy has been embedded within the teaching and learning strategy of Yaroslavl Branch of MESI.</p> <p>The 2011-2015 strategic plan of Yaroslavl Branch contains the introduction of an e-learning</p>	<p>Concretizing of ideas of e-learning.</p> <p>The resourcing of developments in e-learning activities.</p>	3

	<p>programme.</p> <p>The introduction of an e-learning program identifies in faculty and department plans.</p> <p>Understanding of the role of e-learning is widespread within the institution and there is an institution-wide engagement with the development of policies and plans for its achievement and enhancement.</p>		
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2. The institution should have e-learning policies and a strategy for development of e-learning that are widely understood and integrated into the overall strategies for institutional development and quality improvement. Policies should clearly state the user groups and include all levels of implementation, infrastructure and staff development.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
The strategic plan doesn't address the provision of adjuncts and secondary job employees necessary for implementation.	<p>The 2011-2015 strategic plan of Yaroslavl Branch contains the introduction of an e-learning program.</p> <p>The introduction of an e-learning program identifies in faculty and department plans.</p> <p>Understanding of the role of e-learning is widespread within the institution and there is an institution-wide engagement with the development of policies and plans for its achievement and enhancement.</p>	The Branch must foster an environment that encourages and supports the development of pedagogic skills and expertise amongst its staff. Recognition of these in its structures of reward and esteem is an important factor.	3

3. Investigating and monitoring emergent technologies and developments in the field of e-learning and anticipation for integration in the learning environment.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
There aren't self-engineered products and teaching methods.	<p>Yaroslavl Branch of MESI is a founder of interuniversity school "E-learning Model in an educational institution".</p> <p>Tutorial and other support staff is encouraged to take part in pedagogic developments. Professional development seminars and symposia on pedagogic issues are organised (and well attended).</p> <p>Internal and external publication on pedagogic issues related to e-learning is encouraged.</p>	<p>The Branch must foster an environment that encourages and supports the development of pedagogic skills and expertise amongst its staff. Recognition of these in its structures of reward and esteem is an important factor.</p> <p>The resourcing of developments in e-learning activities.</p>	2

MANAGEMENT

- The resourcing of developments in e-learning activities should take into account special requirements over and above the normal requirements for curricula. These will include items such as equipment purchase, software implementation, recruitment of staff, training and research needs, and technology developments.
 - Not Adequate
 - Partially Adequate
 - Largely Adequate
 - Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
<p>Underfunding.</p> <p>E-Learning Software is powered by the only Internet Explorer.</p> <p>Existing standards keep out of offer their students all e-learning services.</p>	<p>Unified Software in MESI and its branches.</p> <p>In accordance with the idea of e-learning there are internal structural units in Yaroslavl Branch of MESI.</p> <p>There is an annual calendar of Software purchasing in Yaroslavl Branch of MESI to improve e-learning.</p> <p>Faculty and department plans contain e-learning for teaching staff.</p>	<p>It's necessary to give special consideration to technical resources.</p> <p>Providing of flexible operating system configuration to make effective use of tools.</p> <p>The use of another delivery platform if necessary.</p>	2

		Updating of regulatory documents.	
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1. The institution should have an e-learning system integrated with the management information system (registration, administrative system and VLE) which is reliable, secure and effective for the operation of the e-learning systems adopted.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
E-Learning Software is powered by the only Internet Explorer. Server errors.	Unified Software in MESI and in its branches. Authorized access. Security acceridation. In accordance with the idea of e-learning there are internal structural units in Yaroslavl Branch of MESI.	It's necessary to give special consideration to technical resources. Providing of flexible operating system configuration to make effective use of tools. Designing of a multimedia delivery system.	2

1. When e-learning involves collaborative provision, the roles and responsibilities of each partner (internal and external) should be clearly defined through operational agreements and these responsibilities should be communicated to all participants.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
The only cooperation within MESI. The collaborative mechanism within the institution isn't	Unified Software in MESI and its branches. MESI provides consulting services.	Involvement of and support for all categories of professional staff of branches engaged in materials development and production.	2

clearly defined.		Clear mapping of dependencies in the production pathways: between branches and MESI, between academic departments and divisions.	
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Curriculum Design

An important aspect of the quality of e-learning concerns the design of the curriculum. E-learning curricula offer considerable opportunities but are accompanied by risk. It is assumed that curriculum design is broadly constrained by European and national expectations on the knowledge, skills and professional outcomes-based curriculum elements. This section addresses the particular challenges of curriculum design presented by e-learning.

Key factors concern: flexibility in time and pace of study, programme modularity, building the academic community, and integration of knowledge and skills development.

The challenge that institutions face is that of designing curricula that combine the flexibility in time and place of study offered by e-learning without compromising standards of knowledge and skills development or the sense of academic community associated with campus based provision that will continue to be regarded as the benchmark against which other provision is measured.

Curriculum design should address the needs of the target audience for e-learning programmes that, in the context of growing emphasis on lifelong learning, may differ significantly in prior experience, interest and motivation from the traditional young adult entrant to conventional universities.

1. E-learning components should conform to qualification frameworks, codes of practice, subject benchmarks and other institutional or national quality requirements

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
<p>Sequence of study is not always defined logically.</p> <p>There are no methodological recommendations on traditional – to - e-learning ratios.</p> <p>There are very few elective courses.</p>	<p>The curriculum conforms to qualification frameworks, codes of practice, subject benchmarks and other institutional or national quality requirements.</p> <p>Regimented curriculum design.</p> <p>The introduction of an e-learning programme identifies in faculty and department plans.</p> <p>The optimum mixture of online and traditional approaches.</p>	<p>Curriculum designers should identify a logical progression of skills development.</p> <p>Involvement of and support for all categories of professional staff of branches engaged in materials development and production.</p> <p>Updating of</p>	3

		<p>procedures on curriculum design.</p> <p>Curriculum designers should address opportunities for building relationships between research modules on Bachelor Degree Program.</p>	
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1. Curricula should be designed in such a way as to allow personalisation and a flexible path for the learner consistent with the satisfactory achievement of learning outcomes and integration with other (non-e) learning activities. Use of formative and summative assessment needs to be appropriate to the curriculum design.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
<p>Server errors.</p> <p>The 24 x 7 access to computer network systems doesn't work.</p> <p>Testing is not always Academic Performance Index.</p>	<p>The optimum mixture of online and traditional approaches.</p> <p>Fixed times for submission of assignments provide target dates for task completion and provide a structure analogous to the lecture or seminar schedule of a face-to- face programme and do not place any significant restrictions on the flexibility required by students</p> <p>The use of learning materials designed for independent student study offers learners significant flexibility in time and place of study.</p>	<p>Providing of the on-line lectures (or their video-taping).</p> <p>Support services should operate, wherever possible, in a way that acknowledges this.</p> <p>Improving of the tech opportunities for different forms of assessment (recitation is essential in some cases).</p>	2

1. Curriculum design should ensure that appropriate provision is made for the acquisition of general educational objectives and the integration of knowledge and skills specifically related to e-working across the programme of study. The contribution of e-learning components to the development of educational objectives needs to be made clear.

- Not Adequate
- Partially Adequate

- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
<p>Testing is not always Academic Performance Index.</p> <p>Sequence of study is not always defined logically.</p>	<p>The curriculum conforms to qualification frameworks, codes of practice, subject benchmarks and other institutional or national quality requirements.</p> <p>Regimented curriculum design.</p>	<p>Curriculum designers should identify a logical progression of skills development.</p> <p>Involvement of and support for all categories of professional staff of branches engaged in materials development and production.</p> <p>Curriculum design should be designed in such as way as to require interaction with external professionals to improve e-learning.</p> <p>Improving of the tech opportunities for different forms of assessment (recitation is essential in some cases).</p> <p>Designing of the methodological recommendations on optimum mixture of online and traditional approaches.</p>	2

2. Curricula should be designed in such as way as to require broad participation in an academic community. As well as student-student and student-tutor interactions this should include, where appropriate, interaction with external professionals and/or involvement in research and professional activities.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
<p>LMS isn't used by the staff to ensure a well-supported approach.</p>	<p>There are institutional policies relating to the development of on-line communities allowing</p>	<p>Improving of the social interaction between students and tutors.</p> <p>Monitoring of the e-working</p>	2

<p>Participation in group research activity poses greater problems.</p>	<p>student-student and student-teacher interactions.</p> <p>Curricular practical training is a part of curriculum. It includes, where appropriate, interaction with external professionals and/or involvement in research and professional activities.</p> <p>Yaroslavl Branch of MESI now invites trainees to e-working and manages on-line\traditional discussion forums with employers.</p> <p>The institution offers mechanisms for students to participate in active communities of research and professional practice where this is an integral part of the programme.</p> <p>Available operational experience on coursework task with other branches of MESI.</p>	<p>in forums and blogs.</p> <p>Course programmes should contain the system of team working.</p> <p>Designing of the closed system for informal socializing.</p> <p>Improving of the incentive system for staff.</p> <p>Designing of the single resource to provide students the information about training place.</p> <p>Extending of the co-project experience.</p> <p>Participation in MESI co-projects and students' scientific researches.</p>	
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Course Design

The course design process should demonstrate a rational progression from establishing the need for the course within the overall curriculum, through the design of a conceptual framework to the detailed development and production of course materials. Each course should include a clear statement of the learning outcomes to be achieved on successful completion. These outcomes will be specified in terms of knowledge, skills, vocational/professional competencies, personal development, *etc.* and will usually be a combination of these.

The development of each course should provide a clear documented course specification which sets out the relationship between learning outcomes and their assessment. Though aspects of detailed development and implementation of the e-learning course might be subcontracted to an outside agency (*e.g.* a consortium partner, a commercial e-learning developer) the delegation of such tasks should be conducted under full oversight of the parent institution

Where the design of the e-learning course has been contracted out, the responsibility for its performance remains with the awarding institution. Under these circumstances, arrangements for its evaluation, modification and enhancement are important aspects of the programme plan.

1. The course should be designed to fulfil a clear role in the institution's curriculum and the learner's overall programme with clear statements of its objectives in terms of knowledge acquisition and skills development. If the course fulfils a role in more than one programme the dependencies that may affect student knowledge and skills in all these programmes should be clearly identified.
 - Not Adequate
 - Partially Adequate

- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
Underfunding. It is not given the facilities to be own master. There aren't self-engineered courses.	The majority of MESI courses and different types of e-learning are used by Yaroslavl Branch of MESI. Programmes compliant with State Educational Standard.	Designing of the methodological recommendations on optimum mixture of online and traditional approaches. Monitoring of the on-line courses updating.	2

2. Learning outcomes, not the availability of technology, should determine the means used to deliver course content and there needs to be reasoned coherence between learning outcomes, the strategy for use of e-learning, the scope of the learning materials and the assessment methods used.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
E-Learning Software is powered by the only Internet Explorer. Examinations as a component of the summative assessment haven't got a single standard.	The majority of MESI courses and different types of e-learning are used by Yaroslavl Branch of MESI. As there is no direct contact in the delivery of learning content, teaching staff use e-mail and forums to initiate contact between the participants in the teaching-learning process. The optimum mixture of online and traditional approaches. Updating e- learning package.	Improving of the tech opportunities for different forms of assessment (recitation is essential in some cases). Providing of the on-line lectures (or their video-taping). Designing of a multimedia delivery system. Promoting of the interuniversity school "E-learning Model in an educational institution". Institutions should	2

		<p>identify and analyse the number of self-assessment tests.</p> <p>Designing of the methodological recommendations on optimum mixture of online and traditional approaches.</p>	
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3. Course design, development and evaluation should involve individuals or teams with expertise in both academic and technical aspects.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
It is not given the facilities to change the content.	<p>The majority of MESI courses and different types of e-learning are used by Yaroslavl Branch of MESI.</p> <p>The monitoring of student use of on-line tools for on-line resources (library use etc) and collaborative working is possible.</p>	<p>Involvement of and support for all categories of professional staff of branches engaged in materials development and production.</p> <p>The development and implement student assessment for courses according with the requirements.</p>	2

4. Within e-learning components, learning materials should be designed with an adequate level of interactivity to enable active student engagement and to enable them to test their knowledge, understanding and skills at regular intervals.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment

<p>SP Portal unsupports Media.</p> <p>Test base isn't designed for regular updating.</p> <p>Unmaintainable program for test design.</p> <p>Absence of compatibility with non-Microsoft products.</p>	<p>Design of tests to maximise the use of interactive techniques to provide opportunity for student self assessment of progress towards learning outcomes.</p> <p>As there is no direct contact in the delivery of learning content, teaching staff use e-mail and forums to initiate contact between the participants in the teaching-learning process.</p> <p>The monitoring of staff and students e-working.</p> <p>The monitoring of student use of on-line tools for on-line resources (library use etc) and collaborative working is possible.</p> <p>Rating system to give an unbiased assessment.</p> <p>Staff websites contain standard requirements for students.</p>	<p>Designing of a multimedia delivery system.</p> <p>Improving of the incentive system for staff.</p> <p>Automation of monitoring.</p> <p>Improving of the interactive techniques to provide on-line courses.</p>	<p>2</p>
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5. Course materials should conform to explicit guidelines concerning layout and presentation and be as consistent as possible across a programme.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
<p>It is not given the facilities to be own master.</p>	<p>The majority of MESI courses and different types of e-learning are used by Yaroslavl Branch of MESI.</p> <p>Updating of e- learning package.</p>	<p>Involvement of and support for all categories of professional staff of branches engaged in materials development and production.</p> <p>The development and implement student assessment for courses according with the requirements.</p>	<p>3</p>

6. Courses, including their intended learning outcomes, should be regularly reviewed, updated and improved using feedback from stakeholders as appropriate.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
<p>It is not given the facilities to change the content.</p> <p>Test base isn't designed for regular updating.</p> <p>Obsolescence of e-Learning Libraries.</p>	<p>Updating of e- learning package.</p> <p>The monitoring of update e-learning package.</p> <p>The monitoring of student use of on-line tools for on-line resources (library use etc) and collaborative working is possible.</p> <p>The monitoring of staff activity in an e-learning context.</p>	<p>Involvement of and support for all categories of professional staff of branches engaged in materials development and production.</p> <p>The development and implement student assessment for courses according with the requirements.</p> <p>Monitoring of the on-line courses updating.</p>	2

7. Courses should provide both formative and summative assessment components. Summative assessment needs to be explicit, fair, valid and reliable (see section 2.5.2). Appropriate measures need to be in place to prevent impersonation and/or plagiarism, especially where assessments are conducted on-line.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
<p>Testing is not always Academic Performance Index.</p> <p>Examinations as a component of the summative assessment haven't got a single standard.</p>	<p>Authorized access. Security acceridation.</p> <p>Different types of monitoring and academic performance rating.</p> <p>Designing of tests to maximise the use of interactive techniques to provide opportunity for student self assessment of progress towards learning outcomes.</p> <p>Feedback on assessments, whether provided</p>	<p>Improving of the tech opportunities for different forms of assessment (recitation is essential in some cases).</p> <p>Designing of the different forms of assessment processes in accordance with the idea of e-learning.</p>	3

	<p>electronically or through human intervention is an essential teaching tool. Tutors appreciate and return all assignments within a certain time period and provide qualitative feedback to enable improvement.</p> <p>Rating system to give an unbiased assessment.</p> <p>Staff websites contain standard requirements for students.</p>	
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Course Delivery

This section covers the technical aspects of course delivery, the interface through which students receive their course materials and communicate with fellow learners and staff. Pedagogical aspects of course delivery are included in the Course Design and Student Support sections of the manual.

The systems represent a very significant investment of financial and human resource for acquisition and implementation and the selection of a particular system may influence teaching developments for many years.

Effective course delivery requires collaboration between academic and operational divisions of the institution. Technical infrastructure should serve the requirements of the academic community, both students and staff.

Policies on the implementation of a virtual learning environment to manage delivery processes should be driven by educational requirements and performance monitoring should embrace the impact on learning as well as the operational statistics.

1. Policies on the implementation of a virtual learning environment to manage delivery processes should be driven by educational requirements and performance monitoring should embrace the impact on learning as well as the operational statistics.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
<p>Test base isn't designed for regular updating.</p> <p>Standard design of a system with bare possibilities of changes.</p>	<p>Unified Software in MESI and its branches.</p> <p>Authorized access. Security acceridation.</p> <p>In accordance with the idea of e-learning there are internal structural units in</p>	<p>Designing of a multimedia delivery system.</p> <p>Providing of flexible operating system configuration to make effective use of tools.</p>	2

Absence of compatibility with non-Microsoft products.	<p>Yaroslavl Branch of MESI.</p> <p>In accordance with the idea of e-learning there are post profiles for staff and students.</p> <p>The monitoring of staff and students activity in an e-learning context.</p> <p>The monitoring of student use of on-line tools for on-line resources (library use etc) and collaborative working is possible.</p>	<p>Arrangement and unification of the interface.</p> <p>The use of another delivery platform if necessary.</p> <p>The monitoring of staff activity in an e-learning context.</p>	
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2. The reliability and security of the delivery system should have been rigorously tested beforehand and appropriate measures should be in place for system recovery in the event of failure or breakdown.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
Server errors.	<p>Authorized access. Security acceridation.</p> <p>MESI provides consulting services.</p> <p>Authorization.</p> <p>In accordance with the idea of e-learning there are internal structural units in Yaroslavl Branch of MESI.</p>	The resourcing of developments in e-learning activities.	3

3. Appropriate provision needs to be made for system maintenance, monitoring and review of performance against the standards set and against improvements as these become available.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment

Manual monitoring. Existing standards keep out of offer their students all e-learning services.	MESI provides consulting services. In accordance with the idea of e-learning there are internal structural units in Yaroslavl Branch of MESI. In accordance with the idea of e-learning there are post profiles for staff and students. The monitoring of student use of on-line tools for on-line resources (library use etc) and collaborative working is possible.	The monitoring of staff and students activity in an e-learning context. Automation of monitoring. Staff development programmes.	2
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4. The VLE should be appropriate for the pedagogical models adopted and for the requirements of all users. It should be integrated with the institution's registration and administrative system as far as possible.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
Server errors. Standard design of a system with bare possibilities of changes. Absence of compatibility with non-Microsoft products. Equal materials for different groups.	The use of the common SP platform. The monitoring of student use of on-line tools for on-line resources (library use etc) and collaborative working is possible.	The monitoring of staff and students activity in an e-learning context. Designing of the single Workplace for mixed groups. Providing of flexible operating system configuration to make effective use of tools.	2

5. The information and services should be provided to all users in a logical, consistent and reliable way.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
Absence of compatibility with non-Microsoft products. Device errors	Authorized access. Security acceridation. Authorization.	The resourcing of developments in e-learning activities.	2

6. All users should be confident that the systems for communication and provision of information are secure, reliable and, where appropriate, private.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
Device errors.	Authorized access. Security acceridation. Authorization.	Designing of the system of protection of personal data in LMS. Providing of flexible operating system configuration to make effective use of tools.	2

7. Institutional materials and information accessible through the VLE should be regularly monitored, reviewed and updated. The responsibility for this should be clearly defined and those responsible provided with appropriate and secure access to the system to enable revision and updating to occur.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
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<p>Nonsynchronous updating of teaching materials and e-learning materials.</p> <p>Obsolescence of e-Learning Libraries.</p> <p>It is not given the facilities to be own master.</p> <p>There aren't self-engineered courses.</p>	<p>Authorized access. Security acceridation.</p> <p>Authorization.</p> <p>The majority of MESI courses and different types of e-learning are used by Yaroslavl Branch of MESI.</p> <p>Delivery of on-line teaching material supporting a didactic approach in one of the work places as parallel additions to other pedagogic components.</p> <p>Updating e- learning package.</p> <p>The monitoring of staff and students activity in an e-learning context.</p>	<p>Updating e- learning package.</p> <p>Involvement of and support for all categories of professional staff of branches engaged in materials development and production.</p> <p>Automation of the monitoring process.</p>	<p>2</p>
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Staff Support

E-Learning institutions should provide their staff with the necessary facilities and support for delivering academic teaching of high quality. The fact that this is carried out using digital media places extra responsibilities on the institution. In this category the most important criteria are brought together and address the needs of both full time and associate staff who may be employed in a number of teaching and administrative roles. The objective of all support services is to enable all members of academic and administrative staff to contribute fully to e-learning development and service delivery without demanding that they become ICT or media specialists in their own right.

1. All staff concerned with academic, media development and administrative roles need to be able to adequately support the development and delivery of e-learning components. The institution should ensure that appropriate training and support is provided for these staff and that this training is enhanced in the light of new system and pedagogical developments
 - Not Adequate
 - Partially Adequate
 - Largely Adequate
 - Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
<p>Absence of staff work time logging.</p> <p>The strategic plan doesn't address the provision of adjuncts</p>	<p>All new employees have e-learning course "E-learning Tutor" and take the Certificate on on-line working.</p> <p>Annual tutorial workshop for</p>	<p>Monitoring of the staff satisfaction surveys in accordance with the idea of e-learning.</p>	<p>3</p>

and secondary job employees necessary for implementation.	<p>teaching staff.</p> <p>Software training course for staff.</p> <p>Webinar, winter and summer schools for teaching staff.</p> <p>In accordance with the idea of e-learning there are internal structural units in Yaroslavl Branch of MESI.</p>		
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2. Pedagogic research and innovation should be regarded as high status activities within institutions with a commitment to high quality e-learning. There should be mechanisms within these institutions for the dissemination of good practices based on pedagogical experiences and research in support of e-learning (including institutional pilot projects or good practice developed elsewhere and/or through consortia), and for the training or mentoring of new staff in such practice. Career development incentives should promote the use of e-learning.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
Incentive mechanism on e-learning is out.	<p>All staff concerned with academic, media development and administrative roles can adequately support the development and delivery of e-learning components. Career development incentives promote the use of e-learning.</p> <p>Annual tutorial workshop for teaching staff.</p> <p>Yaroslavl Branch of MESI is a founder of interuniversity school “E-learning Model in an educational institution”.</p> <p>Tutorial and other support staff is encouraged to take part in pedagogic developments. Professional</p>	Improving of the incentive system for staff.	3

development seminars and symposia on pedagogic issues are organised (and well attended).		
Internal and external publication on pedagogic issues related to e-learning is encouraged.		

3. The institution should ensure that issues of staff workload and any other implications of staff participation in e-learning activities are taken proper account of in the management of courses or programmes.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
Absence of staff work time logging. Material and technical resources are not strong enough.	The Branch ensures that issues of staff workload and any other implications of staff participation in e-learning activities are taken proper account of in the management of courses or programmes.	Improving of the incentive system for staff. The resourcing of developments in e-learning activities.	2

4. Institutions should ensure that adequate support and resources are available to academic staff including part-time tutors/mentors. These should include:

- *support for the development of teaching skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)*
- *access to help desk, administrative support and advisory services*
- *opportunities to provide and receive formal feedback on their experience on the course*
- *procedures to handle and resolve any difficulties or disputes which may arise*
- *legal advice (such as copyright and intellectual property rights).*
- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement	Assessment

		Activities	
<p>The strategic plan doesn't address the provision of adjuncts and secondary job employees necessary for implementation.</p> <p>There are no models on copyright protection.</p>	<p>All new employees have e-learning course "E-learning Tutor" and take the Certificate on on-line working.</p> <p>Annual tutorial workshop for teaching staff.</p> <p>Software training course for staff.</p> <p>Webinar, winter and summer schools for teaching staff.</p> <p>In accordance with the idea of e-learning there are internal structural units in Yaroslavl Branch of MESI.</p> <p>The monitoring of staff activity in an e-learning context.</p> <p>All staff concerned with academic, media development and administrative roles can adequately support the development and delivery of e-learning components. Career development incentives promote the use of e-learning.</p> <p>In accordance with the idea of e-learning there are post profiles for staff.</p>	<p>Providing of the activities on intellectual property protection.</p> <p>Monitoring of the staff satisfaction surveys in accordance with the idea of e-learning.</p>	3

Student Support

Student support services are an essential component of e-learning provision. Their design should cover the pedagogic, resource and technical aspects that impact on the on-line learner. It is presupposed that on-line activity will form the core of the e-learner's experience hence support services should be designed to be accessed in the first instance via the student's homepage or other entry route to the institution's on-line learning system..

As students are likely to be working to flexible schedules, support services should operate, wherever possible, in a way that acknowledges this.

Technical support areas may be required to offer services on a 24x7 basis. In other domains 24x7 may be the target for automated services with human contact/follow up operating to stated performance targets.

Students should have a service map and clear specifications of the services available at all levels.

1. Students should be provided with a clear picture of what will be involved in using e-learning resources and the expectations that will be placed on them. This should include information on technical (system and VLE) requirements, requirements concerning background knowledge and skills, the nature of the programme, the variety of learning methods to be used, the nature and extent of support provided assessment requirements, etc.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
<p>Frequent changes of interface.</p> <p>Absence of compatibility with non-Microsoft products.</p> <p>Absence of 24x7 support.</p>	<p>Students are provided with guidelines stating their rights, roles and responsibilities, those of their institution, a full description of their course or programme, and information on the ways in which they will be assessed including e-learning components.</p> <p>All students have e-learning course “E-leaning Student”.</p> <p>In accordance with the idea of e-learning there are post profiles for students.</p> <p>Feedback to enable improvement is realized with LMS and teaching staff websites.</p> <p>Staff websites contain standard requirements for students.</p> <p>E-learning students may be provided with access to human support delivered on-line, via telephone or face to face.</p>	<p>Support services should operate, wherever possible, in a way that acknowledges this.</p> <p>Designing of any student servers (SMS, e-mail etc.)</p> <p>Designing of the only Manual on LMS.</p>	<p>3</p>

2. Students should be provided with guidelines stating their rights, roles and responsibilities, those of their institution, a full description of their course or programme, and information on the ways in which they will be assessed including e-learning components.

- Not Adequate
- Partially Adequate
- Largely Adequate

- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
Absence of 24x7 support. Server errors.	All students have e-learning course “E-learning Student”. In accordance with the idea of e-learning there are post profiles for students. Feedback to enable improvement is realized with LMS and teaching staff websites. Staff websites contain standard requirements for students. There is an overall strategy for learning outcomes assessment that reflects the diversity of the modes of knowledge and skills acquisition. All freshmen are given the CD with the information about Yaroslavl Branch of MESI.	Designing of the only Manual on LMS. Designing of any student servers.	3

3. Students should have access to learning resources and learner support systems. The e-learning system should provide:

- *access to library resources*
- *support for the development of key skills (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context)*
- *advice and counseling over choice of courses and progression through the programme*
- *an identified academic contact, tutor and/or mentor who will provide constructive feedback on academic performance and progression*
- *access to help desk, administrative support and advisory services*
- *opportunities to provide and receive formal feedback on their experience on the course*
- *procedures to handle and resolve any difficulties or disputes which may arise*
- *alumni access*

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
<p>It isn't possible to update and edit the electronic catalogue on the MESI website.</p> <p>Teamwork in LMS is out.</p> <p>Absence of 24x7 support.</p> <p>Device errors (LMS).</p>	<p>All students have e-learning course "E-learning Student".</p> <p>Feedback to enable improvement is realized with LMS and teaching staff websites.</p> <p>Staff websites contain standard requirements for students.</p> <p>The provision of access (on-line or otherwise) to library resources: 840 books with full texts.</p> <p>Social interaction among students is realized by LMS.</p> <p>Available operational experience on coursework task with other branches of MESI (Minsk).</p> <p>The role of the LMS as the coordinator provides it with a rationale to act as a focal point for student-student/student-tutor interaction.</p> <p>Free access to library resources (including support for e-learning skills, collaborative working on-line and contributing to on-line communities which are key skills in an e-learning context).</p> <p>WiFi</p> <p>Information and technical support service is responsible for tech support; Guidance Department is responsible for information analysis support; teaching staff is responsible for informative part of courses.</p> <p>E-learning students may be provided with access to human support delivered on-line, via telephone or face to face.</p> <p>As there is no direct contact in the delivery of learning content, teaching staff use e-mail and forums to initiate contact between the</p>	<p>The e-learning system should provide support for the development of teamwork within on-line community of MESI.</p> <p>The e-learning system should provide support for the development of teamwork within on-line community of MESI.</p> <p>It should be possible to update and edit the electronic catalogue on the MESI website.</p> <p>Access to Open Educational Resource should be designed to be on a regular basis for the librarian.</p> <p>Support services should operate, wherever possible, in a way that acknowledges this.</p>	<p>3</p>

	participants in the teaching-learning process.		
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4. Students should be provided with clear and up-to-date information on the range of support services available and how these may be accessed.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement Activities	Assessment
Absence of 24x7 support. Device errors (LMS).	Information and technical support service is responsible for tech support; Guidance Department is responsible for information analysis support; teaching staff is responsible for informative part of courses. E-learning students may be provided with access to human support delivered on-line, via telephone or face to face. All information students need may be found on the website (my.mesi-yar.ru). All freshmen are given the CD with the information about Yaroslavl Branch of MESI.	It's necessary to give special consideration to technical resources. Support services should operate, wherever possible, in a way that acknowledges this.	4

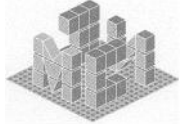
5. The expectations on students for their participation in the on-line community of learners are made clear both in general terms and in relation to specific parts of their course or programme.

- Not Adequate
- Partially Adequate
- Largely Adequate
- Fully Adequate

Please add your comments or refer to evidence:

Weak spots	Strengths	Quality Improvement	Assessment
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		Activities	
Participation in the on-line community is not clearly defined within a single programme. Blended learning cooperation is face-to-face.	<p>Staff websites contain standard requirements for students.</p> <p>Feedback to enable improvement is realized with LMS and teaching staff websites.</p> <p>The role of the LMS as the coordinator provides it with a rationale to act as a focal point for student-student\student-tutor interaction.</p> <p>Available operational experience on coursework task with other branches of MESI (Minsk).</p>	<p>On-line activity must form the core of the e-learner's experience hence support services should be designed to be accessed in the first instance via the student's homepage or other entry route to the institution's on-line learning system.</p> <p>The e-learning system should provide support for the development of teamwork within on-line community of MESI.</p>	2

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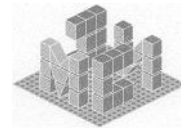
Head of Yaroslavl Branch

_____ M.V. Makarova

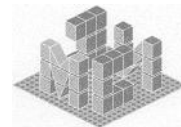
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Quality Enhancement Plan of e-learning in Moscow State University of Economics, Statistics and Informatics (MESI), Federal State University of High Professional Education

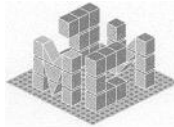
[Yaroslavl Branch of MESI](#)

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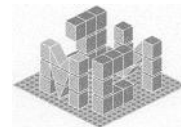
№	Event	Deadline	Person responsible	Mark of work done
	STRATEGY and Management			
1.	Concretizing of Strategic objectives and resources of the E-xcellence project	July-August 2012	Vice Director for Educational and Methodic Work	
2.	The resourcing of developments in e-learning activities.	July-August 2012	Vice Director for Educational and Methodic Work	
3.	Designing of guidelines on the optimum mixture of online and traditional approaches.	2012	MESI departments	
4.	Promoting of the interuniversity school “E-learning Model in an educational institution”	2012	Deputy Director for Science Head of Research	
5.	Development of the methodological school.	2012	Deputy Director for Science Head of Research	
6.	Monitoring of the e-working in forums and blogs (teaching staff, students).	Annually; May	Head of Marketing Department Head of Methodological and Information Support Head of Quality Attribute Support Office	
	Curriculum Design			
7.	Designing of the curriculum in a logical, consistent and reliable way.	by the start of the new academical year.	Institute of Management (Board of directors)	
8.	Involvement of and support for all categories of	by the start of the new	Pro-vice-chancellor Education	

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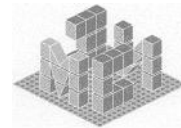
	professional staff of branches engaged in materials development and production.	academical year.	Academic Institutes (Board of directors)	
9.	Updating of procedures on curriculum design.	by the start of the new academical year.	Pro-vice-chancellor Education Academic Institutes (Board of directors)	
10.	Curriculum designers should address opportunities for building relationships between research modules on Bachelor Degree Program.	2012/13	Academic Institutes (Board of directors)	
11.	Curriculum design should be designed in such as way as to require interaction with external professionals to improve e-learning.	2012/13	Academic Institutes (Board of directors)	
12.	Institutions should identify and analyze the number of self-assessment tests.	by the start of the new academical year.	Academic Institutes (Board of directors)	
	Course Design			
13.	Updating of the on-line courses.	by the start of the new academical year.	Academic Institutes (Board of directors)	
14.	Involvement of and support for all categories of professional staff of branches engaged in materials development and production.	2012/13	Academic Institutes (Board of directors)	
15.	Monitoring of the on-line courses updating.	2012/13	Academic Institutes (Board of directors)	
16.	Improving of the interactive techniques to provide	by the start of the new	MESI departments	

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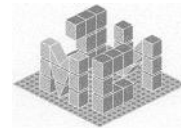
	on-line courses.	academical year.		
	Course Delivery			
17.	The use of another delivery platform if necessary.	by the start of the new academical year.	MESI departments	
18.	Improving of the tech resources to provide on-line courses.	2012/13	Head of information and technical support service.	
19.	Designing of a multimedia delivery system.	by the start of the new academical year.	MESI departments	
20.	Providing of flexible operating system configuration to make effective use of tools.	by the start of the new academical year..	MESI departments	
21.	Improving of the tech opportunities for different forms of assessment (recitation is essential in some cases).	2012/13	MESI departments	
22.	Monitoring of the e-working in forums and blogs.	by the start of the new academical year.	Head of Methodological and Information Support	
23.	Updating of regulatory documents on e-learning.	by the start of the new academical year..	Head of Methodological and Information Support Head of Quality Attribute Support Office	
24.	Automation of monitoring.	by the start of the new academical year.	MESI departments	
	Staff Support			

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25.	Improving of the incentive system for teaching staff.	2012/13	MESI departments	
26.	Involvement of and support for all categories of professional staff of branches engaged in materials development and production.	by the start of the new academical year.	Vice Director for Educational and Methodic Work Chief Accountants	
27.	Staff development programmes.	2012/13	Vice Director for Educational and Methodic Work Head of Personnel\Human Resources	
28.	Providing of the activities on intellectual property protection.	2012/13	MESI departments	
29.	Designing of the only Manual on LMS.	by the start of the new academical year.	Head of Methodological and Information Support, Head of Quality Attribute Support Office	
30.	Development of assessment systems that are recognised as at least being equivalent to those used in conventional systems regarding their effectiveness and integrity.	by the start of the new academical year.	MESI departments	
31.	Clear mapping of dependencies in the production pathways: between branches and MESI, between academic departments and divisions.	by the start of the new academical year.	Vice Director for Educational and Methodic Work	
32.	Clear mapping of dependencies in the production pathways: among branches.	by the start of the new academical year.	MESI departments	
	Student Support			
33.	Improving of the social interaction between students	2012/13	Vice Director for Educational and Methodic Work	

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	and tutors.		Heads of Departments	
34.	Course programs should contain the system of team working.	by the start of the new academical year.	Heads of Departments	
35.	Extending of the co-project experience. Participation in MESI co-projects and students' scientific researches.	2012/13	Vice Director for Educational and Methodic Work Heads of Departments	
36.	Providing of the on-line lectures (or their video-taping).	Semester 1, 2012/13	Vice Director for Educational and Methodic Work Heads of Departments	
37.	The resourcing of developments in e-learning activities (FAQ, LMS)	2012/13	Head of information and technical support service. Head of Methodological and Information Support	
38.	Designing of the closed system for informal socializing.	2012/13	Head of information and technical support service. Heads of Departments	
39.	Designing of the single resource to provide students the information about training place.	2012/13	Head of information and technical support service. Heads of Departments	
40.	Designing of any student servers.	2012/13	MESI departments Head of information and technical support service.	
41.	Designing of the only Manual on LMS.	by the start of the new academical year.	Head of Methodological and Information Support,	

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			Head of Quality Attribute Support Office	
42.	Development of teamwork within on-line community of MESI.	Semester 1, 2012/13	Vice Director for Educational and Methodic Work Heads of Departments	
43.	Updating of the electronic catalogue on the MESI website.	by the start of the new academical year.	MESI departments	
44.	Access to Open Educational Resource should be designed to be on a regular basis for the librarian.	by the start of the new academical year.	MESI departments	
45.	Designing of activity for effective growth on-line community.	Semester 1, 2012/13	Vice Director for Educational and Methodic Work Heads of Departments	
46.	Designing of student assessment for courses according with the requirements.	Semester 1, 2012/13	Vice Director for Educational and Methodic Work Heads of Departments	
47.	Implementation of a program on student assessment for courses according with the requirements.	within a year	Heads of Departments Head of Head of Quality Attribute Support Office	

Deputy Director for Educational and Methodic Work

E.V. Frolov

Appendix 3: MESI Presentations

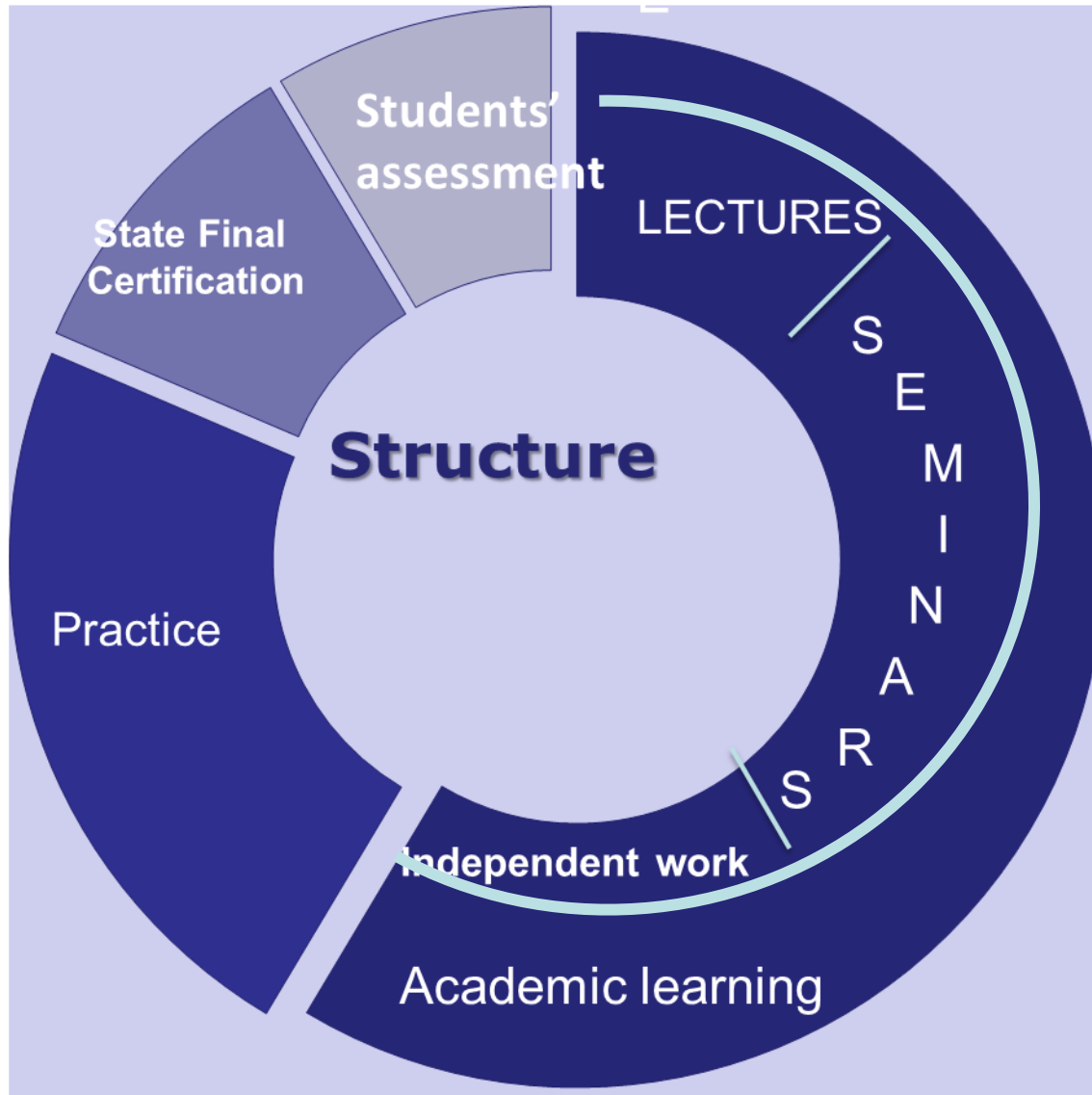
- a. Educational program of MESI, Implementation in e-environment
- b. MESI Participants of the round-table
- c. E-xcellence Project Business Informatics (Bachelor),
Outputs of MESI self-assessment on the section «Curriculum Design»
- d. E-xcellence Project Human Resource Management (Bachelor),
Outputs of MESI self-assessment on the section «Curriculum Design»
- e. E-xcellence Project Psychology (Bachelor),
Outputs of MESI self-assessment on the section «Course Delivery»
- f. E-xcellence Project Economics (Master),
Outputs of MESI self-assessment on sections «Staff Support», «Student Support»
- g. Minsk Branch of MESI
- h. Yerevan Branch of MESI
- i. Tver Branch of MESI
- j. Yaroslavl Branch of MESI

Appendix 3a: Educational program of MESI, Implementation in e-environment



Educational program of MESI Implementation in e- environment

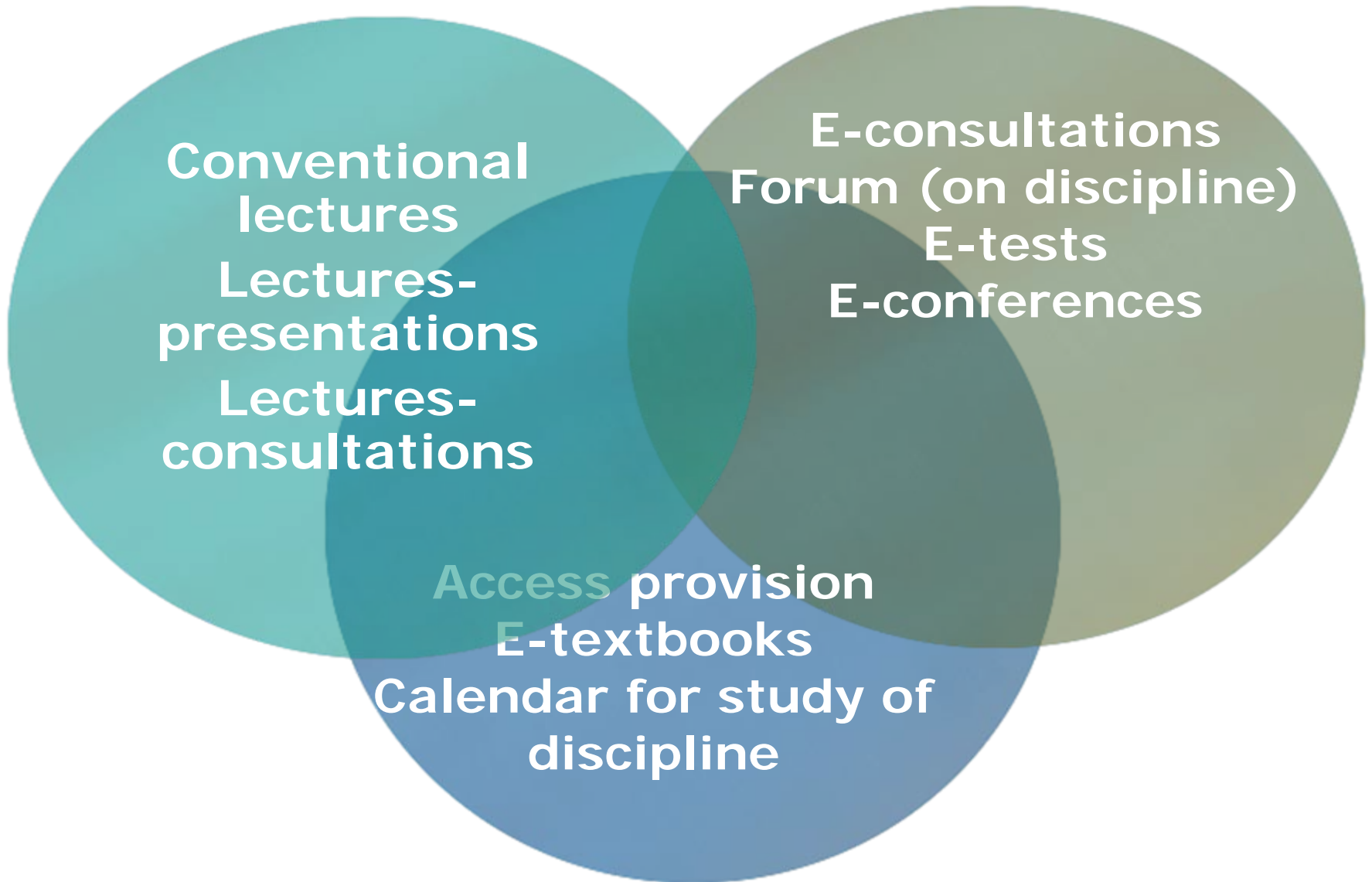
Structure of Educational Program



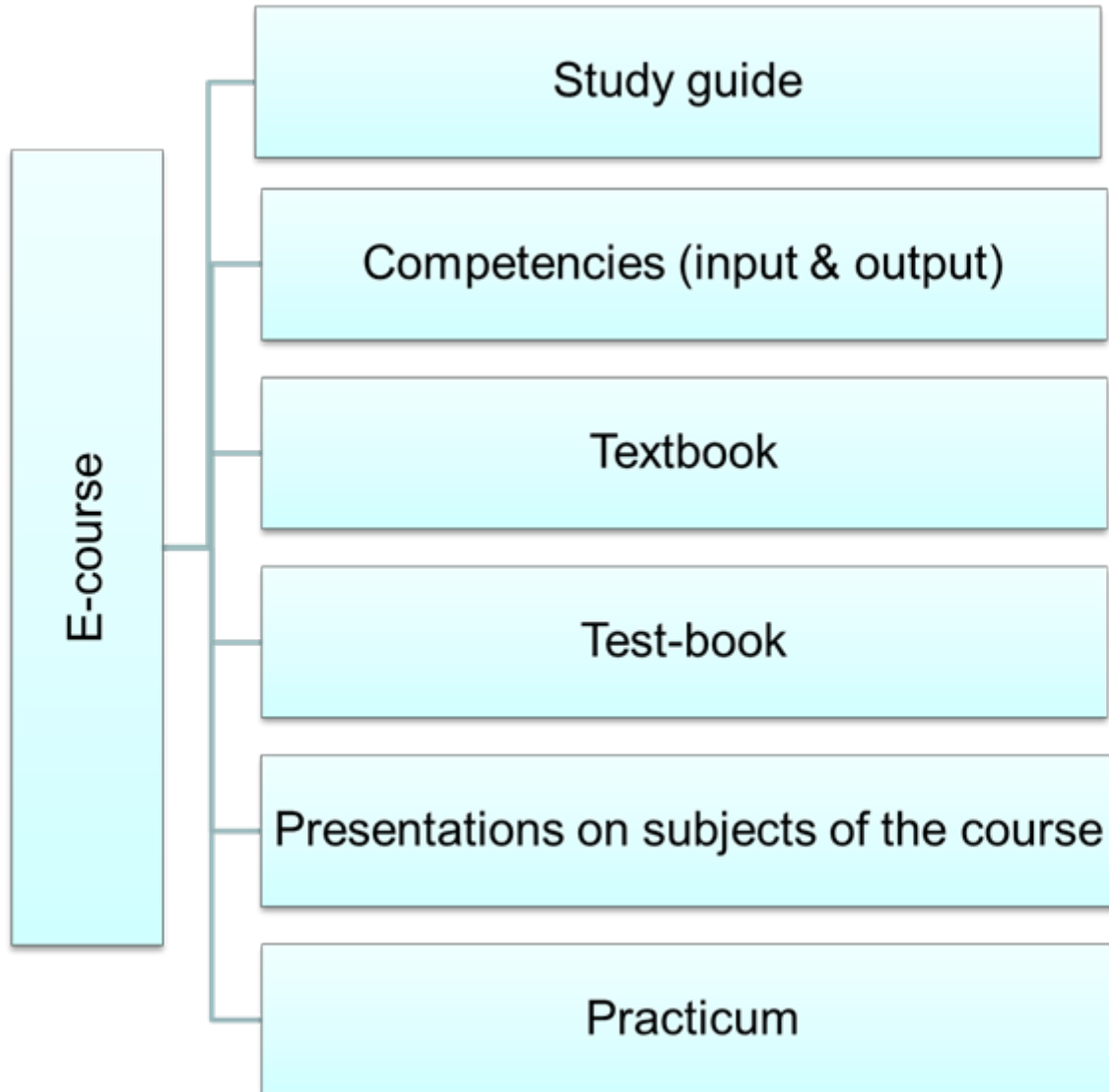
■ academic learning

■ practice

Courseware of Teaching & Learning process



E-course structure



Teaching materials for students

- Work curriculum for the discipline;
- Study guide;
- Textbook;
- Practicum;
- Test-book;
- Overall and/or theme-based presentations on the discipline;
- Video-lecture(s);
- E-course.

KEY RESULTS OF E-LEARNING IMPLEMENTATION

Developed and approved regulations: guidelines, job-related instructions, procedural guidelines

Developed and approved curricula on areas of training and educational programs on disciplines

Services and software required for e-learning implementation

Proven technology for the use of e-learning tools in teaching & learning process

Faculty's qualification at the required level


Experience of teaching in e-environment

Improvement of the quality of teaching & learning process

Students competencies




- **Self-motivation for learning**



- **Self-organization and scheduling of personal educational process**



- **Personal interaction with information resources in e-environments**



- **Willingness to lifelong learning and further professional development**

Basic Concept of MESI

**Transparency of teaching
& learning process**



Student-oriented



**Acquisition of necessary
information at any time** ₈



Thank you for your attention!

Appendix 3b: MESI Participants of the round-table

MESI

Participants of the round-table



Svetlana Kocherga,
Vice-rector for Personnel Development and
Legal Affairs

MESI participation in e-xcellence program

Year	Institute	Faculty	Educational Level
2010	Master program institute	Management	Master program
		Strategic management Financial management	MBA
2011	Institute of computer technologies	Applied informatics	Bachelor program Master program
	Institute of law	Linguistics	Bachelor program
	Institute of Economics and Finance	Economics	Bachelor program
	Institute of Management	Management	Bachelor program Master program

Participants of the round-table

Top-management

- **Vice-rector for Personnel Development and Legal Affairs, Svetlana Kocherga**
- **Vice-rector for Academic Affairs, Vitaly Minashkin**
- **Vice-rector for Information Technologies, Aleksey Novikov**
- **Director of MESI branch in Yerevan, Serdak Vardanyan**
- **Director of MESI branch in Yaroslavl, Marina Makarova**
- **Director of MESI branch in Tver, Irina Tretyakova**
- **Director of MESI branch in Minsk, Sergey Malchenko**
- **Director of the Institute of Law, Pavel Fedorov**
- **Director of the Institute of Economics and Finance, Natalia Dmitrievskaya**
- **Director of the Institute of Management, Head of Chair of Marketing, Larisa Danchenok**
- **Head of the Department for Academic Affairs, Lubov Dubeykovskaya**

Participants of the round-table

Staff, including: representatives from Administration of the Institutes, branches, faculty, technical and administrative support services

- **Head of Chair of Applied Informatics (the Institute of Computer Technologies), Maria Tatarinova**
- **Head of Chair of Psychology (the Institute of Law), Svetlana Manukhina**
- **Deputy Director of the Institute of Management, Head of Chair of Human Recourse Management, Alla Korsakova**
- **Deputy Director for Academic Affairs and Further Professional Development of the Institute of Economics and Finance, Anna Vershinina**
- **Deputy Director of Knowledge Management Institute, Alexey Kozlov**
- **Director of the Center for Management System Development, Marina Pravda**
- **Chief of the Department for Information Technologies, Ramil Hantimirov**
- **Acting Chief of the Department for e-Learning Support, Yulia Shargaeva**

Participants of the round-table

Students

- Student, Institute of Law (Psychology, 2nd year), Margarita Atamalova
- Student, Institute of Law (Psychology, 2nd year), Veronika Gazizova
- Student, Institute of Computer Technologies (Applied informatics, 4th year), Ekaterina Khomchenko
- Student, Institute of Computer Technologies (Business Informatics, 1st year), Diana Gafarova
- Student, Institute of Computer Technologies (Business Informatics, 1st year), Elena Dmitrieva
- Student, Institute of Computer Technologies (Business Informatics, 1st year), Alexey Fabrika
- Student, Institute of Management (HRM, 2nd year), Evguenia Medvedeva
- Student, Institute of Economics and Finance (Economics, 4th year), Alexander Surkov
- Student, Institute of Economics and Finance (Economics, 1st year), Irina Chaiko

Sequence for presentation of self-assessment outputs on the round-table on June 21, 2012



Svetlana Kocherga,
Vice-rector for Personnel Development and
Legal Affairs

Sequence for presentation of self-assessment outputs on the round-table on June 21, 2012

11.20 – 11.30: Presentation of the outputs on completion of Action Plan 2011 for Improvement

11.30 – 11.45

Explanation on organization of self-assessment procedure 2012 and presentation of 2 sections of the Report

Outputs of self-assessment for “Strategy” section; Improvement plan for 2012

Outputs of self-assessment for “Management” section; Improvement plan for 2012

11.45 – 14.00 Presentation of the outputs of self-assessment

Report by representatives of administration (by turn): information on educational institute, on analyzed program, on self-assessment results for one of the sections, improvement plan for each section

12.25 – 13.00
coffee break

Report of MESI branches (by turn): information on the branch, on analyzed program, on self-assessment results, improvement plan for 2012

14.00 – 14.10 Presentation of the System of Distance Learning “Campus”

14.10. – 14.20 Presentation of educational programs for “Campus”



**Report
on completion of Action Plan for
Improvement and Further
Development of e-Learning
Technologies in the Academic
Process**

Vitaly Minashkin,
Vice-rector for Academic Affairs

Improvement Activities (goal)	Implemented Activities to Achieve Goal
To single out set e-learning goals in the Institutes' Action Plans	<p>At university level working out of the Strategic plan for MESI development for the period 2011-2015 is carried out. Priority goal, objectives, and activities for development of MESI as an electronic umbrella university are set. For each training course educational modules and tests in electronic format are developed. Possibility of online consultation for students of all forms of education in all disciplines. System of distance learning through electronic technologies is implemented.</p>
To develop and implement an Action Plan for increasing students' virtual mobility	<p>At university level with involvement of branches strategy defines tasks for international cooperation and enhancement of virtual mobility of students, faculty and staff:</p> <ol style="list-style-type: none"> 1. Development of a credit system similar to the European system (reflected in the curriculum) 2. Development of language training for students 3. Retraining program "Interpreter in the field of professional communication" is opened; 4. additional foreign language courses; 5. annual linguistic practice in Princes college London, UK 6. "Open Lectures" project (optional English course "Leadership and Management" by prof. Erwin Wagner, Director of the Center for Lifelong Learning, University of Hildesheim (Germany))

Improvement Activities (goal)	Implemented Activities to Achieve Goal
<p>To increase students' opportunities for participation in online-communities and research</p>	<p>At university level within the strategy until 2015 one of the strategic objectives is the need to enhance scientific potential of faculty, staff, and students. Students' Scientific Society and Council for Young Scientists were established, bringing together students of MESI (Moscow) and its branches, teachers, and researchers. Students' participation in internal and external events: conferences, round tables, research workshops, master classes, academic competitions (inter-institutional, inter-regional, international).</p> <p>From October 1 to November 30, 2011 two students of the Institute of Economics and Finance were placed on academic probation in London Metropolitan Business School (UK) on "Quantitative and Qualitative Research Methods in Economics". They were selected by the representatives of the host university in accordance with the approved methodology during the online interview on September 20, 2011.</p>
<p>To organize a full-time learning on the course "Teacher in e-Learning Environment" on a regular basis</p>	<p>For staff of MESI and its branches information on taking ICT training courses is provided at the corporate portal in the section "Training Navigator", including the course "Teacher in e-Learning Environment". At any time a staff member or teacher may take the course online. Training is available 24 hours a day.</p> <p>From September 1, 2011 to May 16, 2012 the course was successfully passed by 58 teachers of MESI, 44 teachers from eight branches of MESI, and 8 teachers of MESI college.</p>
<p>To organize working groups with faculty involvement for participation in development and actualization of e-courses</p>	<p>At the university level activities are undertaken for setting the standard for work with electronic resources and the standard for provision of educational process with electronic content. Activities implemented by Research Institute for Knowledge Management:</p> <ol style="list-style-type: none"> 1. Pilot project on the use of CourseLab TeamWork System 2. Implementation of CourseLab Team Work System 3. Development of regulatory documents on the process of e-learning.

Improvement Activities (goal)	Implemented Activities to Achieve Goal
To develop a joint plan of elaboration /actualization of teaching materials and electronic courses	At the university level activities are undertaken for setting the standard for work with electronic resources and the standard for provision of educational process with electronic content. The planned time for documents approval is July 2012. The plan of development and updating teaching materials is approved yearly
To install Skype for constant students' support in online mode	Skype is installed in the department of e-learning support of MESI (Moscow office), for e-learning managers in MESI branches. At the request of teachers and staff Skype may be installed in any classroom or office of the university.
To develop structural and logic schemes of studies for each specialization of the Institutes with input and output competencies	Sequencing disciplines in teaching/learning plans for each area of Institute's training on the basis of general curriculum. Defining output competencies for disciplines of the basic component in accordance with Federal State Educational Standard 3 and their reflection in study programs. Defining input and output competencies for disciplines of the elective component and their reflection in curricula.
To organize regular planned surveys of staff, faculty, and students in order to evaluate level of satisfaction with using electronic courses	Implementation period was shifted to an even semester of 2012-2013 academic year due to the process of establishment of a new department aimed at developing of e-learning courses, including conducting of surveys. Department for Support and Monitoring of e-Learning will provide technical support.

Improvement Activities (goal)	Implemented Activities to Achieve Goal
To conduct explanatory work on methodology of choosing elective disciplines	<p>Organization of meetings with students in order to explain procedures of selecting disciplines.</p> <p>Disciplines' presentation by faculty for students of the courses.</p> <p>Registration of students applications to disciplines in the registration book of Institute's administration</p>
To automatize procedures of student scores' transition to electronic grade book	<p>Implementation period was extended to December 1, 2012 due to setting up of "Electronic Journal" application.</p>
To organize additional training for faculty of MESI and its branches on conducting webinars and online-lectures for students	<p>Further professional development of faculty on programs in federal state educational institutions of higher education under the Ministry of Education and Science of the Russian Federation. Participation of faculty in organization and management seminar Winter School 2012 "MESI towards Smart University". Participation of faculty in research and practice seminar "Teaching and Learning On-line: the New Pragmatics of Instructional Design". Faculty training on the course "Adapting e-Learning Materials to the Electronic Environment (Instructional Design)". In Virtual Campus section "Webinars" was added, which includes: expository Information for teachers, requests for webinars, links to video webinars.</p>

Improvement Activities (goal)	Implemented Activities to Achieve Goal
To audit Information Center of Disciplines and e-environment "Campus" with a view of actualization of study materials	Project is currently implemented (deadline is July 1, 2012). Summarizing the results of the project Common plan for development / updating of teaching materials and electronic courses will be developed.
To integrate access to all kinds of electronic recourses	Editing of Information Center of Disciplines on availability of links to external web services and resources for student learning. Elaboration of procedures for the use of videoconferencing point - a point on the basis of Skype software at the request of teacher. Information and Library System smart.mesi.ru which combines modules of electronic library, portal development of e-Campus, e-learning, and social modules.
To assess all current MESI programs in accordance with e-xcellence criteria	Self-assessment of programs was conducted by four training institutes.
To assess current MESI branches' programs (selectively) in accordance with e-xcellence criteria	Self-assessment of programs was conducted by four MESI branches.



Explanation on organization of self-assessment 2012

Svetlana Kocherga,
Vice-rector for Personnel Development and
Legal Affairs

Explanation on organization of self-assessment 2012

Publication of order on conducting self-assessment

Designation of responsible agents
Development of the work plan and budget for the project
Start of self-assessment in MESI branches

Establishment of working groups for the project

Participants of the project:
Top-management: 14, including Rector and Academic Supervisor of MESI
Staff: 82, including: representatives from Administration of the Institutes, branches, faculty, technical and administrative support services
Students: 17
Total amount: 113

Work in MESI branches

Project was implemented by staff of branches with the support from Moscow office in the format of video-conferences (5 webinars, including training on the project, constant interaction through corporate email)

Work in MESI (Moscow office)

Work in groups to analyze programs by administrations, results' discussion on 4 working sessions, final meeting on development of final materials. Analysis on implementation of the plan for improvements in 2011

ROUND TABLE- REPORT ON RESULTS OF SELF-ASSESSMENT

List of MESI programs (Moscow office) included in self-assessment process in 2012

Institute of Computer Technologies	Institute of Law	Institute of Management	Institute of Economics and Finance
Business-Informatics (bachelor)	Psychology (bachelor)	Human Recourse Management (bachelor)	Economics (master)

List of programs of MESI branches included in self-assessment process in 2012

Yerevan Branch of MESI	Minsk Branch of MESI	Tver Branch of MESI	Yaroslavl Branch of MESI
Management (bachelor)	Management (bachelor)	Management (bachelor)	Management (bachelor)
Applied Informatics (bachelor)	Applied Informatics (bachelor)	Applied Informatics (bachelor)	Economics (bachelor)
Economics (bachelor)	Economics (bachelor)	Economics (bachelor)	
		Jurisprudence (bachelor)	

Outputs of self-assessment 2012

on sections
“Strategy”,
“Management”

Currently average mark of the above
indicators are largely adequate to
benchmark criteria

Svetlana Kocherga,
Vice-rector for Personnel Development and
Legal Affairs

Vitaly Minashkin,
Vice-rector for Academic Affairs

Strategy

(general outputs of MESI self-assessment 2012)

E-Learning strategy is implemented within institutional strategy of teaching & learning

Strengths

The Federal Law of 28.02.2012 № 11-FZ was approved with the active participation of MESI. It introduced changes to the existing Law on Education establishing the right of the consumer on the one hand, and educational institutions, on the other for the implementation of educational programs with the use of e-learning in its entirety.

Promotion of MESI brand by senior management as an electronic distributed institution and fostering a positive image of e-learning in the Russian market of educational services.

The Strategic Development Plan of MESI for 2011-2015 approved by the Academic Council of MESI aims at the further development of the university as a distributed e-University. In order to implement the strategic plan a process model has been formed which covers all activities of the university. The organizational structure of the institution is optimal for reaching the goals and objectives.

Weaknesses

At the legislative level in Russia a system of normative and legal acts supporting the Federal Law of 28.02.2012 № 11-FZ (amendments to the Law on Education allowing wide usage of e-learning at large) and regulating practical implementation of e-learning in its entirety has not been formed. The absence of the system necessitates the implementation of educational programs in the blended learning mode.

In the minds of stakeholders of the Russian educational system the positive image of e-learning has not been yet sufficiently developed.

Measures for Improvement

To continue participation in the formation of normative and legal system regulating the implementation of e-learning at the national level (basing on the accumulated experience of MESI).

To carry on measures aimed at creating in the country a positive image of e-learning and strengthening the MESI brand as a leading university in the field of e-learning at the Russian market.

Strategy

(general outputs of MESI self-assessment 2012)

University has an e-learning policy and a strategy for development of e-learning that are widely understood and integrated into the overall strategies for institutional development and quality improvement. Strategy states the user groups and includes all levels of implementation, infrastructure and staff development

Strengths	<p>Understanding of the role of e-learning is widespread in the organization. Every employee is aware of an important role of e-learning.</p> <p>In accordance with the MESI Strategic Development Plan till 2015 development programs in various fields of activities for five years were approved and they take into account the needs of different target groups of users.</p> <p>Each year, plans for educational institutions for the academic year are approved. They are formed on the basis of the Strategic Plan of MESI and in accordance with the directions of development programs.</p>
Weaknesses	<p>Activities for development of e-learning are not clearly distinguished in the work plans of educational institutions for the academic year.</p> <p>There is no separate work plan for the formation of e-courses.</p>
Measures for Improvement	<p>To form a policy on e-learning as a separate document as stated in the MESI strategic development plan for 2011-2015.</p> <p>Special attention in the work plans of training institutions should be paid to:</p> <ul style="list-style-type: none"> - Selection of targets for e-learning as a top priority - Selection of specific measures for e-learning - Selection of specific measures for developing partnership with foreign organizations, including the possible use of e-learning in cooperative education programs.

Strategy

(general outputs of MESI self-assessment 2012)

Investigating and monitoring emergent technologies and developments in the field of e-learning and anticipation for integration in the learning environment

Strengths	<p>In May 2012 The Shanghai Cooperation Organization (SCO) recognized MESI as a basic organization for e-learning research.</p> <p>At university level programs of strategic development for 5 years are formed in the following areas: knowledge management, applied research in knowledge-based economy development, development of innovative infrastructure management system of MESI.</p> <p>A scientific school for research in management of academic, administrative and managerial knowledge was established. It embraces research studies on e-learning issues.</p> <p>The organizational structure of MESI comprises an extensive infrastructure of departments for research and development of technologies for e-learning and estimating their introduction in the learning environment, including specialized departments with well-known and young scientists and teachers (e.g. departments for Knowledge Management, Intellectual Resources Management, Data Protection Law, and others); Research Institute for Knowledge Management, e-Learning Support and Monitoring Department, Information Technologies Department and others.</p> <p>Research Institute for Knowledge Management carries out regular (not less than one per quarter) analysis of tools and methods of e-learning and testing before their implementation in teaching & learning process</p>
Weaknesses	<p>Not sufficient degree of involvement of faculty in the process of e-learning development due to the lack of teachers' motivation.</p> <p>Not enough research departments within the educational institutions involved in research in e-learning and approbation and implementation of new methodologies and technologies into the learning process (research and educational centers in the departments and educational institutions)</p>
Measures for Improvement	<p>To increase the degree of involvement of Academic Teaching Staff in the development of e-learning system by reviewing motivation and incentives of the staff</p> <p>It is important to stimulate creation of scientific and educational centers on the study of problems of</p>

Management (general outputs of MESI self-assessment 2012)

The resourcing of developments in e-learning activities takes into account special requirements over and above the normal requirements for curricula.

Strengths	<p>University Management System (availability of development strategy, process implementation, and project management, developed system for regulation of activities) allows effective management of issues related to resource provision for implementation of educational, scientific, and educational processes, including use of e-learning and other supporting processes (financial, personnel, information, material and technical, and welfare support, etc.).</p> <p>At the stage of curriculum development for each of educational program and planning of educational process required financial, material, personnel, and technical resources are considered for their implementation in accordance with national and internal requirements .Target indicators for procurement process are fulfilled on 100%.</p> <p>Faculty awareness of e-learning relevance and high interest in implementation of e-learning in the teaching & learning process.</p> <p>Extensive organizational structure dealing with problems of e-learning (eg, Research Institute for Knowledge Management, Department for Support and Monitoring of e-Learning, Department of Information Technologies, chairs)</p> <p>Effective system of working with staff is implemented, which guarantees high quality of staff provision of educational process implementation.</p> <p>As part of the process “Information Technology Services and Software Provision” recording, monitoring, and technical support of equipment performance involved in academic, research, and educational processes are carried out.</p>
Weaknesses	<p>Process of e-learning development is not specified</p>
Measures for Improvement	<p>Consider selection of “e-Courses Development” into a separate process</p>

Management

(general outputs of MESI self-assessment 2012)

University has an e-learning system integrated with the management information system which is reliable, secure and effective for the operation of the e-learning systems adopted

<p>Strengths</p>	<p>Automated management system of learning, integrated with an automated control system of university (e-learning environment “Campus”, electronic dean, 1C staff, 1C finance, 1C diplomas, etc.)</p> <p>Extensive organizational structure dealing with problems of e-learning (eg, Research Institute for Knowledge Management, Department for Support and Monitoring of e-Learning, Department of Information Technologies, chairs)</p> <p>Faculty awareness of e-learning relevance and high interest in implementation of e-learning in the teaching & learning process</p> <p>Approved strategic development programs, including: strategic development of common information environment of MESI and its branches, which is aimed at improving access to education through the use of new technologies; management of material and technical infrastructure, work environment, and supporting processes; improving management system of documentation</p>
<p>Weaknesses</p>	<p>Not all areas of administrative and managerial work are automated</p> <p>Low willingness of a regional network (lack of qualified specialists in regions, lack of technical equipment in branches, lack of capacity of communication channels in regions)</p> <p>Lack of internal regulatory framework at MESI</p> <p>Insufficient level of control over orders’ execution</p>
<p>Measures for Improvement</p>	<p>Staff further development in branches</p> <p>Audit of regulatory IT infrastructure for internal documentation, identification of areas for improvement, regulation of processes</p> <p>Audit of controlling system in order to improve effectiveness of management, execution of orders</p>

Management

(general outputs of MESI self-assessment 2012)

When e-learning involves collaborative provision, the roles and responsibilities of each partner (internal and external) are clearly defined through operational agreements and these responsibilities are communicated to all participants

Strengths	<p>Within “Regulatory Support of Activities”, “Interaction with Partners” processes University manages contract work and relationships with partners, including:</p> <ul style="list-style-type: none">- Development and updating of contract patterns with prospective university students, partners, employees, and others in accordance with the requirements of legislation and development strategy of University;- Working out the details on roles definition and responsibilities of processes’ participants in accordance with the requirements of legislation and development strategy of University;- Contract databases development;- Monitoring of performance of obligations under contracts;- Analysis of cooperation effectiveness. <p>University is responsible for interaction and collaboration with research institutions and leading organizations in the field of e-learning within joint development of educational programs.</p> <p>Processes of content development for e-learning environment are included in management system of contract work.</p>
Weaknesses	<p>Lack of common rules for interaction with partners</p>
Measures for Improvement	<p>Regulate process of interaction with partners; select certain subprocesses to manage contractual work related to e-learning</p>

A 3D illustration of several blue rectangular blocks of varying heights and orientations, arranged on a light blue base with a pattern of small blue dots. The blocks are rendered with white outlines and a gradient from light blue to dark blue. The text "Thank you for your attention!" is overlaid in the center in a bold, black, sans-serif font.

Thank you for your attention!

**Appendix 3c: E-xcellence Project Business Informatics (Bachelor),
Outputs of MESI self-assessment on the section
«Curriculum Design»**

The background features a 3D arrangement of blue cubes of varying heights and orientations, resting on a light blue plane with a pattern of darker blue dots. The text is overlaid on this graphic.

E-xcellence Project Business Informatics (Bachelor)

Outputs of MESI self-assessment on the section «Curriculum Design »

Information on Institute of Computer Technologies

<p>List of educational programs and number of students</p>	<ul style="list-style-type: none"> ❖ Mathematical software and information systems administration (100 students) ❖ Business Informatics (207 students) ❖ Information security (130 students) ❖ Innovatics (25 students). ❖ Applied Informatics (2623 students) ❖ Computer Science and Engineering (115 students) <p style="text-align: center;">The total number of educational programs delivered by the institute - 6</p>
<p>The main features of the educational institution</p>	<ul style="list-style-type: none"> ❖ The participation of leading domestic and foreign IT-companies in training specialists ❖ Participation of the institute in the programs of academic cooperation with such companies as IBM, Microsoft, Oracle, SAP AG and others ❖ The curricula of the institute are in line with European requirements set out in the Computing Curricula ❖ Targeted training of IT-specialists in the field of information services management, including management of the information systems operation and maintenance ❖ Extensive training in mathematics and computer programming ❖ In-depth study of technical English
<p>The main achievements of the educational institution</p>	<ul style="list-style-type: none"> ❖ The Institute is a co-founder and member of the Executive Committee of the Association of HEIs “Community z / Universities” created for the effective use of IBM technology on the platform IBM z / Series (mainframes) in education ❖ The Institute is a member of IT Forum on service management (ITSMF) ❖ Since 2007 the Institute has been developing the basic professionally oriented chairs
<p>Samples of achievements of educational institution graduates</p>	<ul style="list-style-type: none"> ❖ The Institute students’ team is a holder of the Gold medal at the International Mathematical Internet Olympiad ❖ In 2011, a student took part in the competition for young professionals and educational centers in the area of information security "INFOFORUM – A NEW GENERATION" and she was awarded in the nomination “Student of the Year” ❖ Every year the Institute’s graduates become the winners in the category of baccalaureate work / Master's thesis on the All-Russian contest of final qualifying works in Applied Informatics

Information on the Business Informatics Program (Bachelor)

Title of the educational program	Business Informatics, Bachelor (080500.62)
An appropriate enlarged group of specialties	Economics and management
Learning objectives	Formation of practical skills in applying information technologies for solving business problems
Target audience	Students after 16 with secondary school certificate
Basic skills	Analysis of business requirements, designing the concept of its development based on information and communication technologies, and development of system architecture of a company/ enterprise
Start year of training under the program	2011
The number of credits	240
Forms of training	Full-time, part-time, distance
The share of e-learning in blended learning for each of the forms of training	In full-time - 40% In part-time - 60% In distance - 70%
Contingent of students for each of the forms of training	Full-time - 161 Part-time - 9 Distance - 37
The reason for the selection of this educational program for self-	The demand for professionals in this area in today's economy

Curriculum Design

Business Informatics (Self-assessment outputs)

Currently the average mark on this indicator is largely adequate to the benchmark criteria

Curricula on Business Informatics are annually developed given the potential of blended learning (the scope of classroom work is less than $\frac{1}{2}$ of time for mastering the main educational programs) and are adjusted as necessary. Each course is designed in such a way as to allow its passing both in the traditional (lectures, seminars) and online modes (guidelines for the discipline study, self-study assignments, questions for self-examination, instructional guidelines for control and lab work, as well as tests completion).

In final assessment the outputs of all kinds of work are taken into account. The curriculum provides the forms of final control for each discipline: test or exam. Final assessment activities, including the State Final Certification, are conducted in the presence of student.

The development of academic community is unstable: student-student community in social networks is developed higher than within the campus, and it is often limited to communication within one student flow or group. Outside the group ICT students can interact within student academic circles.

Curriculum Design

(General outputs of MESI self-assessment)

E-learning elements correspond to qualification structure, norms of practice, discipline criteria and other institutional and national quality requirements

Strengths

- **Quality Management System of MESI (MESI QMS) based on ISO 9001:2008 is certified and includes all national, international, and segment quality criteria. All processes undergo the annual examination on compliance with the requirements**
- **Content and quality of educational programs in a blended learning undergo systematic assessment (at least once every 5 years) for compliance with national standards confirmed by the certificate of state accreditation**
- **Some educational programs are certified for compliance with professional standards**
- **Curricula, discipline and course programs correspond to national, international and professional standards for subject area**
- **E-content, including e-courses, is designed on the base of curriculum and education program for discipline or course**

Weaknesses

- **Technique for construction of individual learning paths is insufficiently elaborated, taking into account shift to Federal State Educational Standards**

Measures for Improvement

- **Shift to an electronic tracking system with the option to choose individual learning path**
- **Annually monitor the demands of employers to update curricula**
- **Regulation of curricula adjustment frequency**
- **Strengthen feedback from users of e-learning services (students, employers)**
- **Strengthen methodological component for construction of individual learning paths, taking into account Federal State Educational Standards**

Curriculum Design

(General outputs of MESI self-assessment)

In general the curricula provide personalization and a flexible path for the learner consistent with the satisfactory achievement of learning outcomes and integration with other (non-e) learning activities. Use of formative and summative assessment needs to be appropriate to the curriculum design

Strengths

- **Students have an opportunity to start and finish their learning on courses or programs at their convenience**
- **E-learning provides students with an opportunity to take a course or program on a flexible schedule under general schedule established by the institution**
- **Curriculum design process is focused on the macro level, with the assumption that such details as structure of course materials and content delivery system will be considered at micro level to increase its flexibility**

Weaknesses

- **Student is not fully involved in e-learning environment due to the absence of adequate regulatory frameworks at national level**

Measures for Improvement

- **Expand the number of services provided to students in e-learning environment**
- **Plan for gradual transfer of intermediate and final outputs of students' knowledge assessment in the mode of electronic interaction**
- **Continue work on development of proposals in order to change regulatory and legal framework in accordance with Expert Advisory Council of the Russian State Duma**

Curriculum Design

(General outputs of MESI self-assessment)

Curriculum design ensure that appropriate provision is made for the acquisition of general educational objectives and the integration of knowledge and skills specifically related to e-working across the programme of study

Strengths

- **Curricula and programs of Federal State Educational Standards are developed in accordance with comments from the previous year on ICT skills and educational technologies for their mastering**
- **Policy on credit transfer and technical features of credit system are applied to e-learning programs as well as to other forms of training. Moreover, since 2011 MESI implements transition to Federal State Educational Standards of the third generation providing introduction of ECTS, that greatly simplified the procedure of credit transfer**
- **Modular system of learning is implemented**

Weaknesses

- **Various models of learning depending on target audience of consumers are insufficiently developed (e.g., modular masters' programs)**

Measures for Improvement

- **It is required to develop different models of learning. In particular, for master programs more appropriate model is to be based on a compact study of a discipline in a short period of time with access to interim attestation (test, exam)**
- **Providing opportunities for studying courses within individual paths of learning**
- **Further development of credit system, ensuring comparability of this system to the European one**
- **Implement system of modular training within bachelor programs**
- **Expand cooperation with professional associations of employers taking into account their needs and effectiveness of e-learning in professional skills development**

Curriculum Design

(General outputs of MESI self-assessment)

Curricula provide broad participation in an academic community. Student-student and student-tutor interactions provide, where appropriate, interaction with external professionals and/or involvement in research and professional activities

Strengths	<ul style="list-style-type: none">➤ Interaction of students with professional communities through studying on basic chairs (9 units), presence of group supervisors for students. Students job training in enterprises➤ Active use of student-student interaction through «Campus» e-learning environment➤ The whole educational-methodical documentation is developed in close collaboration with the professional community: membership of faculty in professional associations, membership in professional committees, activity of the Education and Methodology Association (EMA) of the Ministry of Education and Science of the Russian Federation, which develops Federal State Educational Standards on the main areas of training➤ Experience in holding open lectures of distinguished professionals (domestic and foreign)
Weaknesses	<ul style="list-style-type: none">➤ Lack of faculty involvement in the process of interaction between students and teachers in e-learning environment
Measures for Improvement	<ul style="list-style-type: none">➤ Establish student-teacher communities through forums, chats, and video conferences➤ Revision of labor standards and faculty incentive system for working within electronic environment to improve student-teacher interaction➤ Developing relationships with professional organizations with the use of various telecommunication facilities➤ Implementation of electronic information resources to enhance student involvement in research➤ Conduct on a regular basis open lectures in accordance with the plan➤ Develop a mechanism for flexible scheduling, depending on individual needs of teachers and students within distributed chair

A 3D illustration of several blue cubes of varying heights and orientations, arranged on a light blue base with a pattern of small blue dots. The cubes are rendered with white outlines and shading to create a three-dimensional effect. The text "Thank you for your attention!" is overlaid in the center of the image.

Thank you for your attention!

**Appendix 3d: E-xcellence Project Human Resource Management
(Bachelor), Outputs of MESI self-assessment on the
section «Curriculum Design»**



**E-xcellence Project
Human Resource Management
(Bachelor)**

**Outputs of MESI self-assessment
on the section
«Curriculum Design»**

Information on Human Resource Management Program (Bachelor)

Title of the educational program	Human Resource Management, Bachelor (080400.62)
Learning objectives	<p>Development of highly qualified managers professionally competitive and skilled in the methods of:</p> <ul style="list-style-type: none"> ➤ forming the system of personnel management ➤ human resource management planning ➤ developing an operational plan of work with staff ➤ determining the human resources and staffing needs of the organization in a dynamic business environment
Target audience	People over 16 years old
Basic skills	Mastering methods of forming the system of personnel management, planning personnel work, developing an operational plan to work with staff; and determining staff potential and organizational needs in human resources
Start year of training under the program	2011/2012 academic year
The number of credits	240
Forms of training	Full-time
The share of e-learning in blended learning for each of the forms of training	33%
Contingent of students for each of the forms of training	28
The reason for the selection of this educational program for self-assessment	High social importance of the educational program, due to the demand for skills in management and development of staff in companies and organizations in different fields as a determining factor in the success of companies on the market.

Information on Institute of Management

List of educational programs and number of students

- Crisis management (specialty) - 199
- State and municipal management (specialty, bachelor, master) – 284
- Marketing (specialty) – 321
- Management of organization (specialty) - 720
- Management (Bachelor) - 508
- Management (Master) - 74
- Commerce (trading business) (specialty) - 149
- Trade Studies (Bachelor) - 57
- Trade Studies (Master) - 0 (planned for 2012/2013 academic year)
- Human Resource Management (specialty) - 127
- Human Resource Management (Bachelor) - 28
- Human Resource Management (Master) - 0 (planned for 2012/2013 academic year)

The total number of educational programs delivered by the institute – 14

The main features of the educational institution

Currently, all management areas are concentrated in the Institute of Management, which provides a comprehensive approach to the formation of a universal educational content, and at the same time contributes to the closest cooperation between departments as well as to the development of management science. The curricula in each area include the actual demand in the labor market profiles.

Information on Institute of Management

The main achievements of the educational institution

Since 2005, the Institute of Management in cooperation with the Russian Association of Marketing (RAM) and the Netherlands Institute of Marketing (NIMA) has been successfully implementing international programs for professional certification of marketers “Principles of Marketing” and “Marketing Management”. The Institute’s students successfully take part in the various contests and competitions. A number of them are nominated for different kinds of scholarship: of MESI Rector, Mayor of Moscow, ConsultantPlus company which is the largest service network operating on the Russian market of information and legal services. Institute football team is MESI cup winner for 4 years; MESI tennis team, where most of members are students of Institute of Management, is the winner of Moscow Student Games 2005.

Graduates of institute are members of top-management in various organizations: Deputy Head of Mission PAT “Maison Florimond Desprez” (France), Head of Special Projects Department for relations with government bodies of “Gazprom Neft” oil company; Director for marketing and advertising of the “ECCO-ROS” company ; Director General of “Kaleostro”.

Reviews of customers - employers

There is a large number of positive feedbacks about the students of the Institute, where employers underline the responsibility, efficiency and hard working of students of the Institute, their analytical abilities and excellent communication skills.

COURSE DESIGN:

Human Resource Management (self-assessment outputs)

Currently the average mark on this indicator is largely adequate to the benchmark criteria

Teaching materials allow learning regardless of time and place. Materials are represented in form of e-course, as well as additional materials and links posted through the file exchange. E-courses are designed on the base of Federal State Educational Standards and educational program of course approved by Institute of Management. Each e-course defines a number of disciplines that must be mastered for course passing. Students are taught on a flexible schedule under general schedule established by the institution. Blended learning includes both face-to-face and online modes. The number of control measures for students knowledge examination is determined. E-learning is designed in such a way as to allow updating and adoption of new materials. Tests are conducted in a mode of self-examination and examination with an opportunity to review the most difficult issues, where students often make mistakes.

E-learning provides access to all necessary information resources. Employees are aware of the advantages and disadvantages of knowledge and skills mastering within the context of a particular course. Access to teacher is available on regular and sufficient basis that is well-known for teachers and students respectively. Teacher provides regular student consultations on course materials and assignments.

COURSE DESIGN

(General outputs of MESI self-assessment)

Each course must include a clear definition of learning outcomes in terms of knowledge and skills. Each element of blended learning must be validated

Strengths

- **Structural and logic schemes for subjects' study within each specialty (area) are used in development of general curriculum**
- Curriculum of each program includes a clear definition of learning outcomes in terms of knowledge and skills, due to their development on the basis of Federal State Educational Standards with a description of knowledge, skills, abilities, competencies, and requirements for qualifications of graduates. Each course (discipline) involves blended learning
- **Teaching materials are the core of e-learning course, it is passed through internal examination and external review, which ensures required level of quality. Teaching materials are developed on the basis of Federal State Educational Standards**
- Users have an opportunity to become acquainted with the rules and requirements for e-learning, curriculum, and its outcomes. All teaching materials, including curricula and programs of disciplines are available to consumers of services

Weaknesses

- **Frequency of updating of e-learning courses does not match the frequency of updating of teaching materials**
- Curricula do not include a clear definition of learning outcomes in terms of knowledge and skills obtained through e-learning
- **Structural and logic schemes of disciplines study within each specialty (area) are not fully developed for educational programs realization in e-learning**
- Not all online courses allow monitoring of students' activity on each component of the course

Measures for Improvement

- **To analyze compliance of existing e-learning courses with relevant teaching materials and availability of e-courses for all disciplines**
- To match frequency of teaching materials updating with the appropriate e-courses
- **Develop clear structural logic of disciplines study in e-learning comprehensively for each specialty**
- Consider possibility of tools implementation for monitoring of students' activity on each component of e-course

COURSE DESIGN

(General outputs of MESI self-assessment)

Learning outcomes determine the means used to deliver course content and correspond to the strategy for use of e-learning, the scope of the learning materials and the assessment methods used

Strengths	<ul style="list-style-type: none">➤ Sample for e-course which meets SCORM requirements is developed. Course materials (including objectives and results) are approved by chairs of educational institutions➤ Semester monitoring activities are conducted in e-learning environment. Extracurricular contact with teacher is conducted in the form of face to face consultations, through e-mail, in consultation forum➤ Understanding of gradations of content delivery, depending on educational objectives and target audience➤ Regular monitoring of new technologies in the context of learning objectives is conducted
Weaknesses	<ul style="list-style-type: none">➤ Using a limited set of ICT to achieve educational goals
Measures for Improvement	<ul style="list-style-type: none">➤ Develop specifications for e-courses design based on its use by different target audiences and implement different educational goals➤ Conduct regular study of didactic potential of technologies used, as well as expanding the range of technologies and services, definition of their combination, their role, and place in the mastering of educational materials➤ Expand the possibility of holding webinars and online lectures, including regions

COURSE DESIGN

(General outputs of MESI self-assessment)

Course design, development and evaluation are conducted with the assistance of individuals or teams with expertise in both academic and technical aspects

Strengths

- **Development of electronic content is conducted by leading professors of the University**
- Mechanism for peer review and examination of electronic content (internal and external)
- **Monitoring of curriculum and content development quality (with participation of basic chairs, professional committees, and professional associations)**

Weaknesses

- **Teachers are not involved in the process of e-courses development**
- Lack of regular updating of e-courses
- **Prior to implementation e-courses are not tested, and checked with the involvement of consumers**

Measures for Improvement

- **Develop a system of incentives for teaching staff to work on e-courses**
- Highlight process of e-courses development, taking into account mandatory for review of teaching materials as the basis for e-course development. Set frequency, time, and designate responsible agents
- **Introduce process of testing and validation of e-courses prior to their implementation. Develop a mechanism for assessment of e-courses by students**

COURSE DESIGN

(General outputs of MESI self-assessment)

Within e-learning components learning materials provide an adequate level of interactivity to enable active student engagement and provide their regular knowledge, understanding and skills examination

Strengths

- Studying materials used in e-learning environment are interactive, providing ability to review the most difficult issues, where students often make mistakes, and also include final assessment tests, as well as tests on self-assessment
- Students have access to resources (internal and external) that allow testing and improving skills and knowledge (Campus, Information Centers of Disciplines, external resources)
- Mechanism for implementation of virtual mobility of faculty and students within educational and research processes

Weaknesses

- Insufficient level of interactivity of studying materials
- Insufficient number of tests on discipline topics
- Virtual mobility of students is insufficiently developed

Measures for Improvement

- Implement multimedia components in online courses to enhance their interactivity
- After studied blocks incorporate self-assessment tests to all e-courses
- Consider possibility of building a library of answers on typical errors of students
- Develop a system to motivate students to participate in activities enhancing virtual mobility

COURSE DESIGN

(General outputs of MESI self-assessment)

Course materials meet the requirements to their structure and presentation. Materials are consistently represented in program

Strengths

- **Materials are well-structured (designed in accordance with the standards) and consistent with the course program**
- Educational-methodical complex of disciplines is fully consistent with the approved training program and requirements of curriculum. In turn, curriculum meets the requirements of Federal State Educational Standards. In general e-course corresponds to teaching materials
- **Availability of Information Centers of Disciplines**

Weaknesses

- Requirements for structure and content of e-courses are not standardized
- **Frequency of updating of e-courses does not match the frequency of updating of teaching materials**

Measures for Improvement

- Enhance quality of e-courses by unifying requirements for their development
- Adjust frequency of e-courses and teaching materials updating

COURSE DESIGN

(General outputs of MESI self-assessment)

Courses, including their intended learning outcomes, should be regularly reviewed, up-dated and improved using feedback from stakeholders as appropriate

Strengths

- **Disciplines, including expected results from training, are checked regularly by expert assessment within their annual updating. Courses' updating is aimed at continuous improvement of learning content and is conducted in collaboration with employers (e.g., teachers of basic chairs, members of professional committees)**
- **Availability of institutional mechanisms for updating teaching materials and related e-courses**

Weaknesses

- **Assessment of customer satisfaction level is not conducted**
- **Frequency of e-courses updating does not match frequency of teaching materials updating**
- **Lack of interaction between the author, developer, and consumer of the course (student, faculty)**

Measures for Improvement

- **Develop regulations for development and updating of intellectual resources used in e-learning**

COURSE DESIGN

(General outputs of MESI self-assessment)

Courses provide both formative and summative assessment components. Summative assessment needs to be explicit, fair, valid and reliable. Appropriate measures are in place to prevent impersonation and/or plagiarism

Strengths

- **Training programs include midterm and final assessment of program components**
- Students identification system for certification in e-learning environment is provided
- **Final assessment is conducted in face-to-face mode that implies 100% identification and ensures validation of knowledge**
Using grade-rating system of knowledge assessment allows making final assessment clear, fair, objective, and accurate
- Measures to prevent plagiarism through spot check of materials are provided

Weaknesses

- **Identification of system users is insufficient (cases of login/password transmission to others in order to pass examination tests of current certification were identified)**
- Implemented measures to prevent cases of plagiarism are insufficient

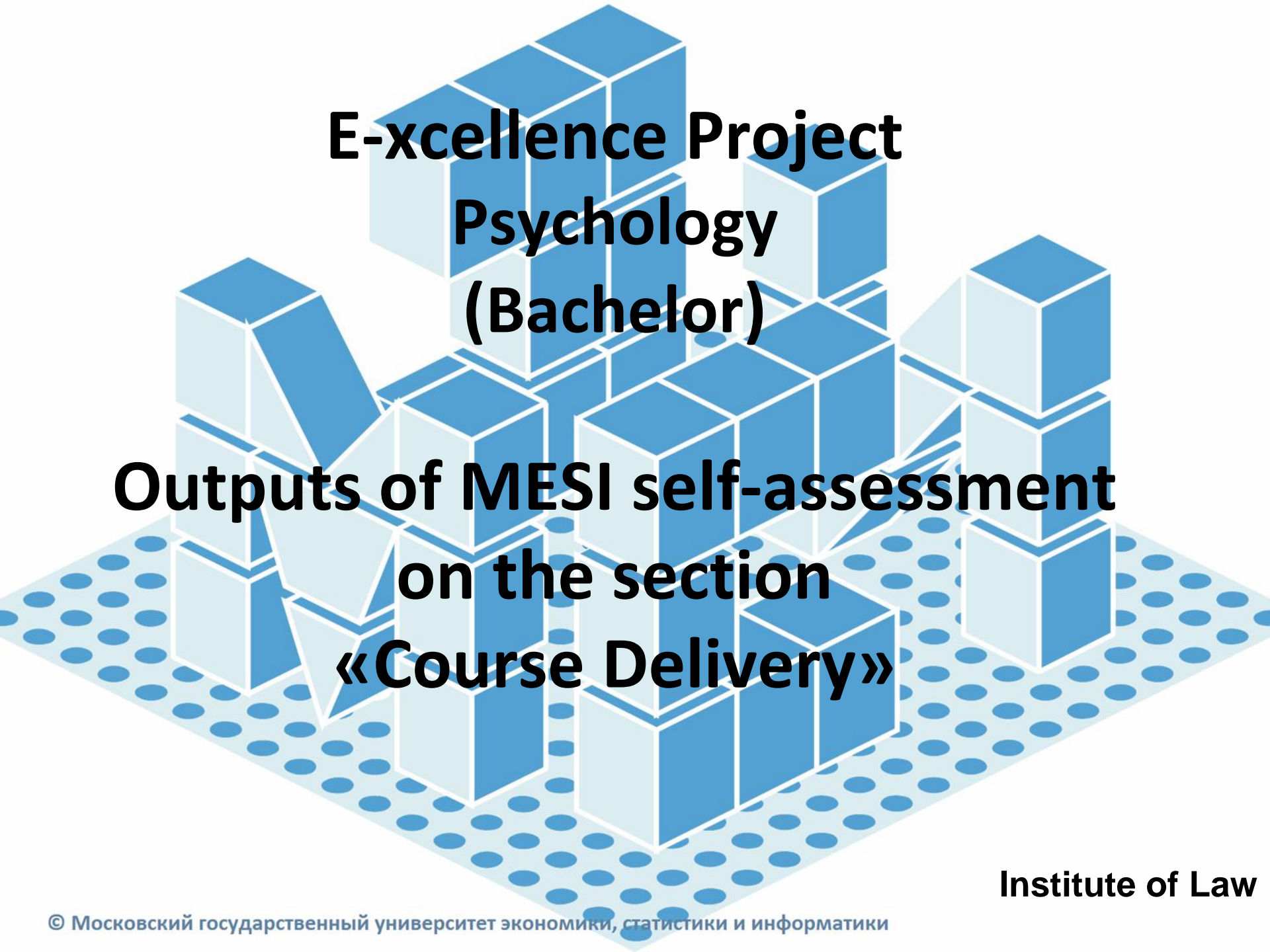
Measures for Improvement

- Develop a mechanism for passing final tests in online mode and provide the opportunity to identify students
- **Consider strengthening of measures to prevent plagiarism**

A 3D illustration of several blue rectangular blocks of varying heights and orientations, arranged on a light blue base with a pattern of small blue dots. The blocks are rendered with white outlines and are arranged in a somewhat chaotic but structured manner, with some blocks stacked on top of others. The overall style is clean and modern.

Thank you for your attention!

**Appendix 3e: E-xcellence Project Psychology (Bachelor), Outputs
of MESI self-assessment on the section «Course
Delivery»**



**E-xcellence Project
Psychology
(Bachelor)**

**Outputs of MESI self-assessment
on the section
«Course Delivery»**

Institute of Law

Information on Institute of Law

List of educational programs and number of students

- **Jurisprudence - 357**
- **Psychology - 497**
- **Linguistics - 119**
- **Psycho-pedagogical education - 20**

The total number of educational programs delivered by the institute - 9

Samples of achievements of educational institution graduates

- **2nd team place in the Universiade for Area Studies at Lomonosov Moscow State University in 2012.**
- **Graduate of 2011 (Linguistics) was admitted to the Masters in Germany.**
- **Letters of thanks for active participation in the work of law students:**
- **Thanks to Rector of MESI from P. Krasheninnikov, Chairman of the Committee on Civil, Criminal, Arbitration, and Procedural Legislation of the State Duma**
- **Letter of thanks to Rector of MESI for active support and substantial assistance in organizing and conducting presidential elections of the Russian Federation from the Chairman of Central Election Commission V. Churov**

Information on Psychology Program (Bachelor)

Title of the educational program	Psychology, Bachelor (030300.62)
An appropriate enlarged group of specialties	Humanities
Learning objectives	Educating students in the direction of psychology, profile "Organizational Psychology" in full-time and correspondence courses
Target audience	People over 16 years old
Start year of training under the program	2010
The number of credits	240
Forms of training	Full-time, distance
The share of e-learning in blended learning for each of the forms of training	In full-time - 35%, In distance - 77%
Contingent of students for each of the forms of training	Full-time – 27, Distance - 20
The reason for the selection of this educational program for self-assessment	<p>Organizational Psychology at the present stage of development of our society is one of the most topical and rapidly developing areas in psychology.</p> <p>It is based on the fundamental knowledge gained in the field of general psychology, industrial psychology, social psychology. The scope of knowledge of organizational psychology applies to the study of processes and patterns occurring in the modern</p>

Course Delivery : Psychology

(Self-assessment outputs)

Currently the average mark on this indicator is largely adequate to the benchmark criteria

MESI has a developed infrastructure for e-learning technical support.

System of Distance Learning “Campus” is developed by Russian experts and compliant with students’ requirements. Developers conduct an annual survey on satisfaction with the system before upgrading the system. However, annual report of customer requirements provided by developers do not satisfy the Institute requirements.

System of Distance Learning provides an opportunity for file and forum message exchange. Opportunity to submit assignments with analysis of questions complexity is provided. Access to System of Distance Learning is conducted through authorization system “no anonymous users”.

E-courses on the base of SCORM standards are placed in electronic library and available via Internet. However, there is no opportunity to identify person who performed the task. It is possible only through website authorization.

Institutional materials and information accessible through the VLE are regularly monitored, reviewed and updated on a regular basis according to regulations.

Course Delivery

(General outputs of MESI self-assessment)

The technical infrastructure maintaining the e-learning system fits for purpose and supports both academic and administrative functions. It is based on a survey of stakeholder requirements

Strengths	<ul style="list-style-type: none">➤ Technical infrastructure supporting e-learning system is well developed and meets set goals and objectives➤ Technical Support Services are available to all users. Opportunity to get feedback from “Campus” customers is provided (telephone, mail, social networks).➤ Users are informed about technical support available to them. Student gets acquainted with the rules for the use of “Campus” in the first year of training through a course of “Student in e-Learning Environment”➤ Developers conduct an annual survey on satisfaction with the system before upgrading the system
Weaknesses	<ul style="list-style-type: none">➤ Technical glitches in the work of telecommunication system➤ No internet access in some classrooms and buildings of the university➤ System for assessment of user satisfaction level with technical support system is developed insufficiently to predict system of education within e-learning
Measures for Improvement	<ul style="list-style-type: none">➤ Carry out regular monitoring of system by developers and technical support services, maintain permanent contact with users for prompt troubleshooting➤ Provide access to the Internet in all classrooms and buildings of the University➤ Conduct regular assessment of user satisfaction level with technical support system in order to predict development of education system in e-learning environment

Course Delivery

(General outputs of MESI self-assessment)

The reliability and security of the delivery system have been rigorously tested beforehand and appropriate measures are in place for system recovery in the event of failure or breakdown

Strengths

- Reliability and safety of delivery system is ensured by annual (before upgrading) assessment of level of user satisfaction with system operation
- Prompt recovery of working capacity in case of technical failures
- Availability of access rights distribution

Weaknesses

- Technical glitches in the work of telecommunication system

Measures for Improvement

- Conduct regular further development of staff dealing with technical support of system operation

Course Delivery

(General outputs of MESI self-assessment)

Appropriate provision is made for system maintenance, monitoring and review of performance

Strengths	<ul style="list-style-type: none">➤ Resource provision is sufficient to carry out monitoring, support, and control over effectiveness of delivery systems:<ul style="list-style-type: none">- Developed technical and organizational infrastructure;- Qualification of technical staff meet qualification requirements;- “Information and Technical Support and Service” section is highlighted in the process model of university; processes are regulated;- Annually funding recourses on support and development of established technical and organizational infrastructure are allocated in the budget➤ Monitoring, support, and control over delivery system working capacity are implemented through annual (before upgrading) assessment of level of user satisfaction with system operation
Weaknesses	<ul style="list-style-type: none">➤ Assessment of level of user satisfaction with working capacity of the system is not developed enough and does not cover all target audiences
Measures for Improvement	<ul style="list-style-type: none">➤ Organize regular assessment of level of user satisfaction (faculty, students) with support system in order to predict development of education in e-learning environment

Course Delivery

(General outputs of MESI self-assessment)

The VLE is appropriate for the pedagogical models adopted and for the requirements of all users. It is partially integrated with the institution's registration and administrative system

Strengths

- “Campus” e-learning environment corresponds to pedagogical models applied (guarantee is the fact that development of content is based on approved teaching materials)
- Teachers are provided with introductory information on the use of Campus. Introducing new systems or equipment is supported by appropriate training for all staff
- System “e-Dean” is developed.

Weaknesses

- Not identified

Measures for Improvement

- Create project teams for developing and maintaining e-learning courses with faculty involvement
- Set an opportunity of training for teachers working in e-learning environment during a year

Course Delivery

(General outputs of MESI self-assessment)

The information and services are provided to all users in a logical, consistent and reliable way

Strengths

- Applied delivery methods and tools ensure consistency and security of information and services
- System ensures high level of personal data protection
- Developers conduct an annual survey of satisfaction with the system before system upgrading

Weaknesses

- Not identified

Measures for Improvement

- Conduct regular assessment of level of user satisfaction (faculty, students) with delivery system in accordance with set criteria (consistency, continuity, and security of delivery methods)

Course Delivery

(General outputs of MESI self-assessment)

MESI ensures that the systems for communication and provision of information are secure, reliable and, where appropriate, private

Strengths

- Reliability, security, and privacy of system are ensured through:
 - Distributed access rights
 - Users Identification System
- System ensures high level of personal data protection

Weaknesses

- Identification of system users for educational purposes is not sufficient (cases of login/password transmission to others in order to pass tests of current certification were identified)

Measures for Improvement

- Consider strengthening of measures / ways for users identification

Course Delivery

(General outputs of MESI self-assessment)

Institutional materials and information accessible through the VLE are regularly monitored, reviewed and updated. The responsibility for this are clearly defined and those responsible provided with appropriate and secure access to the system to enable revision and updating to occur

Strengths

- Disciplines, including expected results from training, are regularly reviewed by expert assessment of their annual updating
- Courses updating is aimed at continuous improvement of learning content.
- Courses updating is conducted in collaboration with employers (eg, teachers of basic chairs, members of professional committees)
- Availability of institutional mechanisms for updating of teaching materials and related e-courses
- Opportunity to upload relevant training materials in addition to e-course

Weaknesses

- Process for e-courses development is not specified

Measures for Improvement

- Enhance interaction with professionals and employers' associations at the stage of curriculum design in order to identify their needs and requirements to the level of professional skills development
- Develop regulations for design and updating of intellectual resources used in e-learning

A 3D bar chart composed of blue rectangular blocks of varying heights, arranged on a light blue base with a grid of darker blue dots. The text "Thank you for your attention!" is overlaid in the center of the chart.

Thank you for your attention!

Appendix 3f: E-xcellence Project Economics (Master), Outputs of MESI self-assessment on sections «Staff Support», «Student Support»

The background features a 3D arrangement of blue cubes of various sizes and orientations, some stacked and some scattered, resting on a light blue base with a pattern of darker blue dots. The text is overlaid on this graphic.

**E-xcellence Project
Economics (Master)
Outputs of MESI self-assessment
on sections “Staff Support”,
“Student Support”**

**Institute of Economics
and Finance**

Information on educational program

Economics (Master)

Title of the educational program	Economics (Master)
Goal	Students' general cultural and professional competences' development in accordance with the requirements of Federal State Educational Standards for Higher Education
Target audience	University graduates (bachelors, specialists)
Basic skills	Basic skills include research activities, project-oriented economic activities, analytical work, organizational and management activities, educational activities
Start year of training under the program	2011
The number of credits	120
Forms of training	Full-time
The share of e-learning	30%
Contingent of students	52
The reason for the selection of this educational program for self-assessment	The program is in high demand on educational market

INFORMATION ON THE INSTITUTE OF ECONOMICS AND FINANCE

List of educational programs	<ul style="list-style-type: none">▪ “Economics” (bachelor), which consist of 10 programs: “Finance and Banking”, “Financial Management”, “Investment Activities”, “World Economy”, “Business Statistics and Forecasting”, “Taxes and Taxation”, “Accounting, Analysis, and Audit”, “Economics of Organizations and Enterprises”, “Labour Economics”, “Mathematical Methods in Economics”,▪ “Economics” (master), which consist of 3 programs: “World Economy and International Relations”, “Accounting, Analysis, and Audit”, “Statistical and Mathematical Methods of Economic Analysis and Forecasting”.▪ “Finance and credit” (master), which consist of 3 programs: “Financial Management and Investment”, “Banking”, “Tax Administration, Consultancy, and Analysis”.▪ Total number of programs: 16
The main features of the program	<ul style="list-style-type: none">• Enhanced language training; appropriate computer skills development for working with specialized professional software; delivering courses and in English are broadly implemented.• Master's program is marked out by the focus on diversity and interdisciplinary of methods, including electronic modes of learning applied in the studying process, after which a graduate will be ready to start his professional career in the various areas of economy or continue his studies on the next stage of education - graduate school

STAFF SUPPORT

Economics (master)

Currently the average mark for the above indicator is largely adequate to benchmark criteria

MESI provides its staff with the necessary facilities and support for delivering academic teaching of high quality. The objective of all support services is to enable all members of academic and administrative staff to contribute fully to e-learning development and service delivery without demanding that they become ICT or media specialists in their own right. Levels and workload of staff are set to meet e-learning needs. Technical support is provided in collaboration with IT departments. Disadvantages: E-Campus of MESI is supported by browser Internet Explorer only, which leads to technical problems for teachers and significantly limits flexibility. Each MESI employee is informed on the nature of his work and undergoes training on work in the System of Distance Learning. Pedagogical support and development is provided by availability of developed training courses, carrying out of organizational and management seminars twice a year for faculty of the university and support staff. Disadvantages: lack of relationship between the function level and quality of e-learning. Faculty inclusion in development of e-learning programs is not properly taken into account in considering of career development and incentives.

STAFF SUPPORT

(general outputs of MESI self-assessment)

All staff concerned with academic, media development and administrative roles are able to adequately support the development and delivery of e-learning components. MESI ensures that appropriate training and support is provided for these staff and that this training is enhanced in the light of new system and pedagogical developments

Strengths

- On a regular basis each employee has an opportunity to undertake training on the course “Teacher in e-learning environment”, Work instructions on the use of e-learning environment are available to every employee at any time;
- Pilot project for teachers’ training on development of e-courses in “CourseLab Teamwork” environment is successfully implemented; Pilot project for teachers’ training within “Instructional Design” course is successfully implemented.
- At institutional level guarantees for staff support in order to improve quality of educational process are fixed in policy for quality, strategic development plan of the university, plan for human resources development; in regulations on technical support of staff carrying out work in e-learning environment (support for faculty and staff is available from 9.00 am to 19.00 in face-to-face format, for the rest of time it is available remotely via distance mode of interaction)

Weaknesses

The sample of interviewed employees in survey of staff satisfaction of the staff support system in the work in e-learning environment is insufficiently representative, and results of the surveys are not always reflected in the improvement of support systems

Measures for Improvement

Conduct surveys of staff upon condition that representativeness of the sample is considered (inclusion of full-time teachers, part-time internal and external) in order to identify problems and ways for their eventual elimination. Communicating results to stakeholders

STAFF SUPPORT

(general outputs of MESI self-assessment)

Pedagogic research and innovation are regarded as high status activities with a commitment to high quality e-learning. There are mechanisms for the dissemination of good practices based on pedagogical experiences and research in support of e-learning.

Career development incentives promote the use of e-learning

Strengths

- Major strategic objective of MESI is to become an umbrella electronic university, which is enshrined in Policy for Quality and strategic development plan of the university
- University implements system of knowledge management as a mechanism for generation and dissemination of best practices on the basis of teaching experience and research to support e-learning
- University has implemented an effective system of further training and coaching for beginners and experienced teachers, focused on fostering and development of skills required to work in e-learning environment. Availability of necessary skills is taken into account while consideration of incentive bonuses for teachers. Working in e-learning environment is also considered in fringe benefits.
- Staff is aware that its participation in development of e-learning programs affects on its career development and level of salary.

Weaknesses

Lack of staff support in the promotion of e-learning

Measures for Improvement

Development of more flexible system of motivation

STAFF SUPPORT

(general outputs of MESI self-assessment)

MESI ensures that issues of staff workload and any other implications of staff participation in e-learning activities are taken proper account of in the management of courses or programs

Strengths	<ul style="list-style-type: none">• System of material incentives for the use e-learning in the studying process is implemented.• Work on development and updating of educational materials is taken into account in hours of teachers workload, plan for development and updating of teaching materials is developed and approved, incentives are provided
Weaknesses	<ul style="list-style-type: none">• Lack of staff support in promotion of e-learning• Effective mechanisms for copyright protection are not developed
Measures for Improvement	<ul style="list-style-type: none">• Development of a more flexible system of motivation• Development of effective mechanisms to protect copyright

STAFF SUPPORT

(general outputs of MESI self-assessment)

MESI ensures that adequate support and resources are available to academic staff

Strengths	<ul style="list-style-type: none">• University guarantees staff support and resource provision:<ul style="list-style-type: none">- Support of teaching skills development: through passing on a regular basis various training programs, including development of ICT skills;- Access to reference, administrative and consulting services through extensive system of communication (synchronous and asynchronous communication facilities);- possibilities of providing and receiving formal feedback on course progress: by the results of students questioning on completion of the course;- Methods of handling and solving problems or disputes that may arise by getting information within the course “Teacher in e-Learning Environment”;- Legal advice by contacting legal department of the University
Weaknesses	<p>Administrative support of staff with part-time employment more often is carried out with the use of asynchronous methods. Getting results from support of such staff is prolonged. Questioning on the level of staff support does not account fully specified criteria</p>
Measures for Improvement	<ul style="list-style-type: none">• Searching for resources to increase capacity of administrative staff support with part-time employment in order to accelerate result generation• Include paragraphs on staff satisfaction in the list of survey questions

STUDENT SUPPORT: Economics (master)

Currently the average mark for the above indicator is largely adequate to benchmark criteria

Mentors (contact by e-mail, phone), administrators (contact by System of Distance Learning, MS Link, e-mail, official website), and teachers (contact by e-mail, consultancy forum) are available for student support.

Students have access to electronic library of research materials “elibrary.ru”. It is the largest Russian information portal in the field of science, technology, medicine, and education, which contains abstracts and full texts of more than 14 million scientific articles and publications, electronic versions of over 2200 Russian scientific and technical journals, including more than 1,100 journals in the open access.

STUDENT SUPPORT

(general outputs of MESI self-assessment)

MESI students are provided with a clear picture of what will be involved in using e-learning resources and the expectations that will be placed on them

Strengths

- Students are informed on educational skills required in the learning process.
- Students acquire skills of working in electronic environment within the course “Student in e-Learning Environment”.
- Materials prepared for development of necessary skills are available to students before and during training period (teaching materials in an electronic environment “Campus”, additional materials in Information Center of Disciplines)
- Entrant agrees to learn with the use of electronic facilities

Weaknesses

Distance Learning System (DLS) partially supports commonly used browsers

Measures for Improvement

- Increase number of face-to-face hours, including online hours for the course “Student in e-Learning Environment”
- Implement modern platforms for operation of System of Distance Learning

STUDENT SUPPORT

(general outputs of MESI self-assessment)

Students are provided with guidelines stating their rights, roles and responsibilities, a full description of their course or programme, and information on the ways in which they will be assessed including e-learning components

Strengths

- Students are provided with educational materials that are available online and / or on physical media.
Electronic library resources are available around the clock.
- Materials prepared for development of necessary skills are available to students before the start of training (teaching materials in an electronic environment, “Campus”, additional materials in Information Center of Disciplines)
- Common requirements for assessment of students' knowledge are introduced in accordance with the grade-rating system. Structure of final control materials is reflected in the curricula and all students are informed on it.
- Instructions for users on how to work in the system are placed in virtual environment

Weaknesses

Failure to update and publish information in e-“Campus”

Measures for Improvement

Prepare handouts (brochures) and distribute them on the Day of Freshman

STUDENT SUPPORT

(general outputs of MESI self-assessment)

Students have access to learning resources and learner support systems

<p>Strengths</p>	<ul style="list-style-type: none"> ▪ - Distance Learning System provides: <ul style="list-style-type: none"> - Access to MESI electronic library resources, access to all course materials, work with Google Docs and Web 2.0 services; - Support in the development of key skills, in studies of methods for processing and solving problem situations that may occur by allowing passing of online training course “Student in e-Learning Environment”, availability of instructions for working in the system, provision of opportunities for online interaction by synchronous and asynchronous facilities for interacting with student and teachers communities. ▪ Materials prepared for development of necessary skills are available to students before the start of training (teaching materials are in an electronic environment “Campus”); <ul style="list-style-type: none"> - Consultancy in choosing courses, providing information on progress in taking program, access to reference, administrative, and consulting support services and establishment of academic contact with a teacher through embedded electronic journal, established system of interaction with administrative staff, providing support through consultancy and technical forums for each discipline.
<p>Weaknesses</p>	<p>Failure to update and publish information in e-“Campus”</p>
<p>Measures for Improvement</p>	<ul style="list-style-type: none"> ▪ Consider the possibility of introducing online information resources for expanding involvement of students in research activities ▪ Consider the possibility of recording the obtaining of new skills in an electronic portfolio of students ▪ Integration of heterogeneous information resources to support learning ▪ Explore reasons for students refusal to use internal corporate e-mail system, improve services provided on the basis of research results

STUDENT SUPPORT

(general outputs of MESI self-assessment)

Students are provided with clear and up-to-date information on the range of support services available and how these may be accessed

Strengths

- Students have access to support services through synchronous (telephone consultation) and asynchronous interaction tools (forum, email, icq). An expected level and frequency of communication between student and teacher during the course or program of study is known for both parties.
- Students support is provided regularly by a variety of university services

Weaknesses

- Feedback is not always provided on a timely basis
- Assessing level of satisfaction with the work of students support services, as well as level of satisfaction with the System of Distance Learning are not conducted on a systematic basis and not on a full range of issues related to e-learning

Measures for Improvement

Undertake assessment of student satisfaction level with the level of support on a regular basis

STUDENT SUPPORT

(general outputs of MESI self-assessment)

The expectations on students for their participation in the on-line community of learners are made clear both in general terms and in relation to specific parts of their course or programme

Strengths	<ul style="list-style-type: none">▪ Students interact in groups of cooperation in implementation of practical and project assignments based on external resources▪ Educational and social interaction between students is implemented through asynchronous (forums, groups, social network “Vkontakte”) and synchronous (telephone, face-to-face consultation with faculty) interaction facilities
Weaknesses	Results of students participation in online communities are not clearly defined within each program or course
Measures for Improvement	<ul style="list-style-type: none">▪ Development of activities to engage students in the work of online communities in the electronic environment of the university▪ Consider the possibility of introducing online information resources for expanding involvement of students in research activities

A 3D bar chart with several blue bars of varying heights, arranged on a light blue base with a pattern of small blue dots. The bars are rendered with white outlines and a gradient from light blue to dark blue. The text "Thank you for your attention!" is overlaid in the center in a bold, dark blue font.

Thank you for your attention!

Appendix 3g: Minsk Branch of MESI



E-xcellence Report

Minsk Branch of MESI
presented by:
Nickolay Gorbatchev,
Ph.D., Deputy Head

Introduction: Minsk Branch of MESI

- Founded in 2003 representing MESI in Belarus
- Over 1500 students (Management, Economics, Accounting and Applied Informatics)
- ISO 9001:2008 Certified Management system
- In plans – complex certification according to ISO-series 14001, 27001 + OHSAS 18001 standards and Global Compact (ISO 26001 UN project)
- Leading university in Belarus in e-learning
- Academic and students cooperation programs with Baltic University Program, Copernicus Alliance, Hamburg University of Applied Sciences etc.

Strategic management

Policy and Strategy of e-learning development

Largely Adequate

Strengths

- *Defined policy and strategy of e-learning development.*
- *Schedules of all departments involved into educational process include the tasks of e-learning development.*
- *All chairs of Minsk Branch of MESI handle scientific research related with e-learning.*
- *In course of realization of e-learning programs required financial, material, technical and personnel resources are taken into consideration.*
- *Minsk Branch of MESI cooperates in e-learning with leading universities of Belarus, with Ministry of Education, local administrations; cooperation is supported with corresponding contracts and agreements.*

Weaknesses

- *No considerable weaknesses discovered.*

Strategic management

Policy and Strategy of e-learning development

Improvement measures

- Long-term strategy (over 3 years) should be developed including technical, financial and human resources planning.
- Plans of departments should include measures required for improvement of pedagogical methods of e-learning.
- Implementation of requirements of ISO 27001 (information security), ISO 14001 (environment protection), ISO 26001 (social responsibility) and OHSAS 18001 (labor safety) into all functions and processes including IT and e-learning

Strategic management

Resources

Largely Adequate

Strengths

- *IT-infrastructure of both MESI and Minsk Branch of MESI provides appropriate level of e-learning arrangement.*
- *Functioning of virtual educational environment is supported with Scientific-Research Institute for Knowledge Management and supporting departments.*
- *Minsk Branch of MESI is integrated into knowledge space of MESI via educational portal. Both MESI and Minsk Branch of MESI have departments supporting users of virtual educational environment (IT department, Scientific-Research Institute for Knowledge Management etc.).*

Weaknesses

- No considerable weaknesses discovered.

Strategic management

Resources

Improvement measures

- Additional financing is required for decreasing the periods of hardware updating.
- In case of implementation of new facilities/tools/resources corresponding information shall be delivered to users without delays, which require corresponding resources improvements.

CURRICULUM DESIGN

Components corresponding

Largely Adequate

Strengths

- *Content of curricula applied in Minsk Branch of MESI meets state educational standards (FGOS), international and professional requirements in corresponding knowledge fields. Educational schedules correspond with curricula and state educational standards (FGOS) and include e-learning modules.*
- *Students organized in groups may use flexible schedule in frames of general curriculum.*
- *Referring to FGOS, interim and final knowledge control measures must be included into educational curriculum.*
- *Interim and final knowledge control measures are proceeded online.*

Weaknesses

- No considerable weaknesses discovered.

CURRICULUM DESIGN

Improvement measures

- Permanent monitoring of required skills and knowledge shall be arranged instead of annual. New skills should be immediately included into e-courses.
- Information on revisions added into curricula shall be delivered delivered to educators without delays and in full volume.
- *Social collaboration of students and tutors shall be intensified in frames of students scientific-research activities (NIRS) and international cooperation. Online academic collaboration communities shall continue their development.*

COURSE DESIGN

Largely Adequate

Strengths

- *Content of curricula applied in Minsk Branch of MESI meet state educational standards (FGOS), international and professional requirement of corresponding knowledge fields. Educational schedules correspond with curricula and state educational standards (FGOS) and include elearning modules.*
- *Students organized in groups may use flexible schedule in frames of general curriculum.*
- *Referring to FGOS, interim and final knowledge control measures must be included into educational curriculum.*
- *Interim and final knowledge control measures are proceeded online.*

Weaknesses

- No considerable weaknesses discovered.

COURSE DESIGN

Improvement measures

- *Pedagogically confirmed methods of implementation of e-learning tools, allowing for achievement of desired educational results shall be designed for some specific courses*
- *Regional lecturers from MESI branches shall be attracted more effectively to courses development.*
- *Periodicity of updating shall be decreased for some courses.*
- *Level of interactivity in some electronic courses shall be increased.*
- *Counter-plagiarism system is available (<http://dc.mfmesi.ru/antiplagiat>), however its application is not sufficient. Counter-plagiarism shall be also used for discovering doubling of information resources.*

COURSE DELIVERY

Largely Adequate

Strengths

- In total, technical infrastructure meets the requirements. Satisfactory fast recovery in case of failures. Access control is implemented. Users feedbacks and quizzes on users' satisfaction are proceeded.
- Information and services of Campus LMS is delivered to all users in logical, sequential and dependable way. Processes are coordinated by *Scientific-Research Institute for Knowledge Management of MESI*.
- *Information transferred via system is protected (various methods: active directory policies, group policies, authorization, protected VPN, encryption).*
- *Persons responsible for monitoring of tutors' and students' activity and quality of content are assigned in Minsk Branch of MESI. Required access to LMS is provided.*

Weaknesses

- No considerable weaknesses discovered. Just single failures were registered in education delivery system

COURSE DELIVERY

Improvement measures

- All facilities of Campus LMS are supported only with Internet Explorer browser. This problem may be settled with software development.
- Self-practice tests should be available for mobile devices, which also may be settled with software development.

STAFF SUPPORT

Largely Adequate

Strengths

- *Permanent learning system for tutors, lecturers, students, support personnel is implemented in Minsk Branch of MESI. System provides materials on e-learning environment functioning (wiki-courses “e-tutor”, “e-student”, “e-organizer”; periodical seminars, instructive documents etc.)*
- *Personnel motivation system is oriented to active using of e-learning. Personnel and tutors participate in major international conferences and publish article in major scientific journals on e-learning.*
- *According to quality management system documentation (ISO 9001:2008) personnel activities have define functions adjusted with job descriptions. Accounting of tutors’ activities in LMS is proceeded. Financial motivation of tutors and lecturers using e-learning is proceeded.*

Weaknesses

- *No considerable weaknesses discovered.*

STAFF SUPPORT

Improvement measures

- *However, non-sufficient level of computer skills is stated for some lecturers (mostly “elder profs”).*
- *Planning and accounting of all activities in LMS shall be additionally examined and regulated for new toolsets.*
- *Additional monitoring of intellectual property rights fulfillment is required.*

STUDENT SUPPORT

Largely Adequate

Strengths

- *1-st year students should pass an obligatory course “Student in e-learning space”. Additional materials are available in wiki of Campus LMS and e-library.*
- *Educational materials are available to student on-line and off-line. E-library resources are available 24x7x365.*
- *Educational materials for development of required skills are available prior to starting the course. Feedbacks are arranged via forums.*
- *E-library has enhanced search system using content metadata. Periodical mailers provide information on new books available in library.*
- *Support of students is arranged using synchronous (phone, consults, internet messengers) and asynchronous (forum, e-mail) facilities. Expected level and periodicity of student and tutor communications during studying the e-course is known to both of them.*

Weaknesses

- *No considerable weaknesses discovered.*

STUDENT SUPPORT

Improvement measures

- *Quite low participation of part-time students in external professional on-line communities.*
- *Educative and social collaboration with students from other universities must be increased using educational networking.*

A 3D bar chart composed of blue rectangular blocks of varying heights, arranged on a light blue base with a grid of dark blue dots. The text "Thank you for attention" is overlaid in the center of the chart.

Thank you for attention

Appendix 3h: Yerevan Branch of MESI

An abstract graphic featuring several blue 3D cubes of varying heights and orientations, arranged on a light blue grid of small circles. The cubes are rendered with white outlines and shading to create a three-dimensional effect. The text is overlaid on the central part of the image.

Performance Assessment of e-learning in Yerevan Branch of MESI “Project e-xcellence”

Siranush Bablumyan
Chair of Humanitarian
Sciences

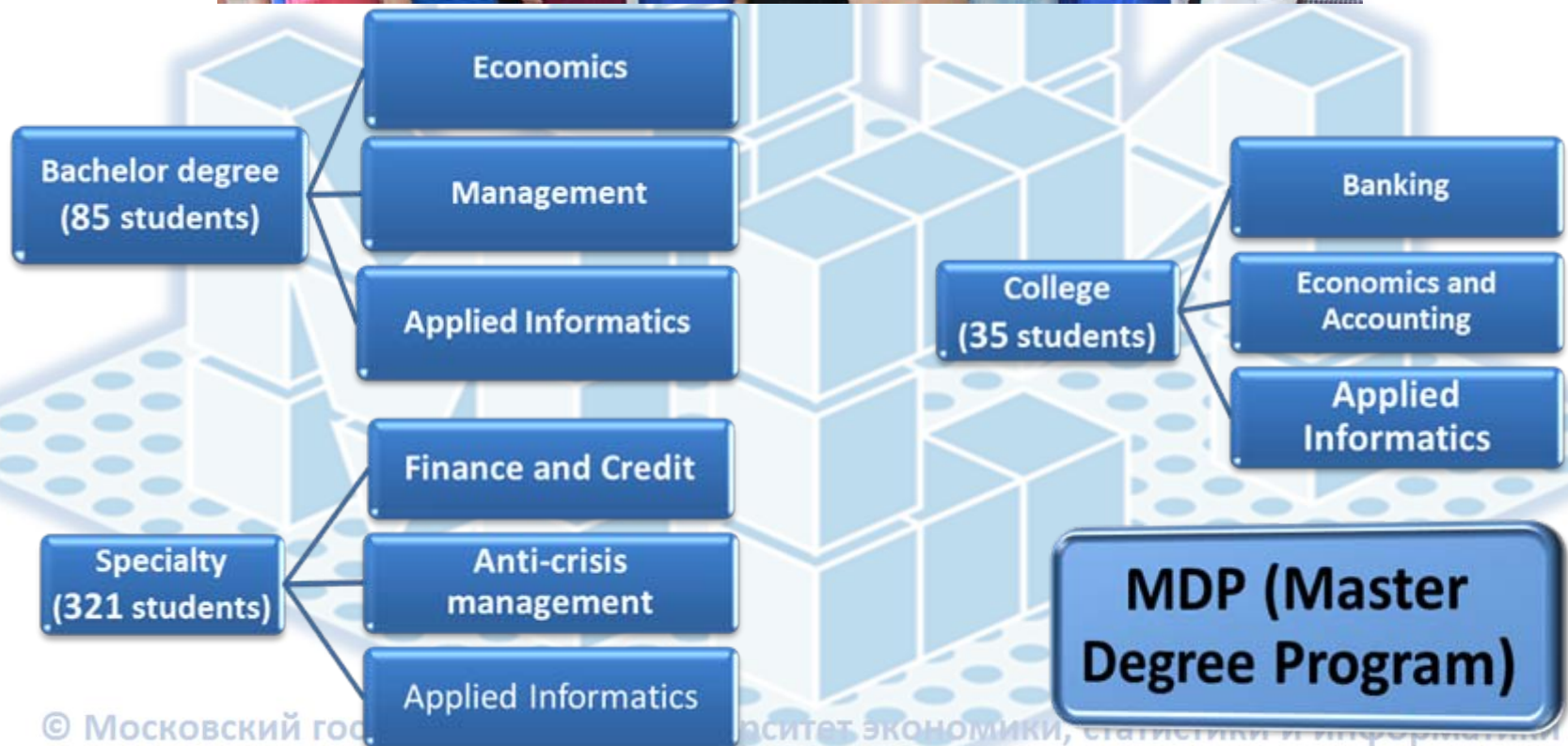
Yerevan Branch of MESI

YB of MESI was established in June of 2002 under the order of Ministry of Education and Science of Russian Federation and in compliance with an agreement between Ministry of Education and Science of Russian Federation and Republic of Armenia.

YB of MESI is an educational, methodological, scientific-cultural center developing and providing high-quality educational services, implementing joint innovative projects and expanding cooperation between RF, RA and CIS countries in educational sphere.



Educational Services Provided



Students of Yerevan Branch of MESI



- ✓ Applicants from Russia, Armenia, Georgia, Kazakhstan, Turkmenia, Ukraine, Belarus.
- ✓ Students of YB of MESI actively participate in international competitions, conferences and seminars.



The YB has established

Students' council of YB of MESI

Students' scientific communities

Graduates of Yerevan Branch of MESI

The graduates of YB of MESI are highly demanded in the labor market of Russia and Armenia



Banks



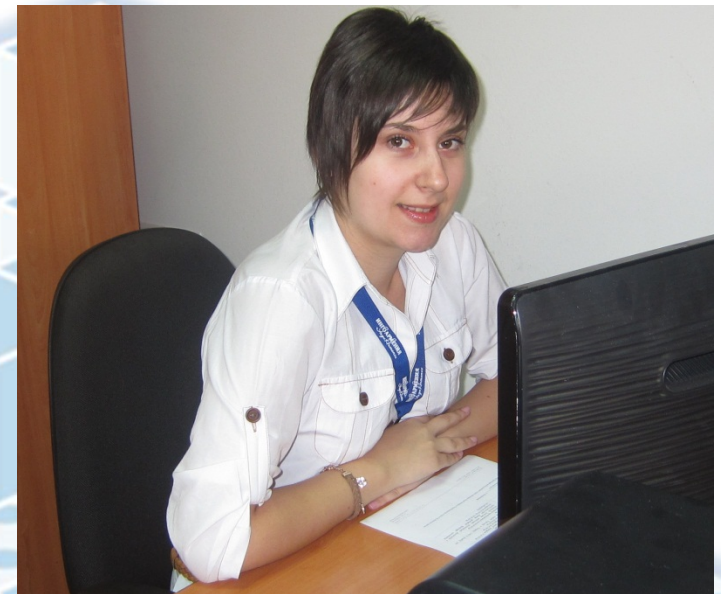
Telecommunication



Industry



Insurance Agencies



Development of e-learning in the Yerevan Branch of MESI

The branch actively implements innovative approaches in the process of organization and delivery of educational-methodological, pedagogical and scientific works with the application of new technologies. The YB of MESI actively develops technology of e-learning which positively impacts the development of economics of RA.

Teacher's tool-kit:

- SDE Virtual Campus of MESI
- Informational website of YB of MESI
- E-mail
- Web-resources of educational materials available any time;
- Forums;
- System of testing (intermediary and final control);
- Informational-library resources (electronic library);
- Presentations;
- Video materials;
- Professional applied program products;
- Interactive practice.



Participants of the MESI project

The director of the branch is responsible for the project

Deputy-director on EMC (educational methodological commission)

Manager of marketing and knowledge management

Head of the IT department

Head of the IT chair

Head of the ES (Economic sciences) chair

Head of HS (Humanitarian sciences) chair

Manager of e-learning education

Teachers

Students

Strategic Management

Weaknesses	Strengths
<ol style="list-style-type: none">1. IT base for SDE (System of Distance Education) requires periodic modernization depending on rapid development of IT industry.2. Absence of a divisions of scientific – research works on e-learning.	<ol style="list-style-type: none">1. The role of E-learning is highly emphasized in the YB of MESI.2. The branch actively implements SDE “Virtual Campus MESI”.3. Each employee understands the important role of e-learning.4. Teachers and students are completely integrated in SDE Campus MESI.5. All educational courses on the direction of bachelor degree are conducted in mixed form of education.
Improvement Actions	
<ol style="list-style-type: none">1. To make a program of update of IT park in the branch.2. To establish a division involved in scientific-research works for organization of e-learning.3. To improve personnel recruitment procedures.	

Curriculums

Weaknesses

Curriculums are worked-out in electronic dean's office, but there is no integration between electronic dean's office and SDE of the branch.

Strengths

1. Curriculums conform with international and professional standards of the given specialty and subject.
2. Existence of electronic dean's office.
3. Students' individual work is performed through e-learning.

Improvement Actions

To conduct research work on defining the peculiarities of curriculum work-out in e-learning and to make suggestions to MESI for work-out of e-learning program curriculums.

Work-out of Courses

Weaknesses	Strengths
<ol style="list-style-type: none">1. Absence of software for work-out of EC (electronic course) in the branch.2. Necessity of training the teachers for work-out of smart textbooks.	<ol style="list-style-type: none">1. Courses worked out by MESI are available.2. EC are projected on the basis of FSES of 3rd generation and curriculum of the course confirmed by MESI. The students' knowledge control procedures are already defined in the branch.3. The branch has worked out intermediate and final tests on all disciplines for on-line testing.
Improvement Actions	
<ol style="list-style-type: none">1. <i>To create project-groups for developing EC in the branch.</i>2. <i>To expand the possibility of holding Webinars and on-line lectures.</i>3. <i>To work out a plan for obtaining soft-ware necessary for creating the EC.</i>	

Course Delivery

Weaknesses	Strengths
<ol style="list-style-type: none">1. Absence of mechanisms for advancing EC to consumers.2. Absence of alternative reserve channel.	<ol style="list-style-type: none">1. Students are trained according to calendar plans of disciplines.2. E-learning provides access to necessary informational resources.3. Access to SDE is gained through authorization, there are no anonymous users, information exchange is done through forums, chats and file exchange.4. Technical support service is available.
Improvement Actions	
<ol style="list-style-type: none">1. <i>To draw an improvement plan for EC mobility.</i>2. <i>To work out a mechanism for advancing EC to consumers.</i>3. <i>To contemplate the possibility of creating a reserve connection channel.</i>4. <i>To poll the users about the level of technical support service, to find out drawbacks and to plan their elimination.</i>	

Personnel's Support

Weaknesses	Strengths
<ol style="list-style-type: none">1. The growth rate of teachers' and administrative personnel's IT not always corresponds with the growth rate of IT development and their implementation in educational process.2. There are not defined any effective mechanisms for copyright protection.	<ol style="list-style-type: none">1. There is an on-going interaction between teachers and Informational department.2. <i>Trainings and personnel consultations are organized on the courses of «Teacher in e-learning environment», «Organizer in e-learning environment» and devoted to the work in ICD.</i>3. <i>ICD (informational center of disciplines) is used for teachers' and students' joint work.</i>4. The teachers' work in Campus is regularly monitored.
Improvement Actions	
<ol style="list-style-type: none">1. <i>To train the teachers and administrative personnel constantly on the necessary IT programs.</i>2. <i>To poll the users about level of technical support, finding out the drawbacks and planning their elimination</i>3. <i>To work out a more flexible system of teachers' motivation.</i>4. <i>To work out effective mechanisms for copyright protection.</i>	

Students' Support

Weaknesses

1. *Students of correspondence form of education are not informed sufficiently about the work in Virtual Campus of MESI.*
2. *There are no handouts on the course «The student in e-Learning environment».*
3. *The results of students' participation in online student communities are not defined accurately within the framework of each program or course.*

Strengths

1. *The materials prepared for development of necessary skills, are accessible to students before the beginning of studies (teaching materials are in the electronic environment Campus, additional materials in ICD)*
2. *The students are provided with educational materials available on-line or on discs.*

Improvement Activities

1. *To consult the first-year students about the work in SDE "Virtual Campus of MESI" before the studies.*
2. *To organize students' training on Virtual Campus of MESI stating the timetable of intermediate and final tests before the studies.*
3. *To monitor e-learning constantly.*
4. *To prepare handouts on "The student in e-Learning environment" for first-year students.*
5. *To expand the WiFi zone in the branch.*
6. *To work out procedures for involving students in the work of on-line communities within the branch.*

A 3D illustration of several blue rectangular blocks of varying heights and orientations, arranged on a light blue base with a pattern of small blue dots. The blocks are rendered with white outlines and are scattered across the base, some standing upright and others tilted. The text "Thank You for attention! Any questions?" is centered over the blocks in a bold, dark blue font.

Thank You for attention!
Any questions?

Appendix 3i: Tver Branch of MESI

A 3D graphic consisting of several stacks of blue cubes of varying heights, arranged on a light blue base with a pattern of small blue dots. The cubes are rendered with white outlines and shading to create a three-dimensional effect.

Tver Branch of MESI The E-xcellence Project

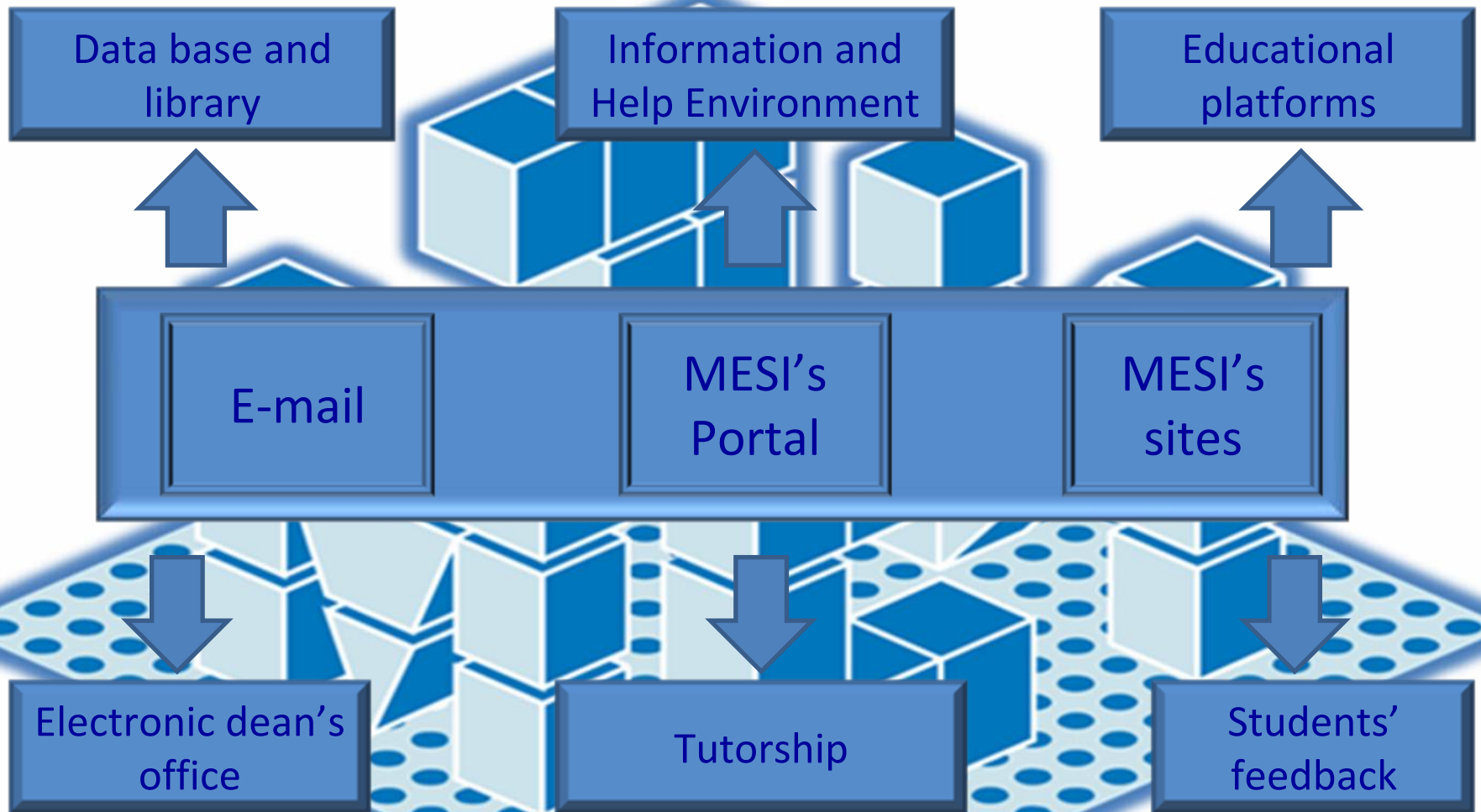
Irina Tretyakova,
Director, Tver Branch of MESI
e-mail: ITretyakova@tver.mesi.ru

Разработчик

Priorities of MESI's Activity

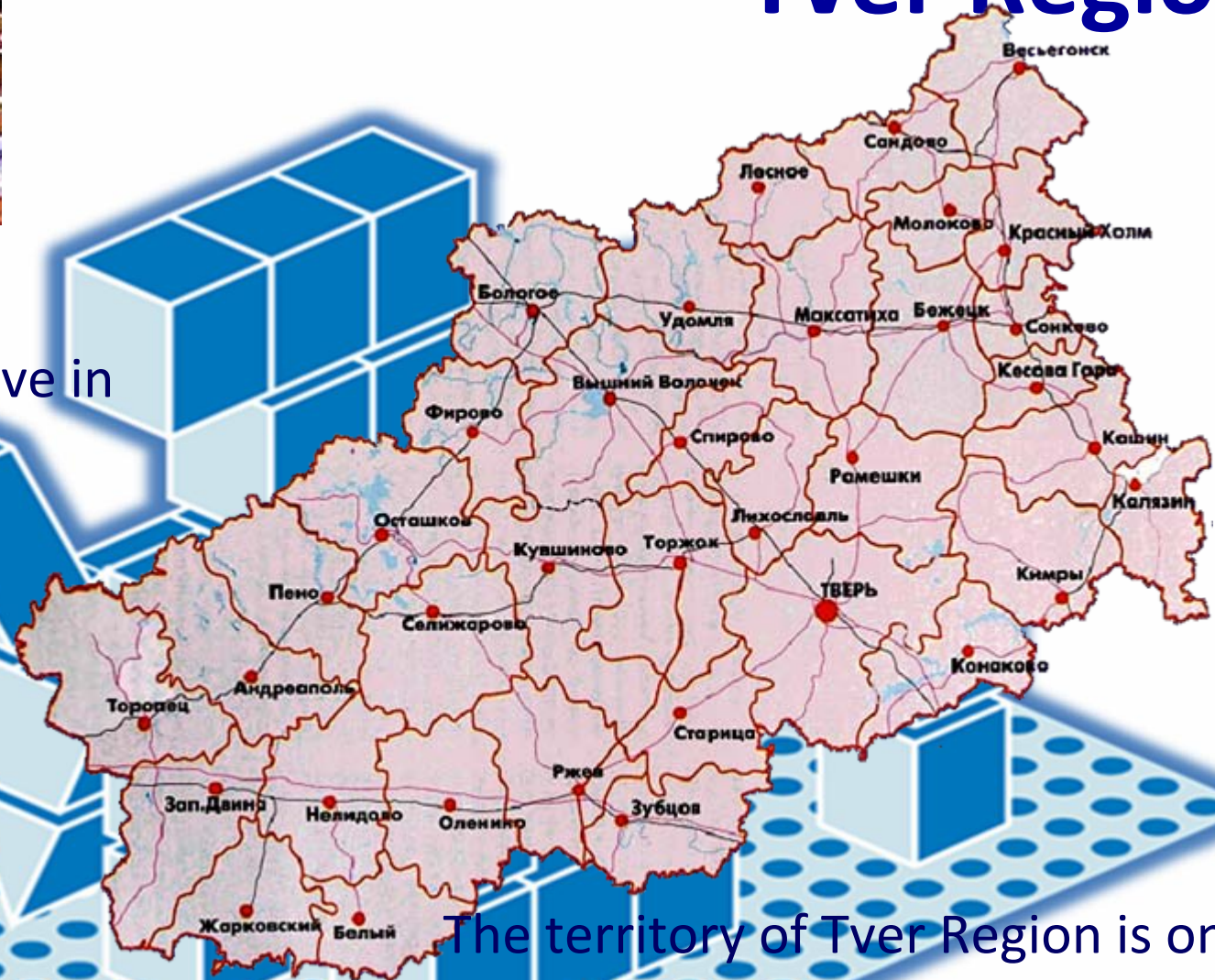


MESI's integrated educational and informational environment (IEIE)





Tver Region



1 406 600 people live in Tver Region

The territory of Tver Region is 84 200 square kilometers

The territory of Tver Region is one of the largest in the Russian Federation

MESI in Tver Region



Training for school pupils:

- Professional groups
- Economic groups
- Economic college
- Facultative courses
- Preliminary courses

Additional training for professionals:

- Professional training and retraining
- Additional qualifications
- Professional courses
- Training of accountants, auditors, real estate agents
- Seminars, lectures
- Corporate studies, Consulting



Higher education:

- Economics
- Marketing
- Accounting and Audit
- Law
- Finance
- World Economy
- IT

Post-graduate studies:

- Economics
- Law
- IT

Tver Branch of MESI was established in 1997

Informational resources



Official site
tver.mesi.ru



Site for applicants
abiturient.tver.mesi.ru



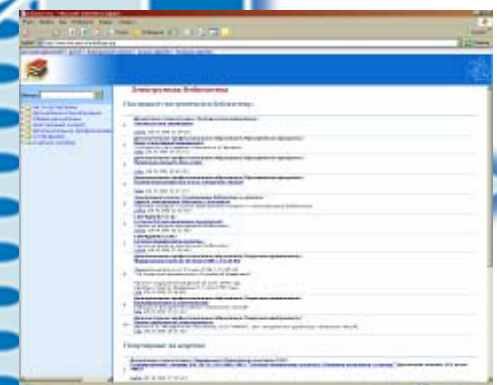
Students' site



Educational platforms



Educational forums



E-Library

Virtual Campus System of Distance Learning has been introduced since 2008

<http://study.mesi.ru/>

Добро пожаловать в Виртуальный Кампус МЭСИ

Уважаемые пользователи!
Для того, чтобы войти в Виртуальный Кампус под своей учетной записью, необходимо найти кнопку ВХОД (справа сверху) и ввести свои логин и пароль.
Студенты перед логином вводят домен **STUDMSK**
Преподаватели перед логином вводят домен **CORPMSK**

Обязательно проверяйте, чтобы после авторизации сверху было написано ваше ФИО. В случае их отсутствия страницу надо обновлять (кнопка F5)

Ваши материалы по обучению находятся в разделе **"Мой узел"** и далее вкладка **"Слушатель"** - если вы студент, и вкладки **"Тьютор"** - если вы преподаватель.

В списке назначений видны все дисциплины и тесты - для просмотра подробностей нажмите на название.

В списке рабочих областей представлены все рабочие области по дисциплинам, при переходе в которые можно работать в форумах, обмениваться материалами и т.д.

Подробная информация о том, как можно работать в Виртуальном Кампусе представлена в разделе СПРАВКА.

Вопросы можете задавать специалистам ОПЭО - их контакты есть в разделе ОПЭО НИИ УЗ

Бердникова Ольга Михайловна

Начать работу с личным узлом

- Опишите себя и помогите другим найти вас и узнать, чем вы занимаетесь
- Укажите пользователей, которых вы знаете и с кем работаете, для создания личной сети
- Отправьте свою фотографию, чтобы другие пользователи могли узнать вас на собраниях и собраниях
- Настройте эту страницу путем добавления или удаления веб-частей, чтобы повысить отдачу от своего личного узла
- Узнайте больше о личном узле и его возможностях

Средство просмотра RSS

Веб-часть не имеет привязки к каналу. Выполните действие "Откройте область инструментов", чтобы задать URL-адрес канала.

Узлы SharePoint

Узлы: Мой узел

Найти все документы Бердникова Ольга Михайловна

документы

Нет элементов для отображения в этом представлении.

Задачи

Нет элементов для отображения в этом представлении.



Tver Branch's priorities

- Strict adherence to the standards of MESI
- Innovations in education and management
- Development and introduction of IT into education.
- Development of distributive departments.
- Introduction and development of the Integrated Educational and Informational Environment of MESI as well as interaction with the other branches.
- Continuous development of learning materials and access to learning materials in the distributive environment.
- Continuous professors' training (life-long learning).
- Continuous students' training in accordance with the blending model of education, that is before – during – after classes (life-long learning).

Work groups for the E-xcellence Project

Administration of Tver Branch:

- Director of Tver Branch, Associate Professor
- Vice Director for Scientific Studies, Candidate of Economics, Associate Professor
- Vice Director for Extracurricular Work, Candidate of Philosophy, Associate Professor
- Vice Director for Educational and Methodic Work, Candidate of Philosophy, Associate Professor
- Vice Director for IT
- Chief Comptroller of Finance and Economic Service

Staff members:

- Chief of Organizational department
- Chief of Department of Studies Organization
- Chief of Distance Learning Department
- Chief of Department of Scientific Research, Grants and Competitions
- Chief of Department of Information Technologies, Candidate of Technical Sciences, Senior Researcher;
- Chief of Department of Educational and Methodic Work
- Chief of Department of Applicants' Services
- Chief of Department of Bibliographic Services

Professors:

- Chief of Department of Modern Foreign Language, Doctor of Philology, Professor
- Chief of Department of Anticrisis Management, Candidate of Economics, Associate Professor
- Chief of Department of Management and Marketing, Candidate of Economics, Associate Professor
- Chief of Department of World Economy, Finance and Financial Law, Candidate of Economics, Associate Professor
- Chief of Civil Law Department, Candidate of Law, Associate Professor
- Chief of Department of Accounting, Financial Analysis and Audit, Candidate of Economics, Associate Professor

Students:

- 1-st and 2-nd year students

Partners and Employers:

- "Makon Avto" Ltd.
- "Megafon" Company
- Administration of Tver Region
- Administration of Tver Central District

Implementing the E-xcellence Project in Tver Branch of MESI

Work package 1
(10%): preliminary
arrangements

Selection of
programs;
program
descriptions;
work group
building

Work groups:
administration,
staff members,
professors,
students.

Work package 2
(25%): analysis of
programs in
compliance with e-
excellence criteria

Strategic
management;
curriculum
design; course
design; course
delivery

Work groups:
administration;
staff members;
professors;
partners and
employers

Work package 3
(25%): analysis of
programs in
compliance with e-
excellence criteria

Student
support; staff
support

Work groups:
staff members;
professors;
students

Work package 4
(20%): assessment
of results;
distinguishing
strengths and
weaknesses

Assessment of
e-learning in
terms of
consumer
friendliness;
professional and
individual
satisfaction

Work groups:
staff members;
professors;
students

Work package 5
(20 %): working
out a schedule of
events and
activities for
improvements

Activities aimed
at improving
arrangement of
e-learning;
course
development;
course delivery

Activities aimed
at improving
staff and
student support
through
elaborate
system of
training,
stimulating and
motivating

All work groups

INFORMATION

about an educational program

080200.62 Management

rate	data
2	3
Name of the program	080200.62 Management
National Educational Standard	Economics and Management
Learning Objectives	Training highly skilled and professional managers
Target Audience	Students
Basic skills	<p>Developing and implementing corporate, competitive and functional strategy of the organization, as well as operational activities in accordance with the organization's strategy</p> <p>Planning and arranging the activities of organizations and companies</p> <p>Assessing the effectiveness of projects aimed at improving company's performance</p> <p>Reporting on the results of company's performance</p> <p>Evaluating the effectiveness of management decisions</p> <p>Developing business plans for new businesses</p> <p>Setting up a business</p>

INFORMATION

about an educational program

230700.62 Applied Informatics

rate	data
2	3
Name of the program	230700.62 Applied Informatics
National Educational Standard	Applied Informatics
Learning Objectives	Training professionals in information technologies applied in various spheres of economy
Target Audience	Students
Basic skills	<ul style="list-style-type: none"> Developing professional information technologies and programs Introducing information technologies in various industries Maintaining and supporting informational systems and networks Analyzing effectiveness of information technologies and systems Running the business through the use of information and communicative technologies Managing various business and financial processes through information technologies

INFORMATION

about an educational program

080100.62 Economics

rate	data
2	3
Name of program	080100.62 economy
National Educational Standard	Economics and Management
Learning Objectives	Training professional economists.
Target Audience	Students
Basic skills	<p>Collecting and analyzing the data necessary to calculate the economic and socio-economic indicators characterizing the activities of economic entities</p> <p>Using model-based techniques and current regulatory framework to calculate the economic and socio-economic indicators characterizing the activities of economic entities</p> <p>Carrying out, examining plans of activities in accordance with accepted standards of an organization;</p> <p>Selecting proper tools to handle economic data;</p> <p>Building standard theoretical and econometric models to analyze and meaningfully interpret the results of company's performance;</p> <p>Analyzing and interpreting financial, accounting information and using it for management decisions;</p> <p>Analyzing and interpreting the data of domestic and foreign statistics on the socio-economic processes to identify trends in the socio-economic indicators;</p> <p>Solving analytical and research problems with the help of modern technical means and information technology;</p> <p>Building work groups to implement specific economic projects;</p> <p>Assessing the proposed options for management decisions and developing them in compliance with criteria of social and economic benefits, risks and possible socio-economic impacts</p>

Information about an educational program 030500.62 Law

rate	data
2	3
Name of the program	030500.62 Law
National Educational Standard	Law
Learning Objectives	Training professional lawyers
Target Audience	Students
Basic skills	<p>Lawmaking through participation in the development of regulations in accordance with the profile of their professional activities;</p> <p>Carrying out professional activities on the basis of a developed sense of justice, legal thinking and legal culture;</p> <p>Making decisions and carrying out legal actions in strict accordance with the law;</p> <p>Finding and investigating facts and circumstances;</p> <p>Compiling legal document;</p> <p>Consulting activities:</p> <p>Giving qualified legal advice;</p> <p>Teaching law.</p>

Number of students

Name of the program	Number of students		
	total	Full-time studies	Correspondence studies
030500 Law	104	8	96
080100 Economics	116	22	94
080200 Management	68	16	52
230700 Applied Informatics	56	37	19

QuickScan: Strategic Management

- The plan of work for Tver Branch of MESI is made on the basis of Strategic Plan of MESI as a whole
- To realize e-learning programs all financial, material and technical resources, as well as the staffing of educational process are carefully examined
- There is close interaction between the Branch and MESI as far as cooperation with scientific research organizations, expertise and joint designing programs of e-learning
- Roles and responsibilities of third parties are fixed at the University

QuickScan: Academic Curriculum

- Curriculum is designed on the basis of the Federal State Educational Standard and a course program
- Curricula meet the requirements of international and professional standards of the studied area
- The number of control events aimed at testing students skills and knowledge is fixed.
- E-learning curriculum is designed in compliance with the curricula for traditional education.
- E-learning is included into each educational program.

QuickScan: Course Designing

- While designing an e-course we take into account all the elements of Educational Methodical Complexes determined in the Provisions for developing and updating Educational-Methodical Complexes and E-Course Designing. Tver Branch participates in course designing through distributive departments and Informational Centres of Disciplines.
- E-course is designed on the basis of State and educational program of the course, approved by MESI

QuickScan: Course Delivery

- Access to the System of Distance Learning is authorized, there are no anonymous users. Information exchange is realized through forums, announcements and notes, discipline's materials
- There is a work area for each subject and educational program
- There are file exchange, forum discussions, tests with a functions of assessing the complexity of questions
- Information transferred via the System is safely protected.

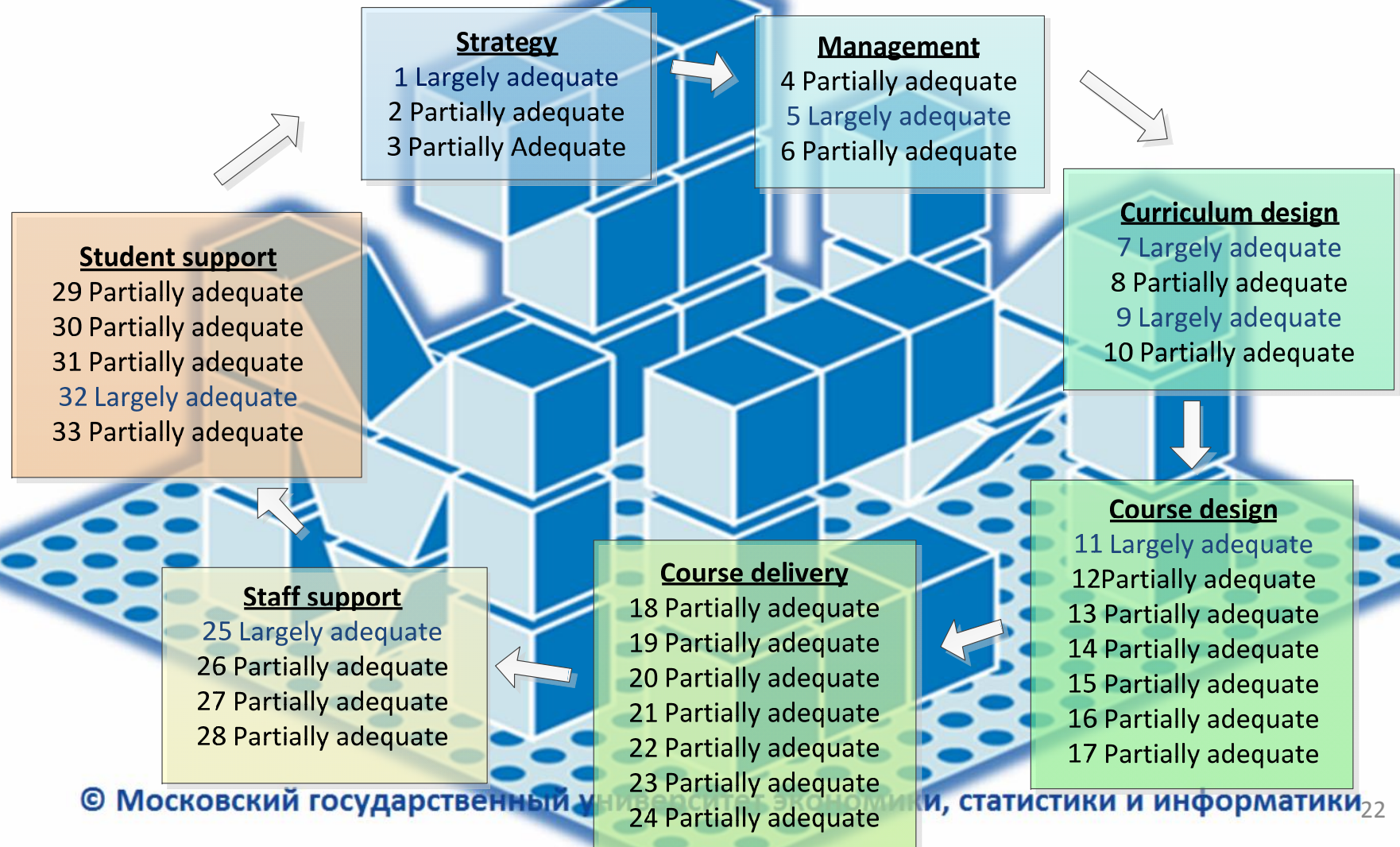
QuickScan: Support for the Staff

- Pedagogical staff training is implemented through the course named “Professor in e-learning environment”, as well as while conducting teaching seminars for professors twice a year (Winter School at MESI and Summer School at MESI)
- Skills of each member of the staff and professors to apply the main tools of e-learning are certified. There are work-guides about how to work in e-learning environment

QuickScan: Support for Students

- While studying “A Student in E-Learning Environment” students are taught how to work within e-environment.
- Uniform requirements for assessment of students’ knowledge in compliance with the Ball-Rating System are used.
- Feedback with the students is realized through the system of forums within the Campus, WEB 2.0 services for each discipline.
- Students have got the access to open e-learning resources provided on various carriers and in various modes.

Work package 4. Assessment of strengths and weaknesses



Plan of Activities for Improvements

Name of events and activities aimed at improvement	The date of completeness	Responsible Person
To clarify the aims of e-learning in the Department Plans of Activity	01.12.2012	Vice Director for Educational and Methodic Work (Heads of Departments)
To develop a schedule of virtual mobility of students in compliance with existing legislature	01.12.2012	Vice Director for Educational and Methodic Work
To carry out and implement the plan of events and activities aimed at improving virtual mobility of students	01.12.2012	Vice Director for Educational and Methodic Work, Heads of Educational Departments
To develop a model of students' participation in on-line communities and scientific research. This model shall be approved by all the parties.	01.12.2012	Vice Director on Scientific Studies and Research, Heads of Educational Departments
To intensify students' participation in on-line communities and scientific research.	01.12.2012	Vice Director on Scientific Studies and Research, Heads of Educational Departments
On a regular basis to teach professors and members of the staff a course named "Professor in E-Learning Environment"	01.12.2012	Vice Director for Educational and Methodic Work, Organizational Department
As a part of a plan to prepare proposals for work groups including professors who design e-courses	01.12.2012	Vice Director for Educational and Methodic Work
To prepare proposals how to improve structural and logical schedules of study various disciplines.	01.12.2012	Vice Director for Educational and Methodic Work
To survey the members of the staff, professors and students in order to <ol style="list-style-type: none"> 1. reveal the problems arisen in course of e-learning and to find out their solutions. 2. assess the extent of satisfaction of all the parties participating in e-learning <p>The results of this survey shall be included in the schedule of marketing reporting for the Branch</p>	Twice a year in January and June to report the results	Vice Director for Extracurricular Work
To prepare proposals how to transfer students' marks and results to the Electronic Journal of Students' Progress	01.03.2013	Vice Director for Educational and Methodic Work
To carry out guides and to teach professor staff how to conduct webinars and deliver on-line lectures to students	31.03.2013	Vice Director for Educational and Methodic Work
To make assessment of content fro electronic environment	01.07.2013	Vice Director for Educational and Methodic Work
To establish a system of stimulating and motivating professor in order to intensify their participation in e-learning	01.12.2012	Vice Director for Educational and Methodic Work
To make assessment in compliance with e-xcellence criteria of all programs realized in Tver Branch of MESI	30.04.2013	Vice Director for Educational and Methodic Work

An abstract graphic featuring several blue 3D cubes of varying heights and orientations, arranged on a light blue floor with a pattern of darker blue dots. The cubes are rendered with white outlines and shading to create a three-dimensional effect.

**Thank you for attention!
Have you got any questions?**



Appendix 3j: Yaroslavl Branch of MESI

A 3D isometric graphic consisting of several stacks of blue cubes of varying heights and orientations, arranged on a light blue base with a pattern of small blue dots. The cubes are rendered with white outlines and shading to create a three-dimensional effect.

E-xcellence project Yaroslavl Branch of MESI

Yaroslavl Branch of MESI

❖ **Regional Network:**

- Council of rectors in Yaroslavl
- Chamber of Commerce and Industry
- “Manager-club”
- Expert Group on monitoring of the laws and regulations, activities, events and projects of different aspects of social and economic living conditions of the public
- Work Group of the project Standard of business environment
- Work Group Leader on education and science under the Coordination Council of the project Tourism and recreation special economic zone

❖ **Regional Cooperation:**

- educational institution
- business-communities and Government executive bodies
- employers

Yaroslavl Branch of MESI

- ❖ Yaroslavl Branch of MESI lifelong learning System: training for pupils, training for schoolchildren, courses for the graduates of colleges and technical schools, Higher Professional Education, Supplementary Programs
- ❖ Include offering of: Business Informatics, Commerce, Marketing (full-time), Crisis management Mathematical methods under Bachelor's programs
- ❖ Yaroslavl Branch of MESI is a founder of interuniversity school “E-learning Model in an educational institution”
- ❖ Nowadays Yaroslavl Branch of MESI is the leading university member of the group designing of the project Tourism and recreation special economic zone (focal area in Yaroslavl)
- ❖ University placement office

Management Bachelor's program

Educational aim: The program is to train professional managers skilled in modern management technologies, versed in all aspects of business and capable of performing efficient management of a company in competitive environment

Date of start	2009
Educational form	Full-time; Part-time
Students	145 people (22 – full-time, 123 – part-time)
Credit or unit	221 Credits (8284 hours)
E-learning	40 % for full-time, 55 % - for part-time

Economics Bachelor's program

Educational aim: This program gives its students update knowledge in the sphere of global macroeconomics, international finances, global corporate strategies, global marketing strategy, innovations etc. In this program, special attention is paid to the build-up of cross-cultural competency required for a modern manager

Date of start	2009
Educational form	Full-time; Part-time
Students	169 people (30 – full-time, 139 – part-time)
Credit or unit	220 credits (8248 hours)
E-learning	40 % for full-time, 55 % - for part-time

E-xcellence in Yaroslavl Branch of MESI

**Order # 34, March 27, 2012
on E-xcellence project in
Yaroslavl Branch of MESI**

- Expert Group (Management of Yaroslavl Branch, Administrative and managerial staff, Teaching staff, Students)
- Project activities

Aims and responsibilities

- Meetings with Expert Group
- Roles and Responsibilities matrix

Documents preparation

- Working papers on the project self-assessment
- Student survey
- Participation in MESI webinars

**Final reports on the project
self-assessment**

- Work material summary
- Designing of Improvement Plan
- Translating documentation

Improvement Plan

- Improvement of Organization Activity

E-xcellence in Yaroslavl Branch of MESI

Expert Group

Strategy and Management	Vice Director for Educational and Methodic Work , Head of Quality Attribute Support Office
Curriculum Design	Vice Director for Educational and Methodic Work , Heads of Departments
Course Design	Heads of Departments, students
Course Delivery	Head of Methodological and Information Support, Head of information and technical support service, Heads of Departments, students
Staff Support	Vice Director for Educational and Methodic Work , Heads of Departments, Manager of Personnel\Human Resources
Student Support	Head of Methodological and Information Support, Head of information and technical support service, Heads of Departments, students

Strategy

3

- ✓ The 2011-2015 strategic plan of MESI contains the introduction of an e-learning program. E-learning identifies in the concept of MESI
- ✓ The 2011-2015 strategic plan of Yaroslavl Branch contains the introduction of an e-learning programme
- ✓ The introduction of an e-learning program identifies in faculty and department plans.
- ✓ E-learning is an integral part of the strategic of the Branch
- ✓ Yaroslavl Branch of MESI is a founder of interuniversity school “E-learning Model in an educational institution”

Improvement Plan

Concretizing of ideas of e-learning

Development of school of sciences

Management

2

- ✓ All staff concerned with academic, media development and administrative roles can adequately support the development and delivery of e-learning components
- ✓ In accordance with the idea of e-learning there are internal structural units in Yaroslavl Branch of MESI
- ✓ Software training course for staff и студентов

- ✓ Resource limitation to provide e-learning in the Branch

Improvement Plan

The resourcing of developments in e-learning activities. There is an annual calendar of Software purchasing in Yaroslavl Branch of MESI to improve e-learning

Updating of regulatory documents

The curriculum

2

- ✓ The curriculum conforms to qualification frameworks, codes of practice, subject benchmarks and other institutional or national quality requirements
- ✓ The majority of MESI courses and different types of e-learning are used by Yaroslavl Branch of MESI
- ✓ Regimented curriculum design
- ✓ Curricular practical training for students
- ✓ The optimum mixture of online and traditional approaches
- ✓ Available operational experience on coursework task with other branches of MESI

- ✓ It is not given the facilities to be own master
- ✓ Updating of procedures on curriculum design
- ✓ Sequence of study is not always defined logically
- ✓ Improving of the interactive techniques to provide on-line courses

Improvement Plan

Curriculum designers should identify a logical progression of skills development

Involvement of and support for all categories of professional staff of branches engaged in materials development and production

Updating of procedures on curriculum design

Curriculum designers should address opportunities for building relationships between research modules on Bachelor Degree Program

Course Design

2

- ✓ The majority of MESI courses and different types of e-learning are used by Yaroslavl Branch of MESI
- ✓ The use of learning materials designed for independent student study offers learners significant flexibility in time and place of study
- ✓ Updating of e- learning package
- ✓ The monitoring of staff and students activity in an e-learning context

- ✓ Updating of e- learning package must be more intensive
- ✓ It is not given the facilities to change the content
- ✓ There aren't self-engineered products and teaching methods

Improvement Plan

Involvement of and support for all categories of professional staff of branches engaged in materials development and production

Monitoring of the on-line courses updating

Improving of the interactive techniques to provide on-line courses

Designing of assessment course system for students

Course Delivery

2

- ✓ There is an annual calendar of Software purchasing for Yaroslavl Branch by MESI to improve e-learning
- ✓ MESI provides consulting services
- ✓ Authorized access. Security acceridation
- ✓ In accordance with the idea of e-learning there are internal structural units in Yaroslavl Branch of MESI
- ✓ Feedback to enable improvement is realized with LMS and teaching staff websites
- ✓ In accordance with the idea of e-learning there are post profiles for staff and students
- ✓ The monitoring of staff and students activity in an e-learning context

- ✓ E-Learning Software is powered by the only Internet Explorer
- ✓ Standard design of a system with bare possibilities of changes
- ✓ Test base isn't designed for regular updating. Unmaintainable program for test design
- ✓ Multimedia delivery system is out
- ✓ Teaching staff is not ready to on-line knowledge assessment

Improvement Plan

The use of another delivery platform if necessary

Designing of a multimedia delivery system

Providing of flexible operating system configuration to make effective use of tools

Automation of monitoring

Staff development programs

Providing of steady operation of IT-equipment

Staff Support

3

- ✓ All new employees have e-learning course “E-learning Tutor” and take the Certificate on on-line working
- ✓ All staff concerned with academic, media development and administrative roles can adequately support the development and delivery of e-learning components. Career development incentives promote the use of e-learning
- ✓ The monitoring of staff activity in an e-learning context
- ✓ The Branch ensures that issues of staff workload and any other implications of staff participation in e-learning activities are taken proper account of in the management of courses or programmes

- ✓ Possibilities of Management of the Branch are poor
- ✓ Credit system is poor. Absence of staff work time logging

Improvement Plan

Improving of the incentive system for staff

Monitoring of the staff satisfaction surveys in accordance with the idea of e-learning

Providing of the activities on intellectual property protection

Development of school of sciences

Student Support

3

- ✓ Students are provided with guidelines stating their rights, roles and responsibilities, those of their institution, a full description of their course or programme, and information on the ways in which they will be assessed including e-learning components
- ✓ All students have e-learning course “E-learning Student”
- ✓ All freshmen are given the CD with the information about Yaroslavl Branch of MESI
- ✓ Staff websites contain standard requirements for students
- ✓ E-learning students may be provided with access to human support delivered on-line, via telephone or face to face
- ✓ Wi-Fi
- ✓ The provision of access (on-line or otherwise) to library resources: 840 books with full texts
- ✓ Students have all materials in hard copies

- ✓ Server errors. Absence of 24x7 support.
- ✓ E-Learning Software is powered by the only Internet Explorer
- ✓ There are no methodological recommendations on e-learning
- ✓ Отсутствие регламентов по педагогической поддержке удаленных студентов
- ✓ It isn't possible to update and edit the electronic catalogue on the MESI website

Improvement Plan

Support services should operate, wherever possible, in a way that acknowledges this

Designing of any student servers

Development of teamwork within on-line community

It should be possible to update and edit the electronic catalogue on the MESI website

Designing of common e-learning standards



Thank you for your attention!
Questions, please

Appendix 4: Introduction to E-xcellence

Introduction to E-xcellence

E-xcellence Review at a distance MESI

Videoconference, 21 June 2012

Jo Boon, Leo Wagemans, Andre Vyt

Centre for Learning Sciences and Technologies
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Overview

- Background of the project
- Products
- E-xcellence project in line

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EADTU and E-xcellence project

- EADTU is Europe's leading representative association for Lifelong Open and Flexible (LOF) learning in distance HE
- the model of LOF learning refers to open learning, distance learning, e-learning, online learning, open accessibility, etc.

E-learning

- has become mainstream provision in European higher education
- as it is becoming integral part of higher education, e-learning should also be integral part of the QA systems



E-xcellence project

- By developing the E-xcellence instrument an opportunity is created by EADTU for the existing channels in QA to adopt new quality guidelines for increased quality, accessibility and attractiveness
- As the E-xcellence instrument supplements existing QA systems with e-learning specific issues, it can be integrated within the existing QA frameworks.
- In the past 2 stages in which E-xcellence was developed and promoted by and within open and blended universities and QA agencies, it has proven to be a valuable and valued open source tool





Main Contributors (Coregroup)

- EADTU (Coordinator)
- OULU-University (Finland)
- OUNL (Netherlands)
- OUUK (United Kingdom)

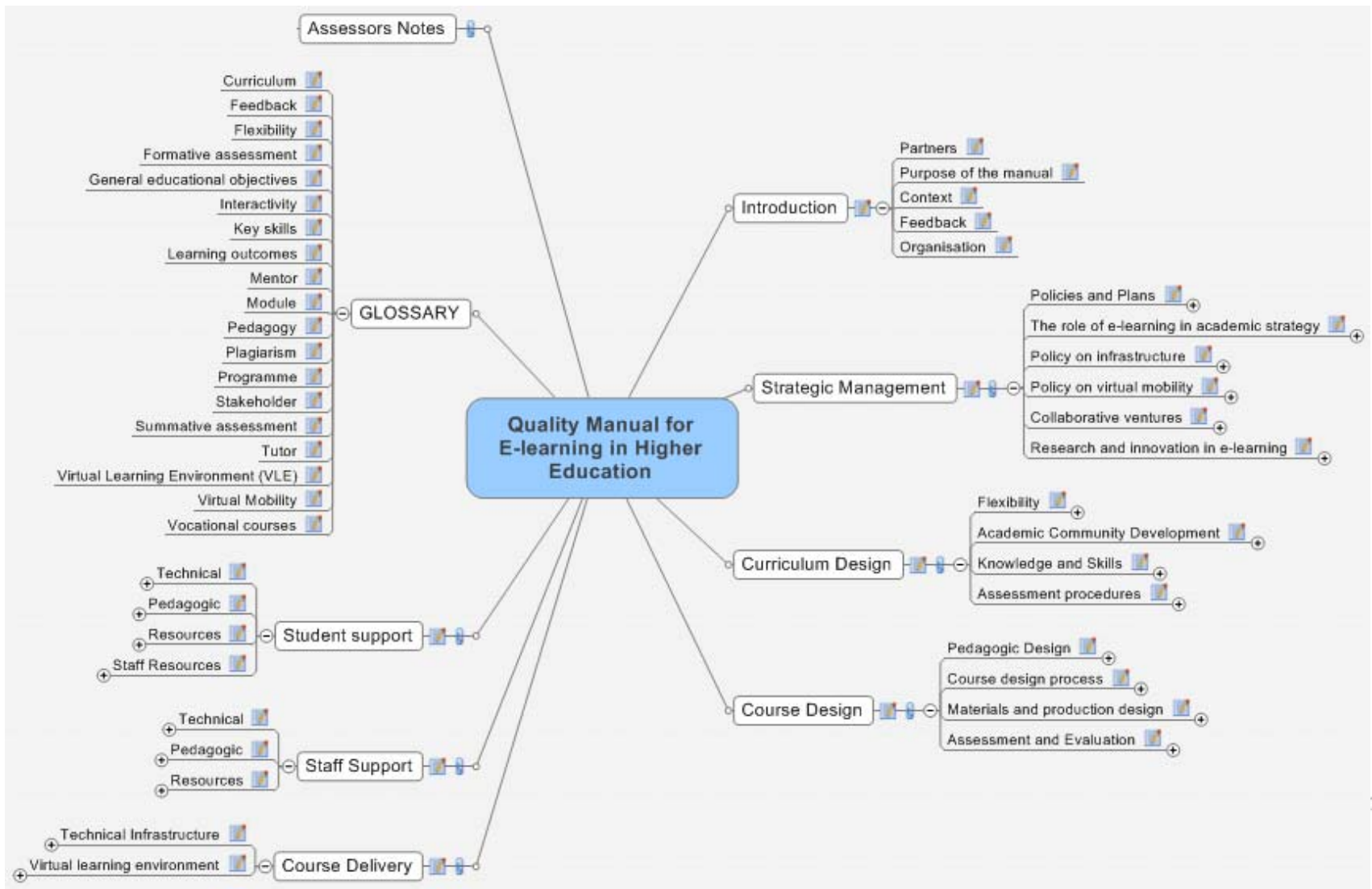


Products to work with

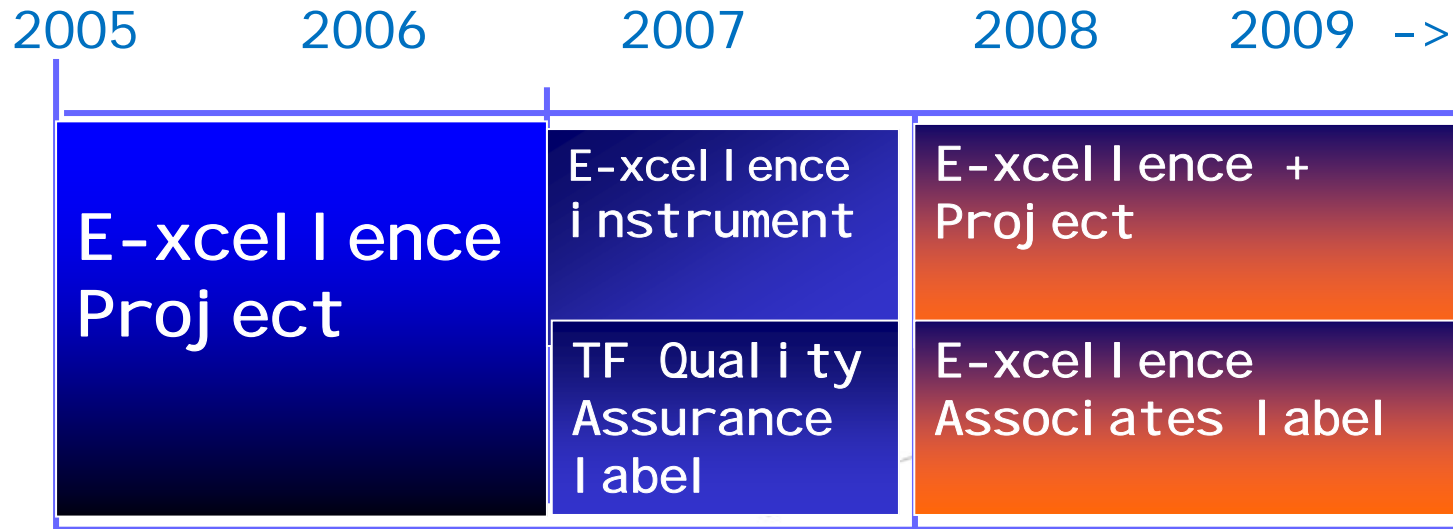
-  manual
 - reference tool for the design and assessment of e-learning programmes
 - benchmarks, quality criteria and notes for guidance against which e-learning programmes and their support systems may be judged
-  assessors notes
 - provide a more detailed account of the issues and the approaches
 - Good practices for various situations



The E-xcellence manual



E-xcellence Project in a line



E-xcellence +

- Goal:
 - From project to mainstream implementation of the E-xcellence instrument
 - European wide at the local level
- Brings together:
 - the expertise and experience of universities in lifelong learning from 13 countries
 - the expertise of quality assurance and accreditation processes from several QA agencies
- Result:
 - framework for educational improvement and innovation



European outreach

- Involving universities and QA-agencies by the networks of EADTU
- European seminar to set a framework for local implementation of the E-xcellence instrument by decision makers of universities and QA-agencies
- 13 local seminars of implementing, testing and fine-tuning the Quick Scan (October 2008 and April 2009). University QA-team and QA-agencies
- Participation of institutions and Accreditation agencies/ministries



Local seminars E-xcellence +

Local seminars E-xcellence +	Date
Czech Association of the Distance Teaching Universities + University of Hradec Králové (Brno/ Hradec Králové) Incl. National Agencies: the Council of Higher Education Institutions, the National Centre of Distance Education	13-14 November 2008
KU Leuven (Leuven) Including VLIR- VLHORA <i>20 HE-present</i>	January 20-21 2009
UNED (Madrid) Including ANECA	19-20 February 2009
OJUK (Milton Keynes) <i>16 HE-institutions present</i>	27 February 2009
MESI (Moscow)	June 2009
Hungarian Virtual University Network (Budapest) Including Hungarian Accreditation Body department of distance and e-learning	12-13 November 2009
Uninettuno (Rome) Including Italian Minister of Higher Education	5 March 2009 8-9 December 2009
Lund University (Lund) FULL ASSESSMENT	9-10 March 2009
FernUni Schweiz (Bern) Including OAQ	11-12 March 2009
Slovak university of technology (Bratislava)	15-16 October 2009
EITF (Tartu) Including: Higher Education Accreditation Centre and Estonian e-Learning Development Centre	20-21 April 2009
Oulu University (Oulu) Including The Finnish Higher Education Evaluation Council (FINHEEC) and Finnish Virtual University	19-20 May 2009
OUNL (Heerlen) FULL ASSESSMENT Including NVAO	October 2009



2 Full assessments

- Open University (Netherlands)
 - Lund University (Sweden)
-
- Enables to determine the performance of e-learning programmes
 - Self-assessment approach with an on-site visit by an e-learning expert(s)
 - External QA agencies



E-xcellence Associates Label

- Not a label of proven excellence, but a label to reward continuous educational improvement
- The label is provided based on an external review at a distance or on-site



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E-xcellence Next (2011 and 2012)

- Extended European introduction (countries not yet involved)
- Updating of the instrument
- Special focus on f.e. developments like open educational resources and the growing application of social networking in educational contexts
- Broadening the partnership
- Open University (NL) is responsible for WP2:
Extended European introduction (Organization of the Local seminars)

Who is involved?

- Moscow
- Lithuania
- Poland
- Cyprus
- Lathvia
- Portugal
- Greece

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Local seminars E-xcellence +

Local seminars E-xcellence +	Date
MESI (Moscow)	6-7 June 2011
Kaunas University of Technology, Lithuania	26-27 October 2011
Akademia Górniczo-Hutnicza (AGH) University of Science and Technology, Poland (Krakow)	14-15 December 2011
Open University of Cyprus, Cyprus (Nicosia)	6-7 March 2012
Riga Technical University, Latvia (Riga)	19-20 March 2012
University, Portugal (Lissabon)	26-27 April 2012
Hellenic Open University (HOU), Greece (Patras)	16-17 May 2012



Thank you for your attention

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Appendix 5: Feedback Review team

Feedback On-line review

MESI and MESI branches

E-xcellence Review at a distance MESI

Videoconference, 21 June 2012

Jo Boon, Leo Wagemans, Andre Vyt, George Ubachs

Centre for Learning Sciences and Technologies
celstec.org



Impression review team

- Positive impression
- Dedicated people
- E-learning seen as an issue with lots of results already
- Improvements



Good use of E-xcellence

- Hard work
- Good use of E-xcellence tool
- Lots of evaluation activities in different programs
- Open
- Critical attitude for yourself
- Self-criticism results in improvement



Some remarks

- Scores are sometimes not clear: very often fully adequate
- Leave room for improvement by score
- Evidence hard to assess for reviewers (but not audit or accreditation)
- Integration of e-learning in main quality system of MESI is not clear
- Lots of issues to work on: impossible in such a short time
- Prioritise in roadmap



Questions

- Next time we would like to see e-learning materials: possible?
- How did you organise the work on the Quick Scan?
- Did every program went trough all the Benchmarks?
- Clear description of process in Tver presentation



On-line conference?

- Feedback and discussion about on-line conference

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Thank you for your attention

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