



# UNIVERSITY OF WORLD ECONOMY AND DIPLOMACY

## Student Satisfaction Survey Report

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Prepared by:  
Office of Transformation  
and Strategic  
Development

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## Executive Summary

The University of World Economy and Diplomacy conducted a pilot Student Satisfaction Survey as part of its internal quality assurance system, programme monitoring activities and ongoing efforts to strengthen student-centred learning. The survey covered five programmes included in the international accreditation process and was designed to collect structured feedback on programme delivery, teaching and learning, assessment, academic support, digital learning resources, practical training and overall student experience.

As part of the pilot project, a dedicated Moodle course was opened to administer the survey in a unified digital format. The survey collected feedback from more than 300 students across the five selected programmes, creating an evidence base for analysing programme-specific results as well as broader trends in student learning experience.

The survey instrument combined programme-specific questions, a common learning experience block and open-ended questions. The programme-specific block made it possible to assess the relevance, academic content and professional orientation of each programme. The common learning experience block allowed comparison across programmes in relation to teaching quality, independent learning opportunities, assessment clarity, academic support, communication, digital resources, inclusiveness of the learning environment and overall satisfaction. Open-ended questions provided students with an opportunity to identify the main strengths of their programmes, suggest areas for improvement and share additional comments regarding their learning experience.

Overall, the survey results show generally positive levels of student satisfaction across the five surveyed programmes. Students particularly recognised the role of qualified and experienced teaching staff, the relevance of curricula to their professional fields, the international orientation of programmes, access to digital learning resources, opportunities for independent learning and the supportive academic environment. These findings confirm that the surveyed programmes have a strong foundation for further development and are broadly aligned with the University's academic mission, professional profile and strategic development priorities.

At the same time, the survey provided valuable evidence for further programme enhancement. Across the programmes, students identified several areas where additional attention would be beneficial, including the expansion of practice-oriented learning, clearer assessment criteria, stronger academic guidance, wider professional exposure, improved support for research and academic writing, further development of digital infrastructure and more consistent communication of academic information.

The pilot survey demonstrates UWED's strong commitment to evidence-based quality assurance and continuous improvement. The University will carefully review the findings and student suggestions and use them to support the further development of programme delivery, teaching and learning practices, academic support mechanisms and the overall student experience. The pilot experience will also contribute to the further institutionalisation of student feedback as a regular component of the University's internal quality assurance cycle.

**Table 1. Survey Coverage**

No.	Programme code	Programme	Level
1	60411100	<a href="#"><u>World Economy and International Economic Relations</u></a>	Bachelor's
2	60310800	<a href="#"><u>International Relations</u></a>	Bachelor's
3	70420103	<a href="#"><u>International Law</u></a>	Master's
4	70411102	<a href="#"><u>Foreign Economic Activity</u></a>	Master's
5	70310201	<a href="#"><u>International Relations and Contemporary Political Processes</u></a>	Master's

## Introduction

The University of World Economy and Diplomacy conducted a pilot Student Satisfaction Survey as part of its internal quality assurance, programme monitoring and continuous improvement activities. The survey was designed to collect structured feedback from students enrolled in five bachelor's and master's programmes included in the international accreditation process.

The pilot survey was conducted through the University's Moodle platform from **20 April to 10 June 2026**. For this purpose, a dedicated Moodle course was opened, allowing students from the selected programmes to complete the survey in a unified digital format. The survey was conducted separately for each programme, while following a common methodological structure. This made it possible to analyse both programme-specific feedback and cross-cutting trends related to the student learning experience.

The survey covered the following five programmes:

1. [World Economy and International Economic Relations](#), Bachelor's Programme;
2. [International Relations](#), Bachelor's Programme;
3. [International Law](#), Master's Programme;
4. [Foreign Economic Activity](#), Master's Programme;
5. [International Relations and Contemporary Political Processes](#), Master's Programme.

The survey collected responses from more than 300 students. The results provide an evidence base for identifying programme strengths, areas for further enhancement and follow-up actions aimed at improving teaching and learning, academic support, assessment procedures, digital learning resources, practical training and overall student experience.

### Methodological and Regulatory Basis

The pilot Student Satisfaction Survey was developed and implemented within the University's internal quality assurance framework. The survey is linked to the University's approach to programme evaluation, student feedback, academic monitoring and evidence-based improvement planning.

The methodological and regulatory basis for the survey includes the University's internal documents and quality assurance instruments, including the [Quality Assurance Handbook](#), [Programme Evaluation Regulation](#), [Student Course Evaluation Regulation](#), [Data Collection and Student Progression Policy](#), [Study and Examination Regulations](#), [Complaints and Appeals Policy](#), [Code of Ethics](#), and other relevant internal policies regulating academic quality, student support, programme delivery and public information.

The survey was implemented as a **pilot project**. Its purpose was not only to measure student satisfaction, but also to test a structured feedback mechanism that can be further integrated into the University's regular internal quality assurance cycle. The pilot format allowed the University to assess the clarity of the survey instrument, the suitability of Moodle as a feedback platform, and the usefulness of the collected data for programme-level enhancement.

The survey was based on the principles of **voluntary participation, informed consent, confidentiality** and **aggregated reporting**. At the beginning of the survey, students were asked to confirm that they understood the purpose of the survey and agreed to participate voluntarily. The results were analysed at programme level and were not used for individual assessment of students or teaching staff.

The survey combined closed-ended and open-ended questions. Most closed-ended questions used a five-point Likert scale, ranging from “Strongly disagree” to “Strongly agree”. For analytical purposes, the satisfaction rate was calculated as the combined share of responses marked “4” and “5”, corresponding to “Agree” and “Strongly Agree”. Neutral and lower-scale responses were also reviewed in order to identify areas requiring further attention.

Open-ended responses were analysed thematically. Recurring comments were grouped into common categories, including programme strengths, practical learning, assessment transparency, academic support, digital resources, communication, professional exposure and student suggestions for improvement. This mixed approach made it possible to combine quantitative satisfaction indicators with qualitative student feedback.

### **Survey Structure**

The survey instrument was designed in a trilingual format: **English, Uzbek and Russian**. This ensured accessibility for students from different language groups and allowed respondents to understand the questions clearly.

The survey consisted of several thematic blocks.

#### **1. Consent and Respondent Profile**

The first block collected basic respondent information and confirmed voluntary participation. It included questions on the student’s programme, consent to participate in the survey and current year of study. This block was used to classify responses by programme and student cohort.

#### **2. Programme-Specific Questions**

The second block included programme-specific questions tailored to the academic profile of each of the five programmes. These questions assessed how students perceive the relevance, content and professional orientation of their particular programme. For each programme, this block included five indicators reflecting the specific learning outcomes and academic focus of the relevant programme.

For example, programme-specific indicators addressed such areas as understanding key concepts in the field, relevance of the curriculum to the professional area, development of analytical skills, connection with current international or economic realities, and preparation for future professional work.

#### **3. Learning Experience**

The third block was common for all five programmes and focused on the broader student learning experience. It included questions on the clarity and structure of teaching, opportunities for independent learning, assessment requirements, academic support, responsiveness of teaching staff, communication of academic information, digital learning resources, academic guidance, inclusiveness of the learning environment and overall satisfaction with the university learning experience.

This block made it possible to compare student experience across the five programmes using a common set of indicators.

#### **4. Open-Ended Questions**

The final block included open-ended questions allowing students to provide additional qualitative feedback. Students were asked to identify the main strengths of their study programme, suggest aspects requiring improvement, and provide additional comments or recommendations regarding their learning experience.

The survey also included a final question on the clarity and ease of completing the survey. This was included to evaluate the pilot survey instrument itself and to improve future student feedback mechanisms.

**Table 2. Structure of the Student Satisfaction Survey**

Survey block	Content and purpose
<b>Consent and respondent profile</b>	Programme, consent to participate and current year of study. This block was used to classify responses by programme and student cohort.
<b>Programme-specific questions</b>	Five indicators tailored to the academic profile of each programme. These questions assessed programme relevance, content, professional orientation and programme-specific learning outcomes.
<b>Learning experience</b>	Ten common indicators used across all five programmes. This block covered teaching structure, independent learning, assessment clarity, academic support, responsiveness of teaching staff, communication, digital resources, academic guidance, inclusiveness and overall satisfaction.
<b>Open-ended questions</b>	Students identified main strengths, aspects for improvement, additional suggestions and provided feedback on the clarity and ease of completing the survey.

**Table 3. Common Learning Experience Indicators**

No.	Common learning experience indicator
1	The teaching on my programme is clear and well-structured.
2	I have adequate opportunities for independent learning and academic development.
3	Assessment requirements are clear and understandable.
4	I can access academic support when I need it.
5	Teaching staff are approachable and responsive to academic questions.
6	Important academic information is communicated clearly and on time.
7	Digital learning resources and online platforms support my learning effectively.
8	I receive sufficient guidance regarding my studies and academic progress.
9	The learning environment on my programme is inclusive and supportive.
10	Overall, I am satisfied with my learning experience at the university.

## Analytical Approach

The survey combined closed-ended and open-ended questions. Most closed-ended questions used a five-point Likert scale, ranging from “Strongly disagree” to “Strongly agree”. For analytical purposes, the satisfaction rate was calculated as the combined share of responses marked “4” and “5”, corresponding to “Agree” and “Strongly Agree”. Neutral and lower-scale responses were also reviewed to identify areas requiring further attention.

**Table 4. Satisfaction Rate Interpretation Framework**

Satisfaction rate range	Interpretation for reporting purposes
90% and above	Very strong satisfaction
85.0% - 89.9%	Strong positive result
80.0% - 84.9%	Generally positive result with room for enhancement
Below 80.0%	Enhancement priority

Open-ended responses were analysed thematically. Recurring comments were grouped into common categories, including programme strengths, practical learning, assessment transparency, academic support, digital resources, communication, professional exposure and student suggestions for improvement. This mixed approach made it possible to combine quantitative satisfaction indicators with qualitative student feedback.

### Pilot Nature of the Survey and Interpretation of Results

As this survey was conducted as a pilot project, the results should be interpreted as an initial evidence base for programme-level reflection and quality enhancement. The pilot format made it possible to test the survey structure, assess the suitability of Moodle as a student feedback platform and identify the types of information that are most useful for programme monitoring and improvement planning.

The survey results reflect the views of students who participated during the pilot period and provide valuable insights into student perceptions of programme delivery, teaching and learning, academic support, digital resources, assessment procedures and overall learning experience. At the same time, the results are intended to support continuous improvement rather than serve as a final or exhaustive evaluation of the programmes.

Based on the pilot experience, the University will further refine the survey instrument, strengthen participation mechanisms and consider integrating the Student Satisfaction Survey into the regular internal quality assurance cycle. Future survey rounds may also allow for broader comparative analysis across cohorts, academic years and programme cycles.

## Programme-Level Results

This section provides a programme-level analysis of the pilot Student Satisfaction Survey results. For each of the five surveyed programmes, the report presents key quantitative indicators, including the average satisfaction rate across all 15 survey indicators and the overall satisfaction rate, followed by an analytical summary of student perceptions, identified strengths, enhancement priorities and recommended follow-up actions. The use of a common structure ensures consistency across programmes while allowing programme-specific features and student feedback to be reflected in detail.

### I. Programme Results: World Economy and International Economic Relations (Bachelor's Programme)

Programme code: **60411100**

Number of participating students: **109**.

Average satisfaction rate across all 15 quantitative indicators: **88.2%**.

Overall satisfaction with the learning experience: **91.7%**.

The programme demonstrates a high level of student satisfaction, particularly in relation to independent learning, teaching staff responsiveness, digital resources and overall learning experience. The main enhancement priority is to strengthen the practical application of theoretical knowledge and connect learning more systematically with real economic and business contexts.

**Table 5. Quantitative Results**

No.	Survey indicator	Satisfaction rate
1	The programme helps me understand key concepts in economics, management, and international business	92.7%
2	The curriculum provides a good balance between theoretical knowledge and practical application	75.2%
3	The programme helps me develop analytical and decision-making skills relevant to economics and management	90.8%
4	The courses help me understand international economic processes and business environments	86.2%
5	The programme contributes to my preparation for future employment in economics, management, or related fields	86.2%
6	The teaching on my programme is clear and well-structured	90.8%
7	I have adequate opportunities for independent learning and academic development	94.5%
8	Assessment requirements are clear and understandable	82.6%
9	I can access academic support when I need it	86.2%
10	Teaching staff are approachable and responsive to academic questions	94.5%
11	Important academic information is communicated clearly and on time	84.4%
12	Digital learning resources and online platforms support my learning effectively	91.7%
13	I receive sufficient guidance regarding my studies and academic progress	87.2%

No.	Survey indicator	Satisfaction rate
14	The learning environment on my programme is inclusive and supportive	88.1%
15	Overall, I am satisfied with my learning experience at the university	91.7%

### Interpretation of Quantitative Results

The Bachelor's Programme in World Economy and International Economic Relations demonstrates a strong overall performance in the pilot Student Satisfaction Survey. The quantitative results show that students generally perceive the programme as academically structured, professionally relevant and supportive of their learning experience. The average satisfaction rate across all 15 quantitative indicators reached **88.2%**, while overall satisfaction with the learning experience stood at **91.7%**.

A key strength of the programme is its ability to provide students with a solid foundation in economics, management, international business and international economic relations. High satisfaction with the understanding of key concepts, analytical and decision-making skills, and international economic processes indicates that students recognise the academic value of the programme and its relevance to their future professional field.

The results also show that students positively assess the organisation of teaching and learning. Strong indicators related to independent learning opportunities, teaching staff responsiveness, digital learning resources and overall learning experience suggest that the programme benefits from a supportive academic environment and effective use of digital platforms. Open-ended responses confirm this finding: students frequently highlighted qualified teaching staff, structured curriculum, academic discipline, international orientation, foreign language learning and access to learning resources as the main strengths of the programme.

At the same time, the survey identifies a clear direction for further enhancement. The comparatively lower quantitative result relates to the balance between theoretical knowledge and practical application. Open-ended comments also suggest that students would welcome additional practice-oriented learning opportunities, such as case studies, applied tasks, internships, professional meetings, simulations and modern analytical tools. Therefore, the main development priority for the programme is not a revision of its academic foundation, but a stronger connection between theoretical learning and practical professional contexts.

Several additional improvement areas were also identified. Students indicated that assessment requirements and academic communication are generally positive but could be made more consistent and transparent. Comments also point to the need for clearer assessment rubrics, better coordination of deadlines, improved feedback on assignments, and clearer guidance on the use of AI and originality-checking tools. These issues should be addressed as part of the programme's broader quality enhancement agenda.

Overall, the programme has a strong academic base and is positively perceived by students. Its main strengths lie in qualified teaching staff, structured learning, international orientation, digital resources and the development of analytical competencies. Further improvement should focus on strengthening practice-oriented learning, expanding professional exposure and ensuring greater consistency in assessment, communication and academic guidance.

**Table 6. Recommended Follow-up Actions**

<b>Enhancement area</b>	<b>Recommended follow-up action</b>
<b>Practical orientation</b>	Increase case studies, applied business projects, simulations and real-life economic analysis tasks.
<b>Professional exposure</b>	Expand internships, employer meetings, business forums and guest lectures by practitioners.
<b>Assessment transparency</b>	Develop programme-level rubrics and communicate assessment criteria consistently.
<b>AI and academic integrity</b>	Prepare clear guidance on responsible AI use and originality-checking procedures.
<b>Learning resources</b>	Expand Moodle materials, e-library resources, study spaces and access to updated course literature.

## II. Programme Results: International Relations (Bachelor's Programme)

Programme code: **60310800**

Number of participating students: **92**.

Average satisfaction rate across all 15 quantitative indicators: **83.7%**.

Overall satisfaction with the learning experience: **83.7%**.

The programme has a strong academic profile and is positively evaluated for its relevance to international relations, diplomacy and global affairs. Students particularly value the curriculum content and professional orientation. At the same time, the results show that academic support, assessment transparency, digital infrastructure and practical learning require further strengthening.

**Table 7. Quantitative Results**

No.	Survey indicator	Satisfaction rate
1	The programme helps me understand key theories and concepts in international relations	90.2%
2	The programme helps me analyse international political developments and global issues	87.0%
3	The curriculum provides relevant knowledge about diplomacy, international institutions and global affairs	92.4%
4	The programme encourages analytical discussion of current international events	87.0%
5	The programme is helping me develop skills relevant to future professional work in international relations	84.8%
6	The teaching on my programme is clear and well-structured	80.4%
7	I have adequate opportunities for independent learning and academic development	87.0%
8	Assessment requirements are clear and understandable	78.3%
9	I can access academic support when I need it	75.0%
10	Teaching staff are approachable and responsive to academic questions	82.6%
11	Important academic information is communicated clearly and on time	83.7%
12	Digital learning resources and online platforms support my learning effectively	81.5%
13	I receive sufficient guidance regarding my studies and academic progress	80.4%
14	The learning environment on my programme is inclusive and supportive	81.5%
15	Overall, I am satisfied with my learning experience at the university	83.7%

### Interpretation of Quantitative Results

The Bachelor's Programme in International Relations demonstrates a generally positive level of student satisfaction in the pilot Student Satisfaction Survey. The average satisfaction rate across all 15 quantitative indicators reached **83.7%**, while overall satisfaction with the learning experience also stood at **83.7%**.

A key strength of the programme is its strong focus on international relations, diplomacy, international institutions and global affairs. High satisfaction with the understanding of key theories and concepts of international relations, as well as the relevance of the curriculum to diplomacy and global affairs, indicates that students recognise the academic value of the programme and its connection to their future professional field.

The programme is also positively assessed for its interdisciplinary character. Student comments show that the curriculum is perceived as combining political science, economics, history, law, diplomacy and foreign languages. This supports the development of analytical thinking and prepares students for careers in diplomacy, public administration, international organisations, analytical centres and related fields.

The results further indicate that students value the programme's connection with current international developments. Positive responses regarding the analysis of global issues, discussion of current international events and opportunities for independent learning suggest that the programme encourages students to engage with contemporary international realities. Open-ended responses also highlight qualified teaching staff, UWED's diplomatic environment, professional networks, guest lectures and exposure to international issues as important strengths.

At the same time, the survey identifies several areas for further enhancement. Assessment clarity and access to academic support received lower quantitative results compared with other indicators. Student comments also point to the need for clearer assessment rubrics, more consistent criteria across lecturers and seminar teachers, timely feedback and stronger academic advising.

The main development priority for the programme is to expand practice-oriented learning. Students suggested more simulations, case studies, policy-writing tasks, institutional visits, diplomatic exercises and engagement with practitioners.

Overall, the programme has a strong academic and professional foundation and is positively perceived by students. Further improvement should focus on strengthening practical learning, assessment transparency, academic guidance, digital infrastructure and professional exposure.

**Table 8. Recommended Follow-up Actions**

<b>Enhancement area</b>	<b>Recommended follow-up action</b>
<b>Practical learning</b>	Introduce simulations, model diplomacy exercises, policy analysis tasks, case studies and institutional visits.
<b>Professional exposure</b>	Expand meetings with diplomats, international organisations, ministries, think tanks and policy practitioners.
<b>Assessment transparency</b>	Develop clearer rubrics and align assessment criteria across lecturers, seminar teachers and groups.
<b>Academic support</b>	Strengthen academic advising, tutor support, consultation hours and guidance on internships and exchange opportunities.
<b>Digital infrastructure</b>	Improve Moodle/Talaba reliability, Wi-Fi, exam platforms, attendance tools and library equipment.

### III. Programme Results: International Law (Master's Programme)

Programme code: **70420103**

Number of participating students: **77**.

Average satisfaction rate across all 15 quantitative indicators: **87.2%**.

Overall satisfaction with the learning experience: **89.6%**.

The programme demonstrates strong overall satisfaction, especially with digital learning resources, academic guidance, assessment clarity and academic support. The survey also identifies two important academic enhancement priorities for a master's programme: advanced international law content and legal research and academic writing support.

**Table 9. Quantitative Results**

No.	Survey indicator	Satisfaction rate
1	The programme helps me develop advanced knowledge of international law	77.9%
2	The courses support the development of legal analysis and interpretation skills	88.3%
3	The programme provides sufficient opportunities for legal research and academic writing	80.5%
4	The curriculum is relevant to current developments in international law and practice	85.7%
5	The programme supports my professional and academic development in the field of international law	85.7%
6	The teaching on my programme is clear and well-structured	85.7%
7	I have adequate opportunities for independent learning and academic development	88.3%
8	Assessment requirements are clear and understandable	89.6%
9	I can access academic support when I need it	89.6%
10	Teaching staff are approachable and responsive to academic questions	88.3%
11	Important academic information is communicated clearly and on time	88.3%
12	Digital learning resources and online platforms support my learning effectively	93.5%
13	I receive sufficient guidance regarding my studies and academic progress	90.9%
14	The learning environment on my programme is inclusive and supportive	85.7%
15	Overall, I am satisfied with my learning experience at the university	89.6%

#### **Interpretation of Quantitative Results**

The Master's Programme in International Law demonstrates a strong overall level of student satisfaction in the pilot Student Satisfaction Survey. The average satisfaction rate across all 15 quantitative indicators reached **87.2%**, while overall satisfaction with the learning experience stood at **89.6%**. The results show that students generally perceive the programme as well-organised, supportive and professionally relevant.

A key strength of the programme is the quality of teaching and academic support. Students positively assessed teaching staff responsiveness, access to academic support, assessment clarity, academic guidance and independent learning opportunities. Open-ended responses also confirm that students value qualified professors, strong subject knowledge, practical examples, international cases and the structured organisation of the learning process.

The programme also demonstrates strong results in relation to digital learning. Digital learning resources and online platforms received the highest satisfaction rate among all indicators. This suggests that Moodle and other digital tools are perceived as useful for organising learning materials, submitting assignments and supporting academic communication.

At the same time, the survey provides useful guidance for further programme enhancement. While the overall evaluation of the programme is strongly positive, students' responses indicate that additional emphasis on advanced international law content, legal research and academic writing would further strengthen the academic profile of the programme. Possible follow-up measures may include research methodology seminars, academic writing support, citation guidance, thesis preparation sessions and wider access to legal databases.

Student comments also suggest opportunities to further enrich practice-oriented legal training. Respondents expressed interest in more case analysis, legal drafting, treaty interpretation exercises, problem-based seminars and engagement with legal practitioners. Additional attention may also be given to multilingual academic communication, timely feedback, assessment coordination and the balanced scheduling of assignments.

Overall, the programme has a strong academic and organisational foundation and is positively perceived by students. Further improvement should focus on strengthening advanced international law content, legal research and academic writing, practical legal training, multilingual academic communication, assessment feedback and coordination of academic workload.

**Table 10. Recommended Follow-up Actions**

<b>Enhancement area</b>	<b>Recommended follow-up action</b>
<b>Advanced international law content</b>	Strengthen advanced modules on contemporary international law, dispute settlement, treaty interpretation and emerging legal issues.
<b>Legal research and writing</b>	Introduce additional seminars on legal methodology, academic writing, citation, thesis preparation and use of legal databases.
<b>Practice-oriented learning</b>	Add case analysis, legal drafting, moot court elements, treaty interpretation exercises and problem-based seminars.
<b>Expert engagement</b>	Increase meetings with diplomats, international lawyers, judges, arbitrators and representatives of international organisations.
<b>Assessment and feedback</b>	Ensure timely publication of grades, clearer feedback on assignments and consistency between Moodle requirements and teacher expectations.

#### IV. Programme Results: Foreign Economic Activity (Master's Programme)

Programme code: **70411102**

Number of participating students: **12**.

Average satisfaction rate across all 15 quantitative indicators: **95.6%**. Overall satisfaction with the learning experience: **100.0%**.

Participating students expressed very high satisfaction with the programme. The strongest aspect is its practical orientation: students value real-life cases, international examples and teachers' professional experience. Further development should focus on structured internships, external partnerships and learning resources.

**Table 11. Quantitative Results**

No.	Survey indicator	Satisfaction rate
1	The programme helps me understand the practical and analytical aspects of foreign economic activity	100.0%
2	The curriculum is relevant to international trade, economic regulation and external economic relations	100.0%
3	The programme helps me develop analytical skills for professional work in the field	100.0%
4	The courses support understanding of real-world economic and business processes	100.0%
5	The programme contributes to my preparation for future employment in foreign economic activity	91.7%
6	The teaching on my programme is clear and well-structured	100.0%
7	I have adequate opportunities for independent learning and academic development	100.0%
8	Assessment requirements are clear and understandable	100.0%
9	I can access academic support when I need it	83.3%
10	Teaching staff are approachable and responsive to academic questions	83.3%
11	Important academic information is communicated clearly and on time	83.3%
12	Digital learning resources and online platforms support my learning effectively	100.0%
13	I receive sufficient guidance regarding my studies and academic progress	100.0%
14	The learning environment on my programme is inclusive and supportive	91.7%
15	Overall, I am satisfied with my learning experience at the university	100.0%

#### **Interpretation of Quantitative Results**

The Master's Programme in Foreign Economic Activity demonstrates a very high level of satisfaction among participating students. The average satisfaction rate across all 15 quantitative indicators reached **95.6%**, while overall satisfaction with the learning experience stood at **100.0%**. The results show that students perceive the programme as practically oriented, professionally relevant and well aligned with the field of foreign economic activity.

A key strength of the programme is the strong connection between theoretical knowledge and real-life professional contexts. Students highly assessed the programme's relevance to international trade, economic regulation, external economic relations, real-world economic processes and future employment. Open-ended responses also confirm that students value practical classes, international examples, real-life cases and the professional experience of teaching staff.

The programme is also positively assessed in terms of teaching structure, assessment clarity, digital learning resources, independent learning opportunities and academic guidance. These results indicate that students generally perceive the learning process as well-organised and supportive of their academic and professional development.

At the same time, the survey provides useful guidance for further enhancement. Students expressed interest in expanding structured internships, industry visits, networking events, guest lectures and professional exposure outside the classroom. They also suggested strengthening cooperation with ministries, government agencies, banks, international organisations and private companies involved in foreign economic activity.

Additional attention may be given to enriching learning resources, Moodle materials and classroom resources, as well as reviewing the balance between group assignments, classroom time and independent learning.

Overall, the programme is very positively perceived by participating students. Its main strengths lie in practical orientation, professional relevance, experienced teaching staff and the use of real-life examples. Further development should focus on expanding external partnerships, structured internships, professional networking opportunities and learning resources.

**Table 12. Recommended Follow-up Actions**

<b>Enhancement area</b>	<b>Recommended follow-up action</b>
<b>Practical training</b>	Expand structured internships, case-based assignments, project work and real-life simulations.
<b>Professional exposure</b>	Strengthen partnerships with ministries, government agencies, banks, international organisations and private companies.
<b>Curriculum relevance</b>	Review selected courses to reduce overlap and ensure stronger alignment with foreign economic activity.
<b>Learning resources</b>	Enrich Moodle materials, professional databases, practical readings and classroom resources.
<b>Programme organisation</b>	Review workload balance, group assignments and weekly scheduling.

## V. Programme Results: International Relations and Contemporary Political Processes (Master's Programme)

Programme code: **70310201**

Number of participating students: **16**.

Average satisfaction rate across all 15 quantitative indicators: **83.8%**. Overall satisfaction with the learning experience: **87.5%**.

The programme demonstrates a generally positive level of satisfaction. Participating students particularly value its contribution to professional and academic development, its relevance to contemporary political realities and the role of qualified professors. The main enhancement priorities are research and policy-oriented discussion, assessment transparency, academic guidance, practical learning and multilingual academic communication.

**Table 13. Quantitative Results**

No.	Survey indicator	Satisfaction rate
1	The programme helps me understand contemporary political processes and global transformations	93.8%
2	The curriculum supports advanced analysis of international and political developments	81.3%
3	The programme provides sufficient opportunities for research and policy-oriented discussion	75.0%
4	The courses are relevant to current political and international realities	87.5%
5	The programme contributes to my professional and academic development in international relations and political processes	100.0%
6	The teaching on my programme is clear and well-structured	81.3%
7	I have adequate opportunities for independent learning and academic development	87.5%
8	Assessment requirements are clear and understandable	75.0%
9	I can access academic support when I need it	81.3%
10	Teaching staff are approachable and responsive to academic questions	81.3%
11	Important academic information is communicated clearly and on time	87.5%
12	Digital learning resources and online platforms support my learning effectively	81.3%
13	I receive sufficient guidance regarding my studies and academic progress	75.0%
14	The learning environment on my programme is inclusive and supportive	81.3%
15	Overall, I am satisfied with my learning experience at the university	87.5%

### **Interpretation of Quantitative Results**

The Master's Programme in International Relations and Contemporary Political Processes demonstrates a generally positive level of satisfaction among participating students. The average satisfaction rate across all 15 quantitative indicators reached **83.8%**, while overall satisfaction with the learning experience stood at **87.5%**. The results show that

students recognise the programme’s contribution to their professional and academic development in international relations and political processes.

A key strength of the programme is its academic focus on contemporary political processes, global transformations and current international realities. Students positively assessed the relevance of the courses and the programme’s role in helping them understand complex political and international developments. Open-ended responses also highlight qualified professors, strong subject expertise, international experience of teaching staff and support from professors as important strengths.

The programme is also valued for developing analytical, research and policy-oriented skills. Students noted the usefulness of independent case work, presentations, methodological analysis and opportunities to participate in international conferences. These findings indicate that the programme has a strong academic profile and supports students’ engagement with contemporary political and international issues.

At the same time, the survey provides useful guidance for further programme enhancement. Students’ responses suggest that additional emphasis may be placed on research seminars, policy-oriented discussions, student-led analytical projects and more systematic academic guidance on research work, conferences, publications and career pathways.

Student comments also point to opportunities to further strengthen the practical component of the programme. These include institutional practice, dual education elements, meetings with practitioners and closer links between theoretical learning and professional contexts. Additional attention may also be given to assessment clarity, multilingual academic communication and alignment between course content, programme profile and teaching expertise.

Overall, the programme is positively perceived by participating students. Its main strengths lie in qualified teaching staff, relevance to contemporary political and international processes, analytical training and research orientation. Further development should focus on strengthening policy-oriented learning, academic guidance, practical exposure, assessment transparency and consistency of programme delivery.

**Table 14. Recommended Follow-up Actions**

<b>Enhancement area</b>	<b>Recommended follow-up action</b>
<b>Research and policy-oriented discussion</b>	Increase research seminars, policy analysis tasks, discussion-based classes and student-led analytical projects.
<b>Practice-oriented learning</b>	Expand project work, internships, institutional visits, dual education elements and meetings with practitioners.
<b>Assessment transparency</b>	Clarify seminar assessment methods, rubrics and feedback procedures.
<b>Academic guidance</b>	Strengthen guidance on research work, academic progress, conferences, publications and career pathways.
<b>Programme specialization</b>	Ensure stronger alignment between course content, programme profile and teaching staff expertise.

## Comparative Overview of Survey Results Across Programmes

This section summarises selected quantitative indicators across the five surveyed programmes in order to identify common trends in student satisfaction, recurring strengths and shared areas for further enhancement.

The comparative analysis is based on two types of indicators. First, the report compares the average satisfaction rate across all 15 quantitative indicators for each programme. Second, it analyses the common learning experience block, which was identical for all five programmes and therefore allows direct comparison across programmes. Programme-specific questions were tailored to the academic profile of each programme; therefore, they are presented as programme-level summaries rather than direct question-by-question comparisons.



**Figure 1.** Average Satisfaction Rate Across All Quantitative Indicators by Programme

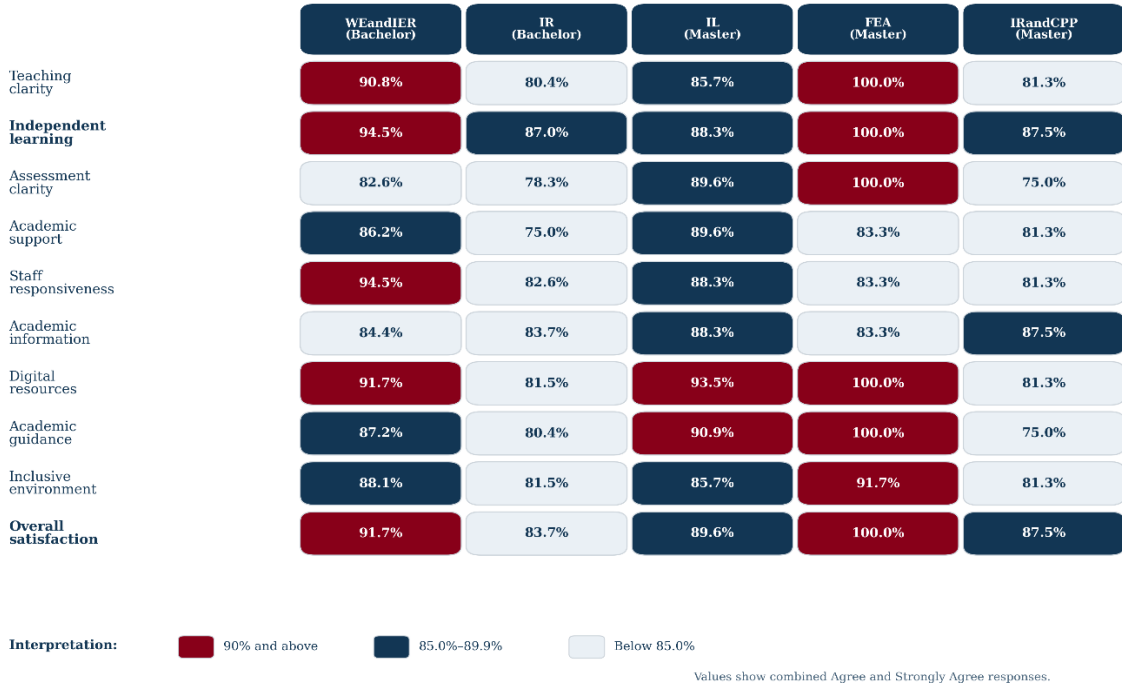
The results show positive levels of satisfaction across all five programmes. The highest average satisfaction rate was recorded for the Master's Programme in Foreign Economic Activity, while the other programmes also demonstrate generally strong or positive results. The differences between programmes should be interpreted in the context of the pilot nature of the survey and the different number of participating students across programmes.



**Figure 2.** Overall Satisfaction with Learning Experience by Programme

The overall satisfaction indicator confirms that students across the five programmes generally assess their learning experience positively. The results also show that student satisfaction is not limited to programme content, but also reflects broader perceptions of

teaching, academic support, communication, learning resources and the academic environment.



**Figure 3. Common Learning Experience Indicators Across Five Programmes**

The strongest common result relates to opportunities for independent learning and academic development. Students also positively assessed digital learning resources, overall learning experience, teaching staff responsiveness and the clarity of teaching. These findings indicate that the University has a strong basis for student-centred learning and digital support across the surveyed programmes.

At the same time, the cross-programme results indicate that assessment clarity and access to academic support are areas where further consistency may be beneficial. These findings correspond with open-ended student comments, where respondents suggested clearer assessment criteria, more timely feedback, stronger advising mechanisms and improved communication of academic information.

## Summary of Findings and Follow-up Actions

The pilot survey demonstrates that UWED has established a functional mechanism for collecting student feedback through Moodle and using the results for evidence-based programme reflection. Across the five analysed programmes, students expressed generally positive views of their learning experience, with particularly strong appreciation of qualified teaching staff, curriculum relevance, digital learning resources, independent learning opportunities and professional orientation.

At the same time, the survey identifies several cross-cutting areas where student feedback can support further programme enhancement. These priorities do not indicate isolated shortcomings; rather, they provide a structured improvement agenda for programme teams, faculties and relevant administrative units.

Priority	Recommended follow-up direction
<b>Practical and applied learning</b>	Increase simulations, case studies, policy analysis exercises, legal drafting tasks, business projects, institutional visits and real-life problem-solving activities.
<b>Assessment transparency</b>	Strengthen rubrics, ensure consistent assessment criteria across groups and provide timely feedback on assignments and examinations.
<b>Academic guidance and support</b>	Enhance tutor support, consultation hours, advising on academic progress, research work, internships, exchange opportunities and career pathways.
<b>Professional exposure</b>	Expand guest lectures, employer meetings, meetings with diplomats and practitioners, cooperation with ministries, international organisations, business partners and legal institutions.
<b>Research and writing skills</b>	Provide additional support for research methodology, academic writing, legal research, policy analysis, citation and thesis preparation.
<b>Digital and learning resources</b>	Continue improving Moodle content, e-library resources, digital platforms, study spaces, library equipment and access to updated materials.
<b>Communication and workload coordination</b>	Improve the timeliness and clarity of academic announcements, schedule changes, exam information and assignment deadlines.
<b>Multilingual academic communication</b>	Further strengthen academic communication and learning support in the University's trilingual educational environment, where students develop academic and professional communication skills in Uzbek, Russian and English.

## **Conclusion**

The pilot Student Satisfaction Survey confirms UWED's strong commitment to student-centred learning, internal quality assurance and continuous programme improvement. By collecting structured feedback from more than 300 students across five programmes, the University has generated a valuable evidence base for understanding student perceptions of programme delivery, academic support, assessment procedures, digital resources, practical training and overall learning experience.

The results show that students generally value the academic quality, professional relevance and international orientation of the surveyed programmes. They also recognise the contribution of qualified teaching staff, digital learning platforms, independent learning opportunities and supportive academic environments. These strengths provide a solid foundation for further development of the programmes involved in the international accreditation process.

The University also recognises the importance of student suggestions for further enhancement. The feedback collected through the pilot survey will be carefully reviewed by relevant programme teams, faculties and administrative units. The identified priorities will be considered in programme improvement planning, curriculum review, academic support mechanisms, assessment practices, digital learning development and cooperation with external stakeholders.

UWED will continue to strengthen its internal quality assurance culture by ensuring that student feedback is regularly collected, analysed and translated into practical actions. The pilot survey represents an important step towards a more systematic, evidence-based and student-responsive approach to academic quality enhancement.