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# REPORT

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## ABOUT THE RESULTS OF INTERNATIONAL ACCREDITATION

of educational program of higher education  
in areas of training:

“General Medicine, 5 years” (Code 560001),

implemented by the higher educational institution  
ALTAMMI INTERNATIONAL UNIVERSITY

### **Chairman of the international**

**expert commission:** Zhakanova Gulmira Kalybaevna

RK, Almaty, Ophthalmological Center of Dr. Kurbanov

R.R., laser microsurgeon, MD.

**Vice-chairman:** Uzakbaev Kamchybek Askarbekovich

KR, Bishkek, Medical Center “Avicenna Medical”, MD,

Professor, Academician of the MAM of the Russian Federation,

Honored Doctor of the Kyrgyz Republic

**Members of the international expert commission:**

Dzhuzumalieva Kulzhamal Sardarovna

KR, Bishkek, National hospital under the Ministry of Health of the  
Kyrgyz Republic, head of resuscitation and anesthesiology department,  
freelance anesthesiologist and resuscitator of the Ministry of Health of  
the Kyrgyz Republic, anesthesiologist, Ph.D.

Mamytov Amanbek Mitalipovich

KR, 4th year student in specialty “General Medicine”.

**Observer:** Ismailov Baktybek Iskakovich

KR, Bishkek, AAEPPO, director, doctor of technical sciences, professor,

Honored Education Worker of the Kyrgyz Republic

**Referent:** Mambetalieva Svetlana Medetbekovna

KR, Bishkek, AAEPPO, Deputy Director, Ph.D.

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## LIST OF ABBREVIATIONS

**ECTS** – European Credit Transfer and Accumulation System  
**AAEPO** - Agency for Accreditation of Educational Programs and Organizations  
**ABC** - Anti-Corruption Business Council under the President of the Kyrgyz Republic  
**BC** – Basic Curriculum  
**HPE** – Higher professional education  
**University** – Higher education institution  
**SCC** – State Certification Commission  
**SES HPE** – State educational standards of higher professional education  
**JD** - Job description  
**DDEQ** – Department of Development and Education Quality  
**IRP** – Islamic Republic of Pakistan  
**IS** – Information System  
**SRW** – Scientific-Research work  
**SSRW** – Student Scientific-Research Work  
**BEP** – Basic educational program  
**EP** – Educational program  
**MD** – Major disciplines  
**PC** – Professional competencies  
**CAP** – Corrective Action Plan  
**IP** – Industrial practice  
**TS** – Teaching staff  
**RI** – Republic of India  
**WP** - Work Program  
**WC** – Working curriculum  
**QC** – Quality Council  
**MM** – Mass media  
**SSS** – Student Scientific Society  
**SHRD** – Student HR Department  
**SD** – Structural divisions  
**SIW** – Student’s independent work  
**CC** – Current control  
**EM Complex** – Educational and Methodological Complex  
**EM Council** – Educational and Methodological Council  
**AC** – Academic Council

## 1. INTRODUCTION

During the period from October 10 to 12, 2023, international program accreditation of the Altamimi International University Limited Liability Company was carried out on the basis of Order No. 5/015 dated September 15, 2023 issued by AAEPPO and the application submitted by the university No. 77-7/1 dated May 10, 2023.

The main goal of international program accreditation is an independent and objective assessment of the educational organization's implementation of international criteria and standards agreed with the World Federation for Medical Education (WFME) for international accreditation.

This goal, along with assessing the implementation of standards, is also aimed at identifying the strengths and weaknesses of the accredited program, as well as developing recommendations for improving quality.

Accreditation was carried out in accordance with a three-day program developed by AAEPPO and agreed upon with the leadership of Altamimi International University.

An external expert commission assessed the compliance of the accredited educational program with international accreditation standards of educational activities: quality management system; educational process; quality of teaching and performance assessment; student admission activities; employment and demand for graduates in the labor market; qualitative and quantitative indicators of the teaching staff; Scientific-Research work; publication of TS; research activities of TS and students in dynamics since the establishment of the university (i.e. over the last four years).

According to the Regulations on the Expert Commission for Independent Accreditation of Educational Programs and/or Educational Organizations, an expert commission was formed with the following composition:

**Chairman of the international**

**expert commission:** Zhakanova Gulmira Kalybaevna

RK, Almaty, Ophthalmological Center of Dr. Kurbanov  
R.R., laser microsurgeon, MD.

**Vice-chairman:** Uzakbaev Kamchybek Askarbekovich

KR, Bishkek, Medical Center "Avicenna Medical", doctor of medical sciences,  
Professor, Academician of the MAM of the Russian Federation, Honored Doctor of the  
Kyrgyz Republic

**Members of the international expert commission:**

Dzhuzumalieva Kulzhamal Sardarovna

KR, Bishkek, National hospital under the Ministry of Health of the Kyrgyz Republic, head  
of resuscitation and anesthesiology department, freelance anesthesiologist and  
resuscitator of the Ministry of Health of the Kyrgyz Republic, anesthesiologist, Ph.D.

Mamytov Amanbek Mitalipovich

KR, 4th year student in specialty "General Medicine".

**Observer:** Ismailov Baktybek Iskakovich

KR, Bishkek, AAEPPO, director, doctor of technical sciences, professor,  
Honored Education Worker of the Kyrgyz Republic

**Referent:** Mambetalieva Svetlana Medetbekovna

KR, Bishkek, AAEPPO, Deputy Director, Ph.D.

Altamimi International University (hereinafter referred to as AIU) is a non-state educational institution created for the purpose of carrying out educational, scientific, cultural and social activities. As a legal entity, the university has an independent balance sheet, bank accounts (including foreign currency), its own seal with a unique name, stamp, forms, emblem and other necessary attributes. In addition, the university has its own set of assets and has the right to independently manage them in accordance with the current legislation of the Kyrgyz Republic, the Charter and constituent documents. / [Appendix No. 3 / \( Composition of founders. Protocol on the establishment of the university. Foundation agreement\)](#)

The university with all its divisions functions as a single educational, research and production complex, which is the property of the founders of the university. / [Appendix No. 4 / \(list of divisions and structure of the AIU.\)](#)

**Certificate of state registration of a legal entity:** / [Appendix No. 5/](#)

Registration number: 184356-3301-LLC

OKPO code: 30408610

Tax identification number: 00807201910224

**Full brand name:**

- in Russian: **Общество с ограниченной ответственностью «Международный университет Альтамими»;**

- in Kyrgyz language: **«Альтамими эл аралык университети» жоопкерчилиги чектелген коому;**

- on English language: **“Limited Liability Company "Altamimi International University"”.**

|  |  |
|--|--|
| <b>Legal address:</b>  | Kyrgyz Republic, Bishkek, st. Chuy, 230  |
| <b>Telephone:</b>  | +996 (557) 750 113   |
| <b>Web site:</b>   | <a href="http://Altamimiedu.com">Altamimiedu.com</a>   |
| <b>E-mail:</b>   | <a href="mailto:contact@altamimiedu.com">contact@altamimiedu.com</a>   |
| <b>Creation details:</b>   | <b>Certificate</b> of state registration under registration number 184356-3301-OOO dated July 8, 2019. Re-registration date: 07/13/2023.   |
| <b>Document for the right to conduct educational activities:</b> | <b>License</b> for the right to conduct educational activities with a registration number No. D2019-0035 dated September 10, 2019<br>License serial number: LS190004215<br>Order of the Ministry of Education and Science of the Kyrgyz Republic No. 1075/1 dated September 10, 2019 |
| <b>Type of ownership:</b>  | Private  |
| <b>Organizational and legal form:</b>                            | Limited Liability Company  |
| <b>Rector</b>  | Asymbekov Edilbek Umetovich<br>+996 (557) 750 113,<br><a href="mailto:edilbek_asymbekov@altamimiedu.com">edilbek_asymbekov@altamimiedu.com</a>   |
| <b>Vice-Rector for Academic Affairs</b>                          | Tumanbaev Arstanbek Muktarbekovich, candidate of medical sciences, associate professor<br>+996 (771) 959 291   |
| <b>Vice-Rector for Research</b>                                  | Beishembaev Almaz Mukashevich, candidate of medical sciences.<br>+996 (771) 280 011  |
| <b>Vice-Rector</b>   | Abdykadyrova Damira Omorovna   |

|  |  |
|--|--|
| <b>on administrative issues</b>                          | +996 (554) 450 878<br><a href="mailto:d_abdykadyrova@altamimiedu.com">d_abdykadyrova@altamimiedu.com</a>   |
| <b>Dean of the International Faculty of Medicine</b>     | Amanbekov Akylbek Amanbekovich<br>+996(500) 644 144 <a href="mailto:akil88kg@mail.ru">akil88kg@mail.ru</a>   |
| <b>Head of educational and methodological department</b> | Abdrakhmanova Nazira Abdullaevna<br>+966 (708) 521 732, <a href="mailto:nazira_abdrakhmanova@altamimiedi.com">nazira_abdrakhmanova@altamimiedi.com</a> |
| <b>Responsible for accreditation</b>                     | Asymbekov Edilbek Umetovich<br>+996 (557) 750 113,<br><a href="mailto:edilbek_asymbekov@altamimiedu.com">edilbek_asymbekov@altamimiedu.com</a>         |

Data on the number of students by educational programs

| Code                    | Name of the area of training | Form of study | Courses   |    |    |    | Total |
|-------------------------|------------------------------|---------------|-----------|----|----|----|-------|
|                         |                              |               | 1         | 2  | 3  | 4  |       |
| Experimental curriculum | General Medicine, 5 years    | full-time     |           | 27 | 29 | 42 | 98    |
| <b>Total:</b>           |                              |               | <b>98</b> |    |    |    |       |

## CHAPTER 1. EXTERNAL EVALUATION REPORT

### 3. Results of assessing the implementation of accreditation standards and their evidence in the process of international accreditation

#### 3.1. Implementation of Standard 1: Minimum Requirements for Education Quality Policy

**Criterion 1.1. The presence of a clearly formulated and accepted mission of the educational organization, developed on its basis and approved by the strategic and current plan, corresponding to the needs of stakeholders. Availability of educational goals and expected learning outcomes developed and adopted based on the mission of the educational organization.**

In accordance with the Charter of Altamimi International University (hereinafter referred to as AIU), the mission and goals of AIU were reviewed at a meeting of the Academic Council ([Protocol of the Academic Council No. 2 of September 18, 2020](#)) and approved by the rector.

The mission of the AIU is **to train competitive specialists for the healthcare system in order to improve the quality of life of people and society.**

The university, with the participation of stakeholders, developed a mission, which was reviewed at the Academic Council and the General Meeting of Founders and approved by the rector of the university ([Extract from the AC protocol on the review of the mission, Approved mission of the university](#)).

The following strategic educational goals follow from the AIU mission:

1. Development of fundamental and applied scientific research in the field of medicine and related sciences through the joint activities of scientific and pedagogical workers and students, the use of the results obtained in the educational process.
2. Providing education and training highly qualified personnel in popular areas of the labor market that meet international education quality standards.
3. Expanding and deepening international relations to introduce innovative technologies into the learning process of students and provide additional resources for the development of the university.
4. Transforming the university into one of the leading innovative and modern educational organizations in the country with a strong material and technical base, high-quality personnel and a high reputation.

Based on the mission, State Educational Standards of Higher Professional Education, current trends and international requirements, the university implements the expected learning outcomes, which were reviewed and approved by the Academic Council.

However, the university's mission is not formulated specifically enough, does not reflect the uniqueness of AIU, and there is no mechanism for achievement.

An action plan to improve academic reputation should be developed and implemented, with further annual analysis of the results.

[Appendix 1.1.1. Charter](#)

[Appendix 1.1.2. University Strategic Plan.](#)

[Appendix 1.1.3. Protocol of the Academic Council No. 2 from September 18, 2020.](#)

[Appendix 1.1.4. Composition of the working group for the development of strategic documents.](#)

[Appendix 1.1.5. Extracts from the AC protocols on the approval of the mission and goals.](#)

### **The criterion is fulfilled with comments**

#### **Criterion 1.2. Annual monitoring of the implementation of strategic and current plans, educational goals, learning outcomes, analysis of implementation results and making appropriate adjustments**

In order to monitor the implementation of strategic and current plans, educational goals, learning outcomes in accordance with the AIU Development Strategy and the Action Plan, it is planned to conduct annual monitoring and analysis of the results obtained. The AIU has a Department of Education Quality, whose task is to ensure the implementation of plans, educational goals and learning outcomes ([Regulations on the Department of Education Quality](#)), through annual monitoring of educational goals and results achieved by questioning students and employees, checking structural units for compliance with their goals and tasks.

Reports from the Department of Education Quality are heard at the Academic Council of the AIU, with the involvement of all interested parties in the process (university employees, students and employers), all recommendations made for eliminating deficiencies are recorded and sent to departments for their correction ([protocol of the Academic Council](#)).

The implementation of the work plan of department heads and curators in accordance with the Regulations of the AIU "On the Department" and "On Supervision" is annually reviewed by the Academic Council at the end of the academic year with adjustments made based on proposals from interested parties ([Regulations "On the Department"; Regulations "On Supervision"](#)).

For students of 2nd, 3rd, 4th year, department and educational and methodological department, student rating score records are compiled ([student rating score records](#)) and sums up the achievement of learning outcomes in groups with discussion necessary measures to improve the quality of the educational process ([protocol of the EM Council meeting](#)).

An analysis of the achievement of educational goals and learning outcomes was carried out by the educational and methodological department and the Department of Education Quality, followed by consideration at the EM Council, after which the report was discussed at the Academic Council with the involvement of all interested parties ([protocol of the Academic Council](#)).

[Appendix 1.2.1. Regulations on the Department of Education Quality.](#)

[Appendix 1.2.2. Protocol of the Academic Council.](#)

[Appendix 1.2.3. Regulations “On the Department”.](#)

[Appendix 1.2.4. Regulations “About the curator”.](#)

[Appendix 1.2.5. Student rating score records.](#)

[Appendix 1.2.6. Protocol of the EM Council meeting](#)

[Appendix 1.2.7. Protocol of the Academic Council.](#)

### **The criterion is fulfilled**

#### **Criterion 1.3. Participation of management, employees, students of an educational organization and stakeholders in the implementation, control and revision of the education quality assurance system**

In order to ensure the participation of management, teaching staff, employees, students and other stakeholders in the implementation, monitoring and review of the education quality assurance system, the AIU has the following councils:

- **Academic Council** ([Regulations on the Academic Council](#));
- **Department of Education Quality** ([Regulations on the Department of Education Quality](#));
- **Educational and Methodological Council** ([Regulations on the Educational and Methodological Council](#));
- **Student Council** ([Regulations on the Student Council](#)).

The educational and methodological council of the AIU plays an important role in the system of ensuring the quality of education ([EM Council work plan for 2021-2022, 2022/2023, 2023/2024 academic year](#)), members of the EM Council are the vice-rector for academic affairs, the scientific secretary of the Academic Council, the dean, the head of the Department of education quality, the head of the Educational and Methodological department who review and recommend for use curricula, educational and methodological complex, syllabuses, etc. ([Protocol of the EM Council meeting](#)).

The AIU has implemented a comprehensive, constantly improving system for collecting and analyzing educational information - Google Workspace. Using an automated system, student progress is monitored. Google Workspace reflects all the main processes of the university's activities, thereby ensuring transparency of control and assessment of students' knowledge and the educational process ([Link to Google workspace](#)).

The tools for the participation of all stakeholders in the implementation, control and revision of the education quality assurance system are:

- conclusion of cooperation agreements ([Copies of cooperation agreements](#));
- holding Scientific Councils with the invitation of representatives of clinical sites, employers, partner agents and students ([Protocol of the Academic Council](#));
- involvement of representatives of clinical sites, employers, partner agents, leading specialists from medical universities in the country in the work of the State Final Certification Commission ([Regulations of the State Final Certification Commission](#));
- update of the educational and methodological complex ([Regulations on the educational and methodological complex](#));
- attending class attendance ([mutual visits between teaching staff](#), management, educational and methodological department, department of Education Quality, etc.);
- supervision of groups ([Regulations on supervision](#));



- survey of students, employees and employers, which allows to influence the assessment and improvement of the educational process quality ([link to questionnaires](#));
- trust mail and trust box ([link to the trust post, photo of the trust box](#)).

In accordance with the mission, strategic goals, taking into account the wishes of stakeholders, summarizing data from monitoring the educational process, summing up the results of the current, midterm, intermediate and final monitoring of students' knowledge, prompt measures are taken to improve the educational process quality.

[Appendix 1.3.1. Regulations on the Academic Council.](#)

[Appendix 1.3.2. Regulations on the Department of Education Quality.](#)

[Appendix 1.3.3. Regulations on the Educational and Methodological Council.](#)

[Appendix 1.3.4. Regulations on the student council.](#)

[Appendix 1.3.5. EM Council work plan for 2021/2022, 2022/2023, 2023/2024 academic year](#)

[Appendix 1.3.6. Protocol of the EM Council meeting](#)

[Appendix 1.3.7. Copies of cooperation agreements.](#)

[Appendix 1.3.8. Protocol of the Academic Council](#)

[Appendix 1.3.9. Regulations on the State Certification Commission.](#)

[Appendix 1.3.10. Regulations on the EM complex.](#)

[Appendix 1.3.11. Classroom attendance plan.](#)

[Appendix 1.3.12. Regulations on supervision.](#)

[Appendix 1.3.13. Link to questionnaires.](#)

[Appendix 1.3.14. Link to trust mail.](#)

[Appendix 1.3.15. Photo of the trust box.](#)

**The criterion is fulfilled with comments**

#### **Criterion 1.4. Implementation of an education quality assurance system using a documented education quality management system**

The AIU plans to introduce a quality management system for the educational process in accordance with the standard ISO 9001 -2018. There is a “Quality Manual” ([Quality Manual](#)).

However, the education quality management system is at an early stage of development. Currently, modern universities use a Quality management system that complies with the international standard ISO 9001 -2018.

A quality management system that meets the requirements of standard ISO 9001-2018 should be developed and implemented.

[1.4.1. Quality manual.](#)

**The criterion is not fulfilled**

#### **Criterion 1.5. Availability of responsible persons (services) of the educational organization responsible for the implementation of a quality assurance system using a documented education quality management system**

The Education Quality Department is responsible for the quality of education at the AIU and performs the following tasks:

- monitoring the implementation of activities aimed at improving the quality system of education and management of the University;
- determination of stakeholder requirements for educational processes and activities of the University;
- evaluating the quality of services provided and taking measures to improve them;
- planning and coordination of control of work performed by all structural divisions of the University to ensure the quality of education;

-organization of work to improve the education quality management system in accordance with international requirements and quality standards.

Each structural unit of the university carries out monitoring within the framework of its powers and promptly informs the Department of Education Quality about the monitoring results. ([Regulations on the Department of Education Quality. Job description of the head of the Department of Education Quality. Order on appointment](#)).

However, the lack of a modern quality management system does not allow its improvement (the last function of the department mentioned above).

[1.5.1 Order of the rector on the creation of the Department of Education Quality](#)

[1.5.2. Order on the appointment of the head of the Department of Education Quality.](#)

[1.5.3. Regulations on the Department of Education Quality.](#)

[1.5.4. Job description of the head of the Department of Education Quality](#)

#### **The criterion is fulfilled with comments**

#### **Criterion 1.6. Availability of a mission, strategic and current plans, educational goals, learning outcomes, and quality management system published on the website of the educational organization and accessible to all interested parties**

Mission, strategic plan, educational goals, learning outcomes are published on the official website of the AIU <https://altamimiedu.com/>.

“Site Regulations” have been developed and approved ([Site Regulations](#)).

To ensure the development and operation of the site, a responsible person has been appointed ([Order on the appointment of a person responsible for the site](#)).

The person responsible for the site ensures the high-quality implementation of all types of work directly related to the development and operation of the site: development and modification of design and structure, development of new web pages, software and hardware support, implementation of access control policies and ensuring information security resources, provides consultations to university employees interested in posting information on the website, on the implementation of technical solutions and current problems associated with information content of the corresponding section (subsection).

Responsibility for the accuracy and timing of the materials provided for posting on the site rests with the contractor, i.e. employee directly providing information.

After the development and implementation of a modern quality management system, it should be posted on the website.

[Appendix 1.6.1. Screenshot of the site \(Mission, strategic plan , educational goals, learning outcomes\)](#).

[Appendix 1.6.2. Site Regulations.](#)

[Appendix 1.6.3. Order to appoint responsible for the site.](#)

#### **The criterion is fulfilled with comments**

#### **Criterion 1.7. (5p.) The educational organization takes actions to improve its academic reputation and ensure academic freedom**

To improve its academic reputation and ensure academic freedom, two indicators should be highlighted among the indicators of achieving the main strategic goal:

1. Participation in authoritative ratings of medical universities.
2. Achieving academic mobility for at least 5-10% of students. Implementation of the educational process based on individual educational trajectories from 50% in 2023 to 100% by 2026.

The AIU is taking its first steps to improve its academic reputation.

The following cooperation agreements were signed:

1. Kazakh National Medical University named after S.D. Asfendiyarova (Kazakhstan).
2. Fergana Medical Institute of Public Health (Uzbekistan).
3. Impulse medical institute (Uzbekistan).
4. International Medical University Avicenna.
5. Muhammad Mushtuq Khan Memorial Ghauri Generak hospital (Islamic Republic of Pakistan).
6. Scientific and Research Institute of Balneology and Rehabilitation Treatment.
7. Educational, therapeutic and scientific medical center.
8. Clinic of Professor Asymbekova.
9. Center for Continuing Medical Education "USTAT".

To improve the academic reputation, the university administration sent a number of employees for advanced training ([\*Orders on advanced training for employees and teaching staff, Employee Development Plan and certificates\*](#)).

AIU teaching staff has the right to freely present the academic discipline and choose teaching methods. BEP HPE provides academic freedom of academic disciplines at the discretion of the teacher (there are EM Complex, annotations of disciplines and syllabuses) ([\*EM Complex and syllabus\*](#)).

On June 17, 2021, the university entered into an agreement with **Cochrane Library**.

However, there is no systematic action plan to improve academic reputation. An action plan to improve academic reputation should be developed and implemented, with further annual analysis of the results.

[\*Appendix 1.7.1. Cooperation agreement with KNMU named after S.D. Asfendiyarova.\*](#)

[\*Appendix 1.7.2. Cooperation agreement with FMIPH.\*](#)

[\*Appendix 1.7.3. Cooperation agreement with IMI.\*](#)

[\*Appendix 1.7.4. Cooperation agreement with IMU Avicenna.\*](#)

[\*Appendix 1.7.5. Cooperation agreement with MMKMGGH.\*](#)

[\*Appendix 1.7.6. Cooperation agreement with SRIBRT.\*](#)

[\*Appendix 1.7.7. Cooperation agreement with ETSMC\*](#)

[\*Appendix 1.7.8. Cooperation agreement with CPA\*](#)

[\*Appendix 1.7.9. Cooperation agreement with CCME "USTAT"\*](#)

[\*Appendix 1.7.10. Orders on advanced training for employees and teaching staff.\*](#)

[\*Appendix 1.7.11. Employee development plan and certificates.\*](#)

[\*Appendix 1.7.12. EM Complex and Syllabus\*](#)

[\*Appendix 1.7.13. Link to Cochrane Library.\*](#)

**The criterion is fulfilled with comments**

### **Additional requirements for the standard 1.**

**Criterion No. 1.8. The stated mission reflects the uniqueness and peculiarity of the educational organization.**

The mission of the university is to prepare qualified specialists for the healthcare, with the stated goal of improving the quality of people life and society.

AIU, in accordance with its mission, strives to improve healthcare and the quality of people life. In this regard, AIU received a license in the following specialties:

1. Software of computer engineering and automated systems.
2. Pedagogy
3. Psychology
4. Biology
5. Foreign language.

[Appendix 1.8.1. Extracts from the AC protocols on the approval of the mission and learning outcomes](#)

[Appendix 1.8.2. Approved mission, goals and learning outcomes](#)

[Appendix 1.8.3. BEP \(5 years\) \(2 version\) 2022](#)

[Appendix 1.8.4. Plan for advanced training of teaching staff.](#)

**The criterion is not fulfilled**

**Criterion No. 1.9. Has a statement been published outlining the educational organization's values, priorities and goals?**

Fundamental documents that enshrine the values, priorities and goals of an educational organization include a strategic development plan and strategic vision. These documents are available on the official website of the university in order to inform members of the teaching staff, students, applicants, parents of students, employers and other interested parties about the university's activities in the field of education.

The address of the founder of the university represents a message to the country's society about the key areas of development and strategic priorities that the university intends to pursue in the future.

The university's strategic development plan is a fundamental document that describes the stages of the university's development and plans for the development of the educational sphere, based on the mission and goals of the university.

[Appendix 1.9.1. Strategic development plan.](#)

**The criterion is fulfilled**

**Criterion No. 1.10. Which stakeholders were involved in its development and how?**

The idea, development and implementation of the university's strategic development plan was the result of collective efforts and the participation of a variety of stakeholder groups. This included the founders of the university, its management, teachers, students, staff, parents, employers and other persons interested in the activities of the university. The main goal was to take into account the interests of all participants and develop a vision for the future and a strategy for the development of the university so that it becomes one of the leading educational institutions in the country. The process of interaction with different parties was formalized and described in [the Regulations on the interaction of SD with stakeholders.](#)

[Appendix 1.10.1. Regulations on the interaction of SD with stakeholders.](#)

**The criterion is fulfilled.**

**Assess strengths, weaknesses and make recommendations for standard 1.**

**Weak sides:**

1. The mission of the university is formulated vaguely, it does not reflect the uniqueness of the AIU and there is no mechanism for achieving it.
2. The education quality management system is at the initial stage of development. Currently, modern universities use a quality management system that complies with the international standard ISO 9001-2018.
3. There is no systematic action plan to improve academic reputation.

## **Recommendations:**

1. Revise the mission of the AIU by 05/01/2024, specifying it, reflecting in it the uniqueness of the university and the mechanism for achieving it.
2. Within two years, develop and implement a quality management system that meets the requirements of the standard ISO 9001-2018.
3. By December 31, 2023, develop and implement an action plan to improve academic reputation with further annual analysis of the results.

**Standard 1 is implemented with comments**

## **3.2. Fulfillment of Standard 2: Minimum requirements for the development, approval, monitoring and periodic evaluation of educational programs.**

### **Criterion 2.1. The presence of a clearly formulated educational goal of the educational program, consonant with the mission of the educational organization and meeting the requirements of state educational standards**

BEP is developed and approved by AIU taking into account international and national standards based on the State educational standard for higher professional education in specialty 560001 “General Medicine” (approved by order of the Ministry of Education and Science of the Kyrgyz Republic [SES HPE order of the Ministry of Education and Science of the Kyrgyz Republic No. 1179 dated September 15, 2015](#), [SES HPE order of the Ministry of Education and Science of the Kyrgyz Republic No. 1357/1 dated 30.07.2021](#)) taking into account the market needs of Southeast Asian countries.

The development of educational goals and tasks was carried out by a working group consisting of heads of structural divisions of AIU, representatives of the student organization, and representatives of the labor market in the healthcare system of the countries of Southeast Asia. Stakeholders also took part in the discussion of the goals of BEP: employers (director of the medical center “Professor Asymbekova’s Clinic”, director of the Scientific and Research Institute of Balneology and Rehabilitation Treatment and head of the department of the Educational, Treatment and Scientific Medical Center of KSMA).

Based on these BEP and taking into account the needs of the labor market and other interested parties, basic and working curricula and qualification characteristics have been developed with clearly defined educational goals and clearly defined expected learning outcomes.

**The goals of BEP** in the specialty “General Medicine” (5-year education) are to prepare a competent general practitioner prepared for specialization and training:

- in the field of education - the formation of general cultural and professional competencies of the graduate, ensuring the solution of professional tasks in the process of carrying out all types of professional activities, contributing to his social mobility, taking into account the needs of the labor market;
- in the field of personality education – the formation of professionally significant personality qualities such as determination, organization, responsibility, independence, citizenship, tolerance, perseverance in achieving goals, commitment to ethical and deontological values and norms;
- in the field of development - creating conditions for fundamental and practical training of specialists based on international standards, domestic traditions of higher medical education, possessing organizational, managerial and educational skills and abilities aimed at maintaining and improving the health of the population, corresponding to the conditions of the changing modern world. ([BEP HPE 560001 “General Medicine” for a period of study of 5 years, SES HPE order of the Ministry of Education and Science of the Kyrgyz Republic No. 1179 dated September 15, 2015, SES HPE order of the Ministry of Education and Science of the Kyrgyz Republic No. 1357/1 dated July 30, 2021](#)).

The mission of the AIU and the goals of the BEP HPE were approved by the Academic Council ([Protocol of the Academic Council No. 1 dated August 14, 2020](#)) taking into account the opinions of all stakeholders (management, employees, teaching staff, employers, representatives of practical healthcare and other partners) and are publicly available [on the university website](#).

However, educational goals are formulated on the basis of the SES HPE of the Kyrgyz Republic, which does not fully correspond to international practice. Educational goals should be reconsidered taking into account international practice.

BEP “General Medicine – 5 years” is not reviewed annually.

[Appendix 2.1.1. BEP HPE 560001 “General Medicine” for a period of study of 5 years.](#)

[Appendix 2.1.2. Protocol of the Academic Council No. 1 dated August 14, 2020 “On approval of the goal of the BEP HPE”.](#)

[Appendix 2.1.3. Link to the website “Goals of the BEP”.](#)

### **The criterion is fulfilled with comments**

#### **Criterion 2.2. Availability of expected learning outcomes, developed with the participation of representatives of professional, production and service organizations, reflecting the labor market and corresponding to the goals of the educational program and formulated in universal and professional terms**

Expected learning outcomes (learning outcomes BEP) are formulated on the basis of the competencies proposed by the SES HPE. All interested stakeholders of the AIU (management, employees, teaching staff, employers, representatives of practical healthcare and other partners) took part in the development and discussion of the learning outcomes, after which the learning outcomes were approved by the rector, included in the BEP HPE and are publicly available on the university website ([Protocol Academic Council No. dated September 14, 2020; link learning outcomes](#)).

##### ***Learning outcomes of BEP HPE***

According to the mission of the AIU and the goals of the BEP HPE, the expected learning outcomes (LO) are grouped into six areas (educational goals):

1. Knowledge in the field of medicine
2. Critical thinking and scientific research
3. Reflective practice and patient care
4. Professionalism
5. Interpersonal communication skills;
6. Systematic approach to health care.

The learning results are also presented in the Compliance Matrix of the required competencies and the components that form them of the BEP HPE ([BEP HPE 560001 “General Medicine” for a period of study of 5 years](#)).

However, expected learning outcomes (ELO) are formulated without taking into account the opinions of social consumers, scientific achievements, new technologies and innovative ideas. There are no relevant documents on the discussion of ELO with teachers, students and social partners.

The BEP should be revised and approved taking into account the opinions of social consumers, achievements of science, new technologies and innovative ideas. Every year, it is necessary to evaluate, revise and approve the BEP "General Medicine - 5 years"

[Appendix 2.2.1. Protocol of the Academic Council No. 1 dated 14.08. 2020](#)

[Appendix 2.2.2. Link to the LO BEP website.](#)

**The criterion is fulfilled with comments**

**Criterion 2.3. Availability of a clearly defined teaching load for the educational program that corresponds to state educational standards**

The teaching load for the educational program 560001 “General Medicine” (a period of study is 5 years) is carried out in accordance with the approved SES HPE and curricula.

Available:

- AIU curriculum, ([Syllabus](#));
- Working curriculum ([Working curriculum](#));
- Semester working curriculum ([Semester working curriculum](#)).

All types of plans are drawn up at the departments together with the Educational and Methodological Department and the Dean's Office, considered at meetings of the Educational and Methodological Council and approved by the rector of the AIU.

To determine the structure of the BEP HPE and the complexity of its development, a credit training system is used.

A credit is a unified unit of measurement of the labor intensity of a student’s teaching load, including all types of his educational activities provided for by the curriculum.

The labor intensity of a student’s mastery of BEP is 320 credits (credit units) for the entire period of study in this specialty and includes all types of classroom and independent work of the student, practice and the time allocated to control the quality of the student’s mastery of BEP, and State Civil Assessment.

The labor intensity of the BEP HPE for an academic year is equal to at least 60 credits.

The labor intensity of one academic semester is equal to 30 credits. One credit unit is equal to 30 hours of student work, including classroom work, independent work, practical training and all types of certification.

Credits are assigned to each discipline included in the curriculum, except for the discipline “Physical Education”.

The teaching load for BEP is clearly defined and meets the requirements of the standards.

The class schedule is drawn up on the basis of the working curriculum and calendar schedule of the educational process, instructions on the procedure for drawing up class schedules and is approved by the head of the Educational and Methodological Department ([Instructions on the procedure for drawing up class schedules](#)).

The curriculum provides for a uniform weekly student load throughout the entire period of study in all types of classes.

The volume of classes per week of full-time education is determined by the SES, taking into account the level of HPE and the specifics of the area of training for the professional block within 60%, for the humanitarian, social and economic block and for the mathematical and natural science blocks within 50% of the total volume allocated for the study of each academic discipline.

The maximum volume of a student’s teaching load is set at no less than 54 hours per week, including all types of his classroom and extracurricular (independent) educational work.

Analysis of the teaching load is carried out at meetings of the EM Council ([Protocol of the meeting of the EM Council “Report on the implementation of the teaching load for the 2021/2022 academic year”](#)).

These Working curriculums are being fully implemented. Their compliance with the standards of the SES HPE, as well as the results of monitoring, indicate that the educational program does not overload students.

[Appendix 2.3.1. Basic curriculum.](#)

[Appendix 2.3.2. Working curriculum.](#)

[Appendix 2.3.3. Semester curriculum.](#)

[Appendix 2.3.4. Instructions on the procedure for drawing up class schedules.](#)

[Appendix 2.3.5. Class schedules.](#)

### **The criterion is fulfilled**

#### **Criterion 2.4. Conducting periodic assessments of the expectations, needs and satisfaction of students and employers in order to improve the educational program**

According to the approved structure of the university, responsibility for ensuring the quality of education rests with the Department of Education Quality (DEQ). The activities of this department are carried out on the basis of [the “Regulations on the Department of Education Quality”](#) and annual work plan. All structural units of the university also have their own responsible persons for quality assurance, and their activities are subject to the relevant regulations established within the university.

In order to evaluate the educational program, the following mechanisms are used: external expert assessment of educational and methodological complexes, test tasks in disciplines and internal assessment of student satisfaction regarding the educational program. The assessment is carried out for all components of the educational program and includes the structure, content, duration of the program, the use of compulsory and elective parts. ([Expert opinion of the BEP. Review of the educational and methodological complex](#)).

Every year, DEQ employees conduct a survey. Students have the opportunity to express their opinions in a free form, express their comments and make suggestions. The results obtained during the survey regarding satisfaction with the educational program and its main components are described in detail in [the “Anonymous Student Survey Reports”](#) for the entire period of implementation of the educational program.

However, periodic assessment of employers' expectations, needs and satisfaction in order to improve the educational program is not carried out. Employers' expectations, needs and satisfaction should be assessed annually to improve the educational program, with results analyzed and appropriate adjustments made.

[Appendix 2.4.1. Sample survey form](#)

[Appendix 2.4.2. Results and report of anonymous student survey](#)

[Appendix 2.4.3. Review of EM Complex](#)

[Appendix 2.4.4. Expert opinion of the BEP](#)

### **The criterion is fulfilled with comments**

#### **Criterion 2.5. Providing the educational program with places to undergo all types of practices provided for by the curriculum.**

AIU has its own clinical base: the clinic of Professor Asymbekova (designed for simultaneous internships for 50 students) ([Licenses of the Ministry of Health of the Kyrgyz Republic](#)), where it is planned to conduct practical training. In addition, to date, an agreement has been signed on the phased purchase of the entire building for an educational and clinical base with a total area of 4,800 square meters at the address Chui Ave. 230 (polyclinic and surgical hospital) (this clinical base will accommodate 530 students for internship at a time) ([Purchase and sale agreement](#)).



It also has agreements with the Scientific and Research Institute of Balneology and Rehabilitation Treatment (with the possibility of practical training for up to 100 students), the Educational, Treatment and Scientific Medical Center (with the possibility of practical training for up to 50 students). ([Agreements with clinics](#)).

[Appendix 2.5.1. Licenses of the Ministry of Health of the Kyrgyz Republic of the clinic of Professor Asymbekova](#)

[Appendix 2.5.2. Cooperation agreement with the Scientific and Research Institute of Balneology and Rehabilitation Treatment](#)

[Appendix 2.5.3. Cooperation agreement with the Educational, Treatment and Scientific Medical Center](#)

[Appendix 2.5.4. \(Purchase and sale agreement\).](#)

### **The criterion is fulfilled**

#### **Criterion 2.6. Monitoring and annual assessment of the content of specific disciplines by an educational organization, taking into account the latest achievements of science and technology to ensure its relevance**

According to the regulation “On the educational and methodological complex of the discipline” of the AIU, the procedure for development, general requirements for the structure, content, design, as well as the procedure for approving the educational and methodological complex (EM Complex) of the discipline, monitoring, annual assessment and storage ([Regulation on the EM Complex](#)) are established.

Responsible for the development of EM Complex of disciplines is the head of the department and educational and methodological department. The direct executor of the EM Complex of discipline is appointed by the head of the department from among the teachers.

The plan for the development/revision EM Complex is developed and approved by the department and is included in the plan of educational and methodological work of the department and in the individual work plan of the teacher.

The specialized department carries out the procedure for coordinating the EM Complex with the relevant structures of the AIU if there is a positive review from specialists of the relevant profile.

Monitoring and annual assessment of the content of specific disciplines, taking into account the latest achievements of science and technology to ensure its relevance, is also carried out through mutual visits to classes and lectures by teachers, visits by heads of departments, the head of the quality department, the vice-rector for educational work with a record of the results and reviews of visits.

[Appendix 2.6.1. Regulation on the EM Complex.](#)

[Appendix 2.6.2. Regulation on the survey.](#)

[Appendix 2.6.3. Sample syllabus.](#)

[Appendix 2.6.4. Regulation on EM Council.](#)

[Appendix 2.6.5. Review of EM Complex.](#)

### **The criterion is fulfilled**

#### **Criterion 2.7. Monitoring:**

- workload, progress and graduation of students;
- the effectiveness of their assessment procedures;
- expectations, needs and satisfaction of students and

**employers with training in an educational program;**

**- the educational environment and support services and their relevance to the objectives of the educational program;**

**- employment of graduates in order to establish the adequacy and increase the effectiveness of the educational services provided.**

The student's workload during the entire period of study is determined by SES HPE 560001 "General Medicine" (duration of study 5 years). The content of the SES HPE is reflected in the schedule of the educational process, taking into account the maximum weekly load of at least 54 hours per week with a 6-day week of study, including all types of classes and extracurricular (independent) work ([Schedule of the educational process](#)), in the curriculum ([Curriculum](#)), taking into account the volume, sequence, forms of certification, practice and SCC, as well as in the schedule of classes ([Classes Schedule](#)).

Monitoring of student progress is carried out in accordance with:

- "Regulations on Module-rating assessment system";
- "Regulations on ECTS";
- "Regulations on current control and interim attestation";
- "Regulations on the final state certification of graduates" and other ones.

Monitoring is carried out through discussion of the results of the examination session, which are discussed at meetings of the EM Council and the Academic Council ([Protocol of the meeting of the EM Council "Report on the completion of the academic load for the 2021/2022 , 2022/2023 academic year"; protocol of the Academic Council "Report on the implementation of the academic load for 2021/ 2022, 2022/2023 academic years"](#)).

Student progress is under the direct control of departments, educational and methodological department and the dean's office:

- ["Regulations on the organization of the educational process based on ECTS credit technology"](#);
- [Job description of the head of the department;](#)
- [Job description of the Dean, Deputy Dean;](#)
- [Job description of the head of the Educational and Methodological Department ;](#)
- [Job description of the head of the education quality department.](#)

Basic documents for monitoring student progress are:

- educational electronic group journals ([Electronic group journal](#)),
- educational cards ([Student transcript](#)),
- examination sheet ([Examination sheet](#)),
- curators' reports ([Curator's Report](#)).
- EM Council reports on student progress after each examination session ([EM Council progress report for the 2021-2022/2022-2023 academic year](#)).

All reports are discussed at the EM Council and the Academic Council, after which appropriate decisions are made to improve the educational process.

The effectiveness of student assessment procedures is ensured by the module-rating assessment system used at AIU in accordance with the criteria of the table "Compliance with the module-rating assessment system used by the university and the assessments of the European Credit Transfer System (ECTS)", this table is available to all interested parties (Syllabus, website, etc.)

Monitoring of expectations, needs and satisfaction of students and employers with training in the educational program is carried out at least once a year, by surveying students and employers, as well as the participation of all stakeholders in the educational process.

For these purposes, various versions of questionnaires of students' needs, expectations and satisfaction with the quality of educational services have been developed. According to the results of surveys for the 2021/2022 academic year, it was found that the degree of student satisfaction was rated as high by 89.5%, satisfaction with the quality of teaching - 89.1% ([Student satisfaction questionnaire; report of the Department of Education Quality on student satisfaction](#)).

Employers' satisfaction with training in the educational program will be reflected in their participation in the work of the SCC and the characteristics of students based on the results of internships ([\*student's diary on industrial practice\*](#)).

Monitoring of the educational environment and support services, as well as their compliance with the goals of the BEP HPE, is carried out in all areas of the AIU's activities. The survey among staff and students assessed the quality of the library, reading room, medical station, canteen, dormitory, Internet, toilets and access to clean drinking water ([\*Questionnaire on the educational environment and support services\*](#)).

In order to determine the effectiveness of the provision of educational services, it is planned to monitor the satisfaction and employment of graduates ([\*Graduate Questionnaire\*](#)). Due to the fact that 4 years have passed since the formation of the AIU, there are no graduates at the time of preparation for accreditation.

[\*Appendix 2.7.1. Schedule of the educational process.\*](#)

[\*Appendix 2.7.2. Curriculum.\*](#)

[\*Appendix 2.7.3. Class schedule.\*](#)

[\*Appendix 2.7.4. Protocol of the meeting of the EM Council "Report on the implementation of the academic load for the 2021/2022-2022/2023 academic year."\*](#)

[\*Appendix 2.7.5. Extract from the protocol of the Academic Council "Report on the completion of the academic load for the 2021/2022-2022/2023 academic year."\*](#)

[\*Appendix 2.7.6. Regulations on the organization of the educational process based on ECTS credit technology, Regulations on MRAS;\*](#)

[\*Appendix 2.7.7. Job description of the head of the department;\*](#)

[\*Appendix 2.7.8. Job description of the dean, deputy dean;\*](#)

[\*Appendix 2.7.9. Job description of the Head of the Educational and Methodological Department;\*](#)

[\*Appendix 2.7.10. Job description of the Head of the Education Quality Department\*](#)

[\*Appendix 2.7.11. Electronic group journal\*](#)

[\*Appendix 2.7.12. Student transcript\*](#)

[\*Appendix 2.7.13. Examination sheet\*](#)

[\*Appendix 2.7.14. Curator's report\*](#)

[\*Appendix 2.7.15. Student satisfaction questionnaire.\*](#)

[\*Appendix 2.7.16. Report of the Department of Educational Quality on student satisfaction.\*](#)

[\*Appendix 2.7.17. Student's diary on practical training.\*](#)

[\*Appendix 2.7.18. Questionnaire on the educational environment and support services.\*](#)

[\*Appendix 2.7.19. Graduate Questionnaire.\*](#)

### **The criterion is fulfilled**

#### **Criterion 2.8. Determination of processes and responsible persons (services) for monitoring and periodic evaluation.**

The AIU has adopted the following scheme for managing the educational process:

- Strategic and operational management of the EP - vice-rector for academic and scientific work ([\*Job description of the vice-rector for educational work; Job description of the vice-rector for scientific work\*](#));
- Operational management – dean's office, educational and methodological department and education quality department ([\*Regulations on the organization of the Educational process based on ECTS credit technology\*](#));
- Direct management – departments ([\*Regulations on the department\*](#)).

These documents spell out the duties and responsibilities of the services and employees of the AIU in organizing and managing the educational process.

Responsible persons for monitoring and periodic evaluation are the heads of departments, the dean and deputy dean of the faculty, the head of the educational and methodological

department, the head of the education quality department, the vice-rector for educational work ([Orders on appointment to positions; Job descriptions](#)).

[Appendix 2.8.1. Job description of the Vice-Rector for educational work.](#)

[Appendix 2.8.2. Job description of the vice-rector for scientific work.](#)

[Appendix 2.8.3. Regulations on the organization of the educational process based on ECTS credit technology.](#)

[Appendix 2.8.4. Regulations on the department.](#)

[Appendix 2.8.5. Orders on appointment to positions.](#)

[Appendix 2.8.6. Job descriptions.](#)

### **The criterion is fulfilled**

#### **Criterion 2.9. Analysis, discussion with the involvement of stakeholders of the results of monitoring and periodic evaluation and its use to improve the organization of the educational process.**

Monitoring of the results of the session of the 2022-2023 academic year was discussed at the meeting of the EM Council and DEQ ([Protocol of the EM Council “Report on the results of the session of the 2022-2023 academic year”](#)) and discussed at the Academic Council with the participation of all interested parties (management, employees, teaching staff, students, employers) ([Protocol of the Academic Council](#)).

DEQ conducted an anonymous survey of students, the results of which were discussed at the EM Council ([Protocol of the EM Council “Results of the survey of AIU students”](#)) after which they are presented for consideration by the Academic Council ([Protocol of the Academic Council “Results of the survey”](#)), in which all interested parties took part , after which the rector of the AIU approved the following events:

1. establishing a Wi-Fi network throughout the University with issuing passwords to students;
2. increasing the number of computers and laptops for students.

DEQ conducted an anonymous survey among employees and teaching staff “Questionnaire for Employee Satisfaction of AIU” ([Employee Satisfaction Questionnaire](#)), and based on the results of the survey at the AIU, a comprehensive discussion was held at the EM Council ([Protocol of the EM Council “Results of the survey on the satisfaction questionnaire of AIU employees”](#)), after which they were presented for consideration by the Academic Council ([Protocol of the Academic Council “Results of the survey “Questionnaire on the satisfaction of AIU employees”](#)), which was attended by all stakeholders with unanimous approval of the report.

Based on the results of assessing the quality of education, recommendations are made to improve the management of the educational process. In particular, based on the results of a survey of students, teachers and employers, appropriate measures are taken and a corrective action plan is developed in accordance with [the Regulations on DEQ](#).

[Appendix 2.9.1. EM Council Protocol Report on the results of the session of the 2022-2023 academic year.](#)

[Appendix 2.9.2. EM Council Protocol Report on the results of the 2022/2023 academic year.](#)

[Appendix 2.9.3. Protocol of the Academic Council Report on the results of the 2022/2023 academic year.](#)

[Appendix 2.9.4. Protocol of the Academic Council Results of the survey “Questionnaire for AIU students”.](#)

[Appendix 2.9.5. AIU employee satisfaction questionnaire.](#)

[Appendix 2.9.6. EM Council Protocol Results of the survey on the satisfaction questionnaire of AIU employees](#)

[Appendix 2.9.7. Regulations on DEQ](#)

## The criterion is fulfilled

### Criterion 2.10. Compliance of educational and methodological support of the educational program with educational goals and state educational standards

Students of the 2nd, 3rd, and 4th years study at the AIU, therefore, in accordance with the “Regulations on the educational and methodological complex”, educational and methodological complexes have been developed for the disciplines of BEP HPE ([Regulations on the educational and methodological complex; EM Complex of disciplines](#));

The educational and methodological support of the program corresponds to the goals of the program and the SES HPE. The internal document that defines the norms, procedures and rules, diagnostic and evaluation procedures, ensuring the assessment of the compliance of the educational and methodological support of the educational program is ([Regulations on the EM Complex](#)).

The quality of teaching academic disciplines is checked through the organization of mutual visits to classes between teaching staff ([Schedule of mutual visits to classes; feedback on mutual visits to classes](#)) and control visits to classes by the Department of Education Quality ([feedback on mutual visits to classes of DEQ](#)).

For lectures and seminars, as well as public information events, there are projectors and laptops in classrooms and lecture halls.

The library collection is regularly replenished with new literature; the supply of basic literature is 80%, including electronic books and manuals.

To improve the educational and methodological support of the educational program, AIU entered into an agreement with [Cochrane Library](#) on providing unlimited access to scientific articles presented on the sites: <https://www.cochrane.org/ru/evidence>

The electronic library as of September 2023 is represented by 1-5 educational books for each discipline ([Form No. 5](#)).

Introduction of simulation technologies into practical training of students allows to avoid making medical mistakes on a real patient. Phantoms and simulators allow to bring to automaticity the performance of practical skills by repeatedly repeating the same actions. Modern simulators, which are equipped with a simulation center, allow to simulate various clinical situations. ([Photo of the simulation center](#)).

For all teaching disciplines taught, educational and methodological complexes have been supplemented and changed, including: syllabuses, lecture texts, assignments for practical classes, test assignments, etc. Also, the lists of recommended literature in work programs and teaching materials have been updated. Each educational complex is externally assessed by experts in the relevant field for relevance.

However, educational and methodological support is not enough for high-quality training of specialists. A plan for the publication of educational and methodological manuals should be developed and put into effect with an annual analysis of the results and the introduction of appropriate adjustments.

[Appendix 2.10.1. Regulations on the educational and methodological complex.](#)

[Appendix 2.10.2. EM Complex of the discipline](#)

[Appendix 2.10.3. List of syllabuses of disciplines.](#)

[Appendix 2.10.4. Schedule of mutual visits to classes.](#)

[Appendix 2.10.5. Feedback on mutual visits to classes.](#)

[Appendix 2.10.6. Feedback of DEQ on mutual visits to classes.](#)

[Appendix 2.10.7. Cochrane Library Agreement](#)

[Appendix 2.10.8. Form No. 5.](#)

[Appendix 2.10.9. Basic professional educational program – 5 years](#)

**The criterion is fulfilled with comments**

**Criterion 2.11. (9p.) An educational organization of higher professional education, in addition to the criteria provided for in paragraph 8 of these Minimum Requirements, uses the results of its scientific research in the educational process.**

The content of the training programs is regularly updated, taking into account the results of the latest scientific research in the development and implementation of new methods of treatment, prevention and diagnosis of diseases, as well as the formation of methodological approaches to solving socio-economic problems in the healthcare system and other areas. ([Mission, Quality Assurance Policy, University Strategic Development Plan](#))

Scientific and Research work (SRW) is an integral part of the activity of teachers in the implementation of educational programs. The main conclusions and results of research work are applied in educational activities by testing and integrating into the educational process scientific, theoretical and practical research and development aimed at improving the organization of the healthcare system and increasing the availability and quality of medical care. These changes have an impact on the final achievements of students within the educational program ([BEP 5 years](#)).

Taking into account modern requirements of clinical international practice, training programs at all levels of the faculty are based on the principles of evidence-based medicine. Specifically, curricula and educational materials in clinical disciplines have been developed taking into account international standards in the field of treatment and diagnosis of diseases.

In the academic year 2022-2023, the vice-rector for scientific work developed a plan, and the general topic of Scientific and Research work (SRW) was determined. ([Scientific and Research work plan](#)).

The transition to the next stage of Scientific and Research work implementation is planned for December 2023.

The implementation of Scientific and Research work results is carried out by decision of the Academic Council of the university. Confirmation of the use of proposals are [acts of implementation](#), publications, and participation in projects.

Teachers also actively take part in university, republican, and international conferences, publish research results in scientific journals from abroad and near abroad. ([Regulations on the scientific and practical journal](#)).

The university also strives to strengthen the research potential of its students. In this regard, in order to conduct Scientific and Research work of students (SRWS) and to stimulate interest in the educational process, as well as to prepare for a future profession, students actively participate in various interuniversity seminars, conferences and trainings together with teachers.

However, there is insufficient evidence of the use of research results in the educational process. A plan for using research results in the educational process should be developed and put into effect with an annual analysis of the results and the introduction of appropriate adjustments.

[Appendix 2.11.1. Regulations on the scientific and research activities of the university.](#)

[Appendix 2.11.2. Acts of implementation.](#)

[Appendix 2.11.3. Regulations on the scientific and practical journal.](#)

[Appendix 2.11.4. Scientific and research work plan.](#)

**Conclusion on the fulfillment of the criterion: The criterion is fulfilled  
Additional requirements for standard 2.**

### **Criterion 2.12. Who determines and approves the content of the curriculum?**

A syllabus (curriculum) is a set of official documents that defines the goals, expected results, content, methods and conditions for the process of training and education.

Basic educational programs (BEP) are developed in compliance with the requirements of State educational standards for higher professional education and approved, taking into account the needs of the labor market and guided by the regulations of the Kyrgyz Republic in the field of education. BEP provide for the acquisition of knowledge and skills necessary for the formation of both general and specialized competencies that the graduate will use in his professional activities.

The structure of the BEP is developed under the leadership of the head of the educational and methodological association (EMA) and teachers of the departments. The educational process at the university is organized on [\*the basis of basic curricula, working curricula and a schedule of the educational process\*](#), in accordance with the SES HPE. Basic and working curricula are built and adjusted taking into account the requirements (wishes) of interested parties (employers, graduates, students).

The curricula determine the following qualitative and quantitative characteristics of the basic educational program in specialty 560001 “General Medicine”:

- volumetric parameters of the teaching load in general, by year of study and by semester;
- list of academic disciplines, professional modules and practical training;
- sequence of studying academic disciplines. ([\*Curriculums, Academic process schedule\*](#))

The heads of relevant structural units, teachers, employers and representatives of the Student Council take part in the development of syllabuses ([\*Composition of the working group for the development of the syllabus\*](#)). The developed curriculums are considered at the meeting of the EM Council and approved by the decision of the AC.

A syllabus, or working program, is an individual tool for a teacher, which contains a list of topics to be studied, recommendations on the allocation of time for each topic and their placement within the academic year. A syllabus defines optimal and effective methods and approaches for the organization of the educational process, which best correspond to the specifics of a certain course and allow achieving results that meet the requirements of the State Educational Standards of Higher Professional Education ([\*Sample syllabus\*](#)).

Confirmation of successful completion of the curriculum in this discipline is the possibility of transferring students to the next course.

[\*Appendix 12.1. Curriculums\*](#)

[\*Appendix 12.2. Study process schedule\*](#)

[\*Appendix 12.3. BEP\*](#)

[\*Appendix 12.4. Composition of the working group for the development of syllabuses\*](#)

[\*Appendix 12.5. Sample syllabuses\*](#)

**The criterion is fulfilled**

### **Criterion 2.13. How is the content of the curriculum determined?**

The content of the curriculum (syllabus) is built in accordance with the state educational standard of higher professional education, approved by the Ministry of Education and Science of the Kyrgyz Republic, in accordance with Order No. 1357/1 dated July 30, 2021. The state educational standard of higher professional education was approved by the educational and methodological association for higher medical and pharmaceutical education under the Ministry of

Education and Science of the Kyrgyz Republic, the base university of which is the Kyrgyz State Medical Academy named after I. Akhunbaev. ([Compiled by SES HPE](#))

Syllabuses (curriculas) are based on the principle of sequence, where each subsequent program is built on the basis of the previous one. To ensure the relevance of education and compliance with the requirements of the labor market, the content of educational programs is periodically monitored using questionnaires and assessment of learning outcomes.

The university conducts surveys of students, employers, parents and employees at least once a semester. The head of the department of education quality is responsible for coordinating monitoring. ([Regulations on DEQ, Job description of the head of DEQ](#))

The results of monitoring and evaluation of the content of syllabuses (curriculum) are discussed at meetings of the EM Council, with the involvement of all interested parties - administration, teaching staff, representatives stakeholders and students. ([Extract from the EM Council protocol on the discussion of the survey results](#)).

Further, the syllabus is approved by the chairman of the EM Council ([Composition of the EM Council](#)).

Through questionnaires, the reasons for the positive/negative results obtained and the effectiveness of the changes made are identified. Based on the monitoring analysis, a corrective action plan is drawn up. ([Questionnaire results](#))

[Appendix 13.1. SES HPE](#)

[Appendix 13.2. Regulations on the Department of Education Quality](#)

[Appendix 13.3. Job description of Department of Education Quality](#)

[Appendix 13.4. Extract from the EM Council protocol on the discussion of the survey results](#)

[Appendix 13.5. Composition of the EM Council](#)

[Appendix 13.6. Survey results](#)

### **The criterion is fulfilled**

#### **Weak sides:**

1. Educational goals are formulated on the basis of the SES HPE of the Kyrgyz Republic, which is not fully consistent with international practice.
2. Expected learning outcomes (ELO) are formulated without taking into account the opinions of social consumers, scientific achievements, new technologies and innovative ideas. There are no relevant documents on the discussion of ELO with teachers, students and social partners.
3. BEP “General Medicine – 5 years” is not reviewed annually.
4. Periodic assessment of employers' expectations, needs and satisfaction in order to improve the educational program is not carried out.
5. Educational and methodological support is insufficient for high-quality training of specialists.
6. There is insufficient evidence of the use of Scientific and research work results in the educational process.

#### **Recommendations:**

1. Until December 31, 2023, to review educational goals taking into account international practice.
2. Until May 01, 2024, to rework and approve the ELO, taking into account the opinions of social consumers, scientific achievements, new technologies and innovative ideas.



3. Annually evaluate, review and approve the educational program “General Medicine – 5 years”.
4. Conduct an annual assessment of employers' expectations, needs and satisfaction in order to improve the educational program, analyzing the results and making appropriate adjustments.
5. By December 31, 2023, develop and implement a plan for the publication of educational and methodological aids with an annual analysis of the results and making appropriate adjustments.
6. By September 01, 2024, develop and implement a plan for using research results in the educational process with an annual analysis of the results and making appropriate adjustments.

**Standard 2 is fulfilled with comments**

### **3.3. Meeting Standard 3: Minimum Requirements for Student-Centered Learning and Student Assessment**

#### **Criterion 3.1. Using regular feedback from students to evaluate and adjust teaching methods, educational forms and technologies**

To ensure regular feedback from students in order to evaluate and adjust pedagogical methods, educational forms and technologies, AIU conducts online surveys through Google forms based on the Google electronic educational platform Work Space for Education after each semester ([\*Sample questionnaire “Student Satisfaction Questionnaire”\*](#)).

Analysis of the questionnaires shows that students are generally satisfied with the teaching methods, educational forms and technologies used ([\*Report on the results of the survey\*](#)).

According to the results of the questionnaire revealed that: the degree of student satisfaction was rated as high in 89.5%, satisfaction with the quality of teaching - in 89.1% (<https://goo.su/sAQMz>).

The survey questions were designed so that students could evaluate the main qualitative indicators of the work of the teaching staff. Students evaluated the work of teachers based on the following qualities:

- clarity and accessibility of presentation;
- stimulating interest in studying the discipline;
- the ability to develop systematic thinking in a student;
- use of an interactive teaching method;
- ability to control an audience;
- manner of behavior;
- availability for extracurricular consultations;
- quality of teaching.

The results of the survey are discussed at a meeting of the EM Council and the Academic Council, based on the results, proposals are made to make changes to the syllabuses (work programs) in individual disciplines ([\*Protocol of the meeting of the Academic Council “Report of the quality management department for the 2021/2022 academic year \(results of the survey - Student Satisfaction Questionnaire\)”\*](#)).

The departments' report on the work carried out to eliminate comments is provided to the education quality department ([\*Report on the results of monitoring on the elimination of comments on the “Student Satisfaction Questionnaire”\*](#)).

During mutual visits, teachers are assessed according to several criteria ([\*Analysis of mutual visits and visits to the EM Council\*](#)):

- method of teaching;
- knowledge of the subject;

- knowledge of language;
- use of material and technical base;
- use of handouts;
- activity of students in the classroom.

This measure of control and evaluation of a teacher's professional activities allows timely identification of the strengths and weaknesses of teaching staff.

[Appendix 3.1.1. Sample of the questionnaire "Student Satisfaction Questionnaire".](#)

[Appendix 3.1.2. Report on the results of the survey "Student Satisfaction Questionnaire".](#)

[Appendix 3.1.3. Protocol of the meeting "Report of the quality management department for the 2021/2022 academic year \(results of the survey - Student Satisfaction Questionnaire\)."](#)

[Appendix 3.1.4. Report on the results of monitoring on the elimination of comments on the "Student Satisfaction Questionnaire".](#)

[Appendix 3.1.5. Analysis of mutual visits and visits to the EM Council.](#)

### **The criterion is fulfilled**

#### **Criterion 3.2. Proficiency of evaluators (examiners) in methods of testing students' knowledge and continuous professional development in this area**

Assessing the skills of evaluators (examiners) includes reviewing educational and methodological complexes, discussing assessment methods at departmental meetings, mutual visits to teachers' classes, as well as control checks carried out by heads of departments, EM Council, vice-rector for academic affairs, etc.

The AIU uses a modular rating system for monitoring students' knowledge, assessment procedures are defined by the Regulations on MRSA ([Regulations on MRSA](#)).

The main methods of testing knowledge are:

- oral exam,
- a written exam,
- testing.

Specific forms and procedures for current, milestone, intermediate and final control of knowledge in each discipline are developed by the teacher and are reflected in the teaching materials, syllabus, and are brought to the attention of students within the first month from the start of training.

Interim and final knowledge control is carried out according to the approved schedule of the educational process of the AIU ([Schedule of the educational process](#)).

The results of student certifications are brought to the attention of each student through an electronic statement posted on the portal (each student has a login and access password), the final control is displayed in the student's grade book (transcript).

Teaching staff is constantly working to improve their teaching skills and professional qualifications:

- training in advanced training courses ([Order of the Rector on advanced training courses](#)).
- carrying out research work. ([List of published scientific works of teaching staff](#))

In the 2022-2023 and 2023/2024 academic years, the following trainings were held at Altamimi International University:

- pedagogy and psychology of higher education ([Order of the Rector, advanced training courses for the Central for Continuing Medical Education "USTAT" pedagogy](#));
- development of multiple choice test items. Fundamentals of psychometrics ([Order of the Rector, advanced training courses for the Central for Continuing Medical Education "USTAT" testing](#));
- advanced training course on teaching methods – 7 people ([Order on advanced training courses](#));

- advanced training course – “Testology” - 4 people. ([Order on advanced training courses for teachers](#)).

Advanced training is carried out as necessary, but at least once every 1 year.

Composition, qualifications, education and experience of the teaching staff of the Altamimi International University is formed based on the approved staffing table. The teaching staff for the 2023-2024 academic year consists of 25 people, including full-time - 15, internal part-time - 3, part-time - 10, which is 72% (table 5.2.1.) and meets the requirements of [the Temporary Regulations on the procedure for licensing educational institutions activities of the Kyrgyz Republic. List of teaching staff](#).

However, there is no evidence of teacher training in assessment methods. A separate item on methods for assessing knowledge should be included in the training plan for teaching staff.

[Appendix 3.2.1. Regulations on MRSA.](#)

[Appendix 3.2.2. Schedule of intermediate and final control.](#)

[Appendix 3.2.3. Student rating \(transcript\)](#)

[Appendix 3.2.4. Order on advanced training.](#)

[Appendix 3.2.5. Sample certificate “Pedagogy” and “Testology”.](#)

[Appendix 3.2.6. Samples of certificates.](#)

[Appendix 3.2.7. Plan for advanced training of teaching staff](#)

[Appendix 3.2.8. Teaching staff portfolio.](#)

[Appendix 3.2.9. Form 4](#)

**The criterion is fulfilled with comments.**

**Criterion 3.3. Publication by an educational organization on its website of criteria and assessment methods that are adequate in relation to the expected learning outcomes that students must achieve, as well as demonstrating the level of students’ achievement of the planned learning outcome.**

In accordance with the Decree of the Government of the Kyrgyz Republic No. 346 of May 29, 2012, which establishes regulations to regulate the activities of educational organizations of higher and secondary vocational education in the Kyrgyz Republic, as well as in accordance with the Regulations on ongoing monitoring and intermediate certification, to assess the level of training and the acquisition of professional skills by students at the university, the Google information system was introduced Workspace, and also operates an official website. This information system provides access to users through various devices such as PC, laptops, tablets and mobile phones and is accessible via email. All administrative and management personnel (AMP) and teaching staff (TS) have been trained in using the Google system Workspace within its competence. This system has a hierarchical structure, starting with the curriculum and ending with granting access rights to users. The interface is also adapted for use in three languages: Kyrgyz, Russian and English.

In order to create conditions for accessibility and efficiency in organizing the educational process on [the official website](#) and IS [Google workspace](#) provides complete information about the university, areas of study, admission rules and other information for applicants, students and their parents, as well as employees.

The transparency and objectivity of the student assessment procedure at the university is controlled by the automated [IS Google workspace](#).

The IS and the official website are a means of information for teaching staff, students, all university employees and interested parties. Employees of the dean's office, heads of departments, teachers, laboratory assistants, as well as students are familiar with these regulatory documents in Kyrgyz, Russian and English.

Criteria and methods of assessment based on learning outcomes, levels of student achievement, are published on the [Google workspace platform](#).

During the learning process, when passing exams, student performance is determined by grades “excellent”, “good”, “satisfactory” and “unsatisfactory” according to the learning outcome assessment scale reflected in the Evaluation Fund. ([Learning Outcomes Assessment Scale](#)).

[Appendix 3.3.1. Scale for assessing learning outcomes.](#)

[Appendix 3.3.2. Strategic plan.](#)

#### **The criterion is fulfilled.**

#### **Criterion 3.4. Ensuring objectivity and transparency of the assessment procedure, including extenuating circumstances and providing for a formal appeal procedure for assessment results**

The official procedure for appealing the results of assessment and final control is carried out in accordance with the Regulations on the Appeal Commission ([Regulations on the Appeal Commission](#)). To ensure objectivity and transparency of the assessment procedure, the final control is carried out in the form of an exam with the mandatory participation and control of observers.

During the existence of the university, there have been no requests from students regarding the objectivity and transparency of the knowledge assessment procedure.

For transparency and objectivity of the student assessment procedure, the AIU has implemented the [Google workspace platform](#). All information about the movement of the student population, assessment criteria, forms of control and examination sheets are entered into the [Google workspace platform](#). Each student can enter the database and get information about their rating. This allows students to individually monitor their learning progress and teachers to objectively calculate student scores.

The deadline for the liquidation of academic debts by students is established by the Educational and Methodological department (EMD) in agreement with the dean and is brought to the attention of students ([Schedule for the liquidation of academic debts](#)). Retaking the exam for students who did not appear for the exam due to illness, for an unexcused reason, or who received a grade in the exam “unsatisfactory”, allowed no more than two times. The retake schedule is drawn up by the EMD in agreement with the dean and brought to the attention of students. The retake is carried out as part of the examination session, but only after students have completed all scheduled exams. In exceptional cases, the retake is carried out at the beginning of the next semester and ends no later than 10 working days following the month of vacation. The retake is carried out without interrupting students and department teachers from classes. The dean's office prepares, in the prescribed manner, a form for retaking the exam, which includes the names of all students who were absent from the exam for a good reason, for an unexcused reason, and who received an “unsatisfactory” grade on the exam. When retaking the exam, the grade is entered in the student's report card and grade book (transcript). If you retake an unsatisfactory grade received in an exam or fail to appear for an exam for an unexcused reason, the final grades for the discipline “good” and “excellent” are not given. The final grade is “satisfactory”, regardless of the number of points received when retaking the exam. A student's failure to appear for a retake without a valid reason is equivalent to an “unsatisfactory” grade. If a discipline receives an “unsatisfactory” grade, the student has the right to take all subsequent exams during the examination session. For students who were unable to pass tests and exams on time for a documented valid reason, the dean's office sets individual deadlines for passing tests and exams.

If he disagrees with the results of a subject assessment, a student has the right to file an appeal - a reasoned written statement about a violation of the examination procedure, which led to a decrease in grade, or about the error, in his opinion, of the grade given in the exam. ([Regulations on the Appeal Commission](#)).

It is planned to ensure objectivity during the State Final Attestation (SFA) by including specialists invited from outside into the SFA - the chairman of the commission and the director of the organization with which the internship agreement has been concluded. The commission's decision is made by a majority vote. ([Regulations on SFA](#))

Persons who did not pass the SFA within the prescribed period for a good reason are given the opportunity to pass them without expulsion from the student body, after providing certificates confirming the presence of good reasons.

To avoid conflict situations, prevent corruption and impartiality of assessment, video cameras are installed in the classroom where modules and exams are held ([Photo of video cameras](#)).

[Appendix 3.4.1. Regulations on the appeal commission.](#)

[Appendix 3.4.2. Academic debt elimination schedule.](#)

[Appendix 3.4.3. Regulations on SFA.](#)

[Appendix 3.4.4. Academic debt elimination schedule.](#)

[Appendix 3.4.5. Photos of video cameras.](#)

**The criterion is fulfilled.**

**Criterion 3.5. Informing students fully about the procedure used for their assessment, about the expected types of control (exams, tests, defense of theses, etc.), about the requirements for students, about the applied criteria for assessing their knowledge**

At the beginning of the academic year, teaching staff informs students:

- on general rules on MRS and ECTS education systems;
- about the goals, objectives and volume of teaching load required to master the discipline and achieve LO;
- about the terms, criteria and forms of control of their knowledge.

The dean's office coordinates the work of departments in creating an information catalog/package of the educational program for the upcoming semester and is responsible for its replication. The information package of the educational program includes:

- calendar training schedule,
- general academic regulations,
- working curriculum for a given academic year (semester),
- semester paper indicating the volume (credit and classroom lessons per week),
- schedule (day of the week, time, audience and teacher) of disciplines,
- summary of disciplines,
- form of an individual curriculum.

The compilation of information packages and their replication are completed no later than 14 days before the start of registration for the next semester. First-year students begin the registration procedure after participating in an orientation week, which is held to explain the principles of the credit system of education within the time frame established by the faculty. Registration for the next semester is carried out according to the deadlines established by the Academic Calendar. Students must meet with an Academic Advisor prior to registration, complete an Individual Study Plan, and register for the following semester by the deadlines indicated in the Academic Calendar. Permission to register for academic disciplines of the second and subsequent semesters is received by students who have studied all compulsory academic disciplines preceding the upcoming semester (prerequisites).

The University website provides a table of correspondence between the grading system used by the University and the European Credit Transfer System (ECTS) grades, labor intensity (ECTS) ([AIU website ECTS Table](#)).

On the [Google workspace platform](#) deadlines, criteria and forms of control of student knowledge are presented, as well as on the official website of the AIU ([Google workspace - deadlines, criteria and forms of monitoring students' knowledge; Link to the site - deadlines, criteria and forms of monitoring students' knowledge, table of control form](#)). When filling out a personal file, students become familiar with their rights and responsibilities, internal regulations, receive reminders on compliance with the AIU Code of Ethics, and gain access to the website and

Google workspace and receive a signed AIU memo ([\*Contract with the student upon admission; A completed memo from the student's personal file with the student's signature\*](#)).

The AIU website publishes syllabuses at the beginning of the academic year where list the necessary information for the student in the course is provided ([\*Link syllabus website\*](#)).

On Google workspace the student has access to his individual learning path and forms of control ([\*Google workspace, student's personal account\*](#)).

[\*Appendix 3.5.1. AIU website ECTS table.\*](#)

[\*Appendix 3.5.2. Google workspace - deadlines, criteria and forms of monitoring students' knowledge.\*](#)

[\*Appendix 3.5.3. Link to the site - deadlines, criteria and forms of monitoring students' knowledge, table of control form\*](#)

[\*Appendix 3.5.4. Contract with the student upon admission.\*](#)

[\*Appendix 3.5.5. A memo filled out and signed by the student from the personal file.\*](#)

[\*Appendix 3.5.6. Link to the syllabus website.\*](#)

[\*Appendix 3.5.7. Google workspace, student's personal account.\*](#)

**The criterion is fulfilled.**

### **Criterion 3.6. Analysis of the reasons for dropout of students and taking measures to improve their performance and retain students**

Dropout of students is carried out on the basis of [\*the Regulations on the procedure for transfer, expulsion and reinstatement of students\*](#).

To record and monitor student progress, as well as control the quality of education at the university, an interconnected system is used, consisting of relevant documents, mechanisms for filling out and using them, procedures for ensuring transparency of information about progress, a system of interaction between teaching staff, administration, group curators and students on academic progress issues.

In the dean's office, for each student, operational information is recorded about the student's progress in the disciplines - test and examination records, department reports on unsuccessful students submitted before the session. Based on the results of the examination session, such indicators of student progress as average scores, quality indicators, and academic progress are calculated ([\*EMD Report\*](#)).

The [\*curatorial work plan\*](#) provides for a meeting on the results of the session in groups. ([\*Report of curatorial work\*](#)).

According to EMD reports, at a meeting of the Academic Council, an analysis of the reasons for student dropout is carried out and measures taken to improve academic progress and retain students are discussed. ([\*Regulations on the procedure for transfer, expulsion, reinstatement of students\*](#)).

To improve and consolidate student progress, the following measures are taken:

- regular monitoring of the educational process;
- conducting a cross-section of students' knowledge;
- strengthening control by departments and the dean's office over students' attendance at classes;
- attentive attention to problems of academic performance to exclude cases of absence from classes for unjustified reasons;
- regular discussion at meetings of the EMD of the requirements of the MRSA for student work;
- bringing to the attention of students the schedule of retaking exams to complete the session;
- close work with parents of students.

For excellent academic progress, activity in the life of the university, participation in interuniversity, international conferences and Olympiads, there is a system of discounts on tuition for students, the decision to provide which also takes into account the social and financial situation of the student.

As part of the mentoring program, the student council, along with the university teaching staff, works to improve the academic progress of students, involves students in the social activities of the university, and helps in self-realization and self-development of students. [Regulations on the student council.](#)

[Appendix 3.6.1. Regulations on the procedure for transfer, expulsion and reinstatement of students](#)

[Appendix 3.6.2. Curatorial work plan 2022-2023](#)

[Appendix 3.6.3. EMD report](#)

[Appendix 3.6.4. Supervisory report.](#)

[Appendix 3.6.5. Regulations on the student council](#)

**The criterion is fulfilled.**

### **Criterion 3.7. Availability of developed and implemented procedures for responding to complaints from students**

Upon admission of an applicant to the AIU, an individual agreement for the training of a specialist is drawn up between the administration and the student ([Agreement with the applicant](#)).

Students' complaints, depending on the content, are considered by group curators, the head of the department, the dean's office, vice-rectors, and the rector.

To consider complaints and suggestions from AIU students, the Regulations on the Trust Box for written requests from students, parents and employees of the AIU ([Regulations on the Trust Box for written requests from students, parents and employees](#)) have been developed and approved. This provision sets out the procedure for dealing with complaints that may come from students and employees. The main principle is objective, thorough and prompt consideration, followed by principled decision-making. Every student or employee has the right to report illegal activities with all necessary information for review and receive support in resolving the problem.

The administration is obliged to take appropriate measures to suppress harassment against students or employees who filed a complaint.

To finally resolve the problem that gave rise to the complaint, there are four stages:

1. Finding a solution at an informal level;
2. Filing a formal complaint and its consideration;
3. Search for a solution and inform the applicant about the decision made;
4. Monitoring the implementation of the solution and evaluating the result.

The consideration of the complaint is carried out under the leadership of the AIU administration. The period for consideration of an official complaint cannot exceed 10-15 working days. A special Ethics Commission ([Ethics Commission](#)) is responsible for the implementation and monitoring of the measures provided for in solving the problem, as well as an objective assessment of their results.

For the anonymous filing of complaints, a "Trust Box" box has been installed in the university lobby ([Photo "Trust Box"](#)), which is periodically opened by a commission: the head of the educational department, the vice-rector for academic affairs and the chairman of the student council. It is recorded and brought to the Ethics Commission for taking appropriate measures and decisions.

The AIU website provides for all interested parties to submit proposals and complaints to the rector "Letter to the Rector" ([Link to the site "Letter to the Rector"](#)), received correspondence, depending on the content of the appeal, is considered by the rector and sent to the Ethics

Commission or responsible persons of structural divisions of the university. A report on the measures taken in response to a complaint or appeal is submitted to the rector within 15 days, after which the rector gives an official response to the applicant.

[Appendix 3.7.1. Agreement with the applicant.](#)

[Appendix 3.7.2. Regulations on the trust box for written requests from students, parents and employees](#)

[Appendix 3.7.3. Ethics Commission.](#)

[Appendix 3.7.4. Photo "Trust Box".](#)

[Appendix 3.7.5. Link to the "Letter to the Rector" website.](#)

### **The criterion is fulfilled**

#### **Criterion 3.8. The use by educational organizations of innovative educational and methodological resources, pedagogical methods, forms and technologies in order to improve the quality of education**

In fulfilling the mission, strategic goals and expected learning outcomes in order to improve the quality of education, university teachers, along with standard teaching methods, conduct classes using new pedagogical methods: PBL, CBL, TBL and RBL, using the example of the Padlet online board (Case study), problem-based approach learning) – drawing up a mental map, team-based method (Team-based learning) – making presentations by several groups on the Canva platform. ([Seminar on the introduction of new pedagogical methods: PBL, CBL, TBL and RBL.](#))

Research, interactive methods, and independent work of students (with demonstration of presentations) are also used. In order to improve the quality of education, teachers of the department have developed electronic educational resources:

- electronic didactic material;
- electronic EM Complex of taught disciplines;
- multimedia presentations on individual topics of classes.

In order to improve the quality of education, university teachers use interactive forms of teaching:

- detailed conversation;
- discussion of reports and abstracts;
- seminar-debate;
- commented reading;
- exercise for independent thinking;
- seminar press conference;
- colloquium-interview;
- business game;
- workshop;
- case study solution;
- training seminar (training of special skills);
- presentation based on modern multimedia tools, round table, etc.

Practical laboratory classes are conducted for 1st year students in the discipline "Histology", where the following were shown:

- procedure for removing histological sections from biological materials;
- preparation of medications and liquids for subsequent use;
- study of the histological structure of tissues and organs.

Pathological anatomy demonstrated:



- samples of histological sections;
- technology for removing sections;
- subsequent analysis for the presence of pathologies and abnormalities.

The management regularly finances the participation of teaching staff in seminars, trainings and advanced training courses in the field of improving teaching skills, the use of interactive methods and technologies, teaching methods, etc. ([Rector's Order on advanced training](#)).

Availability of educational resources and student support services to:

- library and reading room with more electronic books and magazines with access to electronic resources and visual viewing of the catalog of electronic and paper books; Library fund.
- multimedia class with projection and acoustic system;
- laboratories (chemistry, physics, biochemistry, histology, pathological anatomy, pharmacology, etc.).
- specially equipped classrooms and classrooms for the study of humanitarian and socio-economic, mathematical, natural science and professional disciplines, where each classroom is fully equipped with thematic educational equipment, including visual aids (tables, maps, globe, etc.), projectors, boards, markers, comfortable chairs and desks; [Audience passports](#).
- anatomical class;
- a simulation center with modern mannequins and demonstration and certification models for practicing clinical skills;

[Appendix 3.8.1. Introduction of new pedagogical methods: PBL , CBL , TBL and RBL.](#)

[Appendix 3.8.2. Photo reports.](#)

[Appendix 3.8.3 Rector's Order on advanced training.](#)

[Appendix 3.8.4. Regulations on supervision.](#)

[Appendix 3.8.5. Library fund.](#)

[Appendix 3.8.6. Audience passports.](#)

### **The criterion is fulfilled**

#### **Criterion 3.9. Identification by the educational organization of the needs of various groups, students and meeting them through additional courses, electives, clubs**

To promptly identify, implement and meet the needs of students, teaching staff and Administrative and management staff of the university, information is collected on the quality and timeliness of the training programs provided. ([Report on the results of the survey 2022-2023](#)). The latest survey of students revealed a request from students for additional study of the state and official languages for a full-fledged internship in university clinics (to establish contact with medical staff and patients). Since September 2022, the faculty has organized elective classes in the Russian language. Also, when surveying students, there were comments regarding internships at clinical sites. Along with the desire to increase the hours for completing the internship, there were wishes to reduce the time for completing the internship, which suggests that the time for completing the internship is optimal, but the question opens up about the formation of an individual plan for students to complete the internship. There are no plans to reduce the time required for practical training, however, the request to increase the time for students to practice is being considered as part of the development of an individual learning path.

Also, a request for the introduction of faculty classes is carried out through a survey of employers. Potential employers include health care facilities where students conduct internships. Thus, at the last meeting of employers with the management of the university, an insufficiency of

acquired knowledge in first aid and knowledge of the state and official languages was revealed. Also among the potential employers are representatives of the IRP and RI clinics, who also suggested strengthening the training of students in the field of molecular biology, as this increases the level of understanding of clinical subjects. In this regard, the university is currently developing a curriculum for faculty classes in the discipline “Molecular biology with a course of genetics” with the introduction of this discipline in the curriculum in the next academic year. For this purpose, together with Adam University (BFEA), it is planned to conduct a 3-week training to study genetics using the example of crossing *Drosophila* flies with different mutations.

Information collected through stakeholder surveys is analyzed and processed by the Quality management system manager, where a corrective action plan with deadlines is developed.

The basis for educational programs implemented at the university is a comprehensive system for the development of scientific research activities, conducting research work and reporting on it, holding scientific conferences, student Olympiads, and the work of scientific student circles. ([Photo reports](#)).

The president of the student council is included in the list of members of the Academic Council and takes an active part in discussions and decision-making regarding the organization of additional courses, electives, and clubs. At the moment, in order to motivate students at the university departments, student optional clubs have been organized according to the mechanism described above:

- Natural humanities disciplines (NHD) – Russian, Kyrgyz, English;
- Clinical disciplines (CD) – basic surgical skills, USMLE preparation.

It is also planned to open optional clubs on:

- molecular biology with a course in genetics;
- microbiology;
- histology;
- pathologies.

In their free time from practical classes, university students have access to independent study:

- on dummies of human organs and limbs;
- simulators;
- histological and pathohistological micropreparations.

In order to improve practical skills and knowledge, students are actively assisted by specialist doctors and teachers to help gain experience, share knowledge and give advice and recommendations when serving patients and assisting the medical staff of the clinic. Constant training on dummies develops medical skills and helps to be ready to work caring for patients.

As part of the curatorial educational work, various events are held at the departments dedicated to the celebration of State Language Day, Teacher's Day, Medical Worker's Day, Initiation as a student for first-year students, Nooruz , etc. ([Photo reports from events held](#)).

[Appendix 3.9.1. Survey results for 2022-2023.](#)

[Appendix 3.9.2. Regulations on surveying students to assess the quality of educational services provided.](#)

[Appendix 3.9.3. EMD report.](#)

[Appendix 3.9.4. Photo reports.](#)

## The criterion is fulfilled

### **Criterion 3.10. Implementation by an educational organization of educational programs that take into account the needs of different groups of students and provide opportunities for the formation of individual learning trajectories**

And individual educational trajectories are allowed by the curriculum ([Collection of normative documents on the application of ECTS in the Kyrgyz Republic](#)).

The following forms of curriculum are used at the university:

- basic curriculum;
- working curriculum;
- semester curriculum.

When designing educational programs, the university strives to provide ample opportunities for students to form an individual educational trajectory in order to meet the individual needs of the student in the formation of specific learning outcomes and create a competitive environment for students and teachers, motivating both parties to achieve the highest possible learning results.

In order to improve knowledge and skills, to fully master educational material, communicate with local residents and provide first aid to patients, as part of the curriculum, students are provided with elective hours in the discipline “Russian”, “English”, ([Regulations on the organization and implementation of elective and optional disciplines](#)).

Based on the results of the discussions, students were asked to add to the curriculum such disciplines as *Tropical Diseases*, *Clinical Allergology*, etc., the study of which is relevant. Adjustments are made to the variable part of the specialty curriculum cycles.

[Appendix 3.10.1. BEP \(5 years\) \(2 version\) 2021 Appendix.](#)

[Appendix 3.10.2. Scientific and Research work plan.](#)

[Appendix 3.10.3. Scientific and Research work plan of a student.](#)

[Appendix 3.10.4. Library fund.](#)

[Appendix 3.10.5. Regulations on elective and optional disciplines.](#)

## The criterion is fulfilled

### **Criterion 3.11. The use by an educational organization of flexible options for the provision of educational services (including the use of electronic, distance learning)**

In extreme conditions of a sharp reformatting of the educational process, with a forced transition to distance learning, in connection with the coronavirus infection (COVID-19) pandemic, certain electronic content was created.

Distance learning methods include:

- Google Classroom platform;
- video lectures posted on YouTube;
- electronic library on the university website;
- equipped computer class for teachers;
- equipped multimedia classroom for teachers;
- electronic educational resources;
- electronic courses based on Google Classroom

to provide regular feedback to students. Teachers have the opportunity to monitor and check students' homework, conduct modules and exams online, and additionally create and upload video lectures from teachers on the YouTube platform.

[https://www.youtube.com/playlist?list=PLIrZ8hFKT-z0ImAs9-H3\\_jPqy-jDQ0h9n](https://www.youtube.com/playlist?list=PLIrZ8hFKT-z0ImAs9-H3_jPqy-jDQ0h9n)

<https://www.youtube.com/playlist?list=PLIrZ8hFKT-z06bGA5eIvcCTZRKS2syUdt>

[https://www.youtube.com/playlist?list=PLIrZ8hFKT-z1QOmaEatTBb\\_71scYqSw16](https://www.youtube.com/playlist?list=PLIrZ8hFKT-z1QOmaEatTBb_71scYqSw16)

<https://www.youtube.com/watch?v=56C-LJUUhLQ>

<https://www.youtube.com/watch?v=jJthYc-U6xc>

<https://www.youtube.com/watch?v=vecBoaVrkew>

[https://youtube.com/playlist?list=PLIrZ8hFKT-z1QOmaEatTBb\\_71scYqSw16](https://youtube.com/playlist?list=PLIrZ8hFKT-z1QOmaEatTBb_71scYqSw16) and others.

The university provides free access to a wireless Wi-Fi network for the effective organization of the educational process. To increase the interactivity of interaction with the contingent and facilitate feedback, the following are used:

- WhatsApp;
- Zoom meeting;
- Google Classroom;
- Google Meet;
- IS [Google workspace](#), etc.

Students were taught during the COVID-19 pandemic using digital technology, modern computer classes, and equipment that provided individual distance learning, which made it possible to improve interaction between teachers and students, increase the efficiency of the educational process, and optimize the format for assessing students' knowledge.

In order to prepare for the test exam, students have the opportunity to familiarize themselves with syllabuses on the disciplines they study in the [IS Google workspace](#). Efficiency in this case is defined as the ratio of results and resources spent, taking into account the urgency of the tasks.

[Appendix 3.11.2. Computer class passport.](#)

[Appendix 3.11.3. Photos of computer and multimedia classes.](#)

### **The criterion is fulfilled**

**Criterion 3.12. Ensuring, when organizing the educational process, effective interaction between teachers and students in the field of teaching and research aimed at developing a dynamic educational environment, supporting individual achievements of students**

For effective pedagogical interaction between a teacher and a student, aimed at developing a dynamic educational environment and supporting individual achievements of students, comprehensive work is carried out at the university, including:

- improving the organization of the educational process;
- providing innovative educational and methodological resources.
- equipment of modern material and technical base, allowing them to be used during training.

[\(Audience passports\).](#)

- formation of high-quality personnel.

Issues related to the implementation of the results Scientific and Research work (SRW) in the educational process are included in the comprehensive and current plans of the university.

Each department teacher has individually fixed the issues of implementing SRW into the educational process:

- individual plans of teaching staff of departments;
- development of EM Complex;
- improvement of teaching methods;
- participation in scientific conferences;
- creation of textbooks and methodological recommendations;
- publication of articles, etc.

An analysis of ensuring interaction between teachers and students in the field of scientific research showed that teachers and students take part in various Olympiads and scientific conferences. ([Photo reports](#)).

In accordance with the University Development Strategy, [consultation meetings](#) were held with leading experts and famous scientists.

As part of the university's development strategy, guest lectures and consultation meetings with leading experts and world scientists, who are the basis of scientific and research activities, are regularly held. In this regard, the university pays special attention to events that promote active cooperation in the development of a dynamic educational environment. ([Link to Instagram](#))

However, there is no evidence of effective interaction between teachers and students in the field of teaching and research aimed at developing a dynamic educational environment and supporting individual student achievements.

A plan should be developed and implemented to enhance effective faculty-student interaction in teaching and research aimed at developing a dynamic educational environment and supporting individual student achievement.

[Appendix 3.12.1. Room Passports](#)

[Appendix 3.12.2. Individual teacher plan](#)

[Appendix 3.12.3. Regulations on the educational and methodological complex of the discipline](#)

[Appendix 3.12.4. Annual report of SRW of NHD 2022-2023](#)

[Appendix 3.12.5. Rector's order on recommendations for publishing methodological publications](#)

[Appendix 3.12.6. Photo reports](#)

[Appendix 3.12.10. Introduction of new pedagogical methods: PBL , CBL , TBL and RBL](#)

### **The criterion is fulfilled with comments**

**Criterion 3.13. Availability in the educational programs of necessary types of practical training, internships and other types of training outside the walls of higher education institution for gaining practical experience relevant to students' education**

The educational program approved by the university curriculum includes the following types of practices:

- nurse assistant (1st year);
- assistant paramedic (2nd, 3rd year);
- hospital assistant doctor (3rd year);
- medical assistant (4, 5 courses).

For each type of practice, programs were developed and approved at a meeting of the department of clinical disciplines. ([Regulations on industrial practice of students](#))

Agreements have been concluded with clinical sites for students to undergo internships. ([Agreements with clinics](#)).

At the moment, the university plans to negotiate with the Republican Pathological Bureau on the provision of the necessary histological preparations and sections for training in the disciplines “Histology” and “Pathological Anatomy”.

The student can independently choose the object of practice if it corresponds to the profile of the chosen direction.

[Agreements on academic mobility](#) have been drawn up for internships and exchange of experience teaching staff and students with universities in Kazakhstan and Uzbekistan.

As part of the agreements reached, it is planned to actively develop international academic mobility of teachers and students of the university with “[Akfa University](#)” Tashkent, Uzbekistan. Teachers and scientists from universities and scientific clinical centers abroad are actively invited to conduct master classes and give lectures. Over the past 2 years, there has been a steady trend towards an increase in the academic mobility of teaching staff.

Academic mobility (exchange) of teaching staff and students is organized in order to improve the quality of education, the effectiveness of scientific research, the establishment of external and internal integration relations, the internationalization of medical education, the introduction of new forms and technologies of training, the creation of conditions for expanding the scope of employment of graduates, ensuring the competitiveness of graduates in the market labor, which corresponds to the stated mission of the university, the interests and needs of students and university staff. The exchange is carried out in compliance with ethical principles, on the basis of equality, non-discrimination by gender, race and religion, nationality and age.

However, practice agreements with clinics in Pakistan are not sufficient. Practice agreements should be concluded with clinics in Pakistan.

[Appendix 3.13.1. Regulations on industrial practice of students.](#)

[Appendix 3.13.2. Agreement on internship.](#)

[Appendix 3.13.3. Regulations on academic mobility.](#)

**The criterion is fulfilled with comments**  
**Additional criteria to standard 3.**

### **3.14. What principles underlie the choice of teaching methods?**

At the university, the principles for choosing teaching methods are:

- **the principle of consistency, which** provides for compliance with goals, content, methods, forms, means, technologies and mechanisms for assessing the results of the educational process.
- **the principle of reliability** , which determines how successfully a student applies in practice the knowledge and skills acquired during the learning process.
- **principle of accessibility** , which determines that the learning process and assessment criteria should be accessible and understandable.

Based on the above principles, when choosing teaching methods, learning goals are put at the forefront. Since a clearly thought-out sequence of goals in the classroom assumes that the methods comply with the requirements of BEP. The choice of teaching methods is also influenced by a number of objective and subjective conditions and factors, among which the following can be distinguished:

#### **1. The choice of methods is based on the requirements of BEP that meet the development trends of the modern education system:**

- features of the methodology of a particular academic discipline, its specific requirements for the selection of defined methods;

- goals and objectives of the content of the lesson;
- time to study program material;
- material and technical capabilities of the educational institution (equipment, visual aids, required space, etc.) ([Photos of the simulation center and laboratories](#));
- volume of content and requirements to be learned, their complexity.

According to [the advanced training plan](#) teachers regularly take advanced training courses in pedagogy and teaching methods in higher education, paid for by the university, which allows them to individually choose the most effective teaching method.

## **2. Level of formation of learning motivation:**

- level of preparedness of students (availability of existing knowledge, its breadth and depth, diversity, level of intellectual development, efficiency, organization, good manners, development of educational skills);
- characteristics of students (individual, national, regional and social characteristics, belonging to religious denominations, characteristics of existing relationships within the group).

## **3. The style of educational work, the style of pedagogical communication that has developed between the teacher and the student, methodological skills, practical work experience, individual characteristics.**

Taking into account all the above factors and the classical teaching method: words, visualization, practice, three groups of methods were identified, respectively: *verbal* (lecture, teacher's story, conversation, work with a book, educational text); *visual* (demonstration of paintings, models, etc.); *practical* (performing experience, experiment, research work, laboratory work, exercises, drawing up tables, graphs, diagrams, execution, etc.). According to these principles, the university uses the following forms of interactive learning:

- detailed conversation;
- discussion of reports and abstracts;
- seminar-debate;
- commented reading;
- exercise for independent thinking;
- seminar press conference;
- colloquium-interview;
- business game;
- workshop;
- case study solution;
- training seminar (training of special skills);
- presentation based on modern multimedia tools, round table;
- problem-oriented approach;
- team-oriented approach.

Also, when choosing teaching methods, the fact that in the structure of the BEP according to the SES HPE of the Kyrgyz Republic there are the following cycles is taken into account:

- humanitarian, social and economic;
  - mathematical and natural science;
  - professional;
- and sections:
- practice
  - additional types of training.

Their results depend on the choice of optimal teaching methods, that is, a differentiated approach and are determined by the mission, goals and objectives, and learning outcomes of the university, formulated in the [BEP \(5 years\)](#).

Monitoring the quality of teaching methods at departments is carried out using the following procedures:

- mutual attendance of classes by teachers; ([Schedule of mutual visits. Form of mutual visits](#)).
- conducting [open lessons](#);
- anonymous [survey 2022 -2023](#) students and stakeholders.

These methods allow us to follow the path of comparison of the methods used for the purpose of selection for their subsequent application.

Analysis of the use of selected methods allows you to pay attention to weaknesses and strengths and helps to improve previously used methods.

Knowing the comparative capabilities of teaching methods, the teacher, in order to enhance the creative activity of students, can replace some methods with others during the lesson (at the level of improvisation).

The specificity of the disciplines allows the use of special teaching methods. For example, when studying subjects *of the humanitarian, social and economic cycle*, the most optimal are:

- seminar-debate;
- commented reading
- seminar press conference;
- business game;
- presentation based on modern multimedia tools, round table;
- business game;
- colloquium-interview;

For *the mathematical and natural science cycle* the following are used:

- discussion of reports and abstracts;
- seminar-debate;
- exercise for independent thinking;
- workshop;
- presentation based on modern multimedia tools, round table;
- laboratory classes.

For professional cycle disciplines the following are used:

- seminar-debate;
- exercise for independent thinking;
- workshop;
- case study solution;
- training seminar (training of special skills);
- problem-oriented approach - drawing up a mental map;
- team-oriented approach - presentation.

As a result of monitoring carried out at the faculty and university level, the most effective methods of teaching specific disciplines are identified, a working group is organized from among the most experienced teachers, who make appropriate adjustments to the EM complex, discussed at the departmental meeting, with subsequent approval at the EM Council. The head of the QMS is responsible for the continuous improvement of teaching methods.

[Appendix 3.14.1. Photos of the simulation center and laboratories.](#)

[Appendix 3.14.2. Advanced training plan.](#)

[Appendix 3.14.3. BEP \(5 years\).](#)

[Appendix 3.14.5. Regulations on the procedure for attending and mutually attending classes.](#)

[Appendix 3.14.6 Schedule of mutual visits to classes.](#)



[Appendix 3.14.7. Mutual visit form.](#)

[Appendix 3.14.8. Survey results for the 2020-2021 academic year.](#)

[Appendix 3.14.9. Survey results for the 2021-2022 academic year.](#)

[Appendix 3.14.10. Introduction of new pedagogical methods: PBL , CBL , TBL and RBL.](#)

### **The criterion is fulfilled**

#### **3.15. In which clinical disciplines should students gain practical experience?**

According to BEP and EM Complex, students, in addition to theoretical knowledge, must acquire practical skills in such disciplines as:

- Propedotherapy
- Internal illnesses
- Propediatrics
- Childhood diseases
- General surgery
- Traumatology
- Urology
- Gynecology
- High Qualification Commission
- First aid
- Endocrinology
- Internship

To develop practical skills at the university, the following methods and tools are used, which are relevant in all international medical schools:

- *Mannequins and dummies;*

The educational building of the International Faculty of Medicine and its own clinical sites are sufficiently equipped with simulation equipment:

- mannequins for practicing cardiopulmonary resuscitation skills for an adult patient;
  - dummy for practicing cardiopulmonary resuscitation skills in children;
  - adult patient mannequins for patient care;
  - child manikin for caring for pediatric patients;
  - dummies for urethral catheterization;
  - dummies for practicing intravenous injection skills (4 different types);
  - dummies for practicing intramuscular injections (2 types)
  - obstetric models;
  - a dummy for gynecological examination with the ability to simulate various pathological conditions in gynecology;
  - dummy simulation of labor and pathology in obstetrics;
  - dummy for palliative care of elderly patients;
  - overlays for mannequins to simulate various pathological skin injuries.
- *Interactive board*

It is planned to purchase and actively use *an interactive whiteboard* and, where possible, install the Academix3D application, where various clinical tasks in internal medicine are loaded in different languages.

- *Clinical tasks ( case-study )*

Clinical tasks in the above disciplines are described in the teaching materials and are used both in teaching and for midterm control. During classes, visual methods are used to demonstrate clinical cases on models and on an interactive board.

- *At the patient's bedside*

All clinical subjects are carried out on clinical sites where there is access to patients in all areas of training. The teacher distributes patients (with their consent) among students to collect complaints, anamnesis, physical examination, study laboratory and instrumental results of the study and analyze a specific clinical case.

Students also have the opportunity to be directly present during surgical interventions. room where the teacher and the operating surgeon explain the progress of the operation.

### **The criterion is fulfilled**

[Appendix 3.15. 1. Passports of laboratory rooms and simulation center.](#)

[Appendix 3.15.2. WEB pages of clinics.](#)

### **3.16. How and why is student workload distributed during clinical practice?**

The teaching load of students during internship is distributed in accordance with the SES HPE of the Kyrgyz Republic and in accordance with the ([Regulations on Industrial Practice](#)).

The workload for practice is distributed over semesters by a working group consisting of:

- Vice-Rector for Academic and Scientific Affairs;
- head of DEQ;
- Dean of the Faculty of Medicine;
- head of the EMD;
- heads of departments of the faculty;
- heads of clinical bases.

The head of the EMD provides the distribution for consideration at the meeting of EM Council. After making adjustments, changes are made to the current BC, which is approved at a meeting of the AC with the participation of the student council president and stakeholders. If approved, this curriculum comes into force from the moment it is signed by the chairman of the academic council - the rector of the university.

The working group distributes practice time according to the BEP based on the SES HPE, and the internal logic of the sequence and scope of practice. Thus, with the latest change in the SES HPE on the basis of [the order of the Ministry of Education and Science](#) of July 30, 2021 No. 1357/1 “On approval of the state educational standard of higher professional education in the specialty “General Medicine”, 25 credits were allocated for students to complete internships, instead of the previously approved [order of the Ministry of Education and Science](#) dated September 15, 2015 No. 1179/1, where 16 credits were allocated for practical training.

Previously, according to [the basic curriculum](#) (BC), the following distribution of practices was provided:

Table No. 3 additional 3.1. Internship in BEP 2022-2023 academic year

| <b>Name of practice</b>                    | <b>semester</b> | <b>credit</b> |
|--|-----------------|---------------|
| Nurse Assistant                            | 2               | 2             |
| Ambulance Paramedic Assistant              | 4, 5            | 4             |
| Hospital physician assistant               | 6               | 2             |
| Physician Assistant Family Physician Group | 7, 9            | 8             |

|       |    |
|-------|----|
| Total | 16 |
|-------|----|

During the discussion in the working group, it was decided to organize volunteer practice for 2 credits for 1st year students and expand other types of practice. This corresponds to the SES HPE and [the mission of the university](#). When distributing types of practices, the capacity and profile of our own and affiliated private clinical sites were also taken into account.

Monitoring the quality of internship at clinical sites is carried out: *At the faculty level*, by examining the work program of practice, monitoring attendance by the responsible department and the dean’s office, according to the processes described in [the process matrix](#).

At the university level - by the Vice-Rector for Academic Affairs and [DEQ](#) with annual monitoring according to the functional process matrix university.

[Appendix 3.16.1. Regulations on industrial practice.](#)

[Appendix 3.16.2. Basic curriculum.](#)

[Appendix 3.16.3. Process Matrix.](#)

### **The criterion is fulfilled**

#### **3.17. How does an educational institution ensure that students have sufficient access to clinical settings that offer care in the required range of clinical practice?**

The university is constantly developing [its own clinical base](#) by opening its own clinics, as well as collaborating with other [private clinical bases](#) on mutually beneficial terms.

According to [the strategic development plan](#) of the university, it is envisaged to expand the clinical base to meet the needs of students in conducting practice.

To carry out a sufficient amount of student practice, the university conducts student practice during the semester according to [the educational process schedule](#) provided by the head of the EMD. In this way, students can master all the skills corresponding to the competencies of practice under the close supervision of managers, without creating a stir in the medical institution. The work of practice managers in monitoring students’ acquisition of practical skills is also simplified; the work of managers is evenly distributed throughout the entire academic year. This allows you to acquire all the skills corresponding to the competencies of the practice under the close supervision of the direct supervisor of the practice.

This distribution also has a beneficial effect on the work process of the clinic, when, when undergoing internship as a “nursing assistant” and “inpatient physician assistant,” students facilitate the work of the medical staff involved in the clinic.

Foreign citizens may, if they wish, undertake internships at their place of residence. This is not prohibited under the Regulations on the Industrial Practice. But, since the clinics in which they practice are neither their own nor affiliated clinics of the university, practice managers do not have the opportunity to fully control the process of obtaining practical skills and holding thematic meetings. Therefore, conditions are created so that the student can undergo clinical practice at university clinical sites under the supervision of supervisors from among the university staff. This practice system, integrated into the learning process, allows students to plan their time immediately after the end of the examination session.

To ensure sufficient access to the capabilities of clinical institutions, doctors from among the full-time employees of clinical sites are appointed as practice managers. This allows students to directly participate in the process of providing emergency medical care, performing medical

procedures, diagnosing and treating medical and surgical patients using the fundamentals of ethics and deontology.

[Appendix 3.17.1. Clinical bases of the university.](#)

[Appendix 3.17.2 University Strategic Plan.](#)

[Appendix 3.17.3. Schedule of the educational process.](#)

### **The criterion is fulfilled**

#### **Weak sides:**

1. Insufficient training of teachers in knowledge assessment methods is carried out.
2. There is no evidence of effective interaction between teachers and students in the field of teaching and research aimed at developing a dynamic educational environment and supporting individual student achievements.
3. There are not enough agreements for internships with clinics in Pakistan.

#### **Recommendations:**

1. Until 01/01/2024, add a separate item on knowledge assessment methods to the teaching staff professional development plan.
2. By 01/01/2024, develop and introduce into action plan to increase effective interaction between teachers and students in the field of teaching and research aimed at developing a dynamic educational environment and supporting individual student achievements
3. Increase the number of agreements for internships with clinics in Pakistan.

### **Standard 3 is fulfilled with comments**

## **3.4. Implementation of the Standard 4: Minimum Requirements for Student Admission, Recognition of Educational Results and Student Graduation.**

### **Criterion 4.1. The use of impartial and objective methods and procedures for the selection and admission of students, as well as the elimination of unreasonable barriers to the admission of potential students**

The University implements the admission policy on the basis of annually developed in accordance with the legislation of the Kyrgyz Republic [the Admission Rules](#) and [the Admission Plan](#) for the implemented educational programs. Admission rules and the admission plan of students are adopted at the meeting of the Academic Council of the University and approved by the Rector of the University, which are coordinated with the Ministry of Education and Science of the Kyrgyz Republic. Transfer of students from other universities and other educational programs is carried out in accordance with the [“Regulations on the procedure for transfer, expulsion and reinstatement of students of higher educational institutions of the Kyrgyz Republic”](#). To document the process of admission of students, the University has developed all the necessary [regulatory and legal acts](#) in full compliance with the legislation of the Kyrgyz Republic.

To organize the admission of applicants and the transfer of students, the Academic Council annually reviews and approves the following composition:

[- admissions committee;](#)

[- examination committee;](#)

[- certification commission;](#)

[- appeal commission.](#)

The powers and procedures of the admissions, examination, certification and appeal commissions are determined by regulations adopted by the academic council and approved by the rector of the university.

To familiarize and inform the public and all interested parties about the procedure for admitting applicants and transferring students at the university, the following are carried out:

- **Information work**, which ensures the availability of necessary information for all interested parties. For this, the university actively uses its [official website](#), which contains all the necessary information about the procedure for admitting applicants and transferring students.
- **Advertising work**, which is carried out through the active use of [social networks](#) and the media to distribute various information materials (videos, booklets, flyers, brochures, etc.) among the public and potential consumers of the university's educational services.
- **Career guidance work**, within the framework of which various activities are carried out to prepare for studying at a university, entrance exams and vocational guidance in accordance with the annually approved [admissions committee work plan](#) of the university.

Admission to the university is generally available to all categories of citizens; the only criterion is a high score on the entrance examination. To select the most capable applicants, the university sets a minimum score for each entrance test; applicants who do not pass it are eliminated from the competition. Entrance tests for foreign applicants are conducted by the examination committee in the form of online testing in chemistry, biology and English, the questions of which are approved at PC meetings. ([Sample testing form](#)).

The university has developed a system for filing and considering appeals regarding decisions of the admissions committee for admitting applicants, which is reflected in the ["Regulations on the Admissions Committee"](#).

[Appendix 4.1.1. Ministry of Education and Science of the Kyrgyz Republic order on approval of the executive secretary of the admissions committee.](#)

[Appendix 4.1.2. Admission rules for the 2021-2022 academic year.](#)

[Appendix 4.1.3. Regulations on the examination commission.](#)

[Appendix 4.1.4. Regulations on the certification commission.](#)

[Appendix 4.1.5. Regulations on the appeal commission.](#)

[Appendix 4.1.6. Regulations on the admissions committee .](#)

[Appendix 4.1.7. Admission plan for the 2022-2023 academic year.](#)

[Appendix 4.1.9. A copy of the order on the creation of the admissions committee.](#)

However, Enrollment of students is not sufficient for successful sustainable development of the program. It is necessary to conduct an in-depth analysis of the results of student admission in recent years, develop ways to radically improve student admission and make appropriate adjustments to the strategic and current plans with clear indicators.

#### **The criterion is fulfilled with comments**

#### **4.2. Transparent and consistent application of the rules, process and criteria for admission of students**

To ensure a transparent and consistent application of the rules, process and criteria for admitting students, the following necessary conditions have been created at the university:

- in accordance with the legislation of the Kyrgyz Republic, a **regulatory framework** has been created ([regulations, rules, plans, instructions](#) etc.), establishing and regulating the procedure for admitting applicants and transferring students;
- **organs identified** ([admission, examination, appeal and certification commissions](#)), responsible for the procedure for admitting applicants and transferring students, the composition of which is

annually reviewed at a meeting of the academic council and approved by the rector of the university;

- **informational, advertising, career guidance, consulting and other work** is carried out, [the plans and schedules](#) of which are annually reviewed at a meeting of the academic council and approved by the rector of the university;

- **monitoring and analysis** of the admissions campaign is carried out, based on the results of which [a report](#) is drawn up and considered at a meeting of the academic council to make appropriate decisions.

The University carries out the admissions campaign, guided by [the Decree of the Government of the Kyrgyz Republic on the "Procedure for Admission to Higher Educational Institutions of the Kyrgyz Republic"](#), the Law of the Kyrgyz Republic "On Education", as well as those developed and agreed upon with the Ministry of Education and Science of the Kyrgyz Republic [Admission rules and Admission Plan](#) for applicants university.

To organize and conduct entrance tests, prepare the necessary materials, and objectively assess the abilities of applicants, [the composition of the examination commission](#) is approved annually from among the most experienced and qualified scientific and pedagogical workers of the university. The form and list of entrance tests for admission to the university are determined by the university and conducted by the examination committee. Revision of entrance tests is carried out regularly every academic year according to the schedule of the admissions committee.

Information on the admission of applicants and the enrollment of students is provided in Russian and English on the university website in the [Applicants section](#).

#### **Admission process for foreign applicants**

Foreign applicants are allowed to participate in the competition if they provide a full package of documents listed on the university website: an application addressed to the rector, copies of a passport, copies of a high school diploma (certificate). The admissions committee checks the documents of foreign applicants. The scores of diplomas (certificates) of foreign students should not be below the threshold established by the foreign state. After examination and verification of documents, the admissions committee allows foreign students to take the university entrance exams. Interviews and entrance exams are conducted by members of the university admissions committee. [Exam questions](#) are developed by qualified and experienced teachers and approved by the chairman of the admissions committee.

Potential applicants recommended for admission based on the results of entrance examinations are sent by the university [an invitation letter](#), which is admission to entrance examinations in the form of an online interview.

Based on the results of the interview and entrance exams, documents are translated, notarized and submitted to the Ministry of Education and Science of the Kyrgyz Republic to obtain [a certificate](#) confirming the level of education issued by foreign educational institutions. In case of inconsistency of educational documents, the applicant is subject to refusal of enrollment.

The list of applicants recommended for admission is published on the university website; further, after the applicant confirms his desire to study at this university, the university applies to the consular service department for visa support.

An order is issued to enroll the applicant as a university student upon arrival in the territory of the Kyrgyz Republic. The lists of enrolled students can be found at the announcement stand and on the official website of the university.

In order to ensure compliance with uniform requirements and resolve controversial issues, when assessing test tasks and protecting the interests of applicants, an [appeal commission](#) is created. Applicants' applications for appeal are submitted within 24 hours after the announcement

of the results of entrance examinations and are considered by the appeal commission with the participation of the applicant within one day.

At the end of the work of the selection committee, the final report of the executive secretary is presented to the academic council of the university and submitted to the Ministry of Education and Science of the Kyrgyz Republic.

[Appendix 4.2.1. Admission plan for the 2020-2021 academic year.](#)

[Appendix 4.2.2. Rector's orders on enrollment.](#)

[Appendix 4.2.3. Protocols of the examination committee.](#)

[Appendix 4.2.4. Sample certificate confirming the level and content of foreign certificates.](#)

[Appendix 4.2.5. Report on the work of the admissions committee.](#)

### **The criterion is fulfilled**

#### **Criterion 4.3. Receiving complete and timely information and advice to students on the chosen educational path, as well as academic mobility programs and career opportunities**

To obtain complete and timely information and consultations, students at the university implement various informative and advisory measures. One of them is [the adaptation program](#) for students. Annually by the international department An adaptation program for the current academic year is being developed , which is approved by the rector. The program determines the goals, objectives, main directions, forms and methods of working with students at the university, taking into account the characteristics and needs of students. The program includes an introduction to the educational process, opportunities and living conditions, food, leisure, sports, creativity, and science.

University students themselves are actively involved in the process of informing and advising students through:

[- student council;](#)

[- leaders of study groups;](#)

[- students, mentors and curators.](#)

Students can receive complete information on the chosen educational program, academic mobility and career opportunities on the official website of the university in the “University” tab or from the staff of the international and student department, from teachers during classes, from group leaders, curators, dean’s office, and members of the student council.

Consultation is carried out individually and in groups, through personal meetings, by phone, email, social networks using instant messengers WhatsApp, Telegram. For this purpose, all students have been provided with phone numbers of teachers, staff and university managers, and [special electronic groups](#) have been created in popular instant messengers.

All structural divisions of the university that provide information, consulting and academic support to students have [a corporate email, official accounts/pages on social networks](#) and sections on the official website of the university.

Issues related to the educational trajectory, academic mobility and career opportunities of students are regularly discussed at meetings of departments, faculty and academic council, with the participation of representatives of the student council and leaders of study groups. Representatives of the student council have been added to the membership of the university's governing bodies.

The university rector holds annual meetings with foreign students, during which students have the opportunity to ask questions, express their opinions and suggestions.

a Career Development Center on the basis of the Department Education Quality to provide complete information and advice on the chosen educational path, as well as academic mobility programs and career opportunities.

[Appendix 4.3.1. Regulations on the procedure for transfer, expulsion and reinstatement.](#)

[Appendix 4.3.2. Regulations on academic mobility.](#)

[Appendix 4.3.3. The procedure for validating learning outcomes.](#)

[Appendix 4.3.4. Memorandums.](#)

[Appendix 4.3.5. Agreements with clinics.](#)

[Appendix 4.3.6. Career Center Regulations.](#)

### **The criterion is fulfilled**

#### **Criterion 4.4. Availability of clear procedures and tools for collecting, monitoring and following up on information about academic achievements of students**

Assessment and monitoring of students' academic achievements is carried out on the basis of the following regulatory and methodological documents of the university, developed on the basis of the legislation of the Kyrgyz Republic at least once during the academic year:

- BEP, BC, WC, EM Complex, SRWS;
- Quality manuals;
- Academic schedule, class schedule, visit schedule and mutual visits;
- Regulations on ongoing monitoring and intermediate certification of students;
- Regulations on the modular rating system of training and assessment of student progress;
- Regulations on state final certification;
- Regulations on the cross-section of knowledge;
- Regulations on the Independent work of a student;

The university has defined the following internal and external mechanisms for assessing the quality of students' academic achievements:

- current, milestone and final assessments of knowledge in the disciplines studied;
- intermediate certification of students based on the results of internships;
- state final certification of students;
- a control sample of students' knowledge in previously studied disciplines;
- survey of satisfaction with the quality of education of students;
- participation of students in accreditation procedures;
- participation of students in scheduled and unscheduled inspections of the Ministry of Education and Science of the Kyrgyz Republic;
- participation of students in Olympiads, competitions;
- survey of employers, parents of students and graduates;
- external examination and review of internal examination questions.

Responsible for collecting, monitoring and following up on academic achievement information are:

- teachers;
- group curators;
- heads of departments;
- dean;
- head of the EMD;
- Head of DEQ.



To collect and monitor information about the academic achievements of students, the university has implemented the [IS Google workspace](#), where progress, attendance, and quality control of education are recorded. This system allows for interaction between teaching staff, administration and students on issues of academic performance. ([Instructions for using the IS](#)).

All student data is entered into the [IS Google workspace IP database](#) with the issuance of a personal login and password. In the “Journal” section, the results of final and midterm tests are automatically displayed, the student’s academic achievements are recorded in [the transcript](#) in electronic form, which are tracked by the student himself and the dean’s office. The progress of students throughout the university, by faculties, by courses and groups is reflected in and also in the form of [a summary grade sheet](#).

Curators, heads of departments, and the dean monitor the progress of students during the semester, identify underperforming students, and conduct individual work with this category of students. Consultations for low-performing students are regularly held at all departments. Every month, departments submit information about the current academic debt of students to the dean’s office, where the data is analyzed and problem students are identified, with whom individual work is carried out. Based on the results of ongoing certifications, an analysis is carried out to develop and implement corrective measures and plans in order to improve the educational program and learning outcomes.

Since the 2022-2023 academic year, the faculty has organized accounting by EMD specialists to monitor attendance and academic progress. The specialist attends all classes, lectures within one working day and makes notes on the attendance sheet, which is submitted to the dean’s office along with reports on absentees ([Sample attendance sheet](#)).

Consultations when mastering the disciplines of the curriculum are carried out by: department teachers, curators, heads of departments, dean's office employees, group leaders and mentors from among senior students, and during practical training - by practice managers and employees of medical institutions.

The collection of information for monitoring and subsequent processing of data at the dean’s office level is carried out by teachers, curators, and heads of departments, based on the results of which a dean’s report is compiled. The Department of Education Quality, based on the dean’s report, student surveys and internal audit of structural units, prepares an analytical report, which is considered at meetings of the quality council and the academic council of the university. The Department of Education Quality is developing a corrective action plan indicating the responsible persons of the university departments with established deadlines for implementation. The corrective action plan is submitted to the Academic Council for consideration.

At the end of the allotted period, heads of departments submit reports on the work done to the head of the department of development and quality of education. The head of the department generates a final report, which is heard at the AC.

[Appendix 4.4.1. Sample attendance sheet](#)

[Appendix 4.4.2. Dean's report.](#)

[Appendix 4.4.3. AC protocols.](#)

[Appendix 4.4.4. Instructions for using the IS.](#)

#### **The criterion is fulfilled**

**Criterion 4.5. Ensuring that the educational organization provides objective recognition of qualifications and periods of study of previous education to ensure that students achieve the expected learning outcomes and facilitate their academic mobility.**

The recognition procedure is regulated [\*by the Convention on the Recognition of Qualifications relating to Higher Education in the European Region\*](#) and the following regulatory documents of the university, developed in accordance with the legislation of the Kyrgyz Republic:

- [\*Regulations on the procedure for transfer, expulsion and reinstatement of students;\*](#)
- [\*The procedure for validating student learning results;\*](#)
- [\*Regulations on academic mobility.\*](#)

At the university, the analysis, recognition of qualifications and periods of study of students is carried out in the interaction of the following structural units:

- [\*educational and methodological department;\*](#)
- [\*dean's office and departments;\*](#)
- [\*International Department;\*](#)
- [\*certifying commission;\*](#)

If a student wishes to transfer to another university, he receives all the necessary documentation that will allow him to receive recognition of the period of study at the university, namely: an academic certificate of the established form, a transcript, an extract from orders, data on additional types of training that he has mastered, information about special academic achievements (diplomas, certificates, awards).

The academic mobility program at the university is coordinated by the international department and the dean's office. The Dean's Office ensures the development of criteria for the mutual recognition of periods of study and methodological recommendations for comparing the content and labor intensity of training courses, a system for assessing knowledge and the quality of educational services provided by the partner university. Vice-rectors for educational and scientific work provide general management of the process. Re-crediting of disciplines studied by students is carried out on the basis of an agreement concluded between the receiving and sending universities. Consulting of students on issues of status, rules for issuing and recognizing educational documents is carried out by the student personnel department together with the supervisors of the university's study groups.

The selection of students to participate in academic mobility programs is carried out by a commission on a competitive basis in accordance with the principles of equality of opportunity and established criteria: academic performance, scientific productivity, knowledge of a foreign language, active participation in the public life of the university. Recognition of learning results within the framework of academic mobility with partner universities is carried out using the European system of transfer and accumulation of ECTS credits, with partner universities of other countries using the labor intensity assessment system adopted in these countries.

After completing his stay at the host university, the student submits to the dean's office an extract from the transcript or transcript certifying the name of the disciplines studied and types of other classes, credits and grades received. Accounting for disciplines completed at partner universities is allowed in the manner and extent provided for by the university regulations and the agreement concluded between educational institutions. Built-in system for automated transcript issuance via [IS Google workspace](#) helps facilitate academic mobility.

Re-credited disciplines are entered into the university information system and the student's grade book/transcript by the structural educational unit where the student is studying. An extract from the credit records (or transcript) is stored in the university's educational portal. The annex to the diploma includes disciplines and the results of their mastery of facultative and elective classes.

All admission, assessment, recognition and graduation procedures are kept up to date and available to students on the university's [\*information and educational portal\*](#).

[Appendix 4.5.1. Regulations on the procedure for transfer, expulsion and reinstatement of students of higher educational institutions of the Kyrgyz Republic, approved by Decree of the Government of the Kyrgyz Republic dated May 29, 2012 N 346](#)

[Appendix 4.5.2. Regulations on the procedure for transfer, expulsion and reinstatement of students.](#)

[Appendix 4.5.3. The procedure for validating student learning outcomes.](#)

### **The criterion is fulfilled**

**Criterion 4.6. Providing the educational organization of students who have completed the educational program and achieved the expected learning outcomes with an education document confirming the qualifications obtained, including the achieved learning outcomes, as well as the content and status of the education received and evidence of its completion**

At AIU, the first graduation in the field of “General Medicine for Foreign Citizens” is planned for 2026. Based on the results of successfully passing the final state certification, it is planned to issue a state diploma of higher professional education with the award of the appropriate qualification. This procedure for issuing diplomas is regulated by [the “Regulations on the procedure for production, payment, storage, issuance and accounting of state-issued education documents.”](#)

According to the regulations on documents of secondary, higher, additional, postgraduate professional education, the university will issue state-issued education documents (diploma of “general standard” and diploma “with honors”). ([Regulations on documents of secondary, higher, additional, postgraduate professional education.](#))

The diploma will indicate the full name of the educational institution, the initials of the graduate, information that allows you to fully identify the content and quality of the education received by its owner (main grades in BEP disciplines), standard and actual terms of study, qualifications indicating the specialty, areas of training.

[Appendix 4.6.1. Decree of the Government of the Kyrgyz Republic dated May 29, 2012 No. 346 “On approval of regulatory legal acts regulating the activities of educational organizations of higher and secondary professional education in the Kyrgyz Republic.”](#)

[Appendix 4.6.2. Regulations on documents of secondary, higher, additional, postgraduate professional education.\)](#)

[Appendix 4.6.3. Regulations on the student's portfolio.](#)

### **The criterion is fulfilled**

#### **Weak side:**

1. Enrollment of students is not sufficient for successful sustainable development of the program.

#### **Recommendation:**

1. Before 03/01/2024, conduct an analysis of the results of student admission in recent years, develop an action plan to dramatically increase student admission ( for example, expand the number of countries from which applicants are admitted) and make appropriate adjustments to the strategic and current plans with clear indicators.

**Standard 4 is fulfilled with comments**

### **3.5. Compliance with standard 5: Minimum requirements for teaching and educational support staff**

#### **Criterion 5.1. The use by educational organizations of transparent and objective criteria for hiring teaching and educational support staff, promotions in accordance with the labor legislation of the Kyrgyz Republic**

Altamimi International University in its personnel policy is guided primarily by:

- Law of the Kyrgyz Republic “On Education” dated April 30, 2003 No. 92 with amendments and additions as of March 23, 2021 No. 38;
- Labor Code of the Kyrgyz Republic dated August 4, 2004 No. 106;
- Charter of Altamimi International University ([\*Charter of Altamimi International University\*](#)).

In order to ensure transparency and objectivity, admission, appointment and promotion of teaching staff is carried out on a contract -competitive basis in accordance with the labor legislation of the Kyrgyz Republic and the “Regulations on the procedure for filling positions of teaching staff of higher educational institutions of the Kyrgyz Republic”, approved by Decree of the Government of the Kyrgyz Republic No. 304 dated May 29, 2012. [\*Regulations on the procedure for filling positions of teaching staff of higher educational institutions of the Kyrgyz Republic\*](#).

Personnel selection is carried out on the basis of an analysis of the needs of the educational program, based on the results of which a competition is announced to fill vacant positions. Requirements for teaching staff when elected to vacant positions are determined by the following job descriptions:

- job description of the professor;
- job description of an assistant professor;
- job description of the teacher;
- job description of a senior teacher;
- job description of the head of the HR Department
- job description of the head of the department of education quality
- job description of the head and specialists of the EMD;
- job description of vice-rectors for educational and scientific work, administrative issues;
- job description of the dean;
- job description of the head of the department;
- job description of a laboratory assistant;
- job description of the scientific secretary;
- job description of an accountant, chief accountant, economist;
- job description of the commandant. [\*Job descriptions\*](#).

When hired, an employee goes through a selection procedure: according to the intra-university system, the teacher must conduct an open lesson, provide the necessary documents (copy of a diploma of higher education, certificate of completion of residency, resume, work book, certificate of English language proficiency (at least Intermediate), other certificates, awards, etc.). This procedure is of great importance for identifying the level of competence of a future specialist.

Personnel policy is reflected in the Charter, mission, internal regulations, standard employee employment contract, regulations, job descriptions. [\*Internal regulations, Personnel policy\*](#).

The advantage of the personnel policy is the three-year contract period with teaching staff, which leads to staff stability and, as a result, better quality work for teachers.

[Appendix 5.1.1. Charter of Altamimi International University.](#)

[Appendix 5.1.2. Labor contracts of teaching staff and administrative staff.](#)

[Appendix 5.1.3. Order of the rector on the composition of the competition commission for the selection of teaching staff and administrative staff, filling the position](#)

[Appendix 5.1.4. Regulations on hiring and dismissal of personnel.](#)

[Appendix 5.1.5. Job descriptions of the administrative staff.](#)

[Appendix 5.1.6. Hiring criteria for teaching staff and administrative staff.](#)

[Appendix 5.1.7. AIU time standards.](#)

[Appendix 5.1.8. Personnel policy](#)

### **The criterion is fulfilled**

#### **Criterion 5.2. Compliance with the implemented educational program and the requirements of the educational process of the composition, qualifications, education and experience of teaching and educational support staff**

Currently, 25 qualified teachers are involved in the implementation of the BEP, of which 15 are full-time employees, which is 60% (Table 5.2.1.) in accordance with the requirements of the “Temporary Regulations on the Procedure for Licensing Educational Activities of the Kyrgyz Republic.” [List of teaching staff.](#)

The share of teachers with an academic degree and/or academic title in the total number of teachers providing the educational process in BEP is 45.8% (Table 5.2.1.), (which meets the requirements of the “Temporary Regulations on the Procedure for Licensing Educational Activities of the Kyrgyz Republic” (must be at least 40%).

There are an average of 4 students per teacher, which meets the minimum licensing requirements - no more than 12:1. [Temporary regulations on the procedure for licensing educational activities of the Kyrgyz Republic.](#)

[Appendix 5.2.1. List of teaching staff for the 2022/2023 academic year.](#)

[Appendix 5.2.2. Form 4.](#)

[Appendix 5.2.3. Temporary regulations on the procedure for licensing educational activities of the Kyrgyz Republic.](#)

[Appendix 5.2.4. Teaching staff \(portfolio\)](#)

### **The criterion is fulfilled**

#### **Criterion 5.3. Creation by an educational organization of conditions for the selection, motivation and retention of teachers, as well as for conducting research**

Altamimi International University is working to select and retain teachers and staff, increasing their motivation through the following material and non-material incentives ([“Regulations on the system of motivation for teaching staff”](#)):

1. Academic freedom of the teaching staff with the right to choose the teaching methodology of the discipline ([Regulations on the EM Complex](#));
2. Advanced training paid for by Altamimi International University ([Order on advanced training](#));
3. The “Best Teacher of the Year” competition, held at the end of the academic year, based on the results of the teaching staff rating;
4. Competition “Best Teacher of the Year Through the Eyes of Students” at the end of each academic year;
5. Award for professional achievements based on the results of the academic year for teaching staff who do not have disciplinary sanctions and conscientiously fulfill their duties;
6. Awarding distinguished employees with certificates of honor based on the results of the next academic year:
  - in 2023, Dean of the International Faculty Amanbekov A.A. awarded a Certificate of Honor from the Ministry of Health of the Kyrgyz Republic.

7. Altamimi International University creates conditions for conducting research in the field of scientific interests by providing the opportunity to participate in republican and international conferences (payment for publication, business trips, sabbatical leave, etc.);
8. Nomination to the academic ranks of associate professor and professor (after 3-5 years of work at Altamimi International University);
9. Altamimi International University, a “Roll of Honor” is organized; every year at the end of the academic year, the best is chosen by voting in structural divisions.
10. Payment of bonuses for length of service ([\*Regulations on remuneration of teaching staff and employees\*](#));
11. Payment of bonuses for academic degrees and academic titles ([\*Regulations on remuneration of teaching staff and employees\*](#));
12. Social package (payment of sick leave, calling an ambulance, childbirth, etc.) ([\*Regulations on the system of motivation for the activities of teaching staff and students\*](#));
13. Awarding the title of Honorary Professor at Altamimi International University ([\*Regulations on the award of the honorary title “Honorary Professor of Altamimi International University”\*](#));
14. Creating conditions for quality learning through Google system;
15. The practice of mentoring among teaching staff; ([\*Regulations on mentoring AIU\*](#))
16. Additional training for teaching staff based on individual needs.
17. To provide social support to employees and teaching staff, there is a program for medical care at the clinic of Professor Asymbekova, the Scientific and Research Institute of Balneology and Rehabilitation Treatment and the Educational, Treatment and Scientific Medical Center ([\*Cooperation Agreements\*](#))
18. Release of teaching aids, guidelines and other educational materials for teachers of Altamimi International University in the “Altyn Tamga” printing house ([\*Cooperation Agreement\*](#)).
19. In the strategic development plan:
  - creation of the international scientific journal “Medical Science and Practice” of the University;
  - creation of the Association of Obstetricians-Gynecologists and Pediatricians of the Kyrgyz Republic.

Altamimi International University is friendly and non-conflict.

Dismissal from a job may occur due to staff reduction, dissatisfaction of stakeholders, or at the employee's own request. All hiring and dismissal procedures are carried out in accordance with the legislation of the Kyrgyz Republic. ([\*Regulations on hiring and dismissal of personnel\*](#))

[\*Appendix 5.3.1. Regulations on the system of motivation for the activities of teaching staff and students of AIU;\*](#)

[\*Appendix 5.3.2. Regulations on hiring and dismissal of personnel\*](#)

[\*Appendix 5.3.3. Order of the rector on the composition of the competition commission for the selection of teaching staff and administrative assistants, filling the position;\*](#)

[\*Appendix 5.3.4. Regulations on EM Complex\*](#)

[\*Appendix 5.3.5. Order on advanced training\*](#)

[\*Appendix 5.3.6. Regulations on remuneration of teaching staff and employees\*](#)

[\*Appendix 5.3.7. Regulations on the award of the honorary title “Honorary Professor of Altamimi International University”\*](#)

[\*Appendix 5.3.8. Cooperation agreements.\*](#)

[\*Appendix 5.3.9. Regulations on mentoring AIU\*](#)

However, Insufficient financial resources are allocated for scientific research.

Funding for scientific research should be increased.

Faculty publish few of their scientific articles in journals with a high impact factor (Web of Science, Scopus...). An effective system of motivation for teaching staff should be developed to activate the publication of their scientific articles in journals with a high impact factor (Web of Science, Scopus...).

### **The criterion is fulfilled with comments**

#### **Criterion 5.4. The work of teachers on the development and publication of manuals and textbooks that correspond to the educational program, state educational standards, the needs of the labor market and contribute to improving the quality of education**

University teachers work on creating and publishing textbooks, manuals and methodological recommendations that meet the curriculum, state educational standards and the needs of the labor market. The development of new educational materials begins at the initiative of department teachers related to changes in educational programs, updated standards, new scientific and clinical data, as well as the release of new international recommendations, orders of the Ministry of Health of the Kyrgyz Republic and other regulatory documents. The need to create textbooks and manuals is considered at department meetings and approved by the decision of the educational and methodological council. Then these projects are included in the plan of educational and methodological work of the university, the working title of the materials is indicated, responsible developers are identified and publication dates are set, which is reflected in the plans for research and educational work of the university. To confirm the completion of the task, teachers submit individual and departmental reports on the work done, and also provide copies of textbooks and teaching aids. [Title pages of educational plan.](#)

The quality of the developed teaching aids is assessed through peer review, including examination by associate professors, professors of related departments, as well as leading experts from other universities or representatives of practical healthcare. This assessment aims to check the relevance of materials to educational programs and labor market needs.

As an example, we can cite the educational and methodological manual “Communication Situations” authored by Abdullaeva N.A.

[Appendix 5.4.1. SRW plan of the university](#)

[Appendix 5.4.2. SRWS plan of the university](#)

[Appendix 5.4.3. Title pages of educational plan](#)

[Appendix 5.4.4. Annual report of the vice-rector for educational and scientific work](#)

[Appendix 5.4.5. Extract of the Academic Council from protocol No. 01 of September 15, 2023](#)

### **The criterion is fulfilled with comments**

#### **Criterion 5.5. Availability of real plans for advanced training of teaching and educational support staff developed by the educational organization and implemented**

In order to improve their skills, the AIU sends teaching staff to partner universities to exchange experience:

1. Kazakh National Medical University named after S.D. Asfendiyarova (Kazakhstan)
2. Fergana Medical Institute of Public Health (Uzbekistan)
3. Impulse medical institute (Uzbekistan)
4. Avicenna International Medical University (Kyrgyzstan)
5. Muhammad Mushtuq Khan Memorial Ghauri Generak hospital (Pakistan)
6. Scientific and Research Institute of Balneology and Rehabilitation Treatment (Kyrgyzstan)
7. Educational, therapeutic and scientific medical center
8. Center for Continuing Medical Education "USTAT"
9. Business School Bereket

And online platforms are also actively used ([Agreements with partners](#))

• The teaching staff of Altamimi International University must take advanced training courses at least once every year. Responsible for monitoring the implementation of the professional development plan - Head of the HR Department Turgunaly kyzy G. ([Order of the rector on advanced training courses. Advanced training plan.](#))

[Appendix 5.5.1. Strategic development plan at Altamimi International University. Professional development plan\).](#)

[Appendix 5.5.2. Annual SRW plan at Altamimi International University for the 2023/2024 academic year.](#)

[Appendix 5.5.3. Agreements with partners](#)

[Appendix 5.5.4. Rector's order on advanced training courses.](#)

[Appendix 5.5.5. Professional development plan](#)

[Appendix 5.5.6. Certificates of advanced training](#)

#### **The criterion is fulfilled**

**Criterion 5.6. The presence of a permanent system of advanced training for teaching and educational support staff, promoting professional development and allowing you to be constantly informed about the latest changes in your field of activity.**

The system of advanced training at Altamimi International University is carried out in the following forms:

- participation in the development of external and internal reviewing, examination of EM Complex, syllabuses, teaching aids, etc. ([Copies of teaching staff reviews](#));
- training in advanced training courses ([Order of the Rector on advanced training courses](#)).
- carrying out research work. ([List of published scientific works of teaching staff](#))

In the academic years 2022-2023 and 2023/2024, Altamimi International University hosted professional development courses at the founders' expense:

- pedagogy and psychology of higher education ([Order of the rector, advanced training courses of the Center for Continuing Medical Education “USTAT” pedagogy](#));
- development of multiple choice test items. Basics of psychometrics ([Order of the rector, advanced training courses of the Center for Continuing Medical Education “USTAT” testology](#));
- advanced training course on teaching methods – 7 people ([Order on advanced training courses](#));
- advanced training course – “Testology” - 4 people. ([Order on advanced training courses](#)).
- Google system and Cochrane library.
- Certification of teaching staff ([Regulations on Internal quality assessment system](#))

Advanced training is carried out as necessary, but at least once a year. ([Protocols of meetings of the Academic Council of the EM Council, departments, faculties](#))

[Appendix 5.6.1. Copies of teaching staff reviews.](#)

[Appendix 5.6.2. Rector's order on advanced training courses. Advanced training courses schedule.](#)

[Appendix 5.6.3. Order of the rector, advanced training courses of the Center for Continuing Medical Education “USTAT” pedagogy;](#)

[Appendix 5.6.4. Order of the Rector, advanced training courses of the Center for Continuing Medical Education “USTAT” testology](#)

[Appendix 5.6.5. Order of the rector of advanced training courses of the IAAR.](#)

[Appendix 5.6.6. Order on promotion courses Bilim-standard](#)

[Appendix 5.6.7. Protocols of meetings of the Academic Council of the EM Council, departments, faculties](#)

[Appendix 5.6.8. Regulations on training and development of university personnel](#)

#### **The criterion is fulfilled**

**Criterion 5.7. Creating conditions for periodic training of teachers in innovative educational methods and technologies**

Training teachers in innovative educational methods and technologies and consists of three main areas: organizational, material and technological and information and communication.

All structural units are provided with computer, demonstration equipment and Internet communications.



Innovative educational methods and technologies are used in the learning process. Teaching staff applies Google Workspace platform ([Instructions for using Google Workspace](#))

Altamimi International University is one of the universities in Kyrgyzstan that has access to Cochrane library. Cochrane library - a database and periodical on medicine and health care provided by the international non-profit organization Cochrane library " and other organizations, which provides access to the results of controlled clinical trials and is a key source of information in the field of evidence-based medicine. The university is also provided with access to other modern information reference and search systems.

Training of teaching staff in innovative teaching methods and technologies is carried out on a regular basis as part of advanced training courses for teaching staff, in the 2022/2023 and 2023/2024 academic years on the following topics:

1. "Pedagogy and psychology of higher education" - person ([Order on advanced courses in pedagogy](#));
2. "Development of multiple choice test items" - person ([Order on advanced courses in testology, Certificates of pedagogy and testology](#));
3. training conducted by the IAAR accreditation company in preparation for accreditation - people ([Order on training for the IAAR](#));
4. advanced training course on teaching methods – 7 people ([Order on advanced training courses](#));
5. advanced training course – "Testology" - 4 people. ([Order on advanced training courses](#)).

[Appendix 5.7.1. Orders for courses](#)

[Appendix 5.7.2. Order on advanced training courses;](#)

[Appendix 5.7.3. Certificates for advanced training of teaching staff.](#)

[Appendix 5.7.4. Order on training on IAAR](#)

[Appendix 5.7.5. Instructions for using Google Workspace.](#)

However, academic mobility of teaching staff is poorly developed. A plan should be developed and put into effect to improve the academic mobility of teaching staff.

#### **The criterion is fulfilled with comments**

**Criterion 5.8. The educational organization has a system for encouraging the scientific activities of teachers to strengthen the connection between teaching and research and introduce innovative teaching methods and the use of advanced technologies**

Altamimi International University there is a system for encouraging the scientific activities of teachers. As motivation and incentives for professional growth, bonuses were provided for teachers with an academic degree ([Regulations on the motivation system for teaching staff at Altamimi International University](#)).

The motivation system is aimed at increasing the competence of the taught disciplines; increasing the competence of teaching staff and students; intensification of educational and methodological activities of teaching staff; activation of publications of educational and methodological literature; increasing the intensification of scientific research; increasing the personal responsibility of teachers and heads of departments for the development and quality assurance of work; increased publication activity of teaching staff in peer-reviewed journals; expanding the participation of teaching staff and students in various competitive events; ensuring transparency of the system for nominating the best teachers, researchers and students among teaching staff and students.

Based on the results of work for achievements in scientific and pedagogical activities and the implementation of data obtained in the research into the educational process, teachers will be awarded monetary rewards and/or certificates and letters of gratitude. At Altamimi International University, the motivation system includes the following competitions with the assignment of status: ["Best Teacher of the Year"](#), ["Best Employee of the Year"](#), ["Best Young Teacher of the Year"](#) and rating of teaching staff and students.

At the end of the academic year, it is planned to hold a review of the work of departments and teaching staff, based on the results of which all activities will be assessed, and as a result, bonuses will be awarded for achievements in teaching activities.

As a motivation and incentive for professional growth, bonuses were provided for teachers who have an academic degree in accordance with [the Resolution of the Cabinet of Ministers of March 30, 2022 No. 8 Rates for teachers of educational organizations of higher professional education, a bonus for an academic degree and academic title is provided.](#)

[Appendix 5.8.1. Regulations on the motivation system for teaching staff at Altamimi International University](#)

[Appendix 5.8.2. Regulations of the competition "Best Young University Teacher"](#)

[Appendix 5.8.3. Regulations of the competition "Best Teacher of the Year"](#)

[Appendix 5.8.4. Regulations of the competition "Best Employee of the Year"](#)

[Appendix 5.8.5. Resolution of the Cabinet of Ministers of March 30, 2022 No. 8 Rates for teachers of educational organizations of higher professional education, a bonus for an academic degree and academic title is provided.](#)

### **The criterion is fulfilled**

#### **Additional requirements for standard 5**

#### **5.9. How does an educational organization implement a policy of continuous professional development of staff?**

The university has [a Department of Educational Quality and an HR Department](#), which provide continuous professional development for the main part of the university employees. Annual planning for advanced training, which is regulated by [the University Strategic Development Plan, the current university plan, and the professional development plan for the academic year.](#) At the planning stage, the analysis and determination of the needs of teaching staff and administrative staff, setting goals, and developing a personnel training plan are carried out. Development of a training plan includes drawing up training programs, choosing methods and forms of training, choosing teachers, determining the timing of training, choosing a model for assessing the effectiveness of training and allocating training costs. The university has created the necessary conditions for additional professional education of workers and combining work with training.

1. For this purpose, agreements have been concluded with:

1. Center for Continuing Medical Education "USTAT"
2. Training center LLC "Bereket"

To improve the level of competencies of teachers, the university implements additional educational programs for teaching staff, and also provides the opportunity to undergo training in additional professional development programs. In September 2023, together with the Center for Continuing Medical Education "USTAT", courses were held on the following topics:

1. Pedagogy and psychology of higher education (72 hours) 2023 (5 participants); [Copies of certificates](#)
2. Testology (36 hours) 2023 (10 participants). [Copies of certificates](#)

The university is the organizer and also actively participates in various (interuniversity, republican, international) scientific and practical conferences and olympiads, for example : scientific and practical conference dedicated to the consideration of current problems in the fight against AIDS, organized by the Student Scientific Society of the "ABC" Academy (2021).

The University is involved in organizing the training of its personnel, providing both internal educational programs conducted by full-time employees, and collaborating with external educational organizations and specialists. It provides organizational opportunities for professional development, including providing time, providing information about available training programs, establishing partnerships with external organizations for exchange of experience and internships, and paying for employee training.

[Appendix 5.9.1. Regulations on the Department of Education Quality.](#)

[Appendix 5.9.2. Regulations on the HR department.](#)

[Appendix 5.9.3. University Strategic Development Plan](#)

[Appendix 5.9.4. Professional development plan](#)

[Appendix 5.9.5. Cooperation agreement with CCME "USTAT"](#)

[Appendix 5.9.6. Agreement with the Training Center LLC "Bereket"](#)

### **The criterion is fulfilled**

#### **Strengths:**

1. A three-year contract period with teaching staff, which leads to staff stability and, as a result, better quality work for teachers.

#### **Weak sides:**

1. Insufficient financial resources are allocated for scientific research.
2. There is no research department, which does not allow for full-fledged systematic work on science.
3. Insufficient number of scientific articles in journals with high impact factor (Web of Science, Scopus...).
4. Academic mobility of teaching staff is poorly developed.

#### **Recommendations:**

1. Until May 1, 2024, increase financial resources for scientific research.
2. Create a research department by 01/01/2024
3. By 12/31/2023 , develop an effective system of motivation for teaching staff to enhance the publication of their scientific articles in journals with a high impact factor (Web of Science, Scopus...).
4. Until December 31, 2023, develop and implement a plan to improve the academic mobility of teaching staff.

### **Standard 5 is fulfilled with comments**

## **3.6. Implementation of standard 6: Minimum requirements for material, technical base and information resources**

**Criterion 6.1. Providing students with the necessary material resources (library funds, computer classes, educational equipment, other resources) available to students of various groups, including persons with disabilities.**

The material and technical base of the AIU complies with licensing requirements and consists of:

#### **1. Academic buildings:**

- availability of a library with high-speed Internet with access to the Cochrane Library of electronic books.

The AIU library is located on the second floor of the university. The library collection includes 1,688 hardcover books and 526 books in electronic form.

According to the licensing requirements of higher professional education programs, the standards for the number of students per computer are 12:1.

In the computer classes of the AIU there are 40 PCs ([\*Passports of computer classes, classrooms for laboratory work, classrooms for practical training\*](#)), standards for the number of PCs are met. There is also Wi-Fi for students and employees without time limits;

- laboratories for conducting practical classes in chemistry, physics, biochemistry and pharmacology;

- specially equipped classrooms and classrooms for the study of humanities and natural sciences;

- anatomical class.

- simulation room with mannequins and demonstration models for training clinical skills.

- a reading room with access to electronic resources and a catalog of books.

- a full-service dining room.

## **2. Clinical base, equipped with modern equipment and classrooms for practical training.**

**The university's own clinic: Clinic of Professor Asymbekova** - organized in 2003. Has compliance and license from the Ministry of Health of the Kyrgyz Republic. The clinic employs more than 100 employees: professors, associate professors, doctors and candidates of medical sciences; obstetricians-gynecologists, neonatologists, pediatricians, anesthesiologists, therapists, doctors of related specialties, midwives and nurses with the highest category.

However, there are not enough specialized outpatient and inpatient facilities. The existing own clinic is not multidisciplinary, which does not provide full-fledged high-quality training for specialists.

The clinical base should be expanded with the following multidisciplinary medical services: surgery, pediatrics, therapy, traumatology, outpatient service, emergency medicine, etc.

[\*Appendix 6.1.2. Strategic development plan of the university for 2023-2028.\*](#)

[\*Appendix 6.1.3. Material and technical base Development Plan of the university for the 2022-2023 academic year.\*](#)

[\*Appendix 6.1.4. License of the Clinic of Professor Asymbekova.\*](#)

[\*Appendix 6.1.5. Website of the Clinic of Professor Asymbekova.\*](#)

[\*Appendix 6.1.15. Agreement with Cochrane Library.\*](#)

[\*Appendix 6.1.18. Agreement with the Aknet company on the use of the network for science and education.\*](#)

[\*Appendix 6.7.3. Passports of computer classes, laboratory classes, classes for practical training.\*](#)

### **The criterion is fulfilled with comments**

#### **Criterion 6.2 . Ensuring educational organization stability and sufficiency of teaching space**

The total area of the building is 4,860.0 square meters. The total training area used fully complies with regulatory indicators, sanitary and fire service standards. The total number of students at the university as of 08/01/2023 is 98 students.

In the specialty of general education program of higher professional education "General Medicine" (training period is 5 years) the following are involved:

**1. Training base at the address:** Bishkek, Chui Ave. 230 with a total area on the basis of the real estate operational management agreement No. 01 dated December 6, 2019. reg. State Register No. 1-01-02-0011-0056 dated December 12, 2019 ([\*Operational management agreement\*](#));

**2. Clinical base at the address:** Bishkek, Verkhniy Jal 29, Tynaliev St. 18, office 31d, with a total area of 204.1 m<sup>2</sup>. with the right of operational management.

Occupational safety and health at the university is regulated by the Law of the Kyrgyz Republic "On Occupational Safety and Health." This legal framework establishes the institution's responsibilities to ensure safe working conditions. Workers and students are trained in labor safety rules and emergency procedures.

In order to prevent incidents, accidents and injuries, and to ensure the safe and efficient completion of tasks, AIU conducts mandatory safety training to train employees and students on specific rules and procedures for maintaining safety in the work or educational environment.

Fire safety in AIU is regulated by the Law of the Kyrgyz Republic “On Fire Safety”. The university regularly conducts safety training, which is aimed at ensuring the safety of students, staff and visitors in case of fire or other emergencies.

[Appendix 6.2.1. License BEP HPE "General Medicine" \(training period is 5 years\).](#)

[Appendix 6.2.2. Statutory documents of the AIU and the clinic of Professor Asymbekova.](#)

### **Center for State Sanitary and Epidemiological Surveillance**

The premises of the AIU comply with sanitary and hygienic standards ([Act of Sanitary and Epidemiological Station No. 011-489 dated 08/17/2022, Ministry of Health of the Kyrgyz Republic, Central State Sanitary and Epidemiological Surveillance of Bishkek](#)) and fire safety requirements ([Fire safety inspection report State No. 176 dated June 28, 2023, Ministry of Emergency Situations of the Kyrgyz Republic, Department of the Ministry of Emergency Situations of the Kyrgyz Republic in Bishkek, Emergency Situations Department of the Leninsky District](#)).

When hiring, at the beginning of each academic year and then every 6 months, the responsible persons (Head of the HR Department - Turgunaly kyzy G.) conduct training for employees and students on safety precautions and rules of conduct in office premises ([Order of the Rector on the appointment of the head of the HR Department; Instructions on safety precautions and rules of conduct; Logbook on safety precautions and rules of conduct](#)).

The educational building is equipped with a fire alarm, fire extinguishing equipment, an evacuation plan and stands “Our Employees”, “Best Student”.

[Appendix 6.3.1. SES Act.](#)

[Appendix 6.3.2. Fire safety inspection act.](#)

[Appendix 6.3.3. Order of the rector on the appointment of the head of the HR Department;](#)

[Appendix 6.3.4. Safety instructions and rules of conduct.](#)

[Appendix 6.3.5. Logbook for safety precautions and rules of conduct.](#)

[Appendix 6.3.6. Photos of fire alarms, fire extinguishing equipment, evacuation plan and stands.](#)

[Appendix 6.6.5. Labor protection regulations.](#)

[Appendix 6.6.6. Safety plan.](#)

[Appendix 6.6.7. Safety instructions.](#)

[Appendix 6.6.8. Evacuation plan.](#)

[Appendix 6.6.9. Safety logbook.](#)

### **The criterion is fulfilled**

#### **Criterion 6.4. Providing conditions for study, living and leisure in the hostel (if available).**

AIU does not have its own hostel. Students live in dormitories provided by the partner agent and the Founder. The dormitory buildings are modern 2-story buildings with all amenities ([Photo of the dormitory](#)).

The dormitory has beds, wardrobes and bedding (mattresses, blankets, pillows, bedspreads, bed linen) ([Photo of rooms, bathrooms](#)).

For the convenience of students, the dormitories have toilets and showers in each section, and washing machines are installed ([Photo](#)).

For students' leisure, the dormitory has a study room with Internet access.

In 2022, a survey was conducted among students to determine satisfaction with the infrastructure of the hostels. The level of satisfaction with the following services is: - accommodation in rooms (74.2%),

- space heating (83.9%),

- showers and sanitary facilities (77.4%),

- cleanliness and order (83.9%),

- visits of curators and administration (80.6%).

Among the proposed improvements, it is worth noting the need for equipment for a gym and an ironing room.

[Appendix 6.4.1. Photo of the dormitory.](#)

[Appendix 6.4.2. Agreement with the dormitory.](#)

[Appendix 6.4.3. Regulations on the dormitory.](#)

### **The criterion is fulfilled**

#### **Criterion 6.5. Providing appropriate working conditions in reading rooms and libraries.**

The university reading room has 40 computers for accessing electronic resources and visually viewing the catalog of electronic and paper books, reading and conducting classes on studying books and magazines. Every year, the university's library resources are updated with new textbooks .

[The library](#) also has a wireless Wi-Fi network , the passwords for which are available to all students.

The university's library collection is constantly updated and supplemented with new, modern and relevant teaching aids in accordance with the educational program and the needs of teaching staff and students.

In the spring of 2023, the university supplemented the library with electronic books in PDF format in the following areas: biology, foreign language, pedagogy, psychology, pharmacy , teaching in primary grades, software. Also, 200 textbooks in the field of General Medicine were purchased. [An agreement](#) has been concluded for the production, printing and delivery of books from licensed printing houses.

The university library fully satisfies the needs of students and teaching staff for paper and electronic resources. The library is included in the list of the world agency [Cochrane Library](#).

[Appendix 6.5.1. Agreement for the provision of book printing services.](#)

[Appendix 6.5.2. Library fund.](#)

[Appendix 6.5.3. Library fund of electronic books.](#)

[Appendix 6.5.4. Correspondence to Cochrane Library about providing access to the library.](#)

### **The criterion is fulfilled**

#### **Criterion 6.6 . Providing appropriate conditions for food (if there is a canteen or buffet), as well as medical care in the medical centers of the educational organization.**

The university has its own canteen, located on the second floor of the academic building, which meets all sanitary and epidemiological standards and fire safety requirements. The class schedule included a 50-minute lunch break for students, teachers and university staff. The service agreement was drawn up with Next LTD for the purpose of providing set meals for students and university staff. This agreement is an agreement between the parties that defines the conditions and obligations that must be met to ensure the regular delivery of high-quality and balanced lunches on campus.

The university medical center is organized and equipped in accordance with the requirements of Sanitary rules and regulations ([Regulations on the first-aid post](#)).

At the medical center, a primary examination and consultation of those seeking medical help takes place, after which they are sent to specialized specialists at the university's clinical bases.

First aid kits and essential medicines are available. Sanitary records for employees and students are available.

[Appendix 6.6.1. Agreement on mutually beneficial cooperation \(canteen rental\).](#)

[Appendix 6.6.2. Agreement for the delivery of lunches with LLC Next LTD.](#)

[Appendix 6.6.3. Regulations on the first-aid post.](#)

### **The criterion is fulfilled**

**Criterion 6.7. Providing students with the equipment, textbooks, manuals and other educational materials, including electronic ones, necessary for the full implementation of the educational process.**

For the full implementation of the educational process at the AIU, all classrooms are equipped with technical teaching aids (models, microscopes, laboratory glassware, etc.), educational furniture, and specialized classrooms additionally have computers and projectors. AIU computers are connected to a local network and have Internet access .

For the full implementation of the educational process, there is enough equipment, textbooks, educational materials, including electronic ones. Everything that is needed is available ([Protocol of the EM Council meeting on material and technical equipment at the beginning of each academic year.](#))

In the computer classes of the AIU there are 40 PCs ([computer class passports, rooms for laboratory work, classrooms for practical training.](#)) standards for the number of PCs are met. There is also Wi-Fi for students and employees without any time limit.

The library has the educational literature necessary for students ([Form 5.](#))

The AIU has an electronic library where all textbooks and educational materials are available ([Link to the library website.](#)) Access to the Cochrane Library ([link to Cochrane](#))

The university also uses teaching aids and guidelines to facilitate the educational process and increase the effectiveness of student learning. ([Lists of educational and methodological materials sold at Altamimi International University](#))

[Appendix 6.7.1. Protocol of the EM Council meeting on material and technical equipment at the beginning of each academic year.](#)

[Appendix 6.7.2. Electronic library. Agreement with Cochrane Library.](#)

[Appendix 6.7.3. Passports of computer classes, laboratory classes, classes for practical training.](#)

[Appendix 6.7.4. Form No. 5.](#)

[Appendix 6.7.4. Regulations on the EM complex.](#)

### **The criterion is fulfilled**

**Criterion 6.8. Providing students with appropriate human resources (curators, class teachers, hostel teachers, psychologists, etc.) in order to support and encourage students to achieve learning outcomes.**

To support the development of students intellectually, spiritually, culturally and professionally, as well as to create favorable conditions for the development of their creative potential, initiative, entertaining leisure time and healthy lifestyle, there is a system of educational work, which is based on curatorial activities ([Plan of curatorial work.](#))

The system of educational work includes the presence of governing bodies, such as the Academic Council, the Student Council and the supervisory service, as well as the appointment of curators for groups of students by decision of the rector ([Rector's order on the appointment of group curators.](#))

Group curators work together with the dean's office and heads of departments; this work is coordinated by the vice-rector for educational work.

Group curators collaborate with the dean's office and heads of departments, coordinating their work with the vice-rector for educational work and guided by the Regulations on curators ([\*Regulations on supervision\*](#)).

The student council plays an important role in the educational process and social life of the university, guided by the “Regulations on the Student Council” ([\*Regulations on the Student Council\*](#)). Representatives of the student council are permanent members of the Academic Council and have the right to vote when discussing issues related to the activities of the university.

[\*Appendix 6.8.1. Curatorial work plan.\*](#)

[\*Appendix 6.8.2. Rector's order on the appointment of group curators.\*](#)

[\*Appendix 6.8.3. Regulations on supervision.\*](#)

[\*Appendix 6.8.4. Regulations on the student council.\*](#)

[\*Appendix 6.8.5. Regulations on the hostel\*](#)

[\*Appendix 6.8.6. Staffing table\*](#)

### **The criterion is fulfilled**

**Criterion 6.9. An educational organization of higher professional education, in addition to the criteria provided for in paragraph 20 of these Minimum Requirements, provides appropriate conditions for the scientific activities of students.**

AIU students participate in conferences on various topics and areas of knowledge.

At AIU, electives in Russian and English are offered to students.

The university provides a variety of clubs for students to develop their interests and skills in various areas:

- A surgical club that is aimed at students interested in surgery. Here you can learn the basics of surgical procedures, practice on mannequins and simulators, and learn from experienced professionals.
- Sports clubs provide students with the opportunity to engage in physical activity and participate in competitions. Here you can practice football, basketball, tennis and other sports.
- An anatomy club may be of interest to students studying biology, medicine, or anatomy. Here you can deepen your knowledge of the structure of the human body, conduct dissections and anatomical studies.
- The First Aid Training Club teaches students how to provide first aid in emergency situations, including heart attacks, injuries and other medical cases. Students learn to recognize symptoms, provide care, and use medical devices. Their knowledge can be useful in everyday life and in emergency situations.

It is also planned to create circles on:

- molecular biology,

- microbiology,

- histology

- anatomy,

- obstetrics and gynecology,

- preparation for USMLE exams, which includes the study of basic medical sciences and

clinical practice, promotes the development of clinical thinking, increasing the speed of decision-making and developing perseverance.

It is planned to develop training programs for each of these clubs, provide them with teachers and provide access to the necessary materials and equipment.

[\*Appendix 6.9.1. Regulations on the Student Council.\*](#)

[\*Appendix 6.9.2. Report on the conferences.\*](#)

[\*Appendix 6.9.3. Regulations on student courses.\*](#)

[\*Appendix 6.9.4. Order on the creation of student courses.\*](#)

### **The criterion is fulfilled**



## **Additional requirements for standard 6.**

### **Criterion 6.10. How does an educational organization determine the adequacy of the physical infrastructure (facilities and equipment) provided for the clinical training of students?**

The sufficiency of the university's physical infrastructure for the clinical training of students is determined in accordance with **the sanitary-epidemiological and licensing requirements of the Kyrgyz Republic, the curriculum, schedule and student population of the university.**

To assess the adequacy of the premises and equipment provided for students' clinical practice, a sanitary-epidemiological report is used, which confirms the compliance of buildings, equipment and other property with the standards and rules of sanitary safety necessary for the educational process.

The university has a license to train 300 students, which corresponds to the maximum number of students. Each student has 3.5 m<sup>2</sup> of usable space, which meets licensing requirements. At the moment, the university actually has 98 students, and each of them is provided with 3.5 m<sup>2</sup> of space, which also meets the standards.

The university has its own clinical base, which is equipped with modern medical equipment. The clinic has classrooms and offices equipped with phantom and simulation equipment, as well as special rooms for developing practical skills of students. Classrooms are fully equipped with video projectors, computers, whiteboards, chairs and desks, which ensures comfortable and effective learning for students.

The clinical base of the university meets the licensing requirements for a clinical base for the implementation of higher education programs in the specialty 560001 "General Medicine" and includes:

#### **1. Reception department:**

- registration;
- waiting room (foyer) with seats;
- equipped examination room;
- equipped treatment room;
- an office for diagnosing diseases.

#### **2. Inpatient department by specialty:**

- office for doctors and residents;
- duty nurse post;
- office for nursing and junior medical personnel;
- treatment room;
- surgical room for examination and treatment procedures;
- wards for patients;
- auxiliary premises for storing equipment, inventory and medical equipment;
- food room;
- WC.

#### **3. Operating block:**

- equipped operating unit with an observation deck for students (monitoring the progress of the operation outside the operating room);

- preoperative room for medical personnel and for the patient undergoing surgery;
- room for processing and sterilization of instruments

**4. Intensive care ward:**

- equipped intensive care ward;
- nurse's post.

**5. Laboratory for specialized purposes:**

- a room for collecting biological material for laboratory research;
- room for analysis (special equipment);
- room for storing biomaterials.

**6. Equipped room for temporary storage of a corpse.**

[Appendix 6.10.1 Temporary regulations on the procedure for licensing educational activities in the Kyrgyz Republic \(As amended by Resolution of the Cabinet of Ministers of the Kyrgyz Republic dated October 7, 2022 No. 552\). Appendix 6.10.2. Development plan for the material, technical and clinical base for 2022-2024.](#)

**The criterion is fulfilled**

**Criterion 6.11. What range of opportunities is needed and provided for students to acquire clinical skills and is it sufficient?**

Students gain practical skills and experience through clinical classes and through clinical placements at the university. Management of student internships is controlled by the position of Vice-Rector for Academic Affairs, and the timing of the internship is determined in the educational process schedule.

Students are provided with specific tasks, reflected in the practice diary, which they perform during the learning process. This allows them to develop communication skills with patients and medical staff, as well as important moral lessons in dealing with sick people. Upon completion of the internship, students provide a report and diary on the work done.

In addition, the university has its own clinics, which are used for student practice. Clinical practice may also be carried out in collaboration with other clinics based on exclusive agreements.

A group on emergency medical care has been organized, which is conducted under the guidance of the head of the department of therapy. As part of this circle, students are trained to provide assistance in case of medical emergencies.

To acquire clinical skills, the university provides a simulation room with mannequins, demonstration and certification models. These facilities allow students to practice and improve their clinical and anatomy skills through hands-on classes.

The educational building of the AIU and its own clinical bases are sufficiently equipped with simulation equipment:

- mannequins for practicing cardiopulmonary resuscitation skills for an adult patient;
- a mannequin for practicing cardiopulmonary resuscitation skills in children;
- mannequins of adult patients for patient care;
- child manikin for caring for pediatric patients;
- dummies for urethral catheterization;
- dummies for practicing intravenous injection skills (4 different types);
- dummies for practicing intramuscular injections (2 types);
- obstetric models;
- a dummy for gynecological examination with the ability to simulate various pathological conditions in gynecology;
- overlays for mannequins to simulate various pathological skin injuries.

### **The criterion is fulfilled**

#### **Strengths:**

1. Availability of a modern, well-equipped clinical base.
2. The university is the only university in the Kyrgyz Republic that has access to Cochrane library.

#### **Weak sides:**

1. There are insufficient specialized outpatient and inpatient facilities. The existing own clinic is not multidisciplinary, which does not provide full-fledged high-quality training for specialists.

#### **Recommendations:**

1. Within a year, expand the clinical base with the following multidisciplinary medical services: surgery, therapy, traumatology, pediatrics, outpatient service, emergency medicine, etc.

### **Standard 6 is fulfilled with comments**

## **3.7. Implementation of Standard 7: Minimum requirements for information management and communication to the public**

**Criterion 7.1. Collection, systematization, summarization and storage by educational organizations of the following information for planning and implementation of their educational goals:**

- **information about the contingent of students;**
- **data on attendance and academic performance, achievements of students and dropouts;**
- **satisfaction of students, their parents, graduates and employers with the implementation and results of educational programs;**
- **availability of material and information resources;**
- **employment of graduates;**
- **key performance indicators of educational activities organizations**

The AIU constantly collects and systematizes information taking into account the requirements of the Ministry of Education and Science of the Kyrgyz Republic, for internal control and with the aim of constantly improving the quality of education provided:

**Information about the student population** (collection and systematization is approved by the internal rules and regulations of the AIU, the responsible body is the student personnel department. All information about the student population is stored in the Google Workspace database and are available to the administration,. The database is constantly updated as the number of students changes, taking into account academic performance and attendance ([Student Database Google workspace](#)).

**Data on attendance and academic performance, student achievements and student dropouts** are provided by group curators, departments and the dean's office. All information is transferred for storage to the Google Workspace database on a weekly basis for updates. Information about attendance and progress is entered by the teacher into the database at each lesson.

**Satisfaction of students, their parents, graduates and employers with the implementation and results of educational programs .** To assess satisfaction, surveys of students, teachers and staff of the AIU are carried out on a regular basis by the quality management department together with departments and the dean's office ([Results of the satisfaction survey](#)). The results of the survey are discussed at an interdepartmental meeting, the QMS and the Academic Council, with recommendations for eliminating comments ([Extract from the EM Council and the Academic Council on the survey “Satisfaction of students, employees and employers”](#)).

The survey is conducted anonymously online using Google Forms, without the intervention of teachers and staff of the AIU, which allows the survey data to be considered reliable.

**Availability of material and information resources.** All information about the activities of the AMU, material and technical support and the direction of study is posted on the university website ([Link to website](#))

**Employment of graduates.** The first graduation of students is planned for 2026 according to the general education program “General Medicine”.

Key performance indicators of an educational organization not defined. Key performance indicators of the AIU should be identified and approved

[Appendix 7.1.1. Student Database Google Workspace.](#)

[Appendix 7.1.2. Results of the satisfaction survey.](#)

[Appendix 7.1.3. Extract from the meeting of the EM Council and the Academic Council on the satisfaction survey of students, employees and employers.](#)

[Appendix 7.1.4. Link to the website about the activities of the AIU.](#)

[Appendix 7.1.5. BEP HPE.](#)

**The criterion is fulfilled with comments**

**Criterion 7.2. Participation of students and employees of an educational organization in the collection and analysis of information specified in subparagraph 1 of paragraph 23 of these Minimum Requirements, and planning further actions.**

The administration and teaching staff are actively involved in collecting and analyzing information using a reporting system that covers all structural units of the university. These data are discussed and analyzed at meetings of the Academic Council.

Students also take an active part in collecting and analyzing information; they are active members of the Student Council, which deals with issues not only of educational activities, but also of the public life of the university. The President of the Student Council, who is part of the Academic Council, leads this work. ([Regulations on the Student Council. Composition of the Academic Council](#)).

Teaching staff and employees also contribute to the collection and analysis of data in various areas of activity, conducting questionnaires and surveys. The survey process includes the following steps:

1. Question and form preparation: Employees create questions and survey form using Google Forms, including questions related to the relevant areas: academic work, educational work, international activities, financial planning, logistics and repairs. ([Regulations on the survey. Results of the survey](#)).
2. Distribution of the questionnaire: The created questionnaire is posted on the Google Forms platform, and its link is distributed to the target audience, which may include teaching staff and other employees.
3. Filling out the questionnaire: Participants fill out the questionnaire, providing their answers to the questions via the Internet. Google Forms automatically saves responses.

4. Data collection and analysis: Once data collection is completed, employees can use the Google Forms platform for analyzing responses, including creating reports and graphs to evaluate survey results.
5. Decision making: Based on the results of the survey, the institution can make decisions and adjust its activities in accordance with the identified needs and problems.

Information stands are located on the website and on the first floor of the university and provide complete information about the university, areas of study, admission rules and other information for students, applicants and their parents, as well as employees.

There is a “Trust Box” for suggestions and comments from students and staff. Curators, heads of departments and deans of faculties constantly collect and analyze information about student attendance, academic performance and achievements, which serves as the basis for making appropriate decisions. (*Trust box*).

From a student's perspective, this includes submitting applications, taking surveys to assess the quality of education they receive from the university, and providing feedback. Teachers, in turn, contribute by providing the necessary documentation and creating training materials.

[\*Appendix 7.2.1. Regulations on the student council.\*](#)

[\*Appendix 7.2.2. Composition of the Academic Council\*](#)

[\*Appendix 7.2.3. Regulations on student surveys.\*](#)

[\*Appendix 7.2.4. Results of the survey of teaching staff, administrative and management personnel\*](#)

[\*Appendix 7.2.5. Regulations “On the Trust Box”\*](#)

[\*Appendix 7.2.6. Results of student survey.\*](#)

**The criterion is fulfilled.**

**Criterion 7.3 . Providing the educational organization to the public on an ongoing basis with information about its activities, including:**

- **mission;**
- **educational purposes;**
- **expected learning outcomes;**
- **assigned qualifications;**
- **forms and means of learning and teaching;**
- **assessment procedures;**
- **passing scores and educational opportunities provided students;**
- **information about employment opportunities for graduates.**

AIU has an official website <https://www.altamimiedu.com> to provide the public with complete information:

- the mission is published on the website <https://www.altamimiedu.com>, and is constantly voiced at public meetings, meetings and sessions;
- educational goals and expected learning outcomes expressed in BEP are presented on the website ([\*goal website and BEP LO\*](#));
- assigned graduate qualifications ([\*assigned graduate qualifications on the website\*](#));
- assessment procedures, passing scores and educational opportunities ([\*admissions committee, ECTS, MRSA in Google Workspace.\*](#));
- the results of students’ research work are available on the AIU website and in the student’s personal Google account Workspace.

Information about employment opportunities for graduates is provided by the dean's office with the direct participation of the vice-rector for academic affairs.

On the AIU website you can familiarize yourself with the forms and means of learning and teaching, assessment procedures, passing scores and educational opportunities provided to students in English.

[\*Appendix 7.3.1. goal website and BEP LO.\*](#)

[\*Appendix 7.3.2. assigned qualifications to graduates on the website.\*](#)

### **The criterion is fulfilled**

#### **Criterion 7.4. An educational organization's use of its website and media to provide information to the public.**

To inform the public about educational activities, ongoing events and access for applicants and students to information resources and systems, the university website [www.altamimiedu.com](http://www.altamimiedu.com) is fully functioning, which is presented in 3 languages: Kyrgyz, Russian, English ([Regulations on the university website](#)).

The site has the following main sections:

- **university** – general information about the activities of the university, structural divisions, international cooperation, vacancies and contacts of the university;
- **clinic** – detailed information about the clinical base: Clinic of Professor Asymbekova, Educational, Scientific and Practical Medical Center, Scientific and Research Institute of Balneology and Rehabilitation treatment.
- **students** - information for students, including access to resource bases, an electronic library, an information system, and a schedule;
- **for applicants** - information for applicants, including admission rules, online admission, information about the field of general medicine, a list of accepted applicants, official dealers of the university;
- **for teachers** - information for teachers, including the work plan of a young teacher and the competition committee.

From the website page, the user can directly go to the official pages of the university on facebook (<https://www.facebook.com/abcacademy19/>). University news operates successfully and is constantly published.

Moreover, announcements of upcoming University events are regularly updated, including photo and video reports of events, vacancy announcements and other useful information.

Every year, during the admission of applicants, the university actively conducts an advertising campaign to attract applicants through social networks, advertising on government channels through a ticker and distributing booklets.

However, the above required information is not fully displayed on the website. It is necessary to supplement the site with the above required information.

[Appendix 7.4.1. Regulations on the official website](#)

[Appendix 7.4.3. Link to social pages of Instagram, Facebook](#)

### **The criterion is fulfilled**

#### **Criterion 7.5. In educational organizations of secondary and higher vocational education, the management of the educational organization is carried out using an automated (software) management system. In the absence of the specified system, the educational organization of secondary and higher vocational education plans to develop it or acquire it and put it into operation.**

An information system has been introduced at the university [Google Workspace](#), developed and maintained by Google. Responsible for its functioning is the EMD, which has administrative access to the entire domain. Users have access from various devices: PC, laptop, tablet, mobile phones. Google Workspace has a hierarchical structure, that is, the educational process begins with a curriculum, a workload is compiled, users are added, access rights are given, the interface also has an adaptive design, all interface elements are intuitive for both Kyrgyz-

speaking, Russian-speaking and English-speaking users. All interface elements are translated into three languages: Kyrgyz, Russian and English.

On Google Workspace you can select the role of each user, three main levels of access:

- administrator;
- teacher;
- student.

Users with the Administrator access level have full access to the system, Users with the Teacher access level have access to the Teacher's Journal, testing, and schedule; can download and edit EM Complex and syllabuses for the list of their subject. Users with the Student access level can view EM Complex, syllabuses indicated in the curriculum, monitor their progress on the main page, and can also view the transcript in two languages: Russian and English. ([\*Student's personal account\*](#)).

Functionality of the Google Workspace information system allows you to organize the educational process remotely during a pandemic.

IS provides an opportunity for the university to conduct the educational process entirely in electronic format, namely:

- *maintaining a university database* (includes a list of teaching staff, administrative staff, a list of students) with complete personal data;
- *definition of user roles* (there are 3 types of roles: Administrator, Teacher, Student. Each user gets access to the system depending on the role);
- *adding a curriculum* (flexible changes in implementation settings are possible with the possibility of subsequent adjustments);
- *adding a teaching load* (flexible settings are also possible when introducing new teachers and changing the teaching load);
- *adding a schedule, a schedule of the educational process with the ability to be viewed by students and teachers online 24/7.*
- *testing* - detailed results reports are saved in the database, users with Administrator access level can view the task completion protocol, check the IP address of the student's device, and in case of violations, cancel the results.

The university uses platforms Google Classroom, Zoom, Google Meet, Google Duo for online distance learning. Google Classroom platform allows you to download practical and lecture classes, set deadlines and due dates, download exam and module questions, and assign homework.

[Appendix 7.5.1. Google Workspace](#)

[Appendix 7.5.2 Student personal account](#)

### **The criterion is fulfilled**

#### **Strength:**

1. Google Workspace platform is used.

#### **Weak sides:**

1. Key performance indicators of an educational organization have not been defined.
2. The website does not fully contain the information required by this standard.

#### **Recommendations:**

3. Until December 31, 2023, determine and approve the key performance indicators of the AIU.
4. By December 31, 2023, supplement the site with the information required by this standard.

**Standard 7 is fulfilled with comments**



## CHAPTER 2 PRELIMINARY RESULTS OF ACCREDITATION

### 4. Conclusion of the international expert commission for program accreditation Limited Liability Company "Altamimi International University"

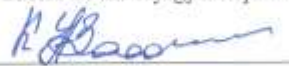
AGENCY FOR ACCREDITATION OF EDUCATIONAL PROGRAMS AND ORGANIZATIONS (AAEPO)

PRELIMINARY RESULTS OF THE EXTERNAL EVALUATION OF THE "LIMITED LIABILITY COMPANY "ALTAMIMI INTERNATIONAL UNIVERSITY"

**Chairman:** **Dr. Gulmira Jakanova**  
Republic of Kazakhstan, Ophthalmology Center of Dr. R. Kurbanov, Laser Micro Surgery, Doctor of Medical Sciences.



**Deputy Chairman:** **Dr. Kamchybek Uzakbaev**  
The Kyrgyz Republic, Medical Center «Avicenna medical», Doctor of Medical Sciences, Professor, Academician of International Academy of Medicine of Russian Federation (IAM), Honored doctor of the Kyrgyz Republic.



**Commission members:**

**Dr. Kulzhamal Dzhuzumalieva**  
The Kyrgyz Republic, National Hospital under the Ministry of Healthcare of the Kyrgyz Republic, Head of Reanimation & Department, freelance anesthesiologist & reanimatologist of the Ministry of Healthcare of the Kyrgyz Republic, Candidate of medical sciences.




**Mamytov Amanbek**  
KSMA named after I. Ahunbaev, Faculty of Medicine with specialization "General Medicine", 4-th year student, student society representative.



**Monitoring group:**

**Prof. Baktybek Ismailov**  
AAEPO, Director, Doctor of Technical Sciences, Professor, Honored Worker of Education System of the Kyrgyz Republic.



**Referent:**  **Dr. Svetlana Mambetalieva**  
AAEPO Deputy Director, Candidate of Technical Sciences.

10-12.10.2023

## **STANDARD 1. Minimum requirements for education quality assurance policies.**

### **Weak sides:**

1. The mission of the university is formulated vaguely, it does not reflect the uniqueness of the AIU and there is no mechanism for achieving it.
2. The education quality management system is at the initial stage of development. Currently, modern universities use a QMS that complies with the international standard ISO 9001 - 2018.
3. There is no systematic action plan to improve academic reputation.

### **Recommendations:**

1. Revise the mission of the AIU by January 5, 2024, specifying it, reflecting in it the uniqueness of the university and the mechanism for achieving it.
2. Within two years, develop and implement a quality management system that meets the requirements of the ISO 9001-2018 standard.
3. By December 31, 2023, develop and implement an action plan to improve academic reputation with further annual analysis of the results.

**Standard 1 is fulfilled with comments**

## **STANDARD 2. Minimum requirements for the development, approval, monitoring and periodic evaluation of educational programs.**

### **Weak sides:**

1. Educational goals are formulated on the basis of the SES HPE of the Kyrgyz Republic, which is not fully consistent with international practice.
2. Expected learning outcomes (ELO) are formulated without taking into account the opinions of social consumers, scientific achievements, new technologies and innovative ideas . There are no relevant documents on the discussion of ELO with teachers, students and social partners.
3. BEP “General Medicine – 5 years” is not reviewed annually.
4. Periodic assessment of employers' expectations, needs and satisfaction in order to improve the educational program is not carried out.
5. Educational and methodological support is insufficient for high-quality training of specialists.
6. There is insufficient evidence of the use of SRW results in the educational process.

### **Recommendations:**

1. Until December 31, 2023, review educational goals taking into account international practice.
2. Until May 1, 2024 rework and approve the ELO, taking into account the opinions of social consumers, scientific achievements, new technologies and innovative ideas.
3. Annually evaluate, review and approve the BEP “General Medicine – 5 years”.
4. Conduct an annual assessment of employers' expectations, needs and satisfaction in order to improve the educational program, analyzing the results and making appropriate adjustments.
5. By December 31, 2023, develop and implement a plan for the publication of educational and methodological aids with an annual analysis of the results and making appropriate adjustments.

6. By September 1, 2024, develop and implement a plan for using SRW results in the educational process with an annual analysis of the results and making appropriate adjustments.

**Standard 2 is fulfilled with comments**

**STANDARD 3. “Minimum requirements to personal-oriented training and assessment academic performance students”.**

**Weak sides:**

1. Insufficient training of teachers in knowledge assessment methods is carried out.
2. There is no evidence of effective interaction between teachers and students in the field of teaching and research aimed at developing a dynamic educational environment and supporting individual student achievements.
3. There are not enough agreements for internships with clinics in Pakistan.

**Recommendations:**

1. Until January 1, 2024, add a separate item on knowledge assessment methods to the teaching staff professional development plan.
2. By January 1, 2024, develop and introduce into action plan to increase effective interaction between teachers and students in the field of teaching and research aimed at developing a dynamic educational environment and supporting individual student achievements
3. Increase the number of agreements for internships with clinics in Pakistan.

**Standard 3 is fulfilled with comments**

**STANDARD 4. “Minimum requirements to reception students, recognition results education and graduating students”.**

**The criterion is fulfilled**

**Weak side:**

1. Enrollment of students is not sufficient for successful sustainable development of the program.

**Recommendations:**

1. Before March 3, 2024, conduct an analysis of the results of student admission in recent years, develop an action plan to dramatically increase student admission (for example, expand the number of countries from which applicants are admitted) and make appropriate adjustments to the strategic and current plans with clear indicators.
2. Until September 1, 2024, develop and implement a plan for the preparation of the European Diploma Supplement (Diploma Supplement).

**Standard 4 is fulfilled with comments**

**STANDARD 5. “Minimum requirements to teaching and educational and auxiliary composition”.**

**Strengths:**

1. A three-year contract period with teaching staff, which leads to staff stability and, as a result, better quality work for teachers.

**Weak sides:**

1. Insufficient financial resources are allocated for scientific research.

2. There is no research department, which does not allow for full-fledged systematic work on science.
3. Insufficient number of scientific articles in journals with high impact factor (Web of Science, Scopus...).
4. Academic mobility of teaching staff is poorly developed.

**Recommendations:**

1. Until May 1, 2024, increase financial resources for scientific research.
2. Create a research department by January 1, 2024
3. By December 31, 2023, develop an effective system of motivation for teaching staff to enhance the publication of their scientific articles in journals with a high impact factor (Web of Science, Scopus...).
4. Until December 31, 2023, develop and implement a plan to improve the academic mobility of teaching staff.

**Standard 5 is fulfilled with comments**

**STANDARD 6. “Minimum requirements to materially technical database and information resources”.**

**Strengths:**

1. Availability of a modern, well-equipped clinical base.
2. The university is the only university in the Kyrgyz Republic that has access to Cochrane library.

**Weak sides:**

1. There are insufficient specialized outpatient and inpatient facilities. The existing own clinic is not multidisciplinary, which does not provide full-fledged high-quality training for specialists.

**Recommendations:**

1. Within a year, expand the clinical base with the following multidisciplinary medical services: surgery, therapy, traumatology, pediatrics, outpatient service, emergency medicine, etc.

**Standard 6 is fulfilled with comments**

**STANDARD 7. “Minimum requirements for information management and communication before to the public”.**

**Strength:**

1. Google Workspace platform is used.

**Weak sides:**

1. Key performance indicators of an educational organization have not been defined.
2. The website does not fully contain the information required by this standard.

**Recommendations:**

1. Until December 31, 2023, determine and approve the key performance indicators of the AIU.
2. By December 31, 2023, supplement the site with the information required by this standard.

**Standard 7 is fulfilled with comments**

## EVALUATION OF COMPLETION OF STANDARDS

**Standard 1** is fulfilled with comments  
**Standard 2** is fulfilled with comments  
**Standard 3** is fulfilled with comments  
**Standard 4** is fulfilled with comments  
**Standard 5** is fulfilled with comments  
**Standard 6** is fulfilled with comments  
**Standard 7** is fulfilled with comments

**Draft of the expert commission on the accreditation decision:**

**Accredit an educational program of Altamimi International University for 3 years: exp. “General Medicine” 5 years as a program of higher professional education that meets the standards and criteria of international program accreditation.**

## APPLICATIONS

**Appendix No. 1.** A copy of the document recognizing AAEPPO by the World Federation of Medical Education (WFME).



## Appendix No. 2. Order of the AAEPO on conducting International program accreditation.



### Decree

№ 5/015 from 15.09.2023

#### regarding International program accreditation for the Limited Liability Company "Altamimi International University

For conducting program "(Experimental curricula) General Medicine (5 year program)" accreditation of the Limited Liability Company "Altamimi International University

#### I DECLARE:

I. Create an expert commission as follows:

1. **Chairman:** Dr. Gulmira Jakanova, Republic of Kazakhstan, Ophthalmology Center of Dr. R. Kurbanov, Laser Micro Surgery, Doctor of Medical Sciences.
2. **Deputy Chairman:** Dr. Kamchybek Uzakbaev, The Kyrgyz Republic, Medical Center «Avicenna medical», Doctor of Medical Sciences, Professor, Academician of International Academy of Medicine of Russian Federation (IAM), Honored doctor of the Kyrgyz Republic.
3. **Commission members:** Dr. Kulzhamal Sardarovna Dzhuzumalieva, The Kyrgyz Republic, National Hospital under the Ministry of Healthcare of the Kyrgyz Republic, Head of Reanimation & Department, freelance anesthesiologist & reanimatologist of the Ministry of Healthcare of the Kyrgyz Republic, Candidate of medical sciences.
4. Mamytov Amanbek, KSMA named after I. Ahunbaev, Faculty of Medicine with specialization "General Medicine", 4-th year student, student society representative.

**Monitoring group:** Prof. Baktybek Ismailov, AAEPO, Director, Doctor of Technical Sciences, Professor, Honored Worker of Education System of the Kyrgyz Republic.

**Referent:** Dr. Svetlana Mambetalieva, AAEPO, Deputy Director, Candidate of Technical Sciences

II. To conduct program accreditation by Expert Commission international from 10.10.2023 to 12.10.2023

III. Expert's honorarium pay from the account of the Agency for Accreditation of Educational programs and organizations (AAEPO)

Director AAEPO



*Baktybek Ismailov*  
Prof. Baktybek Ismailov

## Appendix No. 3. Program for the International Program Accreditation.

«APPROVED»

Director of the Agency for  
Accreditation of Educational Programs  
and Organizations



*B. Ismailov*  
B. Ismailov

### Programme of a three-day visit to an Altamimi International University for external evaluation for international accreditation

| Time                 | PLANNED ACTIVITIES  | NOTES                                    |
|----------------------|---|--|
|                      | Pre-meeting of members of the expert committee (EC)   |  |
|                      | Introduction, distribution of responsibilities of the EC members.<br>Brief overview of the self-evaluation report of the educational institution, discussion on key issues.<br>Discussion on the programme for the EC visit to the educational institution (EI).  | AAEPO office                             |
| <b>First day</b>     |   |  |
| 8:15-8:30<br>(15')   | Gathering of EC members at: 428 Chuy Avenue, Bishkek city<br><i>Responsible from EI:</i><br>Rector of AIU: Asymbekov Edil Umetovich, phone: +996 (557) 750 113;<br>Dean of the Faculty of Medicine AIU: Amanbekov Akylbek Amanbekovich phone: +996 (500) 644 144  | 2nd floor, computer class                |
| 8:30-9:00<br>(30')   | <b>Meeting of the EC with the management of the EI:</b><br>Greeting and introduction of the EC members by the referents. Introduction of the EI administration.<br>Clarification of organisational issues (provision of an equipped room for experts, appointment of a person responsible for ensuring the work of the EC)                      | 2nd floor, computer class                |
| 9:00-11:00<br>(120') | Bypassing the infrastructure of the educational institution.<br>If necessary, organization of transfer of the EC to other administrative buildings of the EI.<br>Dean of the Faculty of Medicine AIU: Amanbekov Akylbek Amanbekovich<br>phone: +996 (500) 644 144<br>Head of HR Department: Turgunaly kyzy Gulira,<br>phone: +996 (706) 126 888 | EI infrastructure bypass programme route |



|                       |   |                                |
|-----------------------|---|--------------------------------|
| 11:00-11:30<br>(30')  | Closed meeting of the EC members on the results of the rounds.<br>Guidelines for interviews, documentation and writing the report of the external evaluation.                                     | 2nd floor, computer class      |
| 11:30-12:30<br>(60')  | Interview with students<br><i>Passing the list of interviewees to each member of the EC.</i>  | 4th floor Room 401             |
| 12:30-13:30<br>(60')  | <b>Lunchbreak</b>   | Café on the premises of the EI |
| 13:30-14:00<br>(30')  | Closed meeting of the EC members on the results of the interviews and on writing of the external evaluation report.<br>Work with the documentation and writing of the external evaluation report. | 2nd floor, computer class      |
| 14:00-15:00<br>(60')  | Interviews with parents.<br><i>Handing over the list of interviewees to each member of the EC.</i>  | 2nd floor, computer class      |
| 15:00-16:00<br>(60')  | Interviews with the social partners.<br><i>Handing over the list of interviewees to each member of the EC.</i>  | 4th floor Room 401             |
| 16:00-17:00<br>(60')  | Closed meeting of the EC members on the results of the interviews and on writing of the external evaluation report.<br>Work with the documentation and writing of the external evaluation report. | 2nd floor, computer class      |
| <b>Second day</b>     |   |                                |
| 8:30-9:00<br>(30')    | Workingwithdocumentation  | 2nd floor, computer class      |
| 9:00-10:00<br>(60')   | Interviews with faculty members (without senior managers, deans, their deputies, heads of departments).<br><i>Handing over the list of interviewees to each member of the EC.</i>                 | 4th floor Room 401             |
| 10:00-12:30<br>(160') | Additional inspection if necessary and work with documentatation  | 2nd floor, computer class      |

|                       |  |                                |
|-----------------------|--|--------------------------------|
| 12:30-13:30<br>(60')  | <b>Lunch break</b>   | Café on the premises of the EI |
| 13:30-15:00<br>(90')  | Work with documentation  | 2nd floor, computer class      |
| 15:00-16:00<br>(60')  | Interviews with the EI administration (senior management, deans, heads of departments, divisions).     | 4th floor Room 401             |
| 16:00-17:30<br>(90')  | Work on the final external evaluation report   | 2nd floor, computer class      |
| <b>Third day -</b>    |  |                                |
| 9:00-12:00<br>(240')  | Work on the final external evaluation report   | 2nd floor, computer class      |
| 12:30-13:30<br>(60')  | <b>Lunch break</b>   | Café on the premises of the EI |
| 13:30-14:30<br>(60')  | Meeting of experts   | 2nd floor, computer class      |
| 14:30-16:30<br>(240') | Presentation of the preliminary results of the external evaluation to the institution's administration | 2nd floor, computer class      |
| 16:30-17:00<br>(30')  | Close meeting of experts   | 2nd floor, computer class      |