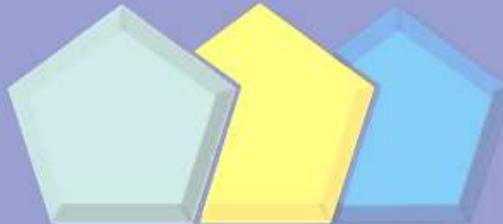# REPORT

PRELIMINARY RESULTS OF INTERNATIONAL INSTITUTIONAL AND PROGRAM ACCREDITATION OF THE EDUCATIONAL PROGRAM ("GENERAL MEDICINE", 4 YEARS) OF THE J. KENNEDY UNIVERSITY SCHOOL OF MEDICINE

BISHKEK – 2025
CONTENT

LIST OF ABBREVIATIONS

Abbreviation	Full Form
AC	Academic Committee
BEP	Basic Educational Program
CEO	Chief Executive Officer
CQI	Continuous Quality Improvement
DOS	Dean of Students
ECFMG	Educational Commission for Foreign Medical Graduates
ACS	American Credit Transfer and Accumulation System
EMC	Educational and Methodological Committee
GMC	General Medical Council
IEQAS	Internal Education Quality Assurance System
IP	Internship Practice
JFK SOM	John F. Kennedy School of Medicine
LMS	Learning Management System (Sycamore)
MCI/Next	Medical Council of India / National Exit Test (India)
MD	Doctor of Medicine
MES CURACAO	Ministry of Education and Science of Curaçao
MH CURACAO	Ministry of Health of Curaçao
OSCE	Objective Structured Clinical Examination
PLAB	Professional and Linguistic Assessments Board (UK)
QA	Quality Assurance
QMS	Quality Management System
SGA	Student Government Association
USMLE	United States Medical Licensing Examination
WDOMS	World Directory of Medical Schools
WFME	World Federation for Medical Education

2. Introduction

From November 10 to 12, 2025, an international institutional and program accreditation of the Medical School of John F. Kennedy University was conducted on the basis of AAIPO Order No. 5/026 dated September 15, 2025 (Appendix 2) and the University's Application No. 01-12-202 dated August 27, 2024 (Appendix 3).

The main objective of international program accreditation is an independent and objective assessment of the educational organization's compliance with international criteria and standards agreed with the World Federation for Medical Education (WFME) (Appendix 1) within the framework of international accreditation.

This objective, along with evaluating compliance with the standards, is also aimed at identifying the strengths and weaknesses of the accredited program and the educational organization as a whole, as well as developing recommendations for improving the quality of education.

The accreditation was conducted in accordance with a three-day program developed by AAIPO and agreed upon with the leadership of the Medical School of John F. Kennedy University (Appendix 4).

The external expert commission assessed the compliance of the University's educational activities with international accreditation standards in the following areas:

- quality management system;
- educational process;
- quality of teaching and assessment of student performance;
- student admission activities;
- employment and labor market demand for graduates;
- qualitative and quantitative indicators of the faculty;
- research activities;
- publication activity of the faculty;
- research activities of faculty and students in dynamics since the establishment of the University.

In accordance with 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:

Chairperson:

Abdyldaev Rysbek Aldagandeevich,
Doctor of Medical Sciences, PhD, Professor, Consultant at Cureline Inc.,
South San Francisco, **United States of America.**

Deputy Chairperson:

Syed Ishtiak Rasul,
Doctor of Medical Sciences, PhD (Cardiology); FACC; FSCAI; FAO; FSIM; FPCS, Professor of Clinical and Interventional Cardiology, Liaquat National Hospital and Medical College (LNHMC), Institute of Medical Research for

Students and Postgraduates – Karachi, **Pakistan.**

Members of the Commission:

Mambetalieva Svetlana Medetbekovna,
Candidate of Technical Sciences, Deputy Director of AAEPO,
Kyrgyz Republic.

Mamytov Amanbek Mitalipovich,
6th-year student in the specialty "General Medicine" at I. Akhunbaev Kyrgyz State
Medical Academy, representative of the student community,
Kyrgyz Republic.

Coordinator:

Ismailov Baktybek Iskakovich,
Doctor of Technical Sciences, Professor, Honored Worker of Education of the
Kyrgyz Republic, Director of AAEPO, **Kyrgyz Republic.**

Referent:

Ramatov Kubanych Sadinovich,
Candidate of Technical Sciences, Manager for Higher and Postgraduate Education
at AAEPO, **Kyrgyz Republic.**

Composition of the working group
For the internal assessment of the compliance of JFK University's activities with the standards and criteria for program accreditation, a working group was established. The group consists of heads and staff members from various structural divisions of the university.

Data on the establishment of an educational institution
John F. Kennedy University School of Medicine, hereinafter referred to as "University", is a non-governmental, private educational institution established to carry out educational, scientific, cultural, and social activities. As a legal entity, the University maintains an independent balance sheet, banking accounts (including foreign currency accounts), and possesses its own seal, official letterhead, logo, and other identifying symbols.

The University holds lease of its property and independently manages it within the framework of the laws and regulations of Curaçao, as well as in accordance with its Charter and founding documents. JFK University operates as a financially autonomous institution based on principles of self-governance, self-financing, and independent academic and economic activity.

All university operations—including any affiliated entities or future branches—function as a unified academic and scientific complex under the ownership and governance of its founders.

Certificate granting rights to conduct educational activities: Charter issued by the Ministry of Education, Science, Culture and Sports of Curaçao under **Decree No. 2014/016000 dated March 19, 2015**.

State registration number of the legal entity: 1531/2013

Full trade name:
- in English: **John F. Kennedy University School of Medicine**

- in Papiamento: Universidad di Medisina John F. Kennedy
- in Dutch: John F. Kennedy Universiteit voor Geneeskunde
- in Spanish: Universidad de Medicina John F. Kennedy
  - **Abbreviated trade name:**
    - in English: **JFK SOM**
  - **Organizational and legal form:** Private Higher Education Institution
  - **Form of ownership:** Private Ownership.

Table 1. List of implemented educational programs

No	Full name of educational directions/specialties
1	Doctor of Medicine in English. Duration of the degree 4 years.

General Information - JFK University School of Medicine

- John F. Kennedy University School of Medicine (Curacao) is listed with the World Directory of Medical Schools, a joint initiative of the World Federation for Medical Education (WFME) and FAIMER. Its listing can be found under ID F0003392

- The WFME sets global standards and accreditation for medical education, while FAIMER promotes quality improvements through resources and training. JFKU's inclusion reflects adherence to international educational standards.

- The university is officially chartered by the Curaçao Ministry of Education, granting it authority to teach medicine and operate as an educational institution. Its graduates meet all standard licensure criteria in the U.S.A, UK, India, Australia and Canada.

- JFK University meets ECFMG standards, enabling its graduates to take the USMLE Steps 1–2 and 3 and get the certification from ECFMG to get the training in post-graduate medical training (Residency and Fellowship) in the United States.

- Graduates are eligible to pursue Canadian licensure: they may take the MCCEE prerequisite exam and the MCCQE Part I & II, paving the way for entry into Canadian residency programs.

- Graduates are eligible to take PLAB I and II with GMC to get post-graduate training and practicing in United Kingdom.

- JFK is listed with the MCI (Medical Counsil of India), facilitating recruitment of Indian students and their eligibility to practice upon passing requisite exams for licensure in India.

Table 2. Total number of students in educational programs

Code	Direction of training	Total
Doctor of Medicine – 4 years	Basic Sciences	
	Clinical Sciences	118

Institutional Background: JFK School of Medicine

John F. Kennedy University School of Medicine (JFK SOM), located in Willemstad, Curaçao, was founded in December 2013 with the vision of preparing future physicians who are not only clinically proficient, but also guided by integrity, empathy, and a strong commitment to underserved populations. Rooted in academic excellence and global responsibility, JFK SOM offers a Doctor of Medicine (MD) program built on a foundation of medical science, ethical practice, and international opportunity.

JFK SOM was established to address a growing global need for qualified physicians, particularly in areas facing healthcare disparities. The university's curriculum emphasizes the balance between didactic learning and personal growth, encouraging students to move beyond textbooks and become well-rounded human beings prepared for the challenges of global medical service. The institution is guided by a mission to support the development of competent, ethical, and compassionate medical professionals who can pursue licensure pathways such as the USMLE (United States), PLAB (United Kingdom), MCI/NExT (India), MCCQE (Canada), or AMC (Australia).

The school's location in Curaçao is stable and is out of the hurricane belt with access to international hospital networks, giving students a secure and immersive clinical education. Through its small class sizes, strong faculty-student engagement, and modern simulation labs, JFK SOM delivers personalized instruction that matches the standards of Curacao, U.S. and Canadian medical schools.

JFK SOM's curriculum integrates clinical exposure, research-led teaching, and inter professional collaboration. The institution's commitment to continuous quality improvement is realized through its Internal Education Quality Assurance, annual curriculum reviews, and active engagement with accreditation frameworks including WFME and ECFMG. The school is listed in the World Directory of Medical Schools (WDOMS) approved and recognized by the Government of Curaçao.

JFK SOM continues to expand its reach and impact through student outreach programs, global exchange agreements, and faculty research initiatives. It is committed to producing physicians who are not only leaders in medical practice but also advocates for health equity and agents of change within their communities.

CHAPTER 1. EXTERNAL EVALUATION REPORT

Standard 1. Education Quality Assurance Policy

Criterion 1.1. Mission, Strategic and Operational Plans of the Educational Organization

The mission of JFK SOM, adopted by the University Governing Council in 2014 and published on its official website, states:
"The mission of the University is to enable students to make the most effective use of their education at the John F. Kennedy University School of Medicine, going beyond textbooks and examinations to become well-rounded professionals and compassionate individuals. By finding the right balance between didactic learning and personal experience, students can grow not only as learners but also as future physicians. Upon successful completion of the four-year MD program, students are eligible to sit for various licensing examinations, including USMLE (USA), PLAB (UK), MCCQE (Canada), and MCI (India), allowing them to practice medicine in their respective countries."
The mission of the university, its educational goals, and expected learning outcomes (ELOs) are developed with consideration of the following factors:
• the needs, requirements, and expectations of learners and stakeholders;
• the main directions and results of the university's activities;
• key provisions of regulatory and strategic documents.
During the development and approval of the mission, strategic goals, and ELOs, the opinions of stakeholders were taken into account, and they were given the opportunity to participate in discussions and decision-making. Stakeholder representatives are included in the University Governing Committee, which participates in the development of the mission, strategic goals, expected learning outcomes, and strategic documents. Representatives may also participate in meetings in accordance with the Regulation on Interaction Between Structural Units and Stakeholders.
Additionally, the university has a Student Government Association (SGA) and a Parents' Council, where stakeholders can exchange information, discuss issues, and propose improvements to university operations. Representatives of academic and practical healthcare institutions, employers, partners, and other interested parties participate in university events, where they can familiarize themselves with the mission and regulatory documents of the university.
Originally, in 2014, the mission of the university stated:
"Training highly qualified modern personnel and developing human resources by creating a universal educational platform in Curaçao."
The current mission of JFK SOM is to prepare modern professionals capable of implementing creative initiatives and innovations for the benefit of society. This shift reflects the university's intention to adapt its educational approach to foster innovation and societal progress in a rapidly changing world.
The mission of the university is aimed at contributing to the prosperity of society, the island of Curaçao, and the world through the provision of quality education, research, and the introduction of innovations in medicine, IT, and related fields.

The university's mission is reinforced through the following strategic educational objectives:
• providing education and training highly qualified personnel in relevant areas of health sciences;
• developing human resources and the education and healthcare systems of the country by establishing modern educational and medical facilities;
• transforming the university into one of the leading innovative educational institutions in Curaçao with a developed material and technical base and qualified staff.

Based on the mission, competencies defined by the Higher Professional Education Standard of Curaçao, international requirements, and modern trends, the university approved Expected Learning Outcomes (ELOs), which were discussed with stakeholders.

ELOs serve as the main guideline for designing educational programs and selecting teaching and assessment methods.

Students also participate in discussions of course content, teaching methods, and assessment — both at the instructor level and within structural units.

Mechanisms of student participation include:
• participation of class representatives in departmental meetings;
• proposals submitted through SGA;
• the opportunity to submit ideas directly to the university;
• annual student surveys.

To implement the mission and achieve strategic goals, the university identified priority areas of development, reflected in the Quality Policy and the Strategic Development Plan. A comprehensive annual action plan is formed based on the Strategic Plan.

Stakeholder engagement included the participation of the Dean of Student Affairs, SGA, alumni, and faculty through structured administrative meetings.

Since its establishment, the university has developed:
• a governance structure and job descriptions;
• an academic and methodological system;
• a functioning electronic document management system.

Remarks:
1. The mission of the university is formulated in a non-specific manner. The phrase "enable students to make the most effective use of their education…" is vague, and no mechanism for achieving the mission is provided.

Criterion is met with remarks.

Criterion 1.2. Annual Monitoring of Mission, Strategic and Operational Plans; Analysis of Results and Introduction of Relevant Adjustments
To ensure systematic and comprehensive monitoring of university activities, the following conditions have been established:
1. Structural units with personal responsibility for monitoring and control.
The university operates a Development and Education Quality Committee. It monitors educational goals, implementation of strategic plans, and overall institutional progress.
2. Document support for the monitoring process.
The university has prepared and approved the necessary regulatory documents governing control over plan implementation:
• internal audit;

• surveys;
• checklists;
• internal control regulations.

3. Monitoring and evaluation mechanisms.

The university uses:
• annual surveys of stakeholders (students, parents, employers, partners, faculty, staff);
• annual internal audits of plan implementation and activities of structural units;
• regular meetings with SGA, faculty, staff, employers, and heads of departments.

4. Information and advisory support.

The Development and Education Quality Committee (members: Dr. Farrah Syed, Dr. Rivero, Dr. Joffre) was established to continuously analyze and improve the monitoring system.

Reports from unit heads are reviewed at meetings of the Quality Committee and the Academic Committee, which issue recommendations and set deadlines for addressing shortcomings.

Additional monitoring components:

• The founders and the Academic Committee annually review reports on the implementation of the Strategic Plan.
• Corrective measures are introduced and improvement steps documented.
• Monitoring includes student performance indicators, faculty achievements, and compliance with accreditation requirements.
• Integrated research modules were introduced in 2024.
• Clinical skills courses were updated in 2023.

Monitoring reports are internal and not publicly available.

Further activities include:
• annual internal audits;
• mid-term strategic reviews;
• review of funding for research projects;
• updates to clinical laboratories;
• improvement of admissions policy to meet diversity goals.

Remarks:
1. Documentation of stakeholder feedback is insufficiently systematic.
   Criterion is met with remarks.

Criterion 1.3. Internal Education Quality Assurance System (IEQAS)

The university's policy aims to involve leadership, faculty, staff, students, and other stakeholders in processes related to:
• implementation of the quality assurance system;
• control;
• review and improvement of the education quality assurance system.

This is achieved through:

1. Activities of management bodies and structural units:
• Academic Committee
• Teaching and Methodological Committee
• Education Quality Committee
• SGA

2. Stakeholder feedback mechanisms:

• surveys and questionnaires;
• electronic submissions to the administration;
• special meetings;
• other communication channels.

3. Participation in the development, evaluation, and improvement of educational programs

The educational process is controlled through participation of:
• working groups for program implementation and modernization;
• committees for monitoring education quality;
• committees for attendance and performance monitoring;
• internal audit commissions;
• group mentors;
• examiners and proctors;
• participants in round tables, seminars, and conferences.

Faculty participation

Faculty members participate in:
• meetings of the Academic Committee and the Quality Committee;
• departmental meetings;
• discussions on educational, scientific, and methodological issues;
• initiating improvements to the educational process.

Student participation

A mentoring and student support system operates at the university.
Students:
• participate in Academic Council and SGA meetings;
• make proposals for improving education quality;
• participate in research projects;
• undergo training in academic and research skills.

Summary of the IEQAS

The JFK SOM IEQAS complies with WFME and ECFMG standards and includes:
• mechanisms for academic program audits;
• internal expert review procedures;
• feedback systems for students and faculty;
• annual internal evaluations.

The university has implemented a quality assurance system that includes:
• design;
• management;
• monitoring.

Quality assurance processes comply with QMS requirements. When deficiencies are identified, corrective action plans are developed and implementation reports prepared.

The document system is based on a three-level model:

Level 1 — External Documents:

• orders and regulations of the Ministry of Education and Science of Curaçao;
• orders of the Ministry of Health;
• laws;
• government decrees;
• other regulatory documents.

All documents are available on the university website.

Level 2 — Main Internal Documents:
• University Charter;
• Strategic Development Plan;
• comprehensive plans;
• university regulations;
• regulations on structural units;
• job descriptions.
Level 3 — Additional Internal Documents:
• occupational safety instructions;
• operational instructions;
• regulations;
• other operational documents.
The following key documents were developed to systematize and document QMS processes:
• University File Nomenclature;
• Regulation on the Quality Management System of Education;
• Quality Assurance Structure;
• Education Quality Manual;
• Regulation on Stakeholder Satisfaction Monitoring;
• Regulation on Internal Control and Audit;
• Regulation on Document Management;
• Instructions for Office Work;
• Regulations and job descriptions of structural units.
Structural units ensuring quality:
• Continuous Quality Improvement Committee
• Teaching and Methodological Committee
• Admissions Committee
• Professional Suitability Committee
• Academic/Teaching Committee
• Faculty Standards Committee
• Audit and Compliance Committee
• SGA
Quality assessment system includes:
• internal assessment procedures;
• external assessment procedures.
Objects of quality assessment:
• academic and extracurricular achievements of students;
• qualifications of faculty;
• effectiveness of administration;
• quality of teaching and methodological documents;
• implementation of educational programs.
The university has developed systems for:
• **Substitution protocols** — when the QA head is unavailable, a designated deputy automatically assumes responsibility.
• **Faculty workload limitations** — administrative duties are limited to ensure availability and quality.
• **Burnout control and workload redistribution** — ensuring the effectiveness of QA personnel.

Recruitment and retention strategies

JFK SOM uses a comprehensive approach to attract and retain faculty and students:
• the QA team consists of highly qualified specialists (MD, PhD, Master of Law);
• faculty have a minimum of 5 years of academic and clinical experience;
• the university adheres to strict non-discrimination and merit-based policies.

To ensure transparency and dialogue, the university implements:
• anonymous feedback systems;
• mechanisms for reporting violations;
• rapid response to quality or ethical issues.

JFK SOM ensures staffing for QA implementation through:

1. Management structures with clearly defined roles
• The Board of Administrators officially appoints and supervises key QA leaders (e.g., Dean or CEO).
• A specialized body — the Continuous Quality Improvement Committee — oversees QA processes.
• All roles and powers are described in regulatory documents.

2. Operational mechanisms ensuring continuity of QA
Includes:
• substitution protocols;
• workload limitations;
• burnout prevention measures.

Remarks:
1. The university has not implemented a Quality Management System (QMS) compliant with international requirements.

Criterion is met with remarks.

Criterion 1.4. Academic Reputation and Academic Freedom

One of the strategic goals of the university is to ensure high-quality education aligned with international standards, including:
• strengthening academic freedom;
• developing academic reputation.

Measures to strengthen academic reputation:
• medical education programs are equipped with modern facilities, simulation centers, laboratories, and computer rooms;
• clinical sites are actively developing;
• international conferences, master classes, and lectures by leading experts are regularly held;
• the university expands academic mobility for students and faculty;
• exchange programs with partner universities are in place.

Academic freedom of students includes the right to:
• study according to modern scientific achievements;
• choose forms of instruction;
• develop individualized learning plans when needed;
• participate in academic mobility;
• engage in scientific research;

• participate in conferences and competitions;
• receive social and psychological support;
• express opinions and beliefs freely;
• participate in university governance (SGA);
• join student organizations;
• study in a safe educational environment.

Academic freedom of faculty includes:
• freedom of teaching;
• freedom to choose teaching methods and tools;
• freedom of expression;
• development of personal teaching materials;
• participation in curriculum development;
• research and scientific work;
• participation in innovation projects;
• involvement in university governance;
• protection of professional honor and dignity.

System for preventing conflicts of interest and corruption risks

The university has implemented a system for preventing, detecting, and mitigating conflicts of interest and corruption risks in educational and administrative activities. This system is based on internal regulations and international practices of academic ethics.

1. Regulatory framework

The university operates the following documents:
• Code of Academic Integrity and Professional Ethics;
• Conflict of Interest Prevention Rules;
• Anti-Corruption Policy;
• Regulations for Handling Complaints and Appeals;
• Regulations on Employee Discipline;
• Regulation on Independent Evaluation and Transparency of Examination Procedures.

These documents define procedures for identifying conflicts of interest, responsibilities of employees and students, and control mechanisms.

2. Organizational structure for ensuring anti-corruption security

Includes:
• Academic Integrity Committee;
• Department of Quality and Internal Audit;
• Legal Department;
• Deans and departments responsible for primary detection of violations.

3. Mechanisms for prevention and detection
• mandatory disclosure of potential conflicts of interest;
• anonymous reporting channels (online form, e-mail, secure dropbox);
• independent examination committees and exam material verification;
• rotation of examiners to avoid bias;
• automated control systems (Sycamore) to reduce human error.

4. Training and awareness

Faculty undergo annual training on academic ethics and anti-corruption practices.
Students receive information through:

• meetings;
• mentoring sessions;
• e-mail notifications;
• website publications.

5. Response to violations

If evidence of conflict of interest or corruption is found:

1. An internal investigation is conducted.
2. The case is reviewed by the Ethics Committee.
3. Measures are taken — disciplinary, administrative, or legal.

6. Principle of transparency

The university ensures transparency of examination procedures, assessment processes, workload distribution, instructor appointments, and other activities that may involve conflicts of interest.

Criterion is met.

Strengths:

1. The university actively collaborates with medical institutions in the USA and other international organizations.

Weaknesses:

1. The mission is vague and lacks a mechanism for implementation.
2. No internationally compliant QMS has been implemented.
3. The mission and strategic plans are not fully reflected on the university's website.

Recommendations:

1. Within 2 years, develop and implement a QMS aligned with international standards.
2. By March 1, 2026, revise the mission and strategic plans, publish them on the university website, and develop a plan for reviewing mission and strategic objectives.

Standard 1 is met with remarks.

STANDARD 2. Educational Program

Criterion 2.1. Educational Objectives of the Program

Objectives of the MD Educational Program (EP):
In the area of workforce training:
• Formation of a physician possessing universal and specialized competencies, prepared for postgraduate training and further professional medical practice.
In the area of personal development of students:
• Development of purposefulness, discipline, diligence, responsibility, citizenship, communication skills, tolerance, and general culture.
In the area of international cooperation:
• Export of educational services;
• Training of highly qualified personnel for domestic and international labor markets.
The objectives are aligned with the mission of JFK SOM and are reviewed every three years. They emphasize clinical competence, scientific research activity, and community service. Educational objectives are developed by the Curriculum Development Committee with the participation of stakeholders.

Remarks:

1. Work on defining the educational objectives of the program is insufficient.

2. **Criterion is met with remarks.**

Criterion 2.2. Learning Outcomes of the Educational Program

Graduates must possess fundamental knowledge and practical skills, be ready to adapt quickly to changing socio-economic conditions, continuously improve within their profession, understand the importance of the specialty's standing in the labor market, and remain in high demand among employers.
The graduate profile reflecting required competencies was reviewed by a working group at a faculty meeting and recommended for adoption by the University's Teaching and Methodological Council.
Structure of the Main Educational Program (MEP)
The MEP is a set of core characteristics of education, including:
• volume, content, and expected learning outcomes;
• forms of assessment;
• curriculum;
• academic calendar;
• course syllabi (modules);
• internship and clinical rotation programs;
• assessment tools and methodological materials.
A working group is assembled to develop the MEP, including:
• faculty members,

• employers,
• students.
Quality Assurance of the MEP
To improve the quality of the MEP, the program undergoes:
• internal review (within the university community),
• external review (by employers) annually.
After internal review at the Academic Committee meeting, the MEP is approved by the Dean.
How does JFK SOM ensure the development and relevance of learning outcomes?
1. Formalized stakeholder engagement
• A permanent Advisory Board is being created, including representatives of healthcare systems, medical associations, accreditation bodies, healthcare NGOs, and patient safety organizations.
• The university signs MOUs with clinical sites, enabling employers to participate in curriculum development.
• Regular focus groups and surveys are conducted with practicing physicians, residency directors, and employers.
• Alumni networks (1–5 years post-graduation) provide labor-market feedback.
2. Development and formulation of learning outcomes
Learning outcomes include:
Universal competencies:
• critical thinking,
• communication skills,
• ethics and professionalism,
• lifelong learning capacity,
• cultural competence and patient safety.
Professional competencies:
• clinical skills (history-taking, physical exam, procedures),
• application of medical knowledge,
• clinical reasoning,
• navigation of healthcare systems.
When formulating learning outcomes, the realities of healthcare systems in countries where graduates plan to practice are considered: disease patterns, available resources, cultural contexts.

Remarks:

1. Work on defining learning outcomes of the program is insufficient.

   Criterion is met with remarks.

Criterion 2.3. Academic Workload of the Educational Program

The core educational programs of **JFK UNIVERSITY SOM** are developed in accordance with the State Standard of Higher Professional Education and ensure acquisition of knowledge and skills necessary for forming universal and professional competencies required for medical practice.
To implement the American credit-based system, the university uses three types of curricula:

1. **Basic Curriculum** — ensures consistent weekly academic load throughout the training period, including all types of classroom activities.
2. **Working Curriculum** — used for organizing the academic process during the academic year, including calculation of faculty workload.
3. **Individual Student Plan** — defines the student's personalized educational trajectory for a semester or academic year (e.g., elective clinical rotations in the fourth year).

All developed curricula:
• are reviewed by the Teaching and Methodological Committee (EMC);
• are approved by the Academic Committee.

Academic Workload Parameters
• One semester: **30–33 credits** (under the tri-semester system).
• One credit = **30 hours** of student learning (classroom, self-study, assessments).
• Maximum weekly student load: **45 hours**, including all activity types.
• Classroom time complies with the State Standard and the nature of the specialty.
• Total annual vacation time: **7–10 weeks**, including at least 2 weeks of winter break.
• Classroom instruction accounts for **no more than 60%** of total academic load.

Monitoring and Evaluation
• Annual updates of course content.
• Consideration of stakeholder requirements and suggestions.
• Analysis of learning outcomes and workload effectiveness.

Remarks:

1. The document regulating faculty workload is not fully developed.

   Criterion is met with remarks.

Criterion 2.4. Provision of Practice Sites for Internships and Clinical Training
Clinical (practical) training is a key component of medical education. It represents systematic and goal-oriented student activity aimed at developing practical skills and reinforcing theoretical knowledge.
Training is conducted based on the **Regulation on Practical Training of Students**, approved by the Dean.
Practical training is carried out:
• according to the academic schedule,
• in accordance with approved Practical Training Programs.
By order of the Rector, students are assigned to institutions designated for practice. Upon completion of each practice type, students submit a written report to the practice supervisor, consistent with the objectives of the specific rotation.

Criterion is met.

Criterion 2.5. Monitoring of the Educational Program
Monitoring includes evaluation of:
• student progress and graduation;
• effectiveness of assessment procedures;

• expectations, needs, and satisfaction of students and employers;
• educational environment and support services;
• employment outcomes of graduates;
• development of improvement measures for the program.
Following the mission, strategic, and comprehensive plans, curricula are annually reviewed and updated based on stakeholder requirements — employers, alumni, students — and comply with national standards.

MD Program Academic Structure

The MD curriculum ensures consistent weekly academic load with all types of classes (lectures, practicals, labs). According to the State Standard of Higher Education of Curaçao:
• maximum student workload = **30 academic hours/week**,
• semester length = **15–17 weeks**,
• typical classroom load = **3 classes/day**, 2 hours each.

Performance Monitoring

During the semester:
• faculty submit reports on student progress;
• data is forwarded to the Development and Education Quality Department (DEQD), which prepares a Corrective Action Plan (CAP).

At the end of the semester:
• analysis of academic performance via modular-rating system;
• dean's report on student progress;
• attendance monitoring is recorded daily.

Ensuring objectivity
• independent computer-based testing,
• audio and video recording of educational processes,
• continuous improvement of regulatory frameworks.

Student Satisfaction Evaluation
• annual anonymous student surveys;
• results reviewed by administration and departments;
• corrective measures implemented.
Stakeholders evaluate:
• the structure and content of the program,
• academic workload distribution,
• quality of mandatory and elective components.

Resources Supporting Program Quality
• Sycamore digital system,
• multimedia-equipped classrooms,
• high-speed Wi-Fi and electronic learning environment,
• library with 129,000+ electronic books,
• sufficient clinical bases.

Use of Exam Results
• Sycamore generates student ranking;
• best students receive recognition and awards;
• outstanding students are granted scholarships (10%–100%).

Use of Monitoring Data

• academic performance and satisfaction data inform program updates;
• employer and alumni feedback is incorporated into curriculum revisions;
• improvements include expansion of OSCE training and integration of AI in diagnostics.

Ensuring Alignment with Educational Goals and Standards
1. **Alignment with learning goals**
   • program prepares competent, ethical, patient-centered physicians;
   • each course has defined learning outcomes;
   • modern teaching methods used (PBL, simulations, case-based learning).
2. **Compliance with government standards**
   • all national competencies included;
   • required classroom/practical hour distribution met.
3. **Methodological support**
   • detailed syllabi for all courses;
   • annual updates;
   • faculty development programs.
4. **Assessment system**
   • formative and summative assessments;
   • OSCE, computer testing, portfolios;
   • regular feedback to students.
5. **Internal quality control**
   • regular audits of teaching materials;
   • documentation of compliance;
   • continual accreditation support.
6. **Innovation and technology**
   • LMS, digital resources, VR simulation;
   • Anatomage for anatomy and histology.

Criterion is met.

Criterion 2.6. Teaching and Methodological Support of the Program
Teaching and methodological support for the **Doctor of Medicine** program at JFK SOM is developed in accordance with Curaçao state regulations and internal policies. It ensures achievement of program objectives and the formation of universal, general-professional, and professional competencies.
1. Regulatory Framework
Program documentation complies with:
• State Standard of Higher Professional Education of Curaçao;
• Government Resolution No. 2014/016000 approving the MD Program (2015);
• License for educational activity;
• Internal JFK SOM documents:
– Regulation on the Educational Process,
– Regulation on the Main Educational Program (BEP),
– Regulation on the Teaching and Methodological Committee (EMC),
– Guidelines for Developing and Reviewing Course Syllabi.
2. Structure of Teaching and Methodological Support

Main Educational Program (BEP) includes:
• program goals and objectives;
• expected learning outcomes;
• competency framework;
• program structure (cycles, modules, disciplines);
• teaching methods and technologies;
• assessment strategy;
• implementation requirements.

Course syllabi and module programs include:
• course goals;
• learning outcomes aligned with competencies;
• thematic plan;
• types of instruction;
• formative/summative assessment methods;
• recommendations for students and faculty;
• lists of required literature;
• interactive learning tools.

Practical training programs include:
• goals;
• list of practical skills;
• standardized OSCE checklists;
• practice logs;
• assessment criteria.

Assessment materials:
• exam tickets,
• case scenarios,
• OSCE stations,
• PBL/CBL cases,
• test banks,
• rubrics.

Digital and Technical Support
• Sycamore LMS;
• Anatomage digital anatomy platform;
• licensed Zoom platform;
• e-library with 129,000+ resources;
• recorded video lectures;
• international resource subscriptions.

Digital Pedagogy Tools
• clinical case video demonstrations;
• interactive assignments;
• online proctored exams;
• electronic attendance journals;
• digital OSCE stations.

Accessibility of Materials
Resources available through:
• university website,

• LMS,
• electronic library,
• print library,
• departmental information stands,
• academic departments.

Annual Update Cycle

1. Collection of proposals (students, faculty, employers),
2. Departmental and EMC review,
3. Academic Committee / Dean approval,
4. Annual updates,
5. External review by employers,
6. Monitoring through Corrective Action Plans.

Criterion is met.

Criterion 2.7. Innovative Educational Resources, Methods, and Technologies

The educational process at JFK SOM is based on evidence-based pedagogy, integrated medical education, digitalization, practice-oriented and competency-based approaches.

Digital Platforms

Sycamore LMS for materials, testing, journals, communication.

Zoom for remote learning.

Electronic library for textbooks and journals.

Interactive Medical Technologies

• Anatomage Table
• Simulation center with mannequins and procedure models
• Digital microscopes and diagnostic tools

Online Proctoring

Ensures exam transparency and identity verification.

Innovative Pedagogical Methods

Integrated curriculum;
PBL;
CBL;
TBL;
Simulation-based learning;
Journal Clubs;
Research-integrated learning.

Innovative Forms of Instruction

Blended learning;
Modular system;
Clinical clerkships;
OSCE.

Modern Assessment Technologies

• computer testing,
• video/audio exam monitoring,
• digital portfolios.

Criterion is met.

Criterion 2.8. Use of Research Findings in the Educational Process

Integration of Scientific Knowledge
Course syllabi incorporate:
• advances in genetics, molecular biology, immunology;
• new clinical research results;
• meta-analyses and systematic reviews;
• materials from leading medical journals;
• faculty research.
Integration into PBL/CBL
Scientific findings are used in clinical cases and problem-based learning.
Journal Clubs
Students analyze publications, evaluate evidence, study research design and statistical significance.
Use of Faculty Research
Faculty integrate:
• their own studies,
• diagnostic and treatment developments,
• clinical observations.
Integration of Clinical Research
Students learn:
• clinical trial design,
• patient selection methods,
• safety monitoring,
• interpretation of clinical data.
Criterion is met.

Weaknesses
1. Insufficient work on developing the main educational program with clear educational objectives and learning outcomes.
2. The document regulating faculty workload is not fully developed.

Recommendations
1. Within one year, develop the main educational program with clear educational objectives, learning outcomes, and mechanisms for their achievement, including annual analysis and corrective actions.
2. Within one year, finalize and implement the Regulation on Faculty Workload Standards with continuous monitoring of compliance.

Standard 2 is met with remarks.

STANDARD 3. Learner-Centered Education and Assessment of Student Achievement

Criterion 3.1. Use of Regular Feedback from Students and Alumni to Identify Their Needs, Provide Additional Courses, Electives, Clubs, and Shape Individual Learning Trajectories, as well as to Evaluate and Adjust Pedagogical Methods, Educational Forms, and Technologies

The university systematically uses regular feedback from students to evaluate and adjust pedagogical methods, educational formats, and technologies in accordance with its approved mission.

Feedback serves as the basis for prompt management decisions and for making corrections during the implementation of pedagogical methods. It enables the analysis of the effectiveness of various teaching approaches and instructional formats.

The implementation of any pedagogical method at the university includes:
• setting goals and objectives for upcoming educational activities;
• interaction between instructors and students;
• use of various instructional tools and pedagogical approaches;
• creation of favorable learning conditions;
• stimulation of student engagement.

To ensure objectivity in evaluation, the university uses:
• student surveys and questionnaires;
• analysis of survey results;
• advisory/mentorship sessions;
• modular-rating assessment systems.

Monitoring of academic performance includes ongoing, midterm, and final assessments in the form of:
• computer-based testing;
• oral, written, or combined assessments;
• clinical case-solving;
• laboratory work.

Analysis of pedagogical methods is essential for preventing repeated errors and supporting continuous improvement of the educational process. Teaching methods such as PBL, CBL, and simulations are aligned with the expected learning outcomes and employ an integrated, organ-system–based approach.

Individual learning trajectories are developed through:
• assessment of academic background;
• career counseling;
• academic advising and mentoring;
• selection of electives and flexible learning pathways;
• adapted clinical rotations;
• LMS analytics to track progress.

Regular meetings with academic advisors support timely adjustments to individual learning plans.

Remarks:

1. Student involvement in extracurricular activities (competitions, olympiads, sports, clubs, etc.) remains insufficient.

Criterion is met with remarks.

Criterion 3.2. Ensuring Availability and Transparency of Assessment Criteria, Methods, Expected Assessment Types, and Appeal Procedures
The university maintains internal and external mechanisms for monitoring the quality of student assessment. Responsible entities include:
• **Internal control:** faculty members, department chairs, and the Dean;
• **External control:** Development and Education Quality Department, Quality Council, Academic Council, Employer Council, and Parent Council.
Examiners follow job descriptions and regulations approved by the Academic Council.
Examinations have clearly defined procedures, formats, requirements, and assessment criteria, all of which are reflected in the university's regulatory documents. All test items undergo independent content review.
The final grade includes the sum of points for continuous assessment and final assessment (50 points each).
Faculty receive ongoing training on assessment of learning outcomes and modern teaching methodologies.
To ensure transparency and openness, the university uses:
• **Sycamore information system**,
• **Official university website**.
Published materials include:
• modular-rating system regulations;
• final assessment procedures;
• examination materials;
• course syllabi and instructional programs;
• test items and assessment criteria.
Students, faculty, and stakeholders have full access to all documents.
Student performance is reflected in electronic grade reports and personal accounts.
Assessment procedures are conducted according to the regulations of ongoing and interim assessment.
Measures to Ensure Objectivity:
• video and audio monitoring of examinations;
• computer-based testing;
• independent observers;
• standardized test banks.
Student Rights:
• the right to retake examinations according to regulations;
• the right to submit an appeal if they disagree with the assessment outcome.
An appeals committee is established by order of the Rector. Its work is transparent, impartial, and regulated.
Students are informed through:

• Sycamore (schedules, criteria, rules, grading scales);
• course syllabi;
• instructor consultations;
• advisory sessions;
• Student Government Association (SGA).
Faculty are required to:
• explain assessment criteria and methods at the beginning of each course;
• regularly inform students about their ongoing academic performance.
Channels for Submitting Complaints:
• anonymous surveys;
• suggestion boxes;
• electronic submissions;
• meetings with the administration;
• participation of the SGA President in Academic Council meetings.
All complaints are documented, analyzed, and reviewed by appropriate committees.
Students are guaranteed fair and timely review of complaints and appeals.

Criterion is met.

Criterion 3.3. Analysis of the Reasons for Student Attrition and Measures to Improve Academic Performance and Student Retention
Academic performance is monitored for each student.
At Academic Council meetings, the following are analyzed:
• reasons for academic underperformance;
• reasons for withdrawal;
• cases of academic deficiencies.
Measures taken include:
• additional classes and tutoring sessions;
• attendance monitoring;
• notifications about retake opportunities;
• communication with parents/guardians;
• motivational programs and tuition discounts;
• SGA-based mentoring and peer support.
The Admissions Office reviews the profiles of students who have withdrawn to prevent similar future cases.

Criterion is met.

Criterion 3.4. Use of Various Forms and Methods of Instruction (on-campus, blended, distance, digital, and other formats) to Increase Accessibility of Education
Instructors use:
• Problem-Based Learning (PBL);
• Case-Based Learning (CBL);
• Team-Based Learning (TBL);
• electronic and multimedia resources;
• simulation-based training and mannequins;

• virtual laboratories (Anatomage);
• interactive panels and online tools.
The university regularly updates its laboratories, equipment, and library resources.
The university offers:
• distance and hybrid courses;
• flipped-classroom models;
• mobile learning;
• competency-based independent learning;
• telemedicine clinical rotations;
• international rotations;
• flexible scheduling and extracurricular programs.
Interaction between instructors and students is supported through:
• regular office hours;
• interactive teaching methods;
• feedback mechanisms;
• mentorship programs;
• small-group instruction and simulations;
• joint research projects;
• informal events and student clubs;
• digital communication channels.
Faculty undergo training in inclusive teaching and effective communication.

Criterion is met.

Criterion 3.5. Academic Mobility of Students
Students complete **72–80 weeks** of clinical rotations in the USA, UK, Canada, Nepal, Saudi Arabia, and Curaçao. Partnership agreements (MOUs) ensure guaranteed clinical placement.
Students participate in:
• core hospital-based rotations;
• elective rotations in specialized fields;
• mobile clinics and public-health programs;
• clinical research and academic projects.

Criterion is met.

Strengths
1. The university has created favorable conditions for students to clearly understand their future career pathways.

Weaknesses
1. Insufficient student participation in extracurricular activities (competitions, olympiads, sports events, etc.).

Recommendations

1. Within one year, develop and implement an extracurricular activity plan with annual updates and evaluation of results.

Standard 3 is met with remarks.

STANDARD 4. Student Admission and Recognition of Prior Learning

Criterion 4.1. Ensuring Transparency and Objectivity in Student Admission Rules and Processes

The JFK University School of Medicine (Curaçao) ensures a transparent, fair, and merit-based admissions process grounded in the principles of objectivity, equal opportunity, and non-discrimination. The admissions policy is designed to guarantee equitable access and to identify candidates best prepared for the rigorous Doctor of Medicine (MD) and Pre-Medical programs. Admissions procedures are clearly defined, consistently applied, and publicly available on the official university website (jfkuniversity.org). The process includes:

• **Initial application review:** All candidates are evaluated based on academic transcripts, letters of recommendation, a personal statement, and proof of English proficiency. Minimum GPA requirements are published in advance (e.g., 2.7 for Pre-Med).

• **Interview:** Selected applicants undergo a standardized interview conducted by trained members of the Admissions Committee. The interview assesses communication skills, motivation, and ethical orientation using a unified scoring rubric.

• **Holistic approach:** In addition to academic metrics, personal qualities, commitment to medicine, and extracurricular involvement are considered.

• **No mandatory MCAT requirement:** To avoid socio-economic barriers, the MCAT is not compulsory; if submitted, it is reviewed as part of a holistic assessment.

• **Strict non-discrimination policy:** Admissions decisions are independent of race, gender, religion, nationality, or socio-economic background.

• **Accessibility for international students:** The university actively enrolls applicants from countries with limited medical-education infrastructure, using standardized procedures and requirements.

Examples of implementation:
• clearly published admission criteria;
• standardized interview scoring sheets;
• demographic and academic cohort reports;
• an appeals mechanism for admissions decisions.

Reduction of unreasonable barriers includes:
• fully digital document submission;
• no requirement for local equivalent entrance examinations;
• temporary waivers for delayed documents (e.g., due to visa processing);
• affordable tuition rates and flexible payment arrangements.

Admissions procedures are reviewed annually by the Admissions Committee and the Quality Assurance Department. Student academic performance, application trends, and feedback are analyzed to refine criteria.

Participating bodies (Admissions, Examination, Appeals, and Certification Committees) operate under regulations approved by the Academic Council and the Rector.

Information, marketing, outreach, and advisory activities are conducted via the university website, social media, brochures, open days, and international recruitment events in partnership with authorized agencies.

Student data are entered into the information system, and each applicant receives a personal login and password.

To ensure transparency and consistency, the university maintains:
• a regulatory framework consistent with Curaçao law;
• annual renewal of the composition of admissions-related committees;
• systematic information and outreach activities;
• annual monitoring of the admissions campaign and reporting to the Academic Council;
• a digital application platform;
• use of Sycamore for academic and administrative records.
International applicants follow a standardized procedure: submission of documents, review by the Admissions Committee, verification of educational credentials, additional examinations if required, and issuance of an **acceptance letter**.
After admission is confirmed, the university submits documentation to consular authorities for visa support when applicable.

Criterion is met.

Criterion 4.2. Ensuring Objective Recognition of Prior Qualifications and Periods of Study to Support Achievement of Intended Learning Outcomes

The university provides objective recognition of students' prior education, supporting academic mobility and continuity of learning.
The process involves:
• the Academic and Methodological Department;
• the Dean's Office and departments;
• the Internal Affairs Department;
• the Legal Certification Office;
• the Admissions Department.
The recognition procedure includes:
• a transcript review;
• determination of equivalency of learning outcomes;
• development of an individualized plan for eliminating academic discrepancies.
Any academic difference must be addressed within the academic year.
Students transferring to another institution receive a complete set of documents (transcript, certificates, achievement records).
Benefits:
• flexibility and individualized pathways;
• transparent requirements;
• preservation of educational continuity.
Recommendations:
• expand international mobility agreements;
• develop grant programs to support student mobility.

Criterion is met.

Criterion 4.3. Provision of Educational Documents to Students Completing the Program

Upon successful completion of the MD program, students receive:

1. **MD Degree Certificate** with signatures of university leadership;
2. **Official Academic Transcript** (grades, credits, GPA, clinical rotations);
3. **Certificate of Completion** (when required for specific academic stages);
4. Documentation of achieved learning outcomes (upon request).

The issuance of documents is overseen by:
• the Registrar;
• the Dean's Office;
• the Clinical Department;
• the Sycamore system (document generation and archiving).

Each student maintains a portfolio that includes:
• academic achievements;
• clinical competencies;
• research activity;
• certificates;
• social and creative engagement.

The portfolio is maintained throughout the entire period of study and is issued upon graduation or transfer.

The MD degree is recognized by international registries, including **WDOMS**, and is used for residency applications, USMLE preparation, and professional practice.

Remarks:
1. The university does not conduct a final graduation examination prior to issuing the MD diploma.

Criterion is met with remarks.

Weaknesses

1. The university does not conduct a formal final graduation examination prior to awarding the diploma.

Recommendations

1. By **May 1, 2026**, develop and implement a *Student Graduation Regulation* introducing a mandatory final graduation examination.

Standard 4 is met with remarks.

STANDARD 5. Teaching and Teaching Support Staff

Criterion 5.1. Alignment of the Composition, Qualifications, Education, and Experience of Teaching and Support Staff with the Educational Program

The teaching staff is the primary resource for implementing the mission of JFK University School of Medicine; therefore, the processes of recruitment, appointment, and professional development are given strategic priority.

To ensure transparency and objectivity, hiring, appointment, and promotion of faculty members are conducted on a competitive contractual basis in full accordance with the labor legislation of Curaçao. Candidate selection is based on an analysis of the staffing needs of the educational program, after which a competition for vacant positions is announced.

Candidate requirements are defined in the official job descriptions for:
• Dean;
• Dean of Academic Affairs;
• Department Chair;
• Professor;
• Associate Professor;
• Head of the Development and Education Quality Department;
• HR and Office Management roles.

During the hiring process, candidates undergo a multi-stage selection procedure, including:
• a three-month probationary period;
• delivery of a trial lecture;
• verification of higher education diplomas;
• residency completion documents;
• résumé and employment record;
• English proficiency certificate (minimum Intermediate level);
• additional certificates and awards.

This procedure ensures a comprehensive assessment of the candidate's professional and pedagogical competency.

Despite periodic increases in staff numbers due to the growing student population and expanding curriculum, the university has not yet reached the expected staffing level due to post-pandemic constraints.

Teaching at the university is delivered by:
• Professors;
• Associate Professors;
• Senior Lecturers;
• Lecturers and Assistants.

Only Professors, Associate Professors, and Senior Lecturers with at least three years of experience are permitted to deliver lectures. Qualification requirements are defined in job descriptions and regulations.

Personnel policy is embedded in the:
• University Charter;
• Mission Statement;
• Internal regulations;

• Standard employment contract;
• Job descriptions.
Current vacancies are published in a timely manner in the **Career** section of the university website. The university also conducts active digital marketing campaigns on social media (Instagram, Facebook, Telegram, YouTube), including faculty presentations, photos, and videos. Appointments of Deans and Department Chairs are made for a 5-year term via elections at Academic Committee meetings, in accordance with the "Regulation on the Procedure for Filling Academic Staff Positions."
Administrative, managerial, economic, and support positions are filled on a contractual basis in accordance with Curaçao labor law. Employment contracts are typically issued for 1–3 years and may be renewed by mutual agreement.
To ensure the protection of staff rights, the university is developing a collective agreement aligned with Curaçao labor legislation.
The MD program is delivered by experienced basic science educators and practicing clinicians. The **faculty-to-student ratio remains highly favorable**, significantly exceeding the licensing requirement of 12:1, ensuring individualized student attention and strong academic support. The university places great emphasis on both subject-matter expertise and effectiveness in teaching. Faculty members regularly participate in professional development programs, including training in medical education and clinical teaching. This maintains high academic standards and supports the development of professional competencies among future physicians.

Criterion met.

Criterion 5.2. Motivation, Incentives, and Retention of Teaching Staff

JFK SOM has implemented a comprehensive system for faculty selection, motivation, and retention, while simultaneously creating conditions that support active research.
A. Faculty Selection
1. **Rigorous recruitment process:**
   • Clearly defined responsibilities and competency requirements;
   • High standards of academic and clinical preparation;
   • Participation of multiple committee members to avoid bias;
   • Mandatory demonstration of pedagogical and clinical proficiency.
2. **Competitive compensation:**
   • Market-aligned salaries;
   • Health insurance;
   • Opportunities for professional advancement.
3. **Relocation support:**
   • Assistance with housing and relocation;
   • Structured onboarding and adaptation programs.

B. Faculty Motivation
1. **Professional development:**
   • Advanced training, certification programs;
   • Participation in international conferences;
   • Workshops on innovative teaching methods.

2. **Career advancement:**
   • Transparent promotion pathways;
   • Engagement in leadership roles.
3. **Recognition system:**
   • Awards for excellence in teaching, research, and community service;
   • Public recognition of faculty achievements.
4. **Work–life balance:**
   • Flexible work schedules;
   • Psychological and wellness support programs.

C. Faculty Retention
1. **Positive work environment:**
   • Collaborative culture;
   • Open communication between leadership and faculty.
2. **Support for research:**
   • Access to modern research infrastructure;
   • Interdisciplinary projects.
3. **Mentorship:**
   • Assignment of senior mentors to early-career faculty.
4. **Financial incentives:**
   • Longevity bonuses;
   • Upcoming opportunities for sabbatical leave to conduct research.

Criterion met.

Criterion 5.3. Regular Professional Development of Teaching Staff

Professional development is regulated by:
• The Strategic Development Plan of JFK SOM;
• Regulations on Advanced Training;
• The Annual Professional Development Plan;
• The Annual Research Plan of the University.
Forms of professional development include:
• Courses, seminars, and training programs;
• National and international scientific conferences;
• Academic and clinical internships;
• Master classes by leading experts.
The university allocates appropriate financial resources to support staff participation in relevant training activities.
The system of professional development for teaching and support staff includes:
• Regular courses in pedagogy and higher education methodology;
• Professional retraining and qualification upgrading;
• Agreements with institutes and educational organizations;
• Regular scientific work and academic conferences.

Even during the COVID-19 pandemic, faculty participated actively in online conferences and professional development programs funded by the university.

The university has created a modern instructional infrastructure:

• Computer and multimedia classrooms;
• Distance-learning platforms (Zoom, Google Meet, Google Classroom, Duo);
• The Sycamore system, including annual training sessions;
• Methodological video tutorials ("Creating a Test," "Assigning a Test").

During COVID-19, the university developed and implemented:

• The Regulation on Distance Learning;
• Instructions for the working group, teaching staff, students, and administration.

Criterion met.

Criterion 5.4. Development and Publication of Textbooks and Instructional Materials by Faculty

To improve the quality of educational processes, faculty members continuously develop and publish:

• study guides;
• textbooks;
• methodological recommendations.

The need for new materials is determined by:

• updates to the curriculum;
• revisions to state educational standards;
• new scientific discoveries, clinical guidelines, and international recommendations.

The development process includes:

1. Review of the proposal at the department meeting;
2. Approval by the Educational and Methodological Committee (EMC);
3. Inclusion in the annual research plan;
4. Internal and external peer review;
5. Publication and formal reporting.

Criterion met with remarks.

Remarks
1. Insufficient publication of original textbooks and instructional resources.

Weaknesses
1. Insufficient production of original teaching materials and textbooks.

Recommendations
1. By **September 1, 2026**, revise the **Textbook and Instructional Material Publication Plan**, including annual updates, performance monitoring, and

the provision of necessary conditions to enhance the production of original teaching resources.

Standard 5 is met with remarks.

STANDARD 6. Material, Technical, and Information Resources

Criterion 6.1. Material and Technical Resources

JFK University School of Medicine (JFK SOM) operates on two primary campuses:
1. Basic Sciences Campus — Willemstad, Curaçao
This campus hosts preclinical education, including foundational medical sciences and theoretical disciplines.
2. Clinical Sciences Campus — Rio Grande, New Jersey, USA
This campus includes administrative and educational facilities for students completing clinical clerkships at accredited hospitals and clinics in the United States.
The infrastructure includes instructional classrooms, computer workspaces, faculty offices, waiting areas, and meeting rooms.
The Rio Grande campus is equipped with computers, projectors, and two instructional classrooms available for student use during clinical rotations for study, consultations, and coursework. All buildings meet fire safety standards and institutional regulations.
Academic Facilities:
• A library containing a substantial collection of medical literature and journals;
• Multimedia classrooms equipped with modern projection and audio systems;
• Laboratories for anatomy, histology, pathophysiology, and pathology;
• Specialized rooms for clinical disciplines.
Anatomical Resources:
• Collections of plastic anatomical models: skeletons, organs, muscular system, joints, brain, sensory organs, reproductive system, gastrointestinal tract, peripheral nervous system, etc.;
• Full-size anatomical mannequins for practical training.
Simulation Center:
• Advanced mannequins for clinical skills training;
• Models for training and certification sessions;
• Emergency care simulators.
Multifunctional Laboratory:
• The Anatomage Table for virtual dissection and digital anatomy.
Student Dining Area
Students dine at the Amazia restaurant located on the first floor, which offers:
• a wide selection of cuisine;
• compliance with sanitary regulations;
• affordable pricing;
• the option to use the space as a study area.
Medical Services
A fully equipped medical room is located on the second floor, containing:
• an examination couch;
• medication storage cabinet;
• UV sterilization lamp;
• desk and privacy screen;
• first aid kits.

All students are covered by medical insurance, and annual medical examinations are conducted. The university maintains strict sanitary requirements, including routine cleaning, disinfection, and UV sterilization.

Additional University Resources

The university provides:
• textbooks and electronic resources;
• access to Sycamore, Zoom, and Perlego;
• simulation mannequins;
• scientific and laboratory equipment;
• multimedia classrooms;
• clinical skills centers.

Laboratory Equipment Includes:
• fume hoods;
• digital microscopes;
• laboratory instruments;
• drying ovens and distillers;
• diagnostic equipment;
• first aid kits and fire safety equipment.

The multifunctional laboratory is equipped with the ANATOMAGE Table.

Criterion met.

Criterion 6.2. Stability and Adequacy of Educational Facilities

JFK SOM maintains a stable and sufficient material and technical base, including:

Educational Buildings:
1. Academic Building No. 1 — Pareraweg 45
2. Academic Building No. 2 — Pareraweg 45

Both buildings fully comply with:
• sanitary and epidemiological requirements;
• fire safety regulations;
• educational standards of Curaçao.

The university possesses all required documentation:
• sanitary and epidemiological inspection reports;
• technical passports for buildings;
• floor plans;
• fire safety inspection reports.

Criterion met.

Criterion 6.3. Compliance of Educational Facilities with Safety Requirements (Sanitary, Hygienic, Fire Safety, Occupational Health, and Safety Regulations)

All university premises comply with:
• sanitary and hygienic standards;

• fire safety regulations;
• occupational health and safety requirements.
Facilities are equipped with:
• fire extinguishers and fire safety boards;
• evacuation plans;
• primary fire suppression equipment;
• first aid kits and safety stations.
Annual activities include:
• safety and fire safety briefings;
• sanitary and fire inspections;
• safety instructions for students prior to laboratory and clinical training.

Criterion met.

Criterion 6.4. Information Resources

Library Services
The library functions in the following areas:
• development of print and electronic collections;
• creation and updating of the electronic catalog;
• implementation of modern information technologies;
• user services for students and faculty;
• advancement of information literacy.
The library provides 24/7 remote access to its resources.
The university library serves as a modern information hub offering:
• access to electronic and print collections;
• a reading room with computer workstations;
• projection systems for educational activities;
• annual updates to its collection.
Integration with **Perlego** significantly expands students' access to international medical literature.
Additionally:
• large LED displays are installed for reading electronic books;
• continuous access to digital materials is supported.

Criterion met.

Standard 6 is met.

STANDARD 7. Scientific-Methodological and Research Activities

Criterion 7.1. Scientific-Methodological and Research Work of Faculty, Staff, and Students
Scientific-Methodological and Research Activities

Scientific-methodological and research work is a key component of the activities of the JFK University School of Medicine (JFK SOM). It serves as the foundation for improving the quality of the educational process, supporting the professional development of faculty, and fostering clinical reasoning among students.
The university views scientific research and methodological development as an essential pillar of contemporary medical education, fully aligned with its mission to prepare competent, ethical, and research-oriented physicians.

Remarks:
1. Absence of scientific-methodological and research work among faculty members.

   Criterion not met.

Criterion 7.2. Material, Technical, and Information Resources for Scientific Research

Scientific research at the JFK University School of Medicine is supported by a robust material and technical base, modern laboratory infrastructure, simulation technologies, and high-quality information resources. These conditions enable fundamental and applied research, academic mobility, the acquisition of evidence-based medicine skills, and the integration of scientific advancements into the curriculum.

1. Laboratory Infrastructure

The School of Medicine maintains a system of academic and research laboratories equipped with modern instrumentation necessary for biomedical and clinical research.

1.1. Core Laboratories

• **Anatomy Laboratory.** Equipped with anatomical models, digital microscopes, and the interactive ANATOMAGE Table, enabling virtual dissections, exploration of pathological processes, and visualization of 3D reconstructions of organs and systems.
• **Histology and Pathological Anatomy Laboratory.** Equipped with microscopes, digital cameras, tissue and cell visualization systems, and digital slide archives.
• **Biochemistry and Physiology Laboratory.** Includes analytical equipment such as centrifuges, spectrophotometers, thermostats, micropipettes, and diagnostic test kits.
• **Microbiology Laboratory.** Contains laminar flow hoods, incubators, microscopes, and equipment for bacterial culture identification and biomedical testing.
• **Multidisciplinary Laboratory.** Used for interdepartmental projects and equipped for physiological modeling, data visualization, and experimental studies.

1.2. Laboratory Equipment Includes:

• laboratory workstations and fume hoods;
• digital and optical microscopes;
• microbiological and biochemical research equipment;
• drying ovens and distillation units;
• instruments for measuring temperature, pressure, pH, and density;
• mannequins and simulation models;
• biological safety and fire protection tools.

2. Simulation Center

The JFK SOM Simulation Center is a key resource for clinical research, skills training, and practice-oriented scientific projects. It is equipped with:
• high-fidelity adult and pediatric CPR mannequins;
• simulators of clinical conditions (acute emergencies, respiratory failure, allergic reactions);
• mannequins for urological, obstetric, and gynecological practice;
• phantoms for IV, IM, and subcutaneous injections;
• dermatological simulation equipment;
• hospital beds, screens, tripods, and medical instruments;
• video-projection systems for demonstrations and presentations.
The Simulation Center is used for:
• clinical skills research;
• OSCE-based assessment;
• medical education studies;
• development of innovative teaching methodologies.

3. Clinical Sites for Research

The university maintains a network of affiliated clinics and hospitals providing opportunities for clinical research.
Clinical sites enable:
• clinical observations;
• student and faculty participation in clinical projects;
• work with real patients under physician supervision;
• research in surgery, internal medicine, pediatrics, neurology, cardiology, endocrinology, etc.;
• access to clinical data (in compliance with ethics and law).
The clinical infrastructure complies with Curacao Department of Health standards and ensures a high level of patient and researcher safety.

4. Information Resources and Digital Infrastructure

The School of Medicine provides students, faculty, and staff with access to modern electronic libraries, databases, and educational platforms essential for research.

4.1. Perlego E-Library

The university offers access to the international electronic library Perlego, containing over 1,000,000 academic publications, including:
• *Gray's Anatomy for Students*
• *Guyton and Hall: Medical Physiology*
• *Robbins & Cotran: Pathologic Basis of Disease*
• *Bates' Guide to Physical Examination*
• *Lippincott Illustrated Reviews*, and other core references.
Perlego functionalities include:
• literature search;
• highlighting and annotation;
• citation management;
• laptop and mobile access;
• 24/7 availability.

4.2. Sycamore Education Portal

Used for:
• distribution of research and academic materials;
• organization of research projects;
• data exchange between students and supervisors;
• storage of assessment results;
• communication within research groups.

4.3. Access to External Scientific Platforms

Students and staff have access to:
• PubMed / Medline;
• NCBI databases;
• Google Scholar;
• WHO and CDC research repositories;
• international clinical guidelines (NICE, AHA, ADA, ACS).

5. Material and Technical Support for Research

The university provides extensive technical support enabling research activities.

5.1. Technical Support Includes:

• IT department ensuring stable internet, and support of Sycamore and Perlego;
• modern computers, printers, projectors;
• specialized equipment for anesthesiology, surgery, and internal medicine.

To ensure inclusive participation in scientific activities, the campus includes:
• ramps and elevators;
• an accessibility module on the university website (contrast adjustment, font size);
• full access to laboratories;
• individualized consultations and adapted research formats when necessary.

Criterion met.

Criterion 7.3. Exchange of Scientific Results and Personnel

Criterion not met.

Criterion 7.4. Publication Activity of Faculty, Staff, and Students

Criterion not met.

Criterion 7.5. Internal and External Funding of Research Activities

Criterion not met.

Weaknesses:

1. Absence of scientific-methodological and research work among faculty.

Recommendations:

1. By **September 1, 2026**, develop and implement a comprehensive Plan for Scientific-Methodological and Research Activities of Faculty, including annual evaluation of results and measures for continued improvement.

Standard 7 is not met.

STANDARD 8. Financial Resources of the Educational Organization

Criterion 8.1. Financial Policy of the Institution

The financial policy of the JFK University School of Medicine (JFK SOM) is aimed at ensuring the stable functioning of the university, achieving strategic goals, fulfilling its mission, and meeting international standards in medical education. The policy defines the sources of financial resources, principles of allocation, mechanisms of control and transparency, and priorities in financing educational, scientific, and clinical activities.

The financial policy is based on the following principles:

efficiency, transparency, accountability, sustainability, legality, and targeted use of resources.

1. Sources of Funding

The financial base of JFK SOM is formed from diverse sources, which ensures the sustainability of the institution.

1.1. Internal Sources

• Tuition fees (primary source).
• Income from educational services (certificates, short-term programs, trainings).
• Revenue from use of facilities (renting classrooms, laboratories, etc.).
• Internal earmarked funds (development fund, research support fund).

1.2. External Sources

• Grants and subsidies from national and international organizations (NIH, PAHO, WHO, private foundations).
• Partnerships with clinical sites in the United States and the Caribbean.
• Sponsorships and donations from individuals and organizations.

2. Principles of Financial Policy

The financial policy is aligned with international approaches to resource management in medical education institutions.

2.1. Transparency and Openness

• Annual publication of financial reports.
• Availability of budget information to governing bodies.
• Transparency of resource-distribution criteria.

2.2. Legality and Compliance

• Strict accounting in accordance with Curacao and U.S. legislation.
• Independent financial audits.
• Compliance with WFME standards on financial sustainability.

2.3. Targeted Use of Funds

Each expenditure direction is supported by internal regulations, development plans, and governance decisions (Academic Council, Quality Committee, Board of Trustees).

2.4. Financial Sustainability

• Strategic budgeting for 3–5 years.
• Reserve fund for emergencies.
• Systematic upgrading of infrastructure.

2.5. Efficiency and Rationality

• Annual budgeting.
• Expense optimization.
• Cost control of educational services aligned with market conditions.

3. Allocation of Financial Resources

3.1. Educational Activities

• Faculty and staff salaries.
• Modernization of classrooms and laboratories.
• Purchase of teaching materials and equipment.
• Digital resources (Perlego, Sycamore, Zoom licenses).

3.2. Research Activities

• Funding of research projects.
• Mini-grants for faculty and students.
• Coverage of conference and publication fees.
• Development of laboratory infrastructure.
• Software for research (statistics, visualization, simulation).

3.3. Clinical Training

• Support of clinical education at partner institutions.
• Payment for administrative services of clinical sites.
• Procurement of simulation equipment.
• Support of off-campus clinical programs (U.S. and Caribbean).

3.4. Information Technologies

• IT infrastructure development.
• Cloud services.
• Cybersecurity.
• Electronic learning platforms.

3.5. Student Support

• Social scholarships.
• Academic merit scholarships.
• Partial tuition support.
• Psychological and advisory support.

4. Financial Governance and Control

4.1. Responsible Bodies

• President — strategic financial leadership.
• Academic Council — budget approval and expenditure priorities.
• Quality Assurance Department — monitoring resource efficiency.
• Finance Office — accounting, analysis, reporting.
• Board of Trustees (if applicable) — external oversight.

4.2. Financial Control

• Regular internal audits.
• Independent external audits.
• Inspections of clinical sites and departments.
• Cost-effectiveness analysis.

4.3. Planning and Reporting

• Annual university budget.
• Reports on research activities.
• Reports on infrastructure modernization.
• Student financial support reports.
• Consolidated annual financial statement.

5. Financial Policy for Human Resources

• Competitive faculty salaries.
• Bonuses and incentives.
• Professional development funding.
• Support for academic mobility.
• Funding for research publications.

6. Policy for Infrastructure Development

Annual investments include:
• renovation of academic buildings,
• expansion of clinical sites,
• procurement of simulation equipment,
• digital library development,
• safety, surveillance, and fire protection systems.

7. Financial Sustainability and Strategic Development

Includes:
• long-term budgeting (three-year forecast),
• sustained financing of key programs,
• strategic investments in research and clinical resources,
• reserve fund creation,
• risk analysis and financial protection planning.

Remarks:

1. Limited external funding sources.
   Criterion met with remarks.

Criterion 8.2. Financial Stability and Viability of the Educational Organization

Financial stability and viability of JFK SOM ensure continuity of the educational process, achievement of strategic goals, and compliance with international accreditation standards. Due to diversified revenue streams, systemic planning, transparent financial governance, and effective cost control, the university demonstrates stable functioning in both short- and long-term perspectives.

1. Principles of Financial Stability
1.1. Diversification of Revenue

• tuition fees,
• external grants,
• clinical partnerships,
• educational services,
• donations,
• founder and partner investments.

1.2. Long-Term Strategic Planning

• three- and five-year budgeting,
• forecasting student enrollment growth,

• infrastructure development needs,
• academic and clinical program goals.

1.3. Transparency and Accountability

• compliance with Curacao legislation,
• adherence to accreditation requirements,
• independent audits,
• documented and collegial decision-making.

1.4. Rational and Targeted Use of Resources

Aligned strictly with strategic priorities: education, clinical training, research, and infrastructure.

2. Structure of Financial Viability

2.1. Main Revenue Sources

• Tuition fees — stable annual income.
• Clinical partnership contributions.
• Donations and development funds.
• Additional educational services.
• Rental of university facilities.

2.2. Strategic Investments

• modernization of classrooms and laboratories,
• strengthening clinical base,
• educational digitalization (Sycamore, Perlego),
• simulation technologies,
• research infrastructure,
• faculty development.

2.3. Reserve Fund

Provides:
• emergency expense coverage,
• risk mitigation,
• protection of the educational process.

3. Financial Management and Control

3.1. Governance Bodies

• President,
• Academic Council,
• Quality Assurance Department,
• Finance Office.

3.2. Control Mechanisms

• annual external audit,
• internal monitoring,
• cost-effectiveness assessment,
• expenditure alignment verification.

4. Financial Support of Educational Process

4.1. Academic Process

• faculty salaries,
• learning materials,
• access to external resources (Perlego),
• digital learning platforms.

4.2. Clinical Training

• payment to clinical partners,
• simulation center equipment,
• clinical learning facilities.

Remarks:

1. Insufficient risk-management and reserve systems.

   Criterion met with remarks.

Criterion 8.3. Accounting, Reporting, and Transparency of Financial Use

Financial transparency is a foundational principle at JFK SOM, ensuring trust among students, staff, founders, partners, regulators, and international accreditation agencies. The university has implemented a systematic, documented, auditable system of financial accounting, budgeting, and reporting aligned with Curacao legislation and international transparency standards.

Key principles:
Legality — compliance with Curacao financial law and IFRS/GAAP.
Accountability — documented operations and multi-level control.
Transparency — open access to budget information.
Rationality — strict alignment of spending with institutional priorities.
Multi-level Control

Internal: daily monitoring, reconciliation, contract control, asset tracking.
Administrative: approval of major expenditures, risk analysis.
External: annual independent audits.

- Monthly income/expenditure report.
- Quarterly report for Academic Council.
- Annual Financial Statement.
- Reports on targeted funding and grants.
- Procurement and tender reports.
- Capital investment reports.

Procurement Transparency

Procurement is based on:
- competitiveness,
- efficiency,
- documentation.
The university regularly invests in:
- building modernization,
- laboratories and simulation centers,
- clinical bases,
- digital systems,
- medical equipment.

Remarks:

1. Some limitations in procurement transparency and risk controls.

2. **Criterion met with remarks.**

Criterion 8.4. Revenue Sources and Investment Attractiveness of the Institution

The financial sustainability and long-term investment attractiveness of JFK SOM are supported by diversified income structures, effective resource management, and stable demand for medical education.

Main Revenue Sources
1. Tuition Fees (80–85% of annual budget)

- MD program tuition,
- Pre-Med tuition,
- clinical rotation fees,
- administrative fees.

2. Founder Contributions

- infrastructure development,
- laboratory upgrades,
- simulation center enhancements.

3. Clinical Partnerships

- contracts with U.S. and Curacao clinical sites,
- joint educational projects,
- medical services and practice-based programs.

4. Grants and Research Programs

WHO, PAHO, NIH, Horizon Europe, private foundations.

5. Professional and Online Programs

- certification courses,
- USMLE preparation (future),
- online medical education.

6. Digital Infrastructure

- Sycamore,
- Perlego — enabling digital expansion of services.

Investment Attractiveness

Driven by:
- global physician shortage,
- growing international demand,
- access to U.S. clinical rotations,
- modern infrastructure (ANATOMAGE, simulation center),
- transparent audits.

Criterion met.

Criterion 8.5. Financial Support for Research

Research funding at JFK SOM supports sustainable scientific development, encourages faculty and student research activity, and promotes integration into international research networks.

Financing Principles

• alignment with mission and strategic goals,
• transparency and accountability,
• targeted use of funds.

Funding Sources

Internal

• laboratory equipment,
• simulation center upgrades,
• consumables,
• student projects,
• Perlego licenses,
• conferences and training.

Internal Mini-Grants (Planned)

For pilot studies, student research, educational materials, and curriculum-integrated projects.

External

• WHO/PAHO, NIH, Horizon Europe, global health funds,
• clinical partners in the U.S.,
• private foundations and donors.

Remarks:

1. Insufficient funding for research.

   Criterion met with remarks.

Weaknesses:

1. Limited external funding sources.
2. Insufficient risk management and reserves.
3. Insufficient research funding.

Recommendations:

1. By **September 1, 2026**, create a Grants and International Partnerships Office and prepare grant applications (WHO, Erasmus+, PAHO, etc.) with annual monitoring.
2. By **September 1, 2026**, develop and implement a financial risk-management plan (Risk Register + Emergency Fund Policy).
3. By **September 1, 2026**, establish an internal mini-grant fund to support faculty and student research activities.

Standard 8 is met with remarks.

CHAPTER 2. PRELIMINARY RESULTS OF ACCREDITATION

4. PRELIMINARY RESULTS OF INTERNATIONAL INSTITUTIONAL AND PROGRAM ACCREDITATION OF THE EDUCATIONAL PROGRAM ("GENERAL MEDICINE", 4 YEARS) OF THE J. KENNEDY UNIVERSITY SCHOOL OF MEDICINE

БИЛИМ БЕРУУ ПРОГРАММАЛАРЫН ЖАНА УЮМДАРЫН АККРЕДИТАЦИЯЛОО АГЕНТТИГИ — АГЕНТСТВО ПО АККРЕДИТАЦИИ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ И ОРГАНИЗАЦИЙ

AGENCY FOR ACCREDITATION OF EDUCATIONAL PROGRAMS AND ORGANIZATIONS

PRELIMINARY RESULTS OF THE EXTERNAL EVALUATION OF THE INTERNATIONAL INSTITUTIONAL AND EDUCATIONAL PROGRAM (DOCTOR OF MEDICINE - 4 YEARS) ACCREDITATION OF THE EDUCATIONAL INSTITUTION "JOHN F. KENNEDY UNIVERSITY SCHOOL OF MEDICINE"

Chairman: **Prof. Rysbek Abdyldaev**
Doctor of Medical Sciences, PhD., Professor Cureline Inc/ Consultant, South San Francisco, CA, **United States of America.**

Deputy Chairman: **Prof. Syed Ishtiaq Rasool**
M.D; PH.D (Cardiology); FACC; FSCAI; FJSC; FSIM; FPCS,
Professor clinical and interventional cardiology Liquat National Hospital and Medical College (LNHMC) Institute for Undergraduate and Postgraduate Medical studies and Medical Sciences - Karachi, **Pakistan.**

Commission Members: **Dr. Svetlana Mambetalieva,**
Candidate of Technical Sciences, Deputy Director of AAEPO, **Kyrgyz Republic.**

Amanbek Mamytov
6th-year student, specialty "General Medicine," Kyrgyz State Medical Academy named after I. Akhunbaev, representative of the student community, **Kyrgyz Republic.**

Coordinator: **Prof. Baktybek Ismailov**
Doctor of Technical Sciences, Professor, Honored Worker of Education in Kyrgyz Republic, Director of AAEPO, **Kyrgyz Republic.**

Commission Referent: **Dr. Kubanych Ramatov**
Candidate of Technical Sciences, Higher and Postgraduate Education Manager of AAEPO, **Kyrgyz Republic.**

November 10-12, 2025.

STANDARD 1. Quality Assurance Policy

Strengths:
1. The university actively collaborates with medical institutions in the USA and other international organizations.

Weaknesses:
1. The university has not implemented a quality management system (QMS) in line with international standards.
2. The university's website does not reflect the mission and strategic plans of the institution.

Recommendations:
1. Within 2 years, develop and implement a QMS that meets international standards.
2. By March 01, 2026, revise the university's mission and strategic plans, publish them on the website, and develop a plan for their periodic review.

Standard 1 is met with remarks.

STANDARD 2. Educational Program

Weaknesses:
1. The university's work on developing the main professional educational program reflecting learning objectives and outcomes is insufficient.
2. The document regulating the teaching workload of faculty members has not been fully developed.

Recommendations:
1. Within one year, develop the main professional educational program, specifying educational objectives, learning outcomes, and mechanisms for their achievement, with annual analysis and corrective actions.
2. Within one year, refine and put into effect the Regulation on Teaching Workload, with regular monitoring of its application.

Standard 2 is met with remarks.

STANDARD 3. Student-Centered Learning and Assessment

Strengths:
1. Favorable conditions are created for students to have a clear understanding of their future careers.

Weaknesses:
1. Insufficient student participation in extracurricular activities (olympiads, competitions, sports, etc.).

Recommendations:
1. Within one year, develop and implement a plan for extracurricular activities with annual updates and performance analysis.

Standard 3 is met with remarks.

STANDARD 4. Student Admission and Recognition of Learning Outcomes

Weaknesses:
1. The university does not conduct a final graduation examination for diploma issuance.

Recommendations:
1. By May 05, 2026, develop and implement regulations for student graduation, introducing a mandatory final exam.

Standard 4 is met with remarks.

STANDARD 5. Teaching and Support Staff

Weaknesses:
1. Insufficient publication of textbooks and teaching materials developed by the university.

Recommendations:
1. By September 01, 2026, revise the plan for publishing textbooks and teaching materials, with annual updates, performance analysis, and the provision of necessary resources for improvement.

Standard 5 is met with remarks.

STANDARD 6. Material, Technical, and Information Resources

Standard 6 is met.

STANDARD 7. Research and Methodological Work

Weaknesses:
1. Lack of research and methodological work by faculty members.

Recommendations:
1. By September 01, 2026, develop and implement a plan for research and methodological work of faculty members, with annual analysis and improvement actions.

Standard 7 is not met.

STANDARD 8. Financial Planning and Management

Weaknesses:
1. Limited external funding sources.
2. Insufficient risk management and reserve systems.
3. Inadequate funding for research activities.

Recommendations:
1. By September 01, 2026, establish a department for grants and international partnerships, prepare grant applications (WHO, Erasmus+, PAHO, etc.), with annual reviews and corrective actions.
2. By September 01, 2026, develop and implement a financial risk management plan (Risk Register + Emergency Fund Policy), with annual updates and corrective measures.
3. By September, 01, 2026, establish an internal mini-grant fund for faculty and students, allocating a separate budget line for research and methodological work.
Standard 8 is met with remarks.

EVALUATION OF STANDARD COMPLIANCE

Standard 1	*met with remarks*
Standard 2	*met with remarks*
Standard 3	*met with remarks*
Standard 4	*met with remarks*
Standard 5	*met with remarks*
Standard 6	*met*
Standard 7	*not met*
Standard 8	*met with remarks*

Expert Commission's Draft Accreditation Decision:
1. To accredit the J. KENNEDY UNIVERSITY SCHOOL OF MEDICINE as a higher education institution that meets the standards and criteria of international institutional accreditation
<u>for a period of 3 years.</u>
2. To accredit the educational program "General Medicine" (4 years) implemented at the J. KENNEDY UNIVERSITY SCHOOL OF MEDICINE as a higher education program meeting the standards and criteria of international program accreditation
<u>for a period of 3 years.</u>

November 10–12, 2025

Appendix № 1. Copy of the document on recognition of AAOPO by the World Federation for Medical Education (WFME).

WORLD FEDERATION FOR MEDICAL EDUCATION

CERTIFICATE OF RECOGNITION STATUS

This is to certify that

Agency For Accreditation for Educational Programs and Organizations (AAEPO)

22a, Manas Pr.
Bishkek City, 720010
Kyrgyzstan

Has met the criteria for the WFME Recognition of Accreditation Programme and has been awarded Recognition Status until 31 March 2032, pending annual monitoring of continued compliance.

WFME Recognition Status confirms that the World Federation for Medical Education (WFME) is satisfied with the accreditation process, post-accreditation monitoring, and decision making process of AAEPO as it relates to basic medical education schools or programmes. WFME Recognition Status of an agency confers the understanding that the quality of medical education in its accredited schools is to an appropriate and rigorous standard.
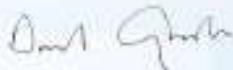
Professor David Gordon
President
World Federation for Medical Education

Appendix № 2. University Application for International Institutional and Programmatic Accreditation

JOHN F. KENNEDY UNIVERSITY SCHOOL OF MEDICINE

Campus: Pareraweg #45 Business Park Keystone, Willemstad, Curacao. USA: 190 N, Main St, Natick, MA
Campus Ph: (5999) 681 0527. Toll Free Number: 1-888-481-9201. Website: www.jfkuniversity.org

Ref: 082024
Date: August 27, 2024

Director,
Accreditation of Educational Institutions
Program and Organization (AAEPO).

Dear Professor, Baktybek Ismailov,

I'm reaching out to you on behalf of John F. Kennedy University School of Medicine.

John F. Kennedy University School of Medicine with its campus in Curacao would like to apply for accreditation by your agency.
Please find attached with this letter the following documents:

1. A copy of the certificate of state registration of the higher education institution.
2. Copies of licenses of the state authorized body in the field of education for implemented programs.
3. The full name of the educational programs being implemented (indicating the cipher and the contingent of students in all forms of education).
4. The number and name of the structural divisions and branches of the higher educational institution.

Please do not hesitate to contact me if you need any further information.

Your help in this regard is greatly appreciated.

Kind regards,

Farrah Syed, MD
Dean of the University.
John F Kennedy University School of Medicine,
Tel: 1-888-481-9201
Email: dean@jfkuniversity.org
Web: www.jfkuniversity.org