

**ON THE RESULTS OF THE INTERNATIONAL INSTITUTIONAL AND PROGRAM
ACCREDITATION OF THE EDUCATIONAL INSTITUTION
«ASIAN INTERNATIONAL UNIVERSITY»
(560001 General Medicine – 5 Years, 560001 General Medicine – 6 Years,
560004 Stomatology – 5 Years)**

TABLE OF CONTENTS

1.	ABBREVIATIONS AND ACRONYMS	3
2.	INTRODUCTION	5

CHAPTER 1. EXTERNAL EVALUATION REPORT

3.	RESULTS OF THE ASSESSMENT OF COMPLIANCE WITH ACCREDITATION STANDARDS AND SUPPORTING EVIDENCE DURING THE INTERNATIONAL ACCREDITATION PROCESS	11
3.1.	STANDARD 1. Minimum Requirements for the Quality Assurance Policy	11
3.2.	STANDARD 2. Minimum Requirements for the Design, Approval, Monitoring, and Periodic Review of Educational Programmes	16
3.3.	STANDARD 3. Minimum Requirements for Student-Centred Learning and Assessment of Student Academic Performance	27
3.4.	STANDARD 4. Minimum Requirements for Student Admission, Recognition of Prior Learning, and Graduation	32
3.5.	STANDARD 5. Minimum Requirements for Academic and Teaching Support Staff	36
3.6.	STANDARD 6. Minimum Requirements for Facilities, Infrastructure, and Information Resources	40
3.7.	STANDARD 7. Minimum Requirements for Information Management and Public Information	45
3.8.	STANDARD 8. Financial Resources of the Educational Organization	56

CHAPTER 2. PRELIMINARY ACCREDITATION RESULTS

4.	CONCLUSION OF THE INTERNATIONAL ACCREDITATION COMMISSION ...	63
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1. ABBREVIATIONS AND ACRONYMS

AAEPO – Agency for Accreditation of Educational Programmes and Organizations.

AIU – Asian International University named after S. Tentishev.

AMP – Administrative and Management Personnel.

Administrative and Maintenance Department – Administrative and Maintenance Department.

HEI – Higher Education Institution.

WHO – World Health Organization.

HPE – Higher Professional Education.

Educational and Student Affairs – Educational and Student Affairs.
SAC – State Attestation Commission.
SES – State Educational Standard.
RRG – Rapid Response Group.
SFA – State Final Attestation.
IVIS – Electronic Library System of Periodical Publications.
CC – Competency Catalogue.
CPD Course – Continuing Professional Development Course.
KAS – Kyrgyz Accounting Standards.
MoH KR – Ministry of Health of the Kyrgyz Republic.
MSHEI KR – Ministry of Science, Higher Education and Innovation of the Kyrgyz Republic.
IPD – Department of Interprofessional Disciplines.
MD – Department of Morphological Disciplines.
MRT – Modular Rating Technology of Education.
IC – International Cooperation.
MC – Medical Center.
IFRS – International Financial Reporting Standards.
Research – Research Activity.
SR – Student Research.
VAT – Value Added Tax.
HCO – Healthcare Organization.
HR Department – Human Resources Department.
EQD – Education Quality Department.
IRO – International Relations Office.
BEP – Basic Educational Programme.
EP – Educational Programme.
LLC – Limited Liability Company.
OSCE – Objective Structured Clinical Examination.
PHC – Primary Health Care.
FPK – Fire Protection Kit.
Academic Staff – Academic Staff.
WG – Working Group.
LO – Learning Outcome.
SSS – Student Scientific Society.
SC – Simulation Center.
SSC – Student Scientific Club.
QMS – Quality Management System.
SIW – Student Independent Work.
SHR Department – Student Human Resources Department.
OHS – Occupational Health and Safety.
TLM – Teaching and Learning Materials.
ETA – Educational and Student Affairs.
EMC – Educational and Methodological Council.
EMC – Educational and Methodological Complex.
Teaching Manual – Educational and Methodological Manual.
EMD – Educational and Methodological Department.
Educational and Research Activity – Educational and Research Activity.
Academic Council – Academic Council.
EMS – Emergency Situations.
CECPD – Center for Continuing Education, Professional Retraining and Capacity Building.
QMC – Quality Management Center.
FGP Center – Family Group Practice Center.
FMC – Family Medicine Center.

Payroll Fund – Payroll Fund.
ELS – Electronic Library System.
MCI – Medical Council of India.
PM&DC – Pakistan Medical and Dental Council.
RBL – Research-Based Learning.
SWOT Analysis – Strengths, Weaknesses, Opportunities, and Threats Analysis.
PBL – Problem-Based Learning.
CBL – Case-Based Learning.
Wi-Fi – Wireless Data Network.
LED – Light Emitting Diode Technology.
Smart TV – Smart Television Technology with Internet Access.
eBilim – University Electronic Educational Information System.
PubMed – International Database of Biomedical and Life Sciences Literature.
Web of Science – International Scientific Citation Database.
eLibrary – Scientific Electronic Library.
KingMed – Medical Information Database.
KPI – Key Performance Indicators.
LMS – Learning Management System.
ECTS – European Credit Transfer and Accumulation System.

2. INTRODUCTION

The purpose of the self-assessment is to determine the compliance of the content, level, and quality of graduate training under the educational programmes **560001 General Medicine – 5-Year Programme** and **560001 General Medicine – 6-Year Programme** at the **Asian International University named after S. Tentishev (AIU)** with the requirements of the State Educational Standard, as well as to successfully undergo international institutional and

programme accreditation.

The objectives of the self-assessment are:

- to analyze the University's activities in implementing the educational programmes in **General Medicine**;
- to assess the educational, instructional and methodological, research, organizational and student affairs activities, human resources, material and technical facilities, library resources, and information support of the educational process;
- to identify priority tasks and strategic directions aimed at improving the quality of educational programmes and fulfilling the University's mission.

Item	Information
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E-mail	asmistentishev@mail.ru
Websites	http://www.aiust.kg/ https://asmi.edu.kg
Information on the Establishment of the Institution	The Asian Medical Institute (ASMI) was registered with the Ministry of Justice of the Kyrgyz Republic under Registration No. 2507-3308-Y-e, OKPO 23394562, TIN 0060220010113, State Registration Certificate GPU 0023850 dated 6 February 2004, as a privately owned higher medical educational institution (Appendix 0.1. Certificate of State Registration). Following re-registration with the Ministry of Justice of the Kyrgyz Republic, the institution was renamed the Asian International University named after S. Tentishev. The re-registration was completed under Registration No. 2025-001 dated 11 September 2025, TIN 00602200410113 (Appendix 0.2. Certificate of State Re-registration). The University operates in accordance with its Charter (Appendix 0.3. Charter of the Asian International University).
Legal Status	Educational institution of higher and secondary vocational education.
Form of Ownership	Private.
Founder	Erkin Satkynbaevich Tentishev (Appendix 0.4. Foundation Agreement).
Head of the University	Rector: Toychubek Tulekovich Selpiev, Honoured Doctor of the Kyrgyz Republic, Doctor of Medical Sciences, Professor. Tel.: +996 700 552292 E-mail: selpiev@list.ru
University Representatives Responsible for Programme Accreditation	Muktar Duyshenovich Choguldurov – Vice-Rector for Academic and Research Affairs Tel.: +996 555 781458 E-mail: Choguldurov@mail.ru Chyngyzbek Kachkynbekovich Alakov – Administrative Director Tel.: +996 556 333223 E-mail: Chika4487@gmail.com Zhanyl Bolotovna Sulaimanova – Head of the Educational and Methodological Department Tel.: +996 500 842909 E-mail: bolotova.zhanka@bk.ru Amanbay Karimovich Matisakov – Dean of the Faculties of General Medicine and Dentistry Tel.: +996 700 544232 E-mail: Amanbay@mail.ru Elmira Kadyralievna Artykbaeva – Head of the Human Resources Department Tel.: +996 551 202325 E-mail:

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Members of the Self-Assessment Commission	The Self-Assessment Commission was established by Rector's Order No. 06-2/037 dated 27 February 2026 (Appendix 0.5. Order "On Establishing the Working Group for the Preparation of the AIU Self-Assessment Report for International Institutional and Programme Accreditation by AAEPPO"). Standard 1 – Meerim Sh. Karagulova, QMS Specialist; Standard 2 – Zhanyl B. Sulaimanova, Head of the Educational and Methodological Department; Standard 3 – Amanbay K. Matisakov, Dean of the Faculties of General Medicine and Dentistry; Standard 4 – Zhyldyz Z. Kozhonalieva, Head of the Student Human Resources Department; Standard 5 – Elmira K. Artykbaeva, Head of the Human Resources Department; Standard 6 – Chyngyzbek K. Alakov, Administrative Director; Standard 7 – Almira S. Ashyrbekova, Academic Secretary; Standard 8 – Zhyldyz E. Satarova, Acting Chief Accountant.
Educational Programmes Offered	NQF Level 6 – Secondary Vocational Education (Basic Level) Specialties: • 060108 Pharmacy; • 060106 Orthopedic Dentistry; • 060101 General Medicine. Duration of study: • Pharmacy – 2 years 10 months; • Orthopedic Dentistry – 2 years 10 months; • General Medicine – 3 years 6 months. Total workload: 240 credits. NQF Level 7 (ISCED 7 / EQF / QF-EHEA) – Integrated Higher Education and Professional Training: • General Medicine – 6 years (360 credits); • General Medicine – 5 years (300 ECTS credits); • Dentistry – 5 years (300 ECTS credits). Residency Programmes (2–3 years): • Surgery; • Obstetrics and Gynecology; • Internal Medicine; • Dentistry. NQF Level 8 (ISCED 8 / EQF / QF-EHEA) – Third Cycle Higher Education (Postgraduate Studies): 26 ECTS credits, part-time study, duration – 4 years.
Licensing Information	License for the re-registration of the Asian International University, Series LS250000840, Registration No. 2025-001, dated 11 September 2025, valid for an unlimited period (Appendix 0.6. License).
Item	Information
Accreditation History	Previous accreditations of the Asian Medical Institute (ASMI) include: 1. EdNet Agency for Quality Assurance in Education Programme accreditation was conducted in 2017. Based on the external evaluation, Certificate No. 9-17 (Accreditation Council Protocol No. 4-CA dated 26 December 2017) was awarded with validity until 26 December 2022 (Appendix 0.7. Certificate). 2. Agency for Accreditation of Educational Programmes and Organizations (AAEPPO) Institutional accreditation was conducted in 2020. Following the external evaluation, the University was accredited for five years, and Institutional Accreditation Certificate No. VI200000030 was issued, valid until 19 June 2025 (Appendix 0.8. Certificate). 3. Independent Agency for Accreditation and Rating

	(IAAR) Institutional accreditation was conducted in 2021. Based on the Accreditation Council Decision (Protocol No. 64 dated 23 December 2021), the University was accredited for one year. Registration No. AA0220, valid until 22 December 2022 (Appendix 0.9. Certificate). 4. Agency for Accreditation of Educational Programmes and Organizations (AAEPO) International programme accreditation was conducted in 2022. Following the evaluation, the educational programme was accredited for five years, and International Programme Accreditation Certificate No. VA220000010 was issued, valid until 10 June 2027 (Appendix 0.10. Certificate). 5. Agency for Accreditation of Educational Programmes and Organizations (AAEPO) Independent programme accreditation was conducted in October 2022. Following the evaluation, the educational programme was accredited for five years, and International Programme Accreditation Certificate No. VA220000373 was issued, valid until 18 October 2027 (Appendix 0.11. Certificate).
Awards and Recognition	On 30 November 2018, the Asian Medical Institute was awarded the First Prize Certificate by the Ministry of Education and Science of the Kyrgyz Republic and the EdNet Agency for Quality Assurance in Education in the nomination "University – Corruption-Free Territory 2018" (Appendix 0.12. Certificate). In 2017, ASMI received the diploma "Zhyldyn Mykty Okuu Zhaiy" (Best Educational Institution of the Year) presented on behalf of the Editor-in-Chief of the <i>Chuy Bayany</i> newspaper of Chuy Region (Appendix 0.13. Certificate). In 2023, in recognition of its contribution to the development of innovative education, strengthening international cooperation in education, and significant contribution to the national education system, ASMI was awarded the honorary title "Kyrgyz Brand" by the publishing house <i>Kyrgyz Tuusu</i> (Appendix 0.14. Certificate).
Membership in International Organizations and International Recognition	The Asian Medical Institute is listed and recognized by leading international organizations and databases in medical education (Appendix 0.15): • World Health Organization (WHO); • World Directory of Medical Schools (WDOMS); • International Association of Universities (IAU), Paris; • Association of Medical Schools in Europe (AMSE); • National Medical Commission (NMC), India; • Pakistan Medical and Dental Council (PMDC); • Medical and Dental Council of Nigeria (MDCN); • Afghanistan Medical Council (AMC); • Nepal Medical Council (NMC); • Bangladesh Medical and Dental Council (BMDC). The University is also included in international and national official registries and databases, including: • Higher Educational Institutions of the Kyrgyz Republic (EduGate); • WFME Recognition Programme; • World Higher Education Database (WHED); • Educational Commission for Foreign Medical Graduates (ECFMG); • World Directory of Medical Schools (WDOMS); • Education Network Association (EdNet); • Australian Medical Council (AMC); • Pakistan Medical and Dental Council (PMDC); • National Medical Commission (NMC), India.
Information on the Educational Programmes under Accreditation	Programme Code and Title: • 560001 General Medicine – 5-Year Programme (Appendix 0.17. Curriculum); • 560001 General Medicine – 6-Year Programme (Appendix 0.18. Curriculum). Level of Education: Higher Professional Education. Field of Study: General Medicine. Qualification Awarded: Medical Doctor (MD).

Student Enrollment in All Educational Programmes and Years of Study

The distribution of students by year of study is presented in Table 1.

Table 1. Summary of Student Enrollment for the 2025–2026 Academic Year

Country	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Faculty of General Medicine – 6-Year Programme							
India	68	91	110	221	169	126	785
Pakistan	21	17	39	61	195	120	453
Kyrgyz Republic	2		2		1		5
United Kingdom	1						1
Total	92	108	151	282	365	246	1,244
Faculty of General Medicine – 5-Year Programme							
India	433	197	216	199	313	—	1,358
Pakistan	113	96	165	195	208	—	777
Bangladesh		2	1		1	—	4
Bahrain	1					—	1
United Kingdom		1				—	1
Total	547	296	382	394	522	—	2,141
Faculty of Dentistry							
Kyrgyz Republic	4	3	1		4	—	12
Kazakhstan	12	4		1		—	17
Uzbekistan					2	—	2
Russia	1					—	1
Pakistan	8	9	13	12	14	—	56
India		1				—	1
Total	25	17	14	13	20	—	89
Overall Total	664	421	547	689	907	246	3,474

Maximum student enrollment under the license: 6,500 students.

The student body is formed from representatives of ten countries that are traditionally interested in obtaining medical education abroad. The University is especially in demand among citizens of Pakistan and India, who together constitute more than half of the total international student body. The educational process at AIU is carried out on the basis of approved regulatory legal acts and official documents that determine the procedure and rules for conducting educational activities. The organization of the educational process is based on approved curricula, working curricula, and the academic calendar. This ensures the systematic and consistent implementation of educational activities. In order to objectively assess the level of achievement of competencies and ensure the quality of education, comprehensive assessment of students' knowledge is conducted in accordance with the class schedule, including:

- current assessment;
- interim assessment;
- final assessment;
- State Final Attestation (SFA).

This quality management system is aimed at the continuous improvement of educational programmes and increasing the effectiveness of graduate training.

According to the Mission, the AIU Development Plan for 2025–2030 (Appendix 15. AIU Development Plan for 2025–2030) and the Strategic Development Plan of AIU for 2025–2030 (Appendix 16. Strategic Development Plan of AIU for 2025–2030; Action Plan for the Implementation of the AIU Development Programme), curricula and working curricula are developed and revised annually, taking into account the requirements of all stakeholders (founder, employers, graduates, students).

Brief history:

The Asian Medical Institute named after Satkynbai Tentishev was established in 2004 and registered with the Ministry of Justice of the Kyrgyz Republic to carry out educational activities in the field of higher medical education in the specialties "General Medicine" and "Dentistry". In 2025, as a result of institutional development and expansion of educational, scientific and international activities, the Institute was re-registered with the Ministry of Justice of the Kyrgyz Republic and transformed into the Asian International University named after Satkynbai Tentishev (AIU), which reflects the transition of the educational organization to the university model and the expansion of the range of educational programmes. At present, AIU is a private higher education institution implementing higher, postgraduate and secondary vocational education programmes. Training of specialists is carried out in medical educational programmes, including "General Medicine", "Dentistry", clinical residency programmes and secondary vocational education programmes.

The structure of the University includes 2 faculties ("General Medicine" and "Dentistry"), 7 departments in social sciences and humanities, basic sciences, clinical and specialized professional medical disciplines. Modern teaching technologies are actively used in the educational process, including the simulation center, laboratory facilities and clinical training bases.

More than 3,000 students' study at the University, including citizens of the Kyrgyz Republic and foreign countries, including India, Pakistan, Nepal, Kazakhstan, Russia and other countries. Instruction is provided in Russian and English. AIU is registered and represented in a number of international organizations and medical education databases, including the World Health Organization (WHO), the Foundation for Advancement of International Medical Education and Research (FAIMER), the International Association of Universities (IAU), the Association for Medical Education in Europe (AMEE), and other international organizations.

During the period of its activity, the University has graduated more than 3,900 graduates, many of whom successfully validate their diplomas and pass qualifying examinations in medical councils and professional regulatory authorities of various countries, including the National Medical Commission of India (NMC), the Pakistan Medical and Dental Council (PMDC), and other national medical councils.

AIU has a modern educational and material base, including academic buildings, laboratories, a simulation center, libraries, computer classrooms, clinical training bases and student dormitories, which ensures the full implementation of the educational process and the development of students' practical competencies.

Much attention at AIU is paid to students' independent work and practical classes, which are conducted at the following multidisciplinary medical institutions: S. Tentishev AIU Medical Clinic, Clinical Multidisciplinary Hospital No. 2 of Bishkek, Neman-Pharm LLC, Bishkek, E. Gareev Botanical Garden of the National Academy of Sciences of the Kyrgyz Republic, Healthcare Organization – Family Group Practice Center of Issyk-Ata District, Chuy Region, Chuy Regional United Hospital, which is confirmed by the availability of agreements: (Appendix 20. Agreement with the S. Tentishev AIU Medical Clinic); (Appendix 21. Agreement with Clinical Multidisciplinary Hospital No. 2, Bishkek); (Appendix 24. Agreement with the E.Kh. Akramov Chuy Regional United Hospital of the Ministry of Health of the Kyrgyz Republic); (Appendix 25. Agreement with the Healthcare Organization – Family Group Practice Center of Issyk-Ata District, Chuy Region), and others.

The organization of the educational process at AIU under the accredited programme is carried out by the Faculty of General Medicine – 5- and 6-Year Programmes (Appendix 26. Regulations on the Faculty), which includes 7 departments: Department of Natural Sciences and Humanities (Appendix 27. Regulations on the Department), Department of Morphological Disciplines (Appendix 28. Regulations on the Department), Department of Obstetrics, Pediatrics and Gynecology (Appendix 29. Regulations on the Department), Department of Therapeutic and Specialized Disciplines (Appendix 30. Regulations on the Department), Department of Interprofessional Disciplines (Appendix 31. Regulations on the Department), Department of Surgical Disciplines (Appendix 32. Regulations on the Department), and Department of Dental

Disciplines (Appendix 33. Regulations on the Department). Along with traditional teaching methods and models (lecture–seminar), innovative teaching methods and technologies have been introduced and are used in the form of training sessions, open classes, online lectures with the participation of foreign specialists, including the use of digital technologies, a simulation center equipped with modern equipment (Appendix 34. Regulations on the Simulation Center), and a modular rating system for the assessment of learning outcomes has been introduced.

The content of the educational and methodological complexes of disciplines complies with the requirements of the State Educational Standard of Higher Professional Education of the Kyrgyz Republic (Appendix 35. State Educational Standard of Higher Professional Education of the Kyrgyz Republic) for specialties 560001 "General Medicine" – 5 and 6 years, 560004 "Stomatology" – 5 years.

Completion of higher professional education programmes at AIU ends with the mandatory State Final Attestation of graduates (Appendix 36. Regulations on the State Final Attestation).

The educational process is regulated by the regulatory legal acts in the field of education of the Kyrgyz Republic, the regulatory acts of the Ministry of Science, Higher Education and Innovation of the Kyrgyz Republic and the Ministry of Health of the Kyrgyz Republic, as well as the Charter (Appendix 0.3. AIU Charter).

CHAPTER 1. EXTERNAL EVALUATION REPORT

3. RESULTS OF THE ASSESSMENT OF COMPLIANCE WITH ACCREDITATION STANDARDS AND SUPPORTING EVIDENCE DURING THE INTERNATIONAL ACCREDITATION PROCESS

3.1. Standard 1. Quality Assurance Policy

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

The mission of the Asian International University named after Satkynbai Tentishev is formulated as follows: To train highly qualified, competitive and socially responsible specialists of a new generation, capable of working effectively in the conditions of global transformations, the digital economy and the intercultural environment, on the basis of the integration of education, science, innovation and international cooperation.

The University administration, academic staff, heads of structural subdivisions, representatives of employers, students and international partners participated in the development and discussion of the University mission.

The mission was approved in 2025 at the meeting of the Academic Council of the Asian International University named after S. Tentishev, Minutes No. 1 dated September 4, 2025 (Appendix 1.1.1. Extract from the Minutes of the Academic Council Meeting on Approval). The AIU Strategic Development Programme for 2025–2030 is available.

The process of developing the Strategic Development Programme was carried out in several stages. At the first stage, proposals and initiatives from the structural subdivisions of the University were collected on the basis of the Rector's Order of the Asian International University named after S. Tentishev on the commencement of the development of the Strategic Development Programme, which established the deadlines, responsible persons and the procedure for submitting proposals (Appendix 1.1.2. Rector's Order on the Commencement of the Development of the Strategic Development Programme and Collection of Proposals from Structural Subdivisions), including ideas and development directions for the main areas of activity (Appendix 1.1.3. Memorandum from the Department of Natural Sciences and Humanities; Appendix 1.1.4. Memorandum from the Research Department). At the second stage, the draft Strategic Development Programme was developed on the basis of the submitted proposals, as well as the analysis of the current situation and priority directions of the University's development (Appendix 1.1.5. Analytical Report). At the third stage, the draft Programme was submitted for discussion and approved in the prescribed manner taking into account all proposals (Appendix 1.1.6. AIU Strategic Development Programme for 2025–2030) and approved at the meeting of the Academic Council of AIU on September 4, 2025 (Appendix 1.1.7. Extract from the Minutes on the Discussion and Approval of the Programme).

The Mission and the Strategic Development Programme of AIU are published in open access on the official website of the University (www.aiust.kg), which provides an opportunity for all stakeholders to become acquainted with them.

For the implementation of the Strategic Development Programme, an Action Plan for its implementation has been developed, defining the objectives of the development strategy and their expected results (Appendix 1.1.8. Action Plan for the Implementation of the AIU Strategic Development Programme), and target indicators for the implementation of the Programme have also been defined, making it possible to monitor the achievement of strategic objectives and evaluate the effectiveness of the implemented activities (Appendix 1.1.9. Target Indicators for the Implementation of the AIU Development Programme and Their Values).

For the implementation of the Development Programme, the University Work Plan has been developed (Appendix 1.1.10. AIU Work Plan for the 2025–2026 Academic Year), which contains the main areas of activity, objectives, activities, implementation deadlines and

responsible persons on the basis of proposals from employees, students, and the results of stakeholder surveys conducted at AIU (Appendix 1.1.11. Memorandum from the QMS Specialist), (Appendix 1.1.12. Results of the Student Survey). The University Work Plan was discussed and approved at the meeting of the Academic Council on June 30, 2025 (Appendix 1.1.13. Extract from the Minutes of the Academic Council) and published on the website (<https://www.aiust.kg/>).

Comments:

- 1. The mission is too general and not sufficiently specific; the mechanism for achieving it is formulated in vague terms.*
- 2. The feasibility of certain provisions of the Programme raises doubts. For example, the transformation into University 4.0 is absolutely unrealistic. At present, there is no University 4.0 anywhere in the world. The stage of University 3.0 should first be achieved. At present, AIU does not yet fully meet the requirements of University 2.0.*
- 3. Doubts are also raised by the provision on entering the Top 500 best universities in the world.*

Criterion 1.1. is fulfilled with comments.

Criterion 1.2. Annual monitoring of the implementation of the mission, strategic and current plans, analysis of the results and introduction of appropriate corrective actions

During the monitoring process, internal audits are conducted, annual reports of employees and structural subdivisions of the University are reviewed, and the results of surveys of students, employers and other stakeholders are analyzed.

The monitoring results are discussed at the meetings of the Educational and Methodological Council (Appendix 1.2.1. Extract from the Minutes of the Educational and Methodological Council on the results of the OSCE), and the Academic Council (Appendix 1.2.2. Extract from the Minutes of the Academic Council on the consideration of the results of the student survey). Based on the results of monitoring the academic process and analyzing the opinions of stakeholders, the University adopts corrective management decisions aimed at improving educational activities. In particular, based on the results of the survey of students' parents (Appendix 1.2.3. Analysis of the Results of the Parents' Survey) and the analysis of the adaptation problems of first-year students (Appendix 1.2.4. Analysis of the Results of the First-Year Student Survey), a decision was made to introduce the elective discipline "Adaptation of Students to Study at a Medical Higher Education Institution" as a university component, aimed at developing academic skills and familiarizing students with the strategies of academic activity, the specific features of studying at a medical university, and the formation of effective learning skills (Appendix 1.2.5. Extract from the Minutes of the Educational and Methodological Council No. 1 on the introduction of a new elective discipline). In addition, based on the results of surveys of students and employers, the material and technical facilities of the University's Simulation Center were improved, which made it possible to expand the opportunities for developing students' clinical and professional skills, increase the level of practice-oriented training of students, and create conditions for practicing clinical manipulations and professional competencies (Appendix 1.2.6. Report on the Status and Development of the Material and Technical Base of the Simulation Center for 2025).

Monitoring of the implementation of the University's strategic and current activity plans is regulated by the internal normative documents of the AIU Quality Management System, including the Quality Policy (Appendix 1.2.7. Quality Policy), the Quality Manual (Appendix 1.2.8. Quality Manual), the Regulations on Internal Audit (Appendix 1.2.9. Regulations on Internal Audit), the Regulations on Monitoring and Peer Observation of Classes (Appendix 1.2.10. Regulations on Monitoring and Peer Observation of Classes), the Regulations on the

Procedure for Conducting Surveys (Appendix 1.2.11. Regulations on the Procedure for Conducting Surveys), the Regulations on Interaction with Stakeholders (Appendix 1.2.12. Regulations on Interaction with Stakeholders), and others. These documents were developed with the participation of the heads of structural subdivisions and other participants in the relevant processes, agreed upon with the interested subdivisions, and approved by the Rector's Order of AIU (Appendix 1.2.13. Rector's Order on Approval of the Register of QMS Normative Documents of AIU; Appendix 1.2.14. Approved Register of QMS Normative Documents of AIU), which ensures their mandatory application by all structural subdivisions and employees of the University.

Criterion 1.2. is fulfilled.

Criterion 1.3. Internal Quality Assurance System (IQAS)

AIU has an Internal Quality Assurance System (IQAS), implemented within the framework of the Quality Management System (QMS) and aimed at monitoring, analysis and continuous improvement of the academic, scientific and managerial activities of the University.

The University's Quality Management System is at the initial stage of development and operates on the basis of the University's internal normative documents.

The QMS structure includes the University administration, the Quality Council (Appendix 1.3.1. Regulations on the Quality Council; Appendix 1.3.2. Order on the Establishment of the Quality Council), the Department of Education Quality and Labor Discipline (Appendix 1.3.3. Regulations on the Department of Education Quality and Labor Discipline), as well as the QMS Specialist (Appendix 1.3.4. Job Description of the QMS Specialist).

The Internal Quality Assurance System consists of the University's internal normative documents, the list of which is presented in the Register of Internal Normative Documents of AIU (Appendix 1.3.5. Register of QMS Normative Documents).

The quality of educational programmes is ensured through systematic monitoring, analysis of performance results and continuous improvement of the academic process (Appendix 1.3.6. Work Plan of the Department of Education Quality and Labor Discipline; Appendix 1.3.7. QMS Work Plan). The monitoring results are considered at the meetings of the Academic Council of the University and are used in making management decisions aimed at improving the academic process and enhancing the quality of student training.

Comment:

The QMS is at the initial stage of development and has not yet undergone an external evaluation of its performance. It is necessary to obtain QMS certification, first at the national level and subsequently at the international level.

Criterion 1.3. is fulfilled with comments.

Criterion 1.4. Academic Reputation and Ensuring Academic Freedom

The academic reputation of AIU is formed on the basis of the systematic implementation of the strategic directions of the University's development aimed at improving the quality of education, developing research activities, internationalization, and implementing an effective internal quality assurance system (Appendix 1.4.1. AIU Strategic Development Programme for 2025–2030, pp. 3–5).

These directions are detailed in the Action Plan for the implementation of the Development Programme, as well as in the system of target indicators reflecting quantitative and qualitative indicators of the achievement of strategic objectives (Appendix 1.4.2. Action Plan for the Implementation of the AIU Development Programme, pp. 2–3; Appendix 1.4.3. Target Indicators for the Implementation of the AIU Development Programme, pp. 1–2).

In order to improve its academic reputation, the University continuously implements activities

aimed at intensifying research activities, including increasing the publication activity of the academic staff, developing research areas, and integrating research into the academic process (Appendix 1.4.4. Regulations on Research Activities of Employees and Academic Staff, pp. 1–2). In addition, mechanisms for stimulating research activity and evaluating the performance of academic staff through the rating evaluation system, which is part of the internal quality system, have been introduced (Appendix 1.4.5. Regulations on the Rating Evaluation of Academic Staff and Departments, pp. 1–2).

Since 2025, the University has published the scientific journal "AIU Bulletin", which contributes to the development of publication activity and strengthening of the University's academic reputation (https://www.aiust.kg/?page_id=7706, Appendix 1.4.6. Report of the Research Department).

The development of academic reputation is also ensured through the improvement of educational programmes taking into account the requirements of the state educational standards and the labor market, with the involvement of employers and external experts (Appendix 1.4.7. Review of the Educational Programme). An important direction is the expansion of academic mobility of students and academic staff, the development of international cooperation and integration into the global educational area (Appendix 1.4.8. Regulations on Academic Mobility, pp. 1–2). All processes are implemented within the framework of the functioning of the Quality Management System based on the Quality Policy and the principles of continuous improvement (Appendix 1.4.9. Quality Policy, pp. 1–2).

The normative regulation of ensuring academic reputation and academic freedom is carried out through a set of the University's internal documents, including the Academic Policy, which defines the principles of organizing academic activities and guarantees transparency, fairness and academic integrity (Appendix 1.4.10. Academic Policy, pp. 1–2), the Regulations on the Organization of the Academic Process (Appendix 1.4.11. Regulations on the Organization of the Academic Process, pp. 1–2), as well as the Regulations on Nonconformity Management, which provide a mechanism for continuous quality improvement (Appendix 1.4.12. Regulations on Nonconformity Management, pp. 1–2).

Academic freedom at the University is ensured by granting academic staff the right to choose educational technologies, teaching methods and research directions, to participate in the development and updating of educational programmes, as well as freedom of scientific research and publication activity. At the same time, students' rights to objective and transparent assessment of knowledge and the opportunity to protect their rights through appeal procedures are ensured (Appendix 1.4.13. Regulations on the Appeals Commission, pp. 1–2).

Specific evidence of the improvement of academic reputation is provided by the results of the external evaluation of the University's activities, including 100% accreditation of educational programmes, as well as stable results of the internal monitoring of the quality of education (Appendix 1.4.14. Interim KRI Report of AIU, pp. 1–2).

According to the results of the student survey, a favorable educational environment has been created at the University with a high level of safety (81.53%), comfort and student engagement (up to 79–81%), as well as the highest level of information accessibility (90.76%) (Appendix 1.4.15. Analysis of the Student Survey, pp. 3–5).

In addition, the positive dynamics of the quality of education are confirmed by the comparative results of student surveys for 2023–2026, demonstrating an increase in satisfaction with education (from 38% to 47.79%), a significant increase in the perception of fairness of assessment (up to 59.04%), and improvement in the quality of teaching and meeting students' expectations (Appendix 1.4.16. Comparative Analysis of Student Surveys for 2023–2026, pp. 1–2).

Taken together, these results indicate the formation of a sustainable quality assurance system, increased confidence on the part of students, and strengthening of the University's academic reputation, while simultaneously moving to a more mature assessment model characterized by increased requirements for practice-oriented training.

Thus, the academic reputation of AIU is ensured through the comprehensive implementation of

strategic and operational activities, normative regulation and the functioning of the Quality Management System, and is also confirmed by objective quantitative and qualitative indicators of the University's activities.

Comments:

AIU has not yet participated in international rankings.

Criterion 1.4. is fulfilled with comments.

Weaknesses:

1. The mission is too general and not sufficiently specific; the mechanism for achieving it is formulated in vague terms.
2. The feasibility of some provisions of the Programme raises doubts. For example, the transformation into University 4.0 is absolutely unrealistic. At present, there is no University 4.0 in the world. Doubts are also raised by the provision on entering the Top 500 best universities in the world.
3. The University's Quality Management System (QMS) is at the initial stage of development (it is incomplete) and has not yet undergone an external evaluation of its performance. It is necessary to obtain QMS certification, first at the national level and subsequently at the international level.
4. AIU has not participated in international university rankings.

Recommendations:

1. By September 1, 2026, revise the mission, making it as specific as possible, clearly defining the mechanism for achieving it, and reflecting the University's uniqueness.
2. By September 1, 2026, revise the University's Strategic Development Plan in terms of the feasibility of its provisions (for example, transformation into University 4.0; entering the Top 500 best universities in the world).
3. Within two years, complete the development and implementation of a QMS that complies with ISO requirements and undergo the certification procedure.
4. Within three years, participate in an international university ranking.

Standard 1 is fulfilled with comments.

3.2. Standard 2. Educational Programme

Criterion 2.1. Educational Objectives of the Programme

The higher professional education programme in specialty **560001 – General Medicine (General Medicine)** for international students, implemented at the Asian International University named after S. Tentishev, has been developed in accordance with the State Educational Standard of Higher Professional Education of the Kyrgyz Republic (SES HPE) and the University's internal normative documents (Appendix 2.1.1. State Educational Standard of Higher Professional Education, General Medicine, 5- and 6-Year Programmes; Appendix 2.1.2. Minutes of the Educational and Methodological Council and the Academic Council). The programme is a systematically organized set of educational and methodological documentation aimed at training qualified specialists taking into account the needs of the national healthcare system, the international labor market and modern requirements of medical education.

2.1.1. Objectives of the Educational Programme:

1. Training of highly qualified, competitive and socially responsible physicians.
2. Formation of fundamental knowledge and clinical skills based on the principles of evidence-based medicine.
3. Ensuring readiness for postgraduate education and professional mobility.
4. Development of professional ethics, clinical thinking and lifelong learning skills.

The objectives of the educational programme specify the mission of the University taking into account the specifics of medical education and are aimed at training a new generation physician capable of continuous professional development and effective work in the conditions of the modern healthcare system.

Appendix 2.1.3. – Educational Programme "General Medicine" (6 years), Educational Programme "General Medicine" (5 years).

Appendix 2.1.4. – AIU Mission.

Consideration of Stakeholders' Needs

The formulation and updating of the educational objectives are carried out with the participation of key stakeholders:

No.	Stakeholders	Mechanisms of Participation	Frequency
1.	Academic staff and Heads of Departments	Department meetings, Educational and Methodological Council meetings, SWOT analysis, review of the educational programme	Monthly
2.	Employers (clinical training bases)	Review of the educational programme, participation in the Academic Council, feedback on practical training	Annually
3.	Embassies of India and Pakistan in the Kyrgyz Republic	Consultations on improving clinical training	Annually
4.	Students	Surveys, participation in collegial bodies, feedback	Each semester
5.	Graduates	Employment surveys and surveys on the relevance of competencies	Annually

(Appendix 2.1.5. Minutes of the Educational and Methodological Council), (Appendix 2.1.6. Student Questionnaires and Analysis Results), (Appendix 2.1.7. Employers' Feedback), (Appendix 2.1.8. Graduate Survey).

Procedures for the Development and Revision of the Objectives

The educational objectives of the programme are developed and revised in accordance with the established procedures of the University, as well as the requirements of the State Educational Standard of Higher Professional Education of the Kyrgyz Republic. Updating of the educational programme is carried out systematically at least once every five years, as well as when

necessary, taking into account changes in the healthcare sector, the development of medical science and labor market requirements.

The procedure for the development and revision of the educational objectives includes:

- analysis of the compliance of the educational programme with the requirements of the State Educational Standard of Higher Professional Education of the Kyrgyz Republic;
- consideration of current trends in the development of the healthcare system and medical education;
- analysis of feedback from stakeholders (employers, students, graduates);
- consideration and discussion at the meetings of the Educational and Methodological Council;
- decision-making and approval of amendments in the prescribed manner.

(Appendix 2.1.10. State Educational Standard of Higher Professional Education of the Kyrgyz Republic), (Appendix 2.1.9. Regulations on the Development and Revision of Educational Programmes).

Comments:

- 1. The basic professional educational programmes (BPEP) and the objectives of the educational programmes do not fully comply with the requirements of international practice.**
- 2. Social partners do not participate sufficiently in the monitoring of educational programmes.**

Criterion 2.1. is fulfilled with comments.

Criterion 2.2. Learning Outcomes of the Educational Programme

The expected learning outcomes of the educational programme "General Medicine":

LO-1 – Uses basic knowledge of the humanities, natural sciences, and socio-economic disciplines.

LO-2 – Applies modern communication technologies, including a foreign language, for academic and professional interaction.

LO-3 – Determines the priorities of his/her professional activity and improves it in accordance with moral, ethical and legal standards.

LO-4 – Solves professional tasks using medical equipment and digital healthcare resources.

LO-5 – Assesses the morphofunctional state of the human body and applies methods of clinical examination.

LO-6 – Carries out preventive activities to preserve and strengthen public health.

LO-7 – Diagnoses diseases and pathological conditions.

LO-8 – Carries out therapeutic interventions in accordance with clinical protocols.

LO-9 – Carries out rehabilitation measures for the restoration of patients' health.

LO-10 – Applies the fundamentals of healthcare management and analyzes medical and statistical indicators.

LO-11 – Participates in research activities and applies methods of analysis and interpretation of scientific data.

The learning outcomes were considered at the meeting of the Educational and Methodological Council of AIU (Appendix 2.2.1. Minutes of the Educational and Methodological Council No. 2 dated October 29, 2025) and approved by the decision of the Academic Council (Appendix 2.2.2. Minutes of the Academic Council).

The correspondence between the objectives and the learning outcomes is shown in the following matrix:

No.	Educational Programme Objective	Corresponding Learning Outcomes
1.	Objective 1 – Training of highly qualified specialists	LO-1, LO-2, LO-4, LO-10
2.	Objective 2 – Formation of basic professional skills	LO-1, LO-5, LO-6, LO-7, LO-8, LO-9
3.	Objective 3 – Readiness for postgraduate education and international integration	LO-2, LO-3, LO-10, LO-11
4.	Objective 4 – Development of ethics, critical thinking and self-education	LO-2, LO-4, LO-11

The following resources are used for the formation of practical competencies and the development of clinical skills:

- AIU Simulation Center (Appendix 2.2.3. Simulation Center Catalogue), equipped with modern mannequins, simulators and simulation equipment. The Center provides safe acquisition of skills in CPR, injections, surgical procedures, and work with children and patients of different age groups. The use of the Center enables students to develop competencies before entering clinical training sites and increases their readiness for professional activity;
- Clinical training sites – hospitals, family medicine centers, private and public medical organizations;
- Classrooms and laboratories – formation of theoretical knowledge and general clinical skills.

The development and revision of the learning outcomes were carried out with the participation of:

No.	Stakeholders	Form of Participation	Frequency	Evidence
1	Employers (Chief Physicians of Clinical Training Sites)	Review of learning outcomes, participation in the Academic Council, recommendations on practical skills	As required	Appendix 2.2.4. Reviews of the 5- and 6-Year Programmes
2	Academic staff and departments	SWOT analysis, discussion at department meetings and Educational and Methodological Council meetings	Monthly	Appendix 2.2.5. Educational Programme, Educational Programme (6 years)
3	Students and graduates	Surveys, feedback, recommendations on practical training	Annually	Appendix 2.2.6. Analysis of Student and Graduate Surveys

The proposals on strengthening clinical training and practice-oriented education through the Simulation Center and clinical training sites have been taken into account.

(Appendix 2.2.4. Recommendations on Practical Skills and Assessment of the Compliance of Learning Outcomes with Labor Market Requirements.)

(Appendix 2.2.5. Reports on Student and Graduate Surveys. Feedback on Practical Training, Relevance of Skills, Proposals for Improving Learning Outcomes.)

The development, approval and revision of the learning outcomes are regulated by:

- State Educational Standard of Higher Professional Education of the Kyrgyz Republic (Appendix 2.2.1. Minutes on the Revision of the Learning Outcomes);
- Internal documents of AIU;
- (Appendix 2.2.6. Regulations on the Development, Implementation and Updating of Educational Programmes);
- (Appendix 2.2.7. Regulations on Monitoring and Evaluation of the Quality of Education at AIU);
- Decisions of the Academic Council and Minutes of the Educational and Methodological

Council.

The revision is carried out on a planned basis at least once every five years, and an extraordinary revision is carried out when there are changes in the regulatory framework or recommendations from stakeholders.

Comments:

The learning outcomes of the educational programmes do not fully comply with the requirements of international practice.

Criterion 2.2. is fulfilled with comments.

Criterion 2.3. Academic Workload of the Educational Programme

The academic workload of the educational programme "General Medicine" is formed in accordance with the State Educational Standards of Higher Professional Education of the Kyrgyz Republic, the international requirements of the World Federation for Medical Education (WFME), and the principles of the Bologna Process.

The total workload of the educational programme is **300–360 ECTS credits**, depending on the duration of study (5 or 6 years), with one credit corresponding to **30 academic hours**. The academic workload averages **30 credits per semester**.

The weekly academic workload of students does not exceed **40–45 academic hours**, which complies with the international recommendations of WFME and does not exceed the maximum permissible workload established by the normative documents of the Kyrgyz Republic (not more than **54 hours per week**).

The hours are distributed among lectures, practical classes, simulation classes, and clinical practice.

Practical training is carried out on the basis of the Simulation Center, clinical training sites, and during practical training placements, which ensures the safe and step-by-step formation of professional competencies.

The organization of the academic process provides for a rational alternation of theoretical and practical classes, which contributes to reducing students' fatigue and increasing the effectiveness of mastering the disciplines. The calculation and distribution of the academic workload are carried out on the basis of the curricula and the academic process schedule (Appendix 2.3.1. Curriculum of the Educational Programme "General Medicine" (5- and 6-Year Programmes); Appendix 2.3.2. Calculation of the Academic Workload for the 2025–2026 Academic Year) and are approved by the decisions of the Educational and Methodological Council and the Rector's orders. The academic workload is calculated on the basis of the average duration of the academic year, including theoretical instruction, examination sessions and practical training, excluding vacation periods. Monitoring of the academic workload is carried out on a regular basis and includes analysis of attendance and academic performance, collection of feedback from students and teachers, and assessment of the level of students' fatigue (Appendix 2.3.3. Minutes of the Department Meetings and the Educational and Methodological Council on the Distribution of the Academic Workload; Appendix 2.3.4. Catalogue of Elective Courses; Appendix 2.3.5. Academic Process Schedule; Appendix 2.3.6. Regulations on the Organization of the Academic Process at AIU).

Based on the analysis, recommendations are developed for optimizing the curriculum, redistribution of hours among disciplines, adjustment of the combination of lectures, practical and simulation classes, and reduction of overload during examination periods.

The development and control of the academic workload are regulated by:

1. State Educational Standard of Higher Professional Education of the Kyrgyz Republic for specialty 560001 "General Medicine";
2. Internal documents of AIU:

- Regulations on the Development of Educational Programmes and Course Syllabi;
- Regulations on Monitoring of the Academic Process and Academic Workload.

Criterion 2.3. is fulfilled.

Criterion 2.4. Provision of Training Sites by the Educational Programme for Various Types of Practice

All students of the educational programme "General Medicine" (5- and 6-Year Programmes) are provided with training sites for educational, clinical and practical training in accordance with the curriculum. Practical training is conducted at clinical organizations with which cooperation agreements have been concluded, as well as at the University's Medical Center and Simulation Center. According to the provisions of the Cooperation Agreements between AIU and healthcare organizations and the Order of the Ministry of Health of the Kyrgyz Republic "On Approval of the List of Clinical Training Sites of Higher and Secondary Medical Educational Organizations of the Kyrgyz Republic" No. 470 dated April 19, 2023, healthcare organizations ensure the right to conduct classes in clinical settings with thematic patients (Appendix 2.4.1. Agreements with Clinical Training Sites; Appendix 2.4.2. Order of the Ministry of Health of the Kyrgyz Republic No. 470 dated April 19, 2023).

The University has a sufficient number of clinical and simulation training sites for the development of students' practical skills: hospitals, outpatient clinics, family medicine centers, the AIU Medical Center, laboratories, as well as a Simulation Center equipped with phantoms, simulators and interactive systems ("Pirogov", dental units, typodonts).

Practical training ensures early contact of students with patients, gradual increase in the complexity of assigned tasks, and the formation of all professional competencies of graduates in accordance with the requirements of the State Educational Standard of Higher Professional Education of the Kyrgyz Republic. Clinical training of AIU students and the clinical activities of AIU staff are carried out on the basis of cooperation agreements with clinical training sites.

In order to improve the effectiveness of students' practical training, as well as to provide medical services to AIU students and employees and medical care to the population, the founder of the University established the AIU Medical Center equipped with modern medical equipment. The structure of the Medical Center includes a surgical department, an intensive care unit, an outpatient clinic, a laboratory and diagnostic units, which makes it possible to provide a full cycle of medical care and create conditions for the clinical training of students.

Students are actively involved in practical activities: they participate in patient consultations, emergency medical service duties, attend surgical operations, and participate in therapeutic and diagnostic procedures under the supervision of teachers and medical personnel.

(Appendix 2.4.3. Agreement with the AIU Medical Center).

Practical skills are developed and improved at the Simulation Center equipped with medical and simulation equipment and furniture intended for acquiring primary practical skills, as well as simulators designed to develop individual practical skills and teamwork abilities.

The University actively uses the "Pirogov" interactive table. For the clinical training of students of the Faculty of Stomatology, AIU has equipped dental classrooms with dental units, dental mannequins and prosthetic materials. In accordance with the identified needs, modern simulation teaching methods have been widely used over the past five years at the Departments of Therapeutic Disciplines, Surgical Disciplines and Stomatological Disciplines, and the Simulation Center Development Plan provides for the introduction of new training programmes in various disciplines.

The use of simulation training in the implementation of the curriculum is determined by the competencies that graduates of the respective programme must possess. At the same time, for each discipline, a list of practical skills that students must acquire is developed. The equipment of the AIU Simulation Center is continuously updated and expanded. In order to increase its utilization, a structure for the rational use of the Simulation Center is currently being developed:

1. Level I – general simulation training modules for all educational programmes;
2. Level II – specialized modules specific to each individual programme.

Students of all educational programmes acquire basic patient examination skills (propaedeutics) using simulation methods and the technical capabilities of the Simulation Center. For example, the Department of Surgical Disciplines conducts classes on injection techniques (intramuscular, intravenous and subcutaneous), catheterization (peripheral and central venous), application of dressings and immobilization, suturing and suture removal, urinary bladder catheterization in males and females, pleural puncture on phantoms and simulators, examination of infants and older children. A childbirth simulator is used for teaching obstetrics. To develop programme-specific competencies, appropriate simulation methods and equipment are used. Thus, students are trained using simulators in emergency care techniques, rectal and vaginal examination skills, examination of pregnant women, delivery management, examination of full-term newborns, premature infants and children of different age groups, palliative care techniques for critically ill patients, etc.

Clinical training of AIU students is organized in compliance with the principles of student and patient safety, which is ensured by:

- the inclusion, at the pre-clinical stage of training (third year of the Faculty of General Medicine), of the module "Internal Diseases", within which students, under the supervision of a teacher, acquire communication skills with patients and learn to assess the main physiological parameters using medical devices under normal conditions. For these purposes, the method of learning "on oneself or fellow students" is widely used;
- preliminary practice of medical manipulations and procedures on mannequins and simulators in the AIU Simulation Center;
- continuous supervision by teachers/practice supervisors over compliance with ethical and deontological standards and the performance of various medical procedures by students;
- lectures on patient safety and on the procedure and conditions for completing practical training before the beginning of the practice (Appendix 2.4.4. Regulations on Practical Training).

The University carries out revision of the educational programmes in order to incorporate innovative achievements in clinical sciences for scientific, technological and clinical developments. Updated curricula are also discussed at the meetings of the Educational and Methodological Council. The content of the taught disciplines and the corresponding methodological materials is updated taking into account the current and anticipated needs of the healthcare system and society. Modern society is characterized by a trend toward the internationalization of medical care. The current and anticipated needs of the population and the healthcare system for high-technology medical care are increasing. This is also reflected in the content of the clinical disciplines of the AIU Educational Programme, where new sections are introduced and previously underrepresented topics are given greater emphasis. Such areas of clinical medicine include, for example, the elective courses "Infusion and Transfusion Therapy", "Sports Medicine", "Neuropsychology", and "Gerontology". As a result of discussions at the meetings of the Educational and Methodological Council, the following disciplines were also introduced into the curriculum: Clinical Pharmacology, Phthisiology, Physiotherapy, Traditional Medicine, and Tropical Infections.

The AIU Educational Programme provides all students with early contact with clinical settings and real patients from the very beginning of their studies and gradually develops the complexity of practical skills and competencies. Early familiarization with clinical settings and all contacts with real patients are carried out according to the curriculum under the direct supervision of teachers and are introductory in nature, assuming the role of observer for students. In the fourth semester, within the disciplines "Nursing" and "General Patient Care", students have the opportunity not only to study basic nursing procedures but also to practice them with real patients.

Training in the basic methods of patient examination (history taking and physical examination) is carried out during the study of the main clinical disciplines in the third semester (Propaedeutics

of Internal Diseases, Propaedeutics of Pediatrics). While developing communication skills and acquiring the skills of communication with and care for patients, students directly participate in the provision of medical care. In the senior years, during practical classes, the main teaching methods include work with patients ("at the patient's bedside"), students' participation in medical consultations, and observation of the development of examination and treatment plans during the establishment of a clinical diagnosis.

Students acquire the relevant experience of working with the population and other specialists during practical classes at Family Medicine Centers and during clinical practice. In order to achieve the closest possible approximation to real medical practice and improve the quality of medical training, students, after completing clinical training in Internal Diseases, undergo medical practice at clinical training sites. Working with real patients at the level of primary health care (general practice centers and family medicine centers) teaches students to assume appropriate responsibility for activities related to health promotion, disease prevention, and patient care.

It should be noted that during the COVID-19 pandemic, many AIU students (especially senior students) worked as volunteers in clinics in their countries of residence and provided medical care in primary healthcare facilities and hospitals.

The study of clinical disciplines for students of all faculties begins in the second year. In particular, during the second year of the Faculty of General Medicine, while studying the module "Propaedeutics of Internal Diseases", students learn the fundamentals of communication and physical examination using mannequins and healthy volunteers. In the third year of the 5-Year Programme, clinical system modules such as "Cardiovascular System", "Respiratory System", and others are introduced, within which practical skills in identifying symptoms and syndromes of diseases in patients and establishing a syndromic diagnosis are developed. The knowledge and skills acquired are reinforced during the practical training of the second and third years, "Assistant Nurse" and "Assistant Emergency Medical Technician".

In the fourth to sixth years, clinical disciplines constitute the major part of the Educational Programme, and each of them includes academic hours allocated for clinical practice integrated into the programme. Upon completion of the fourth year, students undergo the practical training "Assistant Hospital Physician". In the sixth year, students complete the practical training "Assistant Physician at a Family Medicine Center" (Appendix 2.4.5. Practical Training Schedule; Appendix 2.4.6. Report of the Practice Supervisor; Appendix 2.4.7. Practice Diary; Appendix 2.4.8. Agreements with Clinical Training Sites).

Criterion 2.4. is fulfilled.

Criterion 2.5. Monitoring and Periodic Evaluation of the Educational Programme

Monitoring of educational programmes at AIU is carried out on a systematic basis and covers indicators of students' academic performance and graduation, the effectiveness of assessment procedures, the satisfaction of students and employers, the condition of the educational environment, as well as graduate employment. Monitoring is regulated by the local normative documents of the Quality Management System approved by the decision of the Academic Council of AIU: the Regulations on Monitoring and Evaluation of the Quality of Education, the Regulations on Internal Audit, and the Quality Policy (Appendix 2.5.1. Regulations on Monitoring and Evaluation of the Quality of Education; Appendix 2.5.2. Regulations on Internal Audit; Appendix 2.5.3. Quality Policy).

Monitoring is carried out on a regular basis:

- analysis of students' academic performance and the results of interim and final assessment based on the results of the examination session (Appendix 2.5.4. Report on Students' Academic Performance);
- evaluation of the effectiveness of assessment procedures (testing, Assessment Tools Fund (ATF), OSCE) based on the analysis of knowledge assessment results (Appendix 2.5.5. Analysis

of the Assessment Tools Fund and Assessment Results);

- surveys of students, graduates, employers and employees – annually (Appendix 2.5.6. Analysis of Conducted Surveys; Appendix 2.5.7. Results of the Survey "Teacher through the Eyes of Students");
- analysis of graduate employment – annually through interaction with employers and graduates (Appendix 2.5.8. Career Center Report);
- internal audits – according to the annual QMS plan (Appendix 2.5.9. QMS Work Plan; Appendix 2.5.10. Work Plan of the Department of Education Quality and Labor Discipline).

Monitoring of the educational environment is carried out through student surveys, analysis of the work of academic advisors, as well as reports of student parliament representatives and consideration of students' appeals, which are reviewed at the meetings of departments and the Educational and Methodological Council, following which corrective and preventive actions aimed at improving the educational programmes are developed and implemented (Appendix 2.5.11. Survey Analysis; Appendix 2.5.12. Academic Advisors' Reports; Appendix 2.5.13, Appendix 2.5.14. Minutes of Department Meetings and the Educational and Methodological Council).

Based on the monitoring results, the following improvements have been implemented:

- introduction of the elective course "Adaptation of Students to Study at a Medical Higher Education Institution" based on the analysis of surveys of students and parents (Appendix 2.5.15);
- expansion of the use of active and interactive teaching methods (case-study, simulation-based learning) based on the results of the employers' survey (Appendix 2.5.16. Extract from the Minutes);
- improvement of the Assessment Tools Fund and assessment methods taking into account the analysis of students' academic performance (Appendix 2.5.17. Regulations on the Assessment Tools Fund);
- introduction of the OSCE as a form of assessment of graduates' practical preparedness (Appendix 2.5.18. Regulations on the OSCE; Appendix 2.5.19. Photographs of the OSCE).

Monitoring of graduate employment is carried out annually through a graduate survey, which makes it possible to monitor their employment, career development and the correspondence of their positions to the acquired competencies. The Career Center, together with the International Department, the Dean's Office and international partners, monitors the career paths of graduates and analyzes the correspondence of their competencies to labor market requirements (Appendix 2.5.20. Analysis and Evaluation of Graduates). The information obtained is discussed at the meetings of the Academic Council and is used for updating the Educational Programme.

Criterion 2.5. is fulfilled.

Criterion 2.6. Educational and Methodological Support of the Educational Programme

At the University, the procedure for the development, review and evaluation of the compliance of educational and methodological support with the established requirements is defined by the internal document "Regulations on Educational and Methodological Complexes" (Appendix 2.6.1. Regulations on the Educational and Methodological Complexes, Educational and Methodological Complexes). This document regulates the composition of the educational and methodological support of disciplines, the procedures for internal and external review, approval and endorsement at the departments (Appendix 2.6.2. Extract from the Minutes of the Department Meeting; Appendix 2.6.3. Extract from the Educational and Methodological Complex.pdf) and the Educational and Methodological Council (Appendix 2.6.4. Extract from the Minutes of the Educational and Methodological Council Meeting No. 1 dated September 12, 2025), as well as the control of the relevance of the materials and their compliance with modern educational and scientific standards.

The adequacy of educational and methodological support is determined through the

comprehensiveness of the materials (working programmes, syllabi, lectures, practical assignments, methodological guidelines, Assessment Tools Fund, LMS), compliance with the educational objectives and learning outcomes (competencies), regular updating based on scientific achievements and review, as well as the practical applicability of the materials, verified through students' academic performance and completion of practical and laboratory work. The analysis of educational and methodological support is carried out by the departments, the Educational and Methodological Department and the Educational and Methodological Council on the basis of:

- internal and external review of educational and methodological materials (Appendix 2.6.5. Reviews of Educational and Methodological Complexes of Disciplines (internal and external));
- results of surveys of students and employers (Appendix 2.6.6. Sample Questionnaires for Students and Employers);
- monitoring of academic performance and achievement of the planned learning outcomes (Appendix 2.6.7. Analytical Reports of the Departments; Appendix 2.6.8. Minutes of Department Meetings / Educational and Methodological Council on the Analysis of Academic Performance; Appendix 2.6.9. Summary Grade Sheets and the Learning Outcomes Achievement Table);
- feedback from teachers and the academic staff (Appendix 2.6.10. Minutes of Department Meetings; Appendix 2.6.11. Results of the Academic Staff Survey; Appendix 2.6.12. Department Work Plan);
- analysis of the provision of disciplines with educational and methodological materials (Appendix 2.6.13. Minutes of Department Meetings; Appendix 2.6.14. Analysis of the Provision of Disciplines with Educational and Methodological Complexes, Analysis of the Provision of Disciplines with Educational and Methodological Complexes.pdf);
- results of updating and revision of the Educational and Methodological Complexes (Appendix 2.6.15. "Educational and Methodological Complex Updating Table");
- the use of digital educational resources and simulation technologies is confirmed by educational materials, electronic educational and methodological complexes, as well as documents and the results of the activities of the Simulation Center (Appendix 2.6.16. Photo Evidence of Students in the Simulation Center, Electronic Educational and Methodological Complex, OSCE Checklist, LMS Screenshots).

Based on the results of the analysis, analytical reports are prepared and corrective measures are developed, reflected in the "Roadmap" (Appendix 2.6.17. Work Plan of the Department of Obstetrics, Gynecology and Pediatrics for Improving the Educational and Methodological Support of the Educational Programme).

The AIU Library provides educational and methodological support for the educational programme "General Medicine" by providing access to textbooks, monographs, reference books, electronic databases and periodicals. Access to the materials is provided to students and teachers both on-site and through the electronic catalogue, which contributes to the achievement of the planned learning outcomes and the development of professional competencies (Appendix 2.6.18. List of Library Resources and Electronic Databases).

Methodological manuals for practical and independent study are developed at the departments and include up-to-date clinical cases, assignments for competency development and recommendations for students' independent work. The methodological manuals are regularly updated taking into account the results of the research activities of the academic staff and feedback from students and employers.

Criterion 2.6. is fulfilled.

Criterion 2.7. Innovative Educational and Methodological Resources, Pedagogical Methods, Forms and Technologies

The academic staff of AIU systematically implements innovative educational and methodological resources, modern pedagogical methods and educational technologies aimed at improving the quality of student training, developing clinical thinking and forming professional competencies (Appendix 2.7.1. Act on the Implementation of Teaching Methods).

The following digital platforms are actively used in the academic process: Kahoot, Google Classroom, YouTube and Telegram, ensuring interactivity, accessibility and continuity of learning. Their use fully complies with the requirements of medical ethics and legislation on the protection of confidential information, since no patients' personal data are used in the educational materials. The platforms are used for knowledge assessment, demonstration of clinical cases, interactive classes and organization of feedback with students (Appendix 2.7.2. Report on the Use of Digital Platforms; Appendix 2.7.3. Examples of Interactive Assignments and Tests). During the 2024–2025 academic year, students participated in interactive classes, including PBL, CBL, TBL and RBL sessions (Appendix 2.7.4. Implementation of PBL, CBL, TBL and RBL). Practice-oriented learning is ensured through simulation technologies: mannequins, simulators and phantoms in the Simulation Center. The "Pirogov" Anatomical Table is used to study the structure of the human body in a 3D format, for interdisciplinary analysis and comparison of normal anatomy and pathology (Appendix 2.7.5. Use of the "Pirogov" Anatomical Table). In addition, interactive forms are used, including discussions, brainstorming, case scenarios and project-based activities. The implementation of innovative pedagogical approaches (problem-based learning, case-based learning, task-based learning, research-based learning) makes it possible to:

- actively involve students in the academic process;
- develop clinical thinking and decision-making skills;
- form professional and research competencies;
- increase learning motivation and improve the quality of mastering the educational material.

The use of innovative methods is systematic, is regularly updated taking into account the monitoring of academic performance and students' feedback, and is supported by educational and methodological materials (Appendix 2.7.6. Department Reports and Educational and Methodological Materials).

Criterion 2.7. is fulfilled.

Criterion 2.8. Use of Research Results in the Academic Process

During the 2024–2025 academic year, more than 500 students participated in research activities. The academic staff published 187 scientific papers, the results of which have been implemented in the academic process and are used in lectures, practical classes, as well as in the organization of students' independent work (Appendix 2.8.1. Report on Conferences, Olympiads and Publications).

During the reporting period, the following scientific events were organized and conducted at AIU:

- International Conference "Human in the Digital World" (February 25, 2026) with the participation of academic staff and students from higher education institutions of the Kyrgyz Republic and the Republic of Kazakhstan;
- Interuniversity and intramural conferences devoted to current issues, including HIV/AIDS, diabetes mellitus, hormone-dependent diseases, as well as modern approaches in gynecology, obstetrics and pediatrics;
- Olympiads in the disciplines "Pharmacology" and "Natural and Humanitarian Aspects of Medicine";

- International Symposium "SOUND 2025", organized by the Department of Surgical Disciplines, devoted to ultrasound diagnostics and innovations in medical imaging, with the participation of international experts and specialists (Appendix 2.8.2. Website Links; Appendix 2.8.3. Department Reports on Conducted Events; Implementation Acts, including those of the Department of Natural Sciences and Humanities);
- "Assessment of Risk Factors for Iron Deficiency Anemia" – for the study of the topic "Anemias" (Appendix 2.8.4. Implementation Act of the Department of Morphological Disciplines);
- "Prevention of Ovarian Hyperstimulation Syndrome", "Modern Aspects of Female Infertility", "Acute Bronchitis in Children" – Department of Obstetrics, Gynecology and Pediatrics (Appendix 2.8.5. Implementation Act of the Research Results of the Department of Obstetrics, Gynecology and Pediatrics).

In order to improve the quality of teaching, the Department of Therapeutic and Specialized Disciplines organized a seminar for the academic staff on the topic "Digital Tools in Medical Education", during which issues related to the implementation and effective use of modern educational technologies in the academic process were considered.

The results of the research activities of the academic staff are systematically implemented in the academic process through updating working programmes of disciplines, syllabi, lecture materials and practical classes. Research findings are used in clinical case discussions, analysis of case scenarios, as well as in organizing students' independent work.

Criterion 2.8. is fulfilled.

Weaknesses:

1. The basic professional educational programmes (BPEP), the objectives and the learning outcomes of the educational programmes do not fully comply with the requirements of international practice.
2. Social partners do not participate sufficiently in the monitoring of educational programmes.

Recommendations:

1. By October 1, 2026, complete training and revise the basic professional educational programmes (BPEP), the objectives and the learning outcomes of the educational programmes in accordance with the requirements of international practice.
2. By September 1, 2026, revise the Regulations on Monitoring of Educational Programmes, providing for the mandatory participation of social partners.

Standard 2 is fulfilled with comments.

3.3. STANDARD 3. Student-Centered Learning and Assessment of Students' Educational Achievements

Criterion 3.1. Use of Regular Feedback from Students and Graduates to Identify Their Needs and Meet Them through Additional Courses, Electives, Clubs, the Formation of Individual Learning Pathways, as well as the Evaluation and Improvement of Teaching Methods, Educational Forms and Technologies

The selection of teaching methods at AIU is regulated by **3.1.1. Regulations on the Organization of the Academic Process** (Order No. 2 dated October 30, 2025).

The forms of feedback include surveys of students, graduates, employers and employees, surveys conducted through digital platforms, the operation of the "Complaints and Suggestions Box", as well as the results of current and mid-term assessment (3.1.2. Regulations on Monitoring and Evaluation of the Quality of Education, dated October 30, 2025, No. 2; 3.1.3. Regulations on the Complaints and Suggestions Box, dated October 30, 2025, No. 2).

Feedback is used to identify the educational needs of students and to take them into account in the development and revision of elective courses, optional courses and student clubs, as well as in the formation of individual learning pathways (3.1.4. Regulations on Elective Courses dated October 30, 2025, No. 2). For example, based on the results of student surveys, new elective disciplines are introduced, practice-oriented training is strengthened, and teaching formats are revised (3.1.5. Report on the Student Survey for the 2023–2024 Academic Year, Minutes No. 6 dated April 17, 2025; 3.1.6. Minutes of the Educational and Methodological Council on the Approval of the Catalogue of Elective Disciplines; 3.1.7. Catalogue of Disciplines (Extract from the Minutes of Meeting No. 1 dated September 12, 2025)).

The results of regular feedback are reviewed annually at the meetings of the AIU Academic Council (3.1.8. Extract from the Minutes of the Academic Council No. 6 dated April 17, 2025; Analysis of the Results of Surveys of Students, Graduates, Parents and Employers) (Appendix 3.1.9 dated April 24, 2023).

Based on the analysis of the survey results, decisions are made to revise educational programmes, teaching methods and assessment tools.

In particular, based on the results of the parent survey, the elective course "Adaptation of Students to Study at a Medical Higher Education Institution" was introduced, aimed at developing study skills, stress resilience and effective organization of students' independent work (3.1.10. Analysis of the Parent Survey; Syllabus of the Elective Course (January 15, 2024 – February 15, 2024); 3.1.11. Minutes of the Educational and Methodological Council on the Introduction of the Elective Course (Extract from the Minutes of Meeting No. 1 dated September 12, 2025)).

Based on the results of the employers' survey, modern active and interactive teaching methods (case-study, problem-based learning, clinical case discussions, simulation-based learning) are actively introduced into the academic process, which is reflected in the updated course syllabi and the Assessment Tools Fund (3.1.9. Appendix. Report on the Employers' Survey; Acts on the Implementation of Active Teaching Methods (dated April 24, 2023)).

Particular attention, based on employers' feedback, has been paid to the assessment of graduates' practical preparedness, resulting in the introduction of the Objective Structured Clinical Examination (OSCE), which makes it possible to assess the level of professional competencies in conditions close to real clinical practice (3.1.12. Regulations on the OSCE (Minutes No. 2 dated February 30, 2026); 3.1.13. Photographs of the OSCE (dated February 3, 2026); 3.1.14. Order on the Introduction of the OSCE (Order No. 06-1/006 dated January 9, 2026)).

Comments:

- 1. Insufficient number of additional courses, optional courses and student clubs for organizing students' extracurricular activities.**
- 2. Insufficiently systematic use of feedback indicators to improve student-centered learning.**
- 3. Insufficient participation of students in international Olympiads and conferences.**

Criterion 3.1. is fulfilled with comments.

Criterion 3.2. Ensuring the Accessibility and Transparency of Assessment Criteria and Methods, Expected Types of Assessment, and the Procedure for Appealing Assessment Results

The assessment criteria and methods, as well as the expected types of assessment at the University, are based on the principles of transparency, objectivity and accessibility and are communicated to students through the official website of the University, academic advisors, and course syllabi provided to students during the first class (3.2.1. Regulations on Current, Mid-term and Final Assessment dated October 30, 2025; 3.2.2. Minutes of the Academic Advisor Meeting; Screenshots of the website with the published regulations dated February 28, 2026; 3.2.3. Regulations on the Syllabus; Course Syllabus (Minutes No. 2 dated October 30, 2025)). The procedures for student assessment are regulated by the following normative documents of AIU: the Regulations on Current, Mid-term and Final Assessment, the Regulations on the Assessment Tools Fund, the Regulations on the State Final Attestation, and the Regulations on the Organization of the Academic Process (3.2.1. Regulations on Current, Mid-term and Final Assessment; Regulations on the Assessment Tools Fund; Regulations on the State Final Attestation; Regulations on the Organization of the Academic Process (Minutes No. 2 dated October 30, 2025)).

These documents are updated in accordance with the AIU Quality Manual, which regulates the processes of documented information management and continuous improvement of the Quality Management System, as well as on the basis of the Regulations on Monitoring and Evaluation of the Quality of Education and the results of internal audits (3.2.4. Quality Manual; Regulations on Monitoring and Evaluation of the Quality of Education; Regulations on Internal Audit (Minutes No. 2 dated October 30, 2025)). Updated normative documents undergo the approval procedure by the relevant structural subdivisions and are approved by the decision of the Academic Council of AIU (Extract from the Minutes of the Academic Council on the approval of normative documents).

The procedure for appealing assessment results is regulated by the Regulations on the Appeals Commission approved by the decision of the Academic Council of AIU (3.2.5. Regulations on Appeals (Order No. 2 dated October 30, 2025)). An appeal is submitted by the student in writing on the day following the announcement of the assessment results and is considered by the Appeals Commission within the established time limits. During the appeal process, the correctness of the assessment is reviewed without re-taking the examination (Sample Appeal Application; 3.2.6. Regulations on the Appeals Commission dated October 30, 2025; 3.2.7. Minutes of the Meetings of the Appeals Commission dated October 2, 2025).

Criterion 3.2. is fulfilled.

Criterion 3.3. Analysis of the Causes of Student Dropout and Adoption of Measures to Improve Academic Performance and Student Retention

The Dean's Office, in cooperation with the Department of Education Quality and Labor Discipline, the Vice-Rectors for Education Quality and Labor Discipline and Student Affairs,

departments, academic advisors, and group leaders, carries out comprehensive work on monitoring, analyzing and improving students' academic performance (Appendix 3.3.1. Dean's Report on the Winter Examination Session 2025–2026).

Academic advisors carry out preventive work to identify underperforming students, conduct explanatory discussions with students, cooperate with teachers in identifying the causes of poor academic performance, and organize consultations or additional classes (Appendix 3.3.2.

Minutes of the Academic Advisor Meeting dated February 28, 2026).

The Department of Education Quality and Labor Discipline conducts daily monitoring of student attendance. The Vice-Rector for Student Affairs maintains continuous interaction with students and works to identify the social, psychological and personal causes of poor academic performance through meetings and explanatory discussions with students and their parents.

Faculty members conduct consultations and additional classes outside regular class hours in order to improve students' knowledge, analyze students' academic performance and report the results at department meetings, while informing academic advisors and the Dean's Office about underperforming students (Appendix 3.3.3. Teacher's Report dated March 30, 2026). Moreover, during each class, every teacher carries out ideological and educational work aimed at increasing students' motivation for learning.

In addition, student representatives, members of the Student Parliament, course leaders, cohort leaders and group leaders serve as an effective mechanism for obtaining feedback from students in identifying the causes of poor academic performance, making decisions and implementing measures aimed at improving academic performance and student retention (Appendix 3.3.4. Regulations on the Group Leader (Minutes No. 2 dated October 30, 2025)).

The information obtained as a result of the above-mentioned comprehensive interaction is analyzed and presented by the Dean to the Academic Council of AIU in the form of a report and recommendations. Recommendations aimed at improving the quality of education and the effectiveness of the educational programme, increasing students' academic performance and preventing identified and potential causes of student dropout are discussed at the meetings of the Academic Council. Based on these discussions, decisions are made aimed at improving students' academic performance and student retention (Appendix 3.3.5. Minutes of the Meeting of the Academic Council dated December 10, 2025).

Comment:

Low level of students' proficiency in the Kyrgyz and Russian languages for communication with patients.

Criterion 3.3. is fulfilled with comments.

Criterion 3.4. Use of Various Forms and Methods of Teaching to Improve the Accessibility of Education

Education at AIU is provided in the full-time mode using the credit-based system and the modular-rating system, which ensures the individualization of students' learning pathways and the transparency of the assessment system (3.4.1. Regulations on the Organization of the Academic Process at AIU (Minutes No. 2 dated October 30, 2025)).

The academic process employs modern teaching methods, including practice-oriented classes, case scenarios, testing, written tests and practical assignments, as well as various forms of current and interim assessment of students' knowledge (3.4.2. Regulations on Current Academic Performance Assessment, Interim (Mid-term) and Final Attestation of Students (Minutes No. 2 dated October 30, 2025)).

An important role in improving the accessibility of education is played by the organization of students' independent work, which enables students to distribute their academic workload flexibly and develop self-directed learning skills (3.4.3. Regulations on Students' Independent

Work (Minutes No. 2 dated October 30, 2025)).

The flexibility of learning pathways is ensured through the introduction of elective disciplines, allowing students to develop individual study plans according to their professional interests (3.4.4. Regulations on Elective Courses (Minutes No. 2 dated October 30, 2025)).

The academic process is supported by educational and methodological materials, including course syllabi and educational and methodological complexes, which contribute to the accessibility of educational resources and the independent mastery of the learning material (3.4.5. Regulations on the Course Syllabus; Regulations on the Educational and Methodological Complex (Regulations No. 2 dated October 30, 2025)).

Digital and analytical tools, including surveys and analysis of learning outcomes, are used to assess the quality of education and improve the effectiveness of the academic process (3.4.6. Regulations on Monitoring and Evaluation of the Quality of Education (Regulations No. 2 dated October 30, 2025)).

The University also implements an internal quality assurance system for teaching, including peer observation of classes and dissemination of modern pedagogical practices (3.4.7. Regulations on Monitoring and Peer Observation of Classes (Regulations No. 2 dated October 30, 2025); Appendix 3.4.8. Observation Forms dated March 25, 2026).

Planned measures to improve the accessibility of education:

- expansion of the use of distance and digital educational technologies;
- development of electronic educational resources;
- increase in the number of elective disciplines;
- improvement of academic advising for students;
- integration of the academic process with research and practical activities.

Criterion 3.4. is fulfilled.

Criterion 3.5. Academic Mobility of Students

During the reporting period, elements of academic mobility at the University were implemented primarily at the national level. Within the framework of interuniversity cooperation, students of Osh State University were admitted under the academic exchange programme, which demonstrates the establishment of sustainable partnership relations and the development of national academic mobility (3.5.1. Regulations on Academic Mobility (Minutes No. 2 dated October 30, 2025)).

Links to photographs on the AIU website:

<https://www.aiust.kg/?p=8605>

<https://asmi.edu.kg/certificate-award-ceremony-for-visiting-students-from-osh-state-university/>

The analysis of the current situation shows that academic mobility is systematic in nature but is still limited and is implemented mainly in the form of national exchange. International (outgoing and incoming) academic mobility is at the stage of development due to the need to expand the contractual framework and interuniversity cooperation mechanisms with foreign educational institutions. At the same time, the implemented activities demonstrate positive dynamics and confirm the existence of organizational and academic prerequisites for the further expansion of the geography of academic mobility.

The impact of academic mobility on the quality of student training is assessed positively. Participation in exchange programmes contributes to broadening students' academic outlook, developing adaptability to different educational environments, and fostering critical thinking and communication skills. Studying disciplines in a different educational environment provides diversity of educational experience and enhances students' independence. The availability of academic documents (certificates, transcripts with grades in Russian and English) demonstrates the transparency and comparability of learning outcomes and also enhances students' academic and professional mobility.

Academic mobility is implemented on the basis of a set of normative, legal and organizational

documents, including orders on the admission and dispatch of students: (3.5.2. Appendix 1. Order No. 4 "On Incoming Academic Mobility of Students" dated February 28, 2026; 3.5.4. Orders No. 4 and No. 5 dated May 7, 2022), official memoranda (3.5.2. Appendix 2. Memorandum to the Rector (No. 68 dated February 28, 2026), Letter to the Dean (dated February 27, 2026)), official correspondence and letters exchanged between universities (3.5.2. Appendix 3. Letter to the Rector of AIU (No. 233 dated February 20, 2026), Letter to the Rector of Osh State University (No. 06-12/623 dated February 26, 2026)), as well as students' individual academic documents—certificates, transcripts and certificates of merit (3.5.3. Appendices 4–6. Certificates of Merit, Completed Academic Hours, Certificates, Photographs dated February 21, 2026). These documents provide the legal and organizational regulation of academic mobility processes and confirm the learning outcomes achieved within the educational programmes. For the further development of academic mobility, the University plans to expand interuniversity and international cooperation, increase the number of participants in exchange programmes, improve the mechanisms for academic recognition of learning outcomes, and strengthen students' language training for participation in international educational programmes. In addition, it is planned to improve the local normative framework regulating the implementation of academic mobility and to introduce a systematic system for recording and monitoring students' participation in exchange programmes.

Comment:

The level of international academic mobility of students is low.

Criterion 3.5. is fulfilled with comments.

Strengths:

1. The University has established and actively operates an effective student attendance management system.
2. The University applies active learning methods such as Team-Based Learning (TBL), Problem-Based Learning (PBL), and Case-Based Learning (CBL).
3. The official University website is available in six languages (Kyrgyz, Russian, English, Kazakh, Hindi, and Urdu).
4. Intensive work is being carried out on the development of an English–Kyrgyz dictionary.

Weaknesses:

1. Insufficient number of additional courses, optional courses and student clubs for organizing students' extracurricular activities.
2. Low level of international academic mobility of students.
3. Insufficient participation of students in international Olympiads and conferences.
4. Low level of students' proficiency in the Kyrgyz and Russian languages for communication with patients.
5. Insufficiently systematic use of feedback indicators to improve student-centered learning.

Recommendations:

1. By September 1, 2026, revise the plan for the development of additional courses, optional courses and student clubs, with annual analysis of the results.
2. By September 1, 2026, develop and implement an action plan to strengthen the international academic mobility of students, with annual analysis of its implementation and corrective actions.
3. By September 1, 2026, develop and implement a plan for students' participation in international Olympiads and conferences, with annual analysis of the results.
4. By September 1, 2026, develop and implement an action plan to improve students' proficiency in the Kyrgyz and Russian languages for communication with patients. Complete the development of the English–Kyrgyz dictionary within one year.
5. By September 1, 2026, develop and implement a system for using feedback indicators to improve student-centered learning, with annual analysis of the results.

Standard 3 is fulfilled with comments.

3.4. Standard 4. Student Admission and Recognition of Learning Outcomes

Criterion 4.1. Ensuring Transparency and Objectivity of Student Admission Rules and Processes by the Educational Organization

The official AIU website provides complete and accurate information about the University's activities, educational programmes, duration and mode of study, admission rules, the admission process and selection criteria for applicants, contact information, and other useful information for prospective students.

The criteria, methods and procedures for the selection and admission of citizens of the Kyrgyz Republic and other countries are available to all interested parties on the official AIU website, as well as in career guidance booklets and brochures (Appendix 4.1.1. Brochure, 2026).

The criteria, methods and procedures for the selection and admission of international applicants are provided through consulting agencies with which AIU has concluded cooperation agreements (Appendix 4.1.2. Cooperation Agreements dated April 23, 2022).

Admission to AIU is carried out in accordance with the legislation of the Kyrgyz Republic and is consistent with the Mission, Development Strategy, Policy and Charter of the University. The University develops and approves annual Admission Rules that do not contradict the legislation of the Kyrgyz Republic and the admission procedures established by the Government of the Kyrgyz Republic in agreement with the Authorized State Body in the Field of Education.

The University has developed the Regulations on Entrance Examinations, the Regulations on the Admissions Committee, the Regulations on Appeals, and the Entrance Examination Syllabi, which ensure the impartiality and objectivity of the selection and admission process (Appendix 4.1.3. Regulations on Entrance Examinations dated October 30, 2025; Appendix 4.1.4.

Admission Rules of AIU dated October 30, 2025).

Admission of applicants to AIU is carried out by the Admissions Committee in accordance with the requirements of the Resolutions of the Government of the Kyrgyz Republic: "On Approval of the Regulations Governing Admission of Applicants to Higher Educational Institutions of the

Kyrgyz Republic" No. 355 dated June 30, 2022 (website link); "On Approval of Normative Legal Acts Regulating the Activities of Higher and Secondary Professional Educational Institutions of the Kyrgyz Republic" No. 329 dated June 10, 2025 (website link); "On Approval of Acts Regulating the Activities of Secondary Professional Educational Institutions of the Kyrgyz Republic" No. 470 dated July 4, 2012 (website link); and "On Approval of Acts Regulating the Activities of Secondary Professional Educational Institutions of the Kyrgyz Republic" No. 160 dated March 28, 2018 (website link).

The University has concluded cooperation agreements with consulting agencies (Wisdom Lex Consultants, Ideal Education Group, Study Adventure Consultants, AIMS Academy, etc.). These agencies, acting as AIU representatives in Pakistan and India, conduct specialized information campaigns and promotional activities to familiarize applicants and their parents with the University's activities and study conditions. Furthermore, the consulting agencies in Pakistan and India undertake the organizational arrangements for meetings between University representatives and applicants and their parents.

For admission to the Faculty of General Medicine under the 5-Year and 6-Year General Medicine programmes, the admission of documents is conducted in India and Pakistan through **Sri Sai Educational Consultancy** (<https://www.saieducationalconsultancy.com/>), respectively. Out of the seven subjects included in the secondary school certification, with a total score of 1,100 points, the minimum passing score is more than 660 points. In India, applicants are also required to demonstrate their academic eligibility through the **NEET (National Eligibility cum Entrance Test)** system (Appendix 4.1.5. NEET Certificate).

Due to differences in the timing of the issuance of secondary education certificates in applicants' home countries, admission to AIU is conducted twice a year (autumn and winter intakes). AIU has its own representatives in India and Pakistan who closely supervise the admission and recruitment of applicants for subsequent study at the University.

In order to maintain the transparency of the selection system and protect applicants' rights in the event of disagreement with the entrance examination results, the Appeals Commission operates in accordance with the Regulations on the Appeals Commission for Applicants of S. Tentshev AIU, approved by the Rector's Order (Appendix 4.1.6. Regulations on the Appeals Commission). Applicants are given the opportunity to review their examination papers after the announcement of the entrance examination results.

AIU ensures equal treatment of students regardless of gender, nationality, religion, socio-economic status, and takes into account the physical abilities of students. AIU educates international students who are citizens of neighboring countries, including Kazakhstan, Uzbekistan and Russia, as well as countries outside the region, including India, Pakistan, Bangladesh, Bahrain and the United Kingdom, representing different religious backgrounds. When accepting application documents, the Admissions Committee staff acquaint applicants and/or their parents (legal representatives) with the University's Charter, the License for Educational Activities, the Certificate of State Accreditation (Accreditation) of the University, and other documents regulating the organization of the academic process. To ensure transparency of the admission process, video surveillance cameras are installed at AIU. When completing the admission application, the applicant signs a statement confirming that he or she has been informed of the Admission Rules for the first year of AIU, the License for Educational Activities, the rules for filing appeals, the entrance examination schedule, the deadlines for submitting the original education certificate, the tuition fee amounts, and the deadlines for payment of tuition fees to the bank or the University's Accounting Office. In addition, the contract concluded with the educational institution specifies the conditions of the student's stay at the University.

Criterion is fulfilled.

Criterion 4.2. Ensuring Objective Recognition by the Educational Organization of Qualifications and Periods of Prior Education to Enable Students to Achieve the Expected Learning Outcomes

AIU implements the transfer of students from other medical higher education institutions in accordance with the Law of the Kyrgyz Republic "On Education", the "Procedure for the Transfer of Students between Higher Educational Institutions of the Kyrgyz Republic", approved by Resolution of the Cabinet of Ministers of the Kyrgyz Republic No. 329 dated June 10, 2025 (website link), and other normative legal acts regulating the activities of higher professional educational institutions, as well as the "Regulations on the Transfer, Reinstatement and Expulsion of Students of S. Tentishev Asian International University" (Appendix 4.2.1. Regulations on the Transfer, Reinstatement and Expulsion of Students of S. Tentishev Asian International University dated October 30, 2025).

The transfer of a student is carried out by a commission on the basis of reviewing the transcript and calculating the academic difference in academic hours. Recognition of the prior period of study is possible provided that the academic difference does not exceed the established limits for the respective disciplines. The list of disciplines in which the academic difference must be completed is determined on the basis of credit units. Where necessary, an individual study plan is developed for the student to eliminate the academic difference (Appendix 4.2.2. Order on the Establishment of the Commission; Appendix 4.2.3. Minutes of the Meeting of the Student Transfer and Reinstatement Commission; Appendix 4.2.4. Admission Order; Appendix 4.2.5. Statement of Academic Hour Differences; Appendix 4.2.6. Copy of the Personal File of a Transferred Student (sample); Appendix 4.2.7. Order on the Elimination of the Academic Difference (sample); Appendix 4.2.8. Copy of the Academic Transcript (sample)).

If an AIU student wishes to transfer to another higher education institution, he or she is provided with all the necessary documentation to ensure recognition of the period of study completed at AIU, including: an academic transcript in the prescribed format; a transcript containing information on additional types of training completed; information on outstanding academic achievements (diplomas, certificates, awards); and additional information about AIU and its education system (Appendix 4.2.9. Copy of the Academic Transcript (sample); Appendix 4.2.10. Expulsion Order).

Criterion is fulfilled.

Criterion 4.3. Ensuring that Students Who Have Completed the Educational Programme Are Awarded Educational Qualification Documents

S. Tentishev AIU issues state-recognized diplomas prepared in accordance with the requirements of the Ministry of Science, Higher Education and Innovation of the Kyrgyz Republic. The diplomas are issued in three languages: Kyrgyz, English and Russian, in compliance with international standards. The University is oriented toward international students and provides educational qualification documents recognized abroad. The diploma is awarded upon successful completion of the educational programme and the State Final Attestation (defense of the graduation thesis and passing the state examinations), conferring the qualification "**Physician**" in the specialty **General Medicine** (5-year and 6-year programmes), which entitles graduates to continue their education or practice in the profession (Appendix 4.3.1. Copy of the Diploma; Appendix 4.3.2. Order on the Approval of the Composition of the State Attestation Commission; Appendix 4.3.3. Minutes of the Meeting of the State Attestation Commission on Awarding Qualifications to Students Who Successfully Completed the State Final Attestation; Order on Expulsion Due to Awarding of Qualification; Appendix 4.3.4. AIU Regulations on the Preparation, Payment, Storage, Issuance and Registration of State-Recognized Educational Documents dated October 10, 2025, in accordance with the Appendix to Order No. 249/1 of the Ministry of Education and Science of the Kyrgyz Republic dated March 10, 2025; Regulations

on State-Recognized Secondary and Higher Professional Education Documents, Their Preparation, Payment, Storage, Issuance and Registration (Appendix 4.3.6.); Resolution of the Cabinet of Ministers of the Kyrgyz Republic No. 329 dated June 10, 2025 "On Approval of Normative Legal Acts in the Field of Higher and Secondary Professional Education" (Appendix 4.3.7.); as well as the AIU Charter (Appendix 4.3.8.) and other local regulations of the University.

S. Tentshev Asian International University is recognized in a number of countries. The key evidence of this recognition includes international accreditation, as well as the University's inclusion in the global medical school directories and registries (**WDOMS, FAIMER, WFME, ECFMG, AMC**) (Appendix 4.3.9.), which constitutes the fundamental prerequisite for diploma recognition in most countries worldwide. AIU educates students from neighboring and distant countries, which also confirms its international recognition (Kazakhstan, Uzbekistan, Tajikistan, Russia, India, Pakistan, Bangladesh, Bahrain and the United Kingdom). The University trains specialists in the specialty **General Medicine** (5-year and 6-year programmes). The programme is designed to prepare physicians in accordance with international standards, capable of practicing both in the Kyrgyz Republic and in the students' home countries.

The legalization of AIU diplomas for international graduates follows a step-by-step authentication procedure, including notarization, certification by the Ministry of Justice of the Kyrgyz Republic, the Ministry of Foreign Affairs of the Kyrgyz Republic, and the respective consulate (Appendix 4.3.10. Apostille).

Upon returning to their home countries, AIU graduates undergo the procedure of diploma recognition (nostrification) through the competent educational authorities. In accordance with the legislation of Pakistan, India and Bangladesh, graduates become eligible, after one year of internship or training, to obtain authorization to provide medical services (Appendix 4.3.11. Copies of Certificates).

An AIU diploma entitles graduates to apply for qualifying (screening) examinations administered by the following organizations:

- **NMC (National Medical Commission)** – India;
- **PM&DC (Pakistan Medical and Dental Council)** – Pakistan;
- **BM&DC** – Bangladesh;
- **ECFMG** – United States (eligibility to take the USMLE examinations);
- Medical Councils of Nepal, the Philippines and other countries.

Registration with these organizations means that AIU graduates are eligible to seek recognition of their professional qualifications in other countries.

Within the framework of the Law of the Kyrgyz Republic "**On the Accession of the Kyrgyz Republic to the Convention on the Recognition of Qualifications concerning Higher Education in the European Region**" dated July 15, 2003, No. 147, and the implementation of the Bologna Process principles (Appendix 4.3.12.), as well as the AIU Regulations on the Preparation of the European Diploma Supplement (Appendix 4.3.13.), the University, in order to facilitate the recognition of graduates' qualifications for further education and/or employment, issues the **European Diploma Supplement** to graduates on a voluntary basis upon their written request (Appendix 4.3.14. Copy of the European Diploma Supplement).

Criterion is fulfilled.

Standard 4 is fulfilled.

3.5. Standard 5. Academic and Support Staff

Criterion 5.1. Compliance of the Composition, Qualifications, Education and Experience of Academic and Support Staff with the Implemented Educational Programme

For the implementation of the educational programme in the specialty **560001 General Medicine** (5-year and 6-year programmes), academic staff are required to possess proficiency in the English language and teaching experience, as confirmed by supporting documents.

The specific nature of the educational programme in the specialty **560001 General Medicine** is that the curriculum consists of basic, biomedical, humanitarian (behavioral and social), and clinical disciplines. Therefore, a mandatory requirement is higher education in the relevant field (Appendix 5.1.2. Personnel Policy of S. Tentshev AIU).

The principal criterion for the recruitment of academic staff is practical professional experience (in medical clinics, laboratories, research institutes, etc.) or the simultaneous combination of teaching and clinical practice.

Recruitment is carried out in accordance with the labor legislation of the Kyrgyz Republic, the Law of the Kyrgyz Republic "**On Education**", the **Regulations on the Procedure for Filling Academic Positions at Higher Educational Institutions of the Kyrgyz Republic** (Appendix 5.1.3.), and the **Regulations on the Procedure for Filling Academic Staff Positions** (Appendix 5.1.4.). Announcements of vacant academic positions are published in the mass media.

The principal qualification requirements for academic and support staff are established in the approved job descriptions of S. Tentshev AIU:

- Appendix 5.1.5. Job Description of the Dean of the Faculty;
- Appendix 5.1.6. Job Description of the Head of the Educational and Methodological Department;
- Appendix 5.1.7. Job Description of the Head of Department;
- Appendix 5.1.8. Job Description of the Lecturer;
- Appendix 5.1.9. Job Description of the Senior Lecturer;
- Appendix 5.1.10. Job Description of the Associate Professor.

The staffing schedule for academic and administrative staff is developed on the basis of the curriculum, student enrollment (Appendix 5.1.11. Staffing Schedule for Academic and Administrative Staff as of September 1, 2025), the Resolution of the Cabinet of Ministers of the Kyrgyz Republic "**On Licensing of Certain Types of Activities**" dated December 14, 2023 (Appendix 5.1.12.), as well as the requirements established by the State Educational Standard for the specialty **560001 General Medicine**.

During the 2025–2026 academic year, the academic staff consisted of **158 faculty members**, including **118 full-time faculty members** and **40 part-time faculty members**. **Forty-six faculty members hold academic degrees**, with the proportion of academically qualified staff amounting to **40%**. Academic staff are employed under employment contracts concluded for one academic year. Upon expiration of the contract, the employment relationship terminates on the basis of the predetermined contract period (Appendix 5.1.13. Employment Contract for Academic Staff).

The academic process also involves international faculty members with extensive practical medical and teaching experience. International faculty members are employed under employment contracts in accordance with the legislation of the Kyrgyz Republic (Appendix 5.1.14. Temporary Regulations on the Procedure for Processing Authorization Documents for the Stay and Employment of Foreign Citizens and Stateless Persons in the Territory of the Kyrgyz Republic).

Comment:

The University has an insufficient proportion of academic staff with academic degrees and academic titles in clinical disciplines (11%).

Criterion is fulfilled with comments.

Criterion 5.2. Motivation, Incentives and Retention of Academic Staff

The University has approved the **Regulations on the "Best Researcher" and "Best Scientific Article" Competitions** (Appendix 5.2.1.) and the **Regulations on Remuneration and Incentive Payments for Academic and Administrative Staff** (Appendix 5.2.2.), which regulate the procedures for rewarding and incentivizing employees (Appendix No. 7.1.12., Award Photographs).

Material incentives are provided through:

- establishment of a competitive salary level corresponding to qualifications, experience, and teaching workload;
- additional payments and bonuses for academic degrees, honorary titles, publication activity, participation in research projects, and the development of teaching and methodological materials;
- performance-based bonuses awarded at the end of the academic year.

Non-material incentives include:

- public recognition of faculty achievements at meetings of the Academic Council, department meetings, and university events;
- awards in the form of certificates of honor and letters of appreciation issued by the University;
- opportunities for professional development funded by the University;
- provision of flexible working conditions, participation in international internships, exchange programmes, and scientific forums.

Faculty members of **S. Tentishev AIU** are regularly recognized for their scientific achievements and research contributions. University faculty have received badges and diplomas of the **First, Second, and Third Degree** in the competitions **"Best Researcher," "Best Scientific Article,"** and **"Best Young Scientist of the CIS"** among scientific and educational institutions of the Commonwealth of Independent States, organized by the Association **"Bobek National Movement."**

Faculty members who achieve outstanding results in educational, scientific, and extracurricular activities are awarded:

- Certificates of Honor from the Ministry of Science, Higher Education and Innovation of the Kyrgyz Republic, the Plenipotentiary Representative of the President of the Kyrgyz Republic in Chuy Region, and the Issyk-Ata District State Administration;
- Letters of Appreciation for active participation in the development of educational programmes, scientific activities, and public events.

Faculty members actively participate in the University's mentoring system, whereby experienced educators guide young faculty members by transferring professional expertise and teaching methodologies, thereby facilitating their adaptation and improving the quality of instruction.

To ensure the stability of its academic workforce, the University implements a policy of providing social guarantees stipulated by labor legislation, as well as:

- flexible work schedules that take into account the individual needs of faculty members;
- opportunities to combine teaching, research, and clinical practice;
- participation in the development and revision of curricula, educational programmes, and teaching materials;
- involvement of faculty members in the University's strategic and managerial activities through participation in councils, committees, and expert groups;
- organization of activities that promote team cohesion and strengthen the University's

corporate culture.

Comment:

The incentive system has not yet been fully developed, as the amounts of certain financial rewards have not been specified.

Criterion is fulfilled with comments.

Criterion 5.3. Regular Professional Development of Faculty Members

In September 2025, the **Center for Continuing Education, Retraining and Professional Development (CCERPD)** was established to implement faculty professional development programmes. The Center is responsible for organizing professional development courses for academic staff, administrative staff, and teaching personnel of the University. (Appendix 5.3.2. Calendar and Thematic Plan for Professional Development Courses for 2025–2026; Appendix 5.3.3. Orders.)

As part of improving the quality of the educational process, faculty members undergo training in pedagogy and modern educational technologies. (Appendix 5.3.4. Order on the Organization of the Professional Development Course "Improving Pedagogical Excellence" (144 hours).) The training is organized in accordance with approved programmes and is supported by the necessary documentation, including class schedules, enrollment orders, and orders on the issuance of certificates (Appendix 5.3.5. Orders). Information on the certificate award ceremony is published on the University's official website. AIU website link regarding certificate awards:

<https://www.aiust.kg/?p=8942> (Appendix 5.3.6.). An example is **Order No. 06-2/029 dated February 9, 2026**, under which faculty members successfully completed the **"Improving Pedagogical Excellence"** course (144 hours) and received certificates.

To expand international cooperation and enhance the professional competence of faculty members, participation in professional development programmes abroad has also been organized. In particular, orders were issued for faculty members to attend professional development courses in **Istanbul** (Appendix 5.3.7. Order on Participation in Professional Development Courses).

In compliance with the Order of the **Ministry of Science, Higher Education and Innovation of the Kyrgyz Republic** on improving the English language proficiency of faculty members teaching in English, the University signed a cooperation agreement with **DyNet Language Courses**. Within this partnership, **B2-level English language courses** have been organized for faculty members. (Appendix 5.3.8. Cooperation Agreement.)

To ensure transparency and the effective organization of professional development activities, the University has developed and approved a **fee schedule** covering tuition fees for course participants as well as remuneration rates for lecturers involved in delivering professional development programmes. (Appendix 5.3.9. Professional Development Course Fee Schedule.)

Comment:

The participation of faculty members in international professional development programmes remains limited (one case).

Criterion is fulfilled with comments.

Criterion 5.4. Development and Publication of Textbooks and Teaching and Methodological Manuals by Faculty Members

The University's teaching and methodological activities are carried out in accordance with the annual plan for the development and publication of teaching and methodological materials. At present, there is clear evidence of a strong link between academic research and practical school education in Chuy Region. This is demonstrated by an event held on **October 31, 2025**, during which school principals were presented with the methodological manual "**A Step Forward**", designed for teachers of educational institutions working with children with disabilities. The author of the manual is **Aigul Ryskulovna Abakirova**, a faculty member of the **Department of Natural Sciences and Humanities (NSH)**. School principals and teachers from **Kant** and **Chuy Region** were invited to participate. At the conclusion of the seminar, participants received copies of the methodological manual for further use in the educational process (Appendix No. 7.1.11. Photographic materials from the book presentation; Appendix 5.4.1.; Appendix 5.4.2.). Each teaching and methodological manual undergoes mandatory **internal and external peer review** and is approved by the **Educational and Methodological Council** of the University prior to publication.

Comment:

Faculty members are not sufficiently active in producing their own teaching and methodological publications.

Criterion is fulfilled with comments.

Strengths

1. A comprehensive, balanced, and multi-level system of staff motivation and incentives has been established and is actively implemented at the University.

Weaknesses

1. The proportion of faculty members with academic degrees and academic titles in clinical disciplines is insufficient (11%).
2. Faculty participation in international professional development programmes remains limited (one case).
3. The incentive system has not yet been finalized, as the amounts of certain financial rewards have not been specified.
4. Faculty members are not sufficiently active in developing and publishing their own teaching and methodological materials.

Recommendations

1. By **September 1, 2026**, revise the **Plan for the Development of Teaching and Methodological Materials**, with annual analysis of results and implementation of corrective actions.
2. Within **three years**, increase the proportion of faculty members holding academic degrees and academic titles to meet the requirements of the **State**

Educational Standard of the Kyrgyz Republic.

3. By **September 1, 2026**, develop and implement an action plan to strengthen the **international academic mobility of faculty members**.
4. By **January 1, 2027**, complete the development of the staff incentive system by introducing a transparent mechanism for incentive payments with clearly specified payment amounts.

Standard 5 is fulfilled with comments.

3.6. Standard 6. Minimum Requirements for Physical Infrastructure and Information Resources

Criterion 6.1. Provision of Students with the Necessary Material Resources (Library Collections, Computer Laboratories, Educational Equipment, and Other Resources) Accessible to Different Groups of Students, Including Persons with Disabilities

As of **2026**, the University's physical infrastructure comprises **more than 200 classrooms**, a laboratory building, a simulation center, **16 lecture halls**, **2 computer laboratories** equipped with **157 computers**, and a library with a reading room. The total area of the University's facilities exceeds **23,000 m²**. The physical infrastructure operates in accordance with the requirements of the **Law of the Kyrgyz Republic "On Education"** (current version), the **State Educational Standard of Higher Professional Education** for the specialty "**General Medicine**," and the sanitary and epidemiological regulations of the Kyrgyz Republic. The University library occupies a total area of **88 square meters** and contains a collection of **11,253 volumes**. Library operations are carried out in accordance with the **Regulations on the Library of S. Tentishev AIU** (Appendix 6.1.1).

The University has established a modern **Simulation Center (SC)** that provides practice-oriented training for students. The Center includes specialized training rooms equipped with high-technology simulators and simulation equipment capable of reproducing real clinical situations.

The Simulation Center includes:

- mannequins and simulators that reproduce physiological processes and critical clinical conditions;
- training wards modeled after hospital departments;
- facilities for interdisciplinary practical training.

The Simulation Center ensures a systematic approach to practical instruction, promotes the standardization of educational approaches, and serves as a key component of modern medical education. The Center also utilizes the **Pirogov Anatomical Table**, an innovative platform for teaching biomedical sciences. This resource provides access to more than **4,000 three-dimensional anatomical objects** through an interactive interface, thereby enhancing the visualization and effectiveness of the educational process (see AIU website:

https://www.aiust.kg/?page_id=8072).

The total area of the Simulation Center is **887 m²**. The building is located on the AIU campus and consists of **three floors** (see Appendix No. 6.1.4. "Simulation Center Classroom Facilities"). To strengthen the University's physical infrastructure, modern equipment and educational mannequins valued at more than **KGS 7,000,000 (seven million)** have been purchased, significantly expanding the opportunities for students' practical training (Appendix No. 6.1.5. Purchase Invoices for the Simulation Center).

The total value of the Simulation Center's physical equipment amounts to **KGS 14,040,379 (fourteen million forty thousand three hundred seventy-nine)**, including previously acquired equipment and resources (see Appendix No. 6.1.6. "Simulation Center Physical Equipment

Inventory").

The lecture halls are equipped with **interactive panels, Bluetooth microphones, and projectors**. The University operates **two servers** designed to store information and ensure uninterrupted Internet services. Internet connectivity is provided by **Kyrgyztelecom LLC** with a bandwidth of **300 Mbps**.

The University has a cafeteria with a buffet for students and staff occupying a total area of **1,018.8 m²**, with seating capacity for **113 persons**, fully complying with sanitary and hygienic requirements (Appendix No. 6.1.9. Cafeteria Agreement). In addition, separate student dining facilities with **700 seats** are available, providing the possibility of preparing traditional **Pakistani and Indian cuisine**. All dining facilities are connected to centralized water supply and sewage systems and are equipped with fire extinguishers. Prices are affordable for both students and faculty members.

The **AIU Medical Center**, operating under the University's right of operational management and located at **229/1 Salieva Street, Bishkek** (Appendix No. 6.1.10. Operational Management Agreement), carries out its activities under **License No. 3420 dated August 28, 2018**.

The Medical Center provides healthcare services to students, faculty members, staff, and the general public, ensuring the accessibility and quality of medical services. Its primary activities include outpatient care, diagnostic and preventive services, as well as additional services such as spinal traction and therapeutic massage.

The Medical Center is multidisciplinary and includes a wide range of specialized departments and units, including:

- X-ray department;
- traumatology department;
- dental clinic;
- clinical diagnostic laboratory;
- central sterilization department (CSD);
- ophthalmology office;
- otorhinolaryngology office;
- cardiology office;
- internal medicine office;
- ultrasound diagnostics unit;
- treatment room;
- surgery department;
- pediatrics office;
- neurology office;
- dermatology office;
- gynecology office;
- day-care inpatient unit;
- operating theatre;
- physical therapy room (traction);
- massage room.

The availability of these facilities ensures a comprehensive approach to disease diagnosis, treatment, and prevention while providing high-quality clinical training opportunities for students.

Practical classes and clinical internships are also conducted at the AIU Medical Center. Dedicated teaching classrooms equipped with the necessary educational equipment and visual aids have been established within the Medical Center to support the educational process (see AIU website).

The Medical Center employs **29 staff members**, including **10 physicians, 8 nurses and allied health professionals, 4 junior medical personnel**, and **7 administrative employees**. The staff includes specialists with various qualification categories, including the highest and first professional categories.

During the reporting period, considerable attention was devoted to staff professional

development: **7 physicians** and **6 nursing personnel** completed professional development training, contributing to the improvement of healthcare service quality. During the reporting period, the Medical Center provided services to **1,152 patients**, with a total of **3,429 patient visits**, **3,127 medical services**, and **932 registered disease cases**. A total of **302 medical procedures** were performed. **Three patients** received inpatient treatment, with an average hospital stay of **14 days**.

The total area of the Medical Center is **1,544.8 m²**, accommodating **25 functional rooms**. The Center is equipped with modern medical equipment, including a **digital X-ray system**, **ENT workstation**, **Tonsillor device**, **ultrasound diagnostic system**, **autorefractometer**, and other medical equipment.

During the reporting period, the physical infrastructure was upgraded through the purchase of a **new dental chair**. All equipment is assigned to designated personnel under material responsibility agreements, ensuring its proper maintenance and efficient utilization.

To ensure an inclusive educational environment for **students with disabilities**, measures have been implemented to establish a barrier-free environment. A convenient access ramp has been installed at the entrance to the main academic building, providing unrestricted access for individuals with reduced mobility. The main entrances to academic facilities have wide doorways to facilitate convenient movement throughout the campus (Appendix No. 6.1.11.

Photographs of the Access Ramp and Doorways).

At present, there are **no students with disabilities enrolled at AIU**. Should such students enroll in the future, the University will promptly provide the necessary accommodations, including the establishment of a specially equipped classroom on the ground floor tailored to their educational needs.

During clinical training, AIU students are provided, under the supervision of faculty members and physicians of the AIU Medical Center, with controlled access to the electronic medical information system containing patient medical records, case histories, and diagnostic results. This contributes to the development of practical clinical skills and the mastery of modern digital healthcare technologies. Access to medical information is provided in compliance with confidentiality requirements and the principles of medical ethics.

The University owns **20 vehicles** with a total value of **KGS 32,052,880**, including passenger vehicles, **three ambulances**, **five minibuses**, and specialized vehicles used for transporting students and faculty members between the University's academic facilities in **Kant** and its clinical training bases in **Bishkek**.

Criterion is fulfilled.

Criterion 6.2. Provision by the Educational Organization of Stable and Sufficient Educational Facilities

The founder of **AIU** has constructed the University's academic buildings and facilities under private ownership, which are registered with the state registration authorities (Appendix No. 6.2.1. State Registration Certificate of Property Ownership).

As noted above, the University's physical infrastructure is located in **seven buildings** with a total area exceeding **23,000 m²**. Educational activities are also conducted at the **AIU Medical Center**, a clinic equipped with modern medical equipment where outpatient medical care is provided in **19 medical specialties**. The total area of the clinic is **1,544.8 m²**, located in **Bishkek** (Appendix No. 6.2.2. Agreement with the Clinic).

Each University building includes classrooms, laboratories, lecture halls, assembly halls, libraries, sports facilities, student dining facilities, and student dormitories, thereby providing comprehensive conditions for students' education and accommodation.

The educational area per student is **7.09 m²**, which exceeds the licensing requirement of **3 m² per adjusted student**, as established by the **State Educational Standard of Higher Professional Education** and the national licensing requirements (Appendix No. 6.2.4. Building Technical

Passports).

During the period **2022–2026**, the following activities were completed:

1. A new AIU administrative building was commissioned.
2. A new laboratory building was constructed.
3. Student dormitories underwent complete capital renovation.
4. Construction of the **AIU Hospital** with **500 beds** and a **700-bed student dormitory** in the village of **Luxemburg** is ongoing.
5. Classrooms at the AIU Medical Center were renovated and equipped with modern furniture and educational equipment.
6. Partial renovation of the building located at **3 Salieva Street, Bishkek**, was completed.
7. Premises were reorganized, and **two new classrooms** were commissioned.
8. The Simulation Center was renovated and equipped with modern facilities.
9. Teaching dental clinics equipped with the necessary educational and clinical equipment were established.
10. Laboratory equipment was purchased.

Educational classrooms located at the clinical training sites are regularly renovated.

The University has **one indoor** and **one outdoor sports facility**.

The University also has **two assembly halls** with a combined seating capacity of **more than 1,000 seats**.

Criterion is fulfilled.

Criterion 6.3. Compliance of the Educational Institution's Premises with Sanitary and Hygienic Regulations, Fire Safety Requirements, Occupational Health and Safety Standards in Accordance with the Legislation of the Kyrgyz Republic

The University's educational facilities comply with sanitary and epidemiological requirements, fire safety regulations, occupational health and safety standards, as confirmed by official documentation, including:

- sanitary and epidemiological inspection reports (Appendix No. 6.3.1);
- fire safety inspection reports (Appendix No. 6.3.2);
- approved evacuation plans (Appendix No. 6.3.3).

Occupational health and safety activities are carried out in accordance with the **Labour Protection Law of the Kyrgyz Republic** and the University's internal regulatory documents. The University has a designated **Occupational Health and Safety Specialist** responsible for implementing a comprehensive safety management system, including:

- mandatory health and safety induction;
- emergency preparedness and response training;
- monitoring compliance with occupational health and safety requirements.

All University buildings are equipped with fire alarm systems, fire extinguishers, emergency exits, evacuation plans, and essential engineering infrastructure, including heating, water supply, and sewage systems.

Upon employment, all staff members receive mandatory introductory instruction on occupational and fire safety. In addition, **administrative staff, newly employed personnel, and students participate in annual occupational health and fire safety training** (Appendix No. 6.3.4. Fire Safety Instructions for Academic Buildings and Dormitories; Appendix No. 6.3.5. Safety Training Registration Log).

Criterion is fulfilled.

Criterion 6.4. Information Resources

The University Library provides all types of educational and methodological literature required

for the disciplines included in the curriculum (interdisciplinary courses and modules), as well as for educational, scientific, and research activities. It also promotes the dissemination of knowledge, intellectual communication, and culture (Appendix 6.4.2. Information). The collection covers a wide range of disciplines in Kyrgyz, Russian, and English, including clinical, professional, and general education subjects (Appendix 6.1.2. Library Photos).

Students are provided with **85%** of the required educational and methodological materials. The library collection is monitored annually and is regularly updated with newly acquired publications (Appendix 6.1.3. List of Acquired Literature). Books are issued in accordance with established rules and procedures.

The University has established an **electronic library** that combines the traditional library collection, internally generated electronic resources, and access to authoritative international licensed resources. The library maintains its own electronic resources through the University's website in the **Library** section and the **EBilim Library**.

The electronic library is equipped with **60 computers** connected to the Internet, enabling students to effectively use electronic educational resources, scientific databases, educational and methodological materials, and digital libraries. The availability of a sufficient number of computer workstations supports independent learning, preparation for classes, research activities, and the development of students' digital literacy.

External Resources: In addition to its own electronic resources, the library has concluded cooperation agreements and annually provides access to licensed resources from major information and educational content providers, including:

- **eLIBRARY.RU** – the largest Russian electronic library of scientific publications, offering extensive search and scientific information analysis capabilities. The library is integrated with the **Russian Science Citation Index (RSCI)**, a publicly accessible bibliometric database developed at the request of the Ministry of Science and Higher Education of the Russian Federation. Both eLIBRARY.RU and RSCI are developed and maintained by the Scientific Electronic Library (Appendix 6.4.3. Cooperation Agreements).
- **IVIS** – full-text access to Russian scientific and professional journals.
- **Lan Electronic Library System (Lan ELS)** – an electronic library system providing educational and scientific literature across all fields of study.
- **PubMed®** – containing more than **40 million** citations for biomedical literature from the MEDLINE database, life science journals, and electronic books. Links may provide access to full-text publications available through PubMed Central and publishers' websites, including:
 - **Science Citation Index Expanded (SCIE);**
 - **Social Sciences Citation Index (SSCI);**
 - **Arts & Humanities Citation Index (AHCI).**

Cooperation with the **Association of Electronic Libraries of Kyrgyzstan** provides the University with access to a broad range of electronic library resources, scientific databases, and educational materials.

Appendix 6.4.4. Library Report.

Criterion is fulfilled.

Strengths

1. The University possesses a well-developed infrastructure containing all the facilities necessary to ensure a high-quality educational process.

Standard 6 is fulfilled.

3.7. Standard 7. Scientific, Methodological and Research Activities

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

The University's scientific activities are coordinated by the **Research Department** (Appendix No. 7.1.1. Regulations on the Research Department).

The University's research activities encompass a broad spectrum of investigations in various fields of medical science. Faculty members and students conduct research within the University's institutional research theme:

"Modern Approaches to the Diagnosis, Treatment, Prevention and Rehabilitation of Major Diseases (Internal Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, and Dentistry) in Medical Practice" (Appendix No. 7.1.2. Extract from the Academic Council Minutes No. 10 dated June 4, 2022).

In addition, each academic department has its own research theme approved by the Academic Council:

- **Department of Morphological Disciplines:** *"Modern Pathophysiological Aspects of Human Diseases."*
- **Department of Surgical Disciplines:** *"Modern Treatment Methods and the Most Predictable Complications in Surgical Practice."*
- **Department of Therapeutic and Specialized Disciplines:**
 1. *"The Influence of Climatic and Geographical Conditions on the Development and Course of Therapeutic Diseases."*
 2. *"Nutritional Problems and Harmful Habits Affecting the Development and Course of Diseases of Various Body Systems in the Kyrgyz Republic."*
- **Department of Dentistry:** *"Challenges in Providing Dental Care to the Population of the Chuy Region under Contemporary Conditions."*
- **Department of Natural Sciences and Humanities:** *"Science, Education and Society: Modern Methods, Trends and Innovations."*
- **Department of Interprofessional Disciplines:** *"Research on Interprofessional Communication and Partnership in Healthcare and Medical Education."*
- **Department of Obstetrics, Gynecology and Pediatrics:** *"Translational Medicine. The Mother–Fetus–Child System."* (Appendix No. 7.1.3. Minutes of the Educational and Methodological Council).

The implementation of research results into the educational process is a key indicator of the effectiveness of the University's scientific activities and serves as a solid foundation for preparing highly qualified specialists capable of innovative professional practice. The integration of research into the educational process is carried out in accordance with the University's internal regulations (Appendix No. 7.1.4. Regulations on the Implementation of Research Results into the Educational Process).

The application of research findings in teaching is documented through **Research Implementation Certificates**, which confirm the relevance and practical value of completed studies by demonstrating their application in the educational process. Published research findings are incorporated into lecture courses and serve as the basis for updating syllabi and methodological guidelines (Appendix No. 7.1.5. Research Implementation Certificates). Research outcomes produced by faculty members and academic departments are also implemented through educational and methodological support by publishing textbooks, practical manuals, and methodological guidelines based on the authors' scientific research. These publications are prepared in accordance with the **Regulations on Educational and Methodological Publications**. They incorporate up-to-date scientific findings, are developed with consideration of the University's educational specificities, and are designed to support students' independent learning. Each publication undergoes mandatory internal and external peer

review and is approved by the Educational and Methodological Council prior to publication (Appendix No. 7.1.6. Extract from the Educational and Methodological Council Minutes on Educational Publications). The preparation of all educational materials is carried out in strict compliance with the University's **Regulations on Educational and Methodological Publications** (Appendix No. 7.1.7. Regulations on Educational and Methodological Publications).

To enhance and improve the effectiveness of the research activities of faculty members, the University regularly invites distinguished speakers to conduct scientific and methodological training sessions.

- **On October 24, 2025**, a training workshop entitled "**Academic Writing and Artificial Intelligence: From Combating Plagiarism to Promoting Research Publications on Digital Platforms**" was organized for the faculty of AIU named after S. Tentishev. The speaker was **Denis Alexandrovich Brusilovsky**, Doctor of Philosophy, Head of the Department for the Development of International Research Communications at *IlimGrad*, expert in academic writing and research methodology at the **B.N. Yeltsin Kyrgyz-Russian Slavic University** (Appendix No. 7.1.8. Photo Materials).
- **On January 24, 2024**, the University hosted a training seminar for young researchers organized jointly with representatives of the **State Agency for Intellectual Property and Innovation under the Cabinet of Ministers of the Kyrgyz Republic (Kyrgyzpatent)**. The primary objective of the event was to improve legal literacy regarding the protection of intellectual property and its commercialization. Participants received practical guidance on completing intellectual property documentation and learned about government support measures available for young inventors (Appendix No. 7.1.9. Seminar Photo Materials).
- **On June 13, 2025**, as part of the University's strategy to strengthen its research capacity, a specialized scientific and educational seminar entitled "**Fundamentals of Scientometrics. Information Databases: RSCI, Scopus, Web of Science. IMRAD Requirements for Scientific Publications**" was organized. The seminar was delivered by **Professor Nurlan Nurgazievich Brimkulov**, Doctor of Medical Sciences. Particular emphasis was placed on the internationally recognized **IMRAD (Introduction, Methods, Results and Discussion)** structure required for publications in peer-reviewed international journals (Appendix No. 7.1.10. Training Photo Materials).
- **On December 3, 2024**, AIU named after S. Tentishev organized an **Inter-University Scientific and Practical Conference** dedicated to **World Science Day**, entitled "**Modern Approaches to the Diagnosis, Treatment, Prevention and Rehabilitation of Major Diseases (Internal Medicine, Surgery, Obstetrics and Gynecology, Pediatrics and Dentistry) in Medical Practice.**" The conference brought together faculty members and students from various higher education institutions. A keynote presentation was delivered by **Nuriza Asanovna Asanova**, Editor of the scientific journal *Alatoo Academic Studies* of Ala-Too International University, who also contributed significantly to the University's scientific community. Following the inclusion of the journal *Alatoo Academic Studies* in the **Scopus** database, participants actively discussed the updated publication requirements for authors.

Within the framework of the conference, competitions were organized in two categories: "**Best Researcher – 2024**" and "**Best Scientific Article – 2024.**"

The competition jury included representatives from both AIU and other higher education institutions:

1. **Alimzhan Gafarovich Koshmuratov**, Candidate of Medical Sciences, Scientific Consultant of the Research Department – Chairperson;
2. **Klara Satybekovna Tursunaliyeva**, Candidate of Chemical Sciences, Associate Professor, Head of the Research Department, International Medical University;
3. **Nuriza Asanovna Asanova**, Editor of the scientific journal, Ala-Too International University;

4. **Mayramkan Kerimaly Kyzy**, Candidate of Medical Sciences, Department of Obstetrics, Gynecology and Pediatrics, AIU;
5. **Ainagul Sultanalieva**, Candidate of Medical Sciences, Department of Obstetrics, Gynecology and Pediatrics, AIU;
6. **Almira Salmorbekovna Ashyrbekova**, Candidate of Pedagogical Sciences, Head of the Research Department;
7. **Aibek Salykovich Aaliev**, Head of the Laboratory, AIU named after S. Tentishev, "**Best Teacher of the Year.**"

Competition "Best Researcher – 2024"

Six faculty members presented their scientific reports:

1. **Bakyt Bekzhanovich Kulambaev**, Candidate of Medical Sciences, Head of the Department of Therapeutic and Specialized Disciplines — *"Modernization of Medical Education: Global Trends and Regional Challenges."*
2. **Aigerim Emilievna Shabykeyeva**, Department of Morphological Disciplines — *"Advantages of Using the Vector Device in the Treatment of Periodontal Diseases."*
3. **Amina Selimovna Kharsanova**, Department of Therapeutic and Specialized Disciplines — *"Histological Changes in Kidney Tissues of Experimental Animals in Hyperuricemia Models."*
4. **Zhanylai Nuridinovna Nuridinova**, Department of Interprofessional Disciplines — *"Characteristics of the COVID-19 Epidemic Process and Population Immunity in the Kyrgyz Republic Based on Three Stages of Research."*
5. **Marina Magomedovna Bogatyreva**, Senior Lecturer, Department of Therapeutic and Specialized Disciplines — *"The Effect of Naswar on Morphological Changes in the Hepatobiliary System of Experimental Animals."*
6. **Bakytbek Abdukhakimovich Ormonov**, Department of Interprofessional Disciplines — *"Ways to Improve the Educational Process in Basic and Clinical Pharmacology at AIU named after S. Tentishev."*

According to the competition results:

- **First Place:** Zhanylai Nuridinovna Nuridinova;
- **Second Place:** Aigerim Emilievna Shabykeyeva and Bakytbek Bekzhanovich Kulambaev;
- **Third Place:** Amina Selimovna Kharsanova.

Competition "Best Scientific Article – 2024"

Eight faculty members presented their published scientific articles:

1. **Assel Rysbekovna Amankulova**, Department of Natural Sciences and Humanities — *"The Impact of Intercultural Communication in Medicine."*
2. **Aida Maskharidinovna Sharapidinova**, Department of Morphological Disciplines — *"Ovarian Hyperstimulation Syndrome: Modern Strategies for Diagnosis and Management."*
3. **Ali Imran**, Department of Therapeutic and Specialized Disciplines — *"The Influence of Climatic and Geographical Conditions on the Development and Course of Therapeutic Diseases in Kyrgyzstan."*
4. **Aizharkyn Alymidin Kyzy**, Department of Therapeutic and Specialized Disciplines — *"The Impact of Climatic and Geographical Conditions and Vitamin D Deficiency on the Development and Course of Multiple Sclerosis."*
5. **Eldiyar Daniyarovich Zhoroev**, Head of the Department of Surgical Disciplines — *"Pathogenetic Features of the Development and Treatment of Liver Cirrhosis."*
6. **Sanzharbek Saidinovich Zheenbekov**, Department of Interprofessional Disciplines — *"Management of Patients with Positive XPERT Test Results and Negative Culture Findings."*
7. **Aigerim Bakytbekovna Usupova**, Department of Obstetrics, Gynecology and Pediatrics — *"Low-Volume Infusion Therapy in the Treatment of Acute Cerebrovascular Disorders Using Ethylmethylhydroxypyridine Succinate (Mexidol)."*

8. **Nurgul Duyshonkulovna Duyshonkulova**, Department of Therapeutic and Specialized Disciplines — *"Climatic and Geographical Adaptation of Students from India and Pakistan Studying at Medical Universities in Kyrgyzstan."*

According to the competition results:

- **First Place:** Sanzharbek Saidinovich Zheenbekov;
- **Second Place:** Aizharkyn Alymidin Kyzy;
- **Third Place:** Aida Maskharidinovna Sharapidinova.

(Appendix No. 7.1.13. Order Issued on the Occasion of World Science Day.)

The **Student Scientific Society (SSS)** operates at the Asian International University named after S. Tentishev to organize and actively involve students in research activities. The primary objective of the Society is to create favorable conditions for the development of students' scientific potential and to foster competencies in scientific research and organizational activities. The Student Scientific Society regularly organizes scientific events, including international medical conferences and research forums (e.g., ICMR), in cooperation with the Research Department and academic departments. It also conducts scientific seminars, round-table discussions, debates, and other academic events, thereby providing students with opportunities to engage in research and supporting their comprehensive academic and professional development. In cooperation with the University's academic departments and the **University of Radiological Sciences and Medical Imaging Technologies, University of Lahore (Pakistan)**, the Student Scientific Society successfully organized **SOUND 2025 – Symposium on Ultrasound Diagnostics and Innovation** in **March 2025**. This international academic event was aimed at expanding knowledge and promoting innovation in ultrasound technology and medical imaging. The symposium served as a global platform for students, academics, and healthcare professionals to explore recent advances and practical applications in diagnostic ultrasonography. The symposium featured lectures delivered by internationally recognized experts:

- **Ms. Samra Nisar** – Fundamentals of Ultrasound;
- **Prof. Dr. Zareen Fatima** – Abdominal Ultrasonography;
- **Associate Professor Dr. Noraiz Ali** – Obstetric Ultrasound;
- **Associate Professor Dr. Mahrook Latif** – Gynecological Ultrasound;
- **Associate Professor Dr. Raham Bacha** – Small Parts Ultrasound.

(Appendix No. 7.1.14. Student Scientific Society Report)

Student scientific clubs operate within the University's academic departments, where students conduct research projects under the supervision of faculty members in the fields of General Medicine and Dentistry.

AIU actively promotes inter-university collaboration. Faculty members and students regularly participate in joint seminars, scientific conferences, and round-table discussions with leading universities of the Kyrgyz Republic, strengthening academic cooperation and facilitating the exchange of scientific experience.

Examples include:

- **14 November 2024** – Inter-University Student Scientific Conference "**Molecular Mechanisms of Diabetes Mellitus**", dedicated to World Diabetes Day, with participation from AIU, the I.K. Akhunbaev Kyrgyz State Medical Academy, ADAM University, IHSM, IMU, EMU, and Salymbekov University.
- **16 December 2024** – Inter-University Conference dedicated to **World AIDS Day**, involving AIU, the I.K. Akhunbaev Kyrgyz State Medical Academy, Kyrgyz-Russian Slavic University, ADAM University, Avicenna University, and IHSM, supervised by Senior Lecturers A.K. Rysova and A.E. Ryspekova (Appendix No. 7.1.15).
- **13 December 2025** – **Corpus Expo of Anatomy**, organized by AIU students, featuring live scientific demonstrations, anatomical, physiological and pathological models, three-dimensional educational exhibits, and practical workshops (Appendix No. 7.1.16).

Student Research Achievements

Members of the Student Scientific Society have demonstrated significant success in national and international scientific competitions.

- **Madina Ruslanovna Ashimova**, a member of the scientific club "**Actual Issues in Medical Genetics**," received the **First Degree Diploma** and the title "**Best Student – 2023**" among scientific and educational institutions of the CIS, organized by the **Bobek Public Movement Association** (Astana, Kazakhstan). She was also awarded a commemorative medal for her contribution to education, science, sports, and culture (Appendix No. 7.1.17).
- **Zahra Arshad**, a member of the same scientific club, received the **First Degree Diploma** and the title "**Best Student – 2024**" in the same competition and was awarded a commemorative medal for her contribution to education, science, sports, and culture (Appendix No. 7.1.18).

At the **International Research Competition "New Science – Best Research Paper 2024"** (8 April 2024), AIU students **Subramanian Christinal Cathrine**, **Chintha Shiva Rama Krishna**, and **Boddu Raja Sri** received diplomas for their research achievements. Students **Rehmana Makhruha**, **Aryana Nalina**, and **Tadi Aruna** were awarded **First Degree Diplomas** for the **Best Scientific Paper** at an international scientific competition held in the Russian Federation (Appendix No. 7.1.19).

On **10 December 2024**, **Prince Xavier**, leader of the Student Scientific Society research team, participated in the **IV International Scientific and Practical Conference "Youth and Science 2024: Conquering the Heights of Knowledge"**, presenting the report entitled "**Cardiovascular Adaptation: Mechanisms and Consequences of High-Altitude Exposure**" (Appendix No. 7.1.20).

Students also participated in the **International Scientific and Theoretical Conference "Artificial Intelligence in Education: Current State, Challenges and Prospects"**, held at **Almaty Humanitarian-Economic University (Republic of Kazakhstan)** in 2023.

Award recipients included:

1. **Changaiz Tayyab** – First Degree Diploma; scientific article published.
2. **Armiin Imran** – Second Degree Diploma; scientific article published.
3. **Malaika Khan** – Second Degree Diploma; scientific article published.
4. **Husna Shaikh** – Third Degree Diploma; scientific article published.
5. **Rana Ali Raza** – Third Degree Diploma.
6. **Malaika Khan** – First Place in Philosophy.

(Appendix No. 7.1.21)

Members of the Student Scientific Society also participated in the scientific and practical conference "**Current Issues in Science: Students' Perspective**", dedicated to the **Day of Science of the Kyrgyz Republic**, organized by **ADAM University**. Students **Eyash Ahmed**, **Muskan Salim**, and **Hiroshima Thongam** represented AIU, with **Eyash Ahmed** receiving **First Prize**.

At the scientific and practical conference "**AIDS: Protect Yourself**", dedicated to **World AIDS Day** and organized by **ADAM University**, students **Aditya Yadav**, **Zahra**, and **Richa Biswal** were awarded **First Place** in the team presentation category.

The University continuously supports students' participation in scientific competitions, conferences, symposiums, and research projects, thereby promoting the integration of research into the educational process and fostering the development of future physician-scientists.

Criterion is fulfilled.

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

The University possesses a modern laboratory building that supports both scientific research and the educational process. The laboratory functions as a multifunctional research and training center where theoretical knowledge is transformed into practical competencies through laboratory classes, experimental studies, and scientific investigations (Appendix No. 7.2.1. Regulations on the Laboratory Complex).

The laboratory operates under the supervision of the Head of the Laboratory, who ensures that the necessary infrastructure is available for conducting research activities. The laboratory staff prepare equipment, instruments, and reagents in accordance with established operating procedures. Strict compliance with occupational safety regulations and sanitary standards provides a safe environment for both educational activities and scientific research (Appendix No. 7.2.2. Sanitary and Epidemiological Inspection Certificate). A comprehensive inventory and resource management system ensures the proper maintenance of laboratory facilities and enables the timely modernization of equipment in accordance with current scientific needs.

The laboratory infrastructure includes:

1. **Specialized laboratory classrooms** equipped with:
 - individual workstations for students;
 - a demonstration workstation for instructors;
 - water supply and drainage systems;
 - ventilation and lighting compliant with sanitary regulations;
 - storage cabinets for chemicals, reagents, and laboratory equipment.
2. **Modern laboratory equipment**, including:
 - photoelectric colorimeter (PEC);
 - analytical laboratory balances;
 - centrifuges;
 - thermostats;
 - microscopes;
 - laboratory heating devices;
 - a full range of chemical reagents and consumables required for practical classes and biochemical research.
3. **Occupational safety facilities**, including personal protective equipment (laboratory coats, gloves, and protective eyewear), ensuring safe laboratory practice.
4. **Educational and research support resources**, including:
 - laboratory manuals;
 - practical guidelines for students;
 - laboratory work instructions;
 - educational posters and visual teaching materials;
 - access to scientific and educational literature.
5. During the reporting period, laboratory equipment and reagents were systematically upgraded through dedicated financial investments to ensure the continuous development of the University's research infrastructure (Appendix No. 7.2.3. Laboratory Equipment Inventory).

In addition to the laboratory complex, the University operates a **Simulation Center**, which serves as an integrated educational and research environment where theoretical instruction is closely linked with practical skills development and scientific experimentation.

To support both education and research, the University has acquired the **Pirogov Interactive Anatomical Table**, which is actively used in the educational process as well as in scientific investigations.

Unlike traditional anatomical atlases, this digital platform provides advanced opportunities for anatomical and morphological analysis, including:

- three-dimensional visualization of anatomical structures from the skin to the skeletal system in any projection;
- virtual sectional anatomy that allows users to create cross-sections at any anatomical level, similar to the anatomical methods developed by N.I. Pirogov;
- visualization of tissues, vessels, and organs at varying depths;
- access to more than **6,000 anatomically accurate structures** presented according to internationally accepted anatomical terminology, facilitating scientific publications and participation in international research projects.

(Appendix No. 7.2.4. Photographs of the Pirogov Interactive Anatomical Table)

To facilitate participation in webinars, online scientific conferences, and international academic events, the University operates **two dedicated servers** that provide secure data storage and stable high-speed Internet connectivity.

(Appendix No. 7.2.5. Computer Laboratory Facilities)

The activities of the Simulation Center and the University Library are regulated by the following internal documents:

- Appendix No. 7.2.6. Regulations on the Simulation Center.
- Appendix No. 7.2.7. Regulations on the AIU Library.

The University's material, technical, and information resources provide comprehensive support for scientific research, innovation, and practical training, creating favorable conditions for conducting experimental studies, implementing research findings, and integrating scientific achievements into the educational process.

Criterion is fulfilled.

Criterion 7.3. Exchange of Research Results and Academic Staff

Academic mobility at the Asian International University named after S. Tentishev is implemented in accordance with the **Regulations on Academic Mobility of Students** (Appendix No. 7.3.1).

In 2021, the University signed cooperation memoranda with several international higher medical education institutions, including **S.D. Asfendiyarov Kazakh National Medical University (Kazakhstan)**, the **College of Allied Health Sciences (Pakistan)**, **Jalal-Abad State University**, and the **Research Medical and Social Institute (NIMSI)**. These agreements provide a framework for academic exchanges, student internships, joint research activities, and faculty collaboration (Appendix No. 7.3.2. International Cooperation Agreements).

One practical example of these activities was the academic exchange program involving students from **Osh State University**. During their visit, the students participated fully in the educational process at AIU, familiarized themselves with the University's modern educational environment and academic standards, and upon completion received certificates presented by the Vice-Rector and Dean in recognition of their successful participation in the mobility program.

(Appendix No. 7.3.2; Certificate Award Ceremony)

On **15 October 2024**, the **Kyrgyz-Russian Educational Forum** was held at the **I.K. Akhunbaev Kyrgyz State Medical Academy**. During the forum, AIU became a member of the **Russian-Kyrgyz Consortium of Medical Universities**, aimed at strengthening educational and scientific cooperation between the Kyrgyz Republic and the Russian Federation.

Within the framework of the Consortium, cooperation agreements were signed with five leading Russian medical universities:

- I.M. Sechenov First Moscow State Medical University;
- I.I. Mechnikov North-Western State Medical University;
- Privolzhsky Research Medical University;
- Kursk State Medical University;
- Omsk State Medical University.

The Consortium pursues the following objectives:

- strengthening educational cooperation between the Kyrgyz Republic and the Russian Federation;
- improving the quality of medical education and healthcare workforce development;
- promoting integration in scientific and educational activities;
- expanding opportunities for modern, high-quality medical education;
- developing long-term professional collaboration among academic and research staff.

(Appendix No. 7.3.3. Consortium Cooperation Agreement)

The University actively participates in international scientific events that facilitate the exchange of research findings and academic experience.

Examples include:

- **4 December 2021** – II International Scientific and Practical Online Conference "**Current Issues of Modern Medical Education**", where AIU faculty members presented reports entitled:
 - *"Innovations in Medical Science and Education in the Kyrgyz Republic"* (A.E. Ryspekova);
 - *"Teaching During the COVID-19 Pandemic"* (Assoc. Prof. B.B. Kulambaev).
- **6–8 April 2022** – International Student and Young Scientists Conference "**Farabi Alemi**" (Almaty, Kazakhstan), where AIU students presented:
 - *"Health Awareness and Obesity"* (Mustijab Ikram);
 - *"Factors that Increase Stress in Patients and How to Deal with Them"* (Arhma Ahmad).
- **28 October 2023** – International Scientific and Practical Conference "**INFECTIO EPIGNOSI**", organized by AIU, featuring **33 student presentations** representing **five universities** of the Kyrgyz Republic.
- **29 April 2023** – Inter-University Scientific Conference "**Current Problems of Deficiency States in Various Climatic and Geographical Conditions**", during which **32 students from five universities** presented their research findings.
- **15–16 January 2025** – International Annual Conference on Medicine and Surgery (IACMS-25), attended by researchers and healthcare professionals from **Pakistan, India, China, the United States, Poland, Germany, Egypt, Türkiye, Belgium, Nigeria**, and many other countries. The conference provided opportunities for exchanging research results and establishing new international scientific collaborations.
- **27 May 2025** – International webinar "**Medical Pathways through UKMLA, MSRA and PLAB**", organized jointly with **M&M E-Institute**, focusing on international medical licensing examinations and sharing best educational practices.

The University also supports participation of students and academic staff in international scientific competitions.

The Chairman of the Student Scientific Society, **Aakash Kumar Singh**, was awarded the **First Degree Diploma** in the international competition "**Best Student of Central Asia**", organized by the Center for Innovative Education together with the Republican Innovation Center "**Jańa Qazaqstan**". The award ceremony took place in **Astana, Republic of Kazakhstan**, on **21 March 2026**, recognizing his contribution to youth policy development in Central Asia. AIU academic staff regularly participate in scientific schools, professional development programs, and international research events.

Examples include:

- **20–22 June 2024** – Participation in the **School for Doctoral Candidates and Young Researchers**, organized jointly by the National Attestation Commission of the Kyrgyz Republic and Issyk-Kul State University, attended by **130 doctoral candidates, postgraduate students, and young researchers** from higher education and research institutions across the Kyrgyz Republic. All AIU participants received certificates (Appendix No. 7.3.4).
- **16–17 February 2024** – Marina M. Bogatyreva participated in the **SciCraft School of Scientific Writing**, organized by Samara University (online).
- **27–29 March 2024** – Associate Professor B.B. Kulambaev participated in the international scientific seminar "**MirraKhimov Readings**" held under the framework of the **Shanghai Cooperation Organization (SCO)**.
- Associate Professor **B.B. Kulambaev** also conducted five professional orientation seminars in **Bangladesh**, establishing cooperation with potential academic partners.
- **1–2 April 2024** – N.D. Duyshonkulova participated in the international online seminar "**Promoting Universities in Global Rankings**", organized by the Belgian Educational Council.
- In **November 2024**, M.T. Osmonbaeva, Head of the Department of Natural Sciences and

Humanities, participated in the international competition "**Best Researcher**" among scientific and educational institutions of the CIS, organized by the International Research Center "**Endless Light in Science.**" She received the **First Degree Diploma** and the honorary medal "**Best Researcher**" (Appendix No. 7.3.5).

These activities demonstrate the University's commitment to expanding international scientific cooperation, promoting academic mobility, disseminating research findings, strengthening professional partnerships, and integrating faculty and students into the global scientific community.

Criterion is fulfilled.

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

As part of the University's long-term development strategy, the Asian International University named after S. Tentishev has established and successfully implemented an internal academic policy regulating the research workload of academic staff. According to the approved regulations, every full-time faculty member is required to prepare and publish **at least two scientific articles per academic year** (Appendix No. 7.4.1. Regulations on Research Activities and Student Research).

A comprehensive list of publications by AIU faculty members is available through the **Russian Science Citation Index (RSCI/eLIBRARY.RU)** database.

According to the RSCI (eLIBRARY) statistics, the University's publication output has demonstrated consistent growth:

- **2021** – 14 publications;
- **2022** – 35 publications;
- **2023** – 88 publications;
- **2024** – 124 publications;
- **2025** – 187 publications.

Over the five-year period, the University's publication output increased by **13.3 times**, demonstrating the transition of its research activities from the developmental stage to a stage of stable scientific growth. The publication record for 2025 confirms the strengthening of the University's research capacity and increasing academic productivity.

Faculty members have also published research articles indexed in the **Scopus** database, including:

- **A. Moldobekova** – 3 publications;
- **A.S. Aaliev** – 2 publications;
- **M.K. Omurzakova** – 2 publications;
- **Mudassar Iqbal** – 2 publications.

Students actively participate in research under the supervision of faculty members, particularly within the Department of Therapeutic and Specialized Disciplines. Examples of published student research include:

1. **Sadka Hassan, Imran Ali, Bakyt Kulambaev**
Effect of Fasting During Ramadan on Gastroesophageal Reflux Disease Among Medical Students at S. Tentishev Asian Medical Institute — XV International Scientific Conference Science & Health 2024.
2. **Prince Xavier, M.M. Thilaev, B.B. Kulambaev**
Cardiovascular Adaptation: Mechanisms and Impacts of High-Altitude Exposure — Proceedings of the IV International Scientific and Practical Conference Youth and Science 2024.
3. **Sadka Hassan, Imran Ali, B.B. Kulambaev**
Climatic Conditions and Their Impact on the Progression of Chronic Obstructive Pulmonary Disease (COPD) — Bulletin of the International Medical University, No. 1, 2024.

4. **A. Kachkanakova, B.B. Kulambaev**
Causes of Antibacterial Resistance and Possible Solutions — Bulletin of the International Medical University, No. 4, 2024.
5. **Mustijab Ikram, B.B. Kulambaev**
Antibacterial Resistance: A Growing Crisis — Bulletin of the International Medical University, No. 4, 2024.
6. **Aliza Abbas, Numan Amir, B.B. Kulambaev**
The Role of the Pharmaceutical Industry in Antibiotic Resistance — Bulletin of the International Medical University, No. 4, 2024.
7. **Sasi Murugan, B.B. Kulambaev**
Medical Strategies to Combat Antibiotic Resistance; and Ankita Singh, B.B. Kulambaev
Prospects for Beta-Lactam Antibiotics in Modern Therapy — Bulletin of the International Medical University, No. 4, 2024.
8. **Ravi G., B.B. Kulambaev**
New Horizons in HIV Treatment: Advances in Antiretroviral Therapy and Beyond — Proceedings of the Inter-University Student Scientific Conference Developed Medicine – Healthy Society, 2024.
9. **Aakash K., Mirza A., B.B. Kulambaev**
Role of Nutrition in HIV/AIDS Patients: A Critical Review — Proceedings of the Inter-University Student Scientific Conference Developed Medicine – Healthy Society, 2024.

The Department of Interprofessional Disciplines publishes a **monthly Student Research Bulletin**, which includes abstracts prepared by students on the theme "**Interprofessional Communication and Partnership in Healthcare and Medical Education**" (Appendix No. 7.4.3).

Since 2025, the University has published its own peer-reviewed scientific journal, the "**Bulletin of the Asian International University named after Satkynbay Tentishev.**" The journal publishes articles covering fundamental medicine, clinical sciences, medical education, and the humanities.

The journal is officially registered with the **Ministry of Justice of the Kyrgyz Republic** (Registration Certificate No. 10348, dated **6 November 2024**) and is published **quarterly** (Appendix No. 7.4.4).

Articles are published in **Kyrgyz, Russian, and English**, with abstracts provided in all three languages.

Research and methodological activities are carried out in accordance with the University's **Annual Research Plan** (Appendix No. 7.4.5).

Regular scientific events include:

- annual student scientific conferences dedicated to the World Science Day, World Diabetes Day, World Health Worker Day, and other significant dates;
- interdepartmental and inter-university scientific seminars;
- meetings of the Student Scientific Society;
- round-table discussions devoted to current medical issues, including tuberculosis, dermatovenereology, and other healthcare challenges.

To encourage research productivity, publication performance is considered during the annual evaluation and certification of academic staff and serves as one of the indicators of professional performance.

Observation:

Approximately **65% of scientific publications** were published in the same non-indexed journals (primarily "**New Science**" and the "**Bulletin of AIU**"), which are **not included in the core collection of the Russian Science Citation Index (RSCI).**

Criterion is fulfilled with remarks.

Criterion 7.5. Internal and External Funding of Research Activities of Faculty Members, Staff, and Students

The University provides financial support for the publication activities of faculty members and students in reputable scientific journals indexed in recognized academic databases and included in the list of the Higher Attestation Commission (HAC). This policy aims to strengthen the University's research profile and secure priority for scientific achievements generated by its academic community (Appendix No. 7.5.1. Publishing Agreement).

Financial support is also provided for scientific business trips, which play an important role in promoting academic mobility. Participation in national and international scientific conferences enables faculty members and students to present research findings, exchange scientific experience, establish professional collaborations, and acquire new research methodologies at leading academic institutions and research centers (Appendix No. 7.5.2. Orders on Scientific Business Trips).

Research activities at the University are financed in accordance with the approved **Regulations on Research Activities**.

The principal source of research funding is the University's own financial resources.

Expenditures allocated for research include:

- organization of international, national, and university scientific conferences;
- financial support for inter-university scientific visits and academic travel;
- publication of scientific articles, textbooks, teaching manuals, and methodological guidelines;
- organization of scientific seminars, workshops, and professional training programs;
- publication of the University's scientific journal "**Bulletin of the Asian International University named after S. Tentishev**";
- support for student scientific activities and academic competitions;
- other research-related activities contributing to the University's scientific development.

(Appendix No. 7.5.3. Financial Report – Research Expenditures).

The University has established a comprehensive incentive system to encourage research productivity among faculty members. Academic staff demonstrating outstanding research performance are awarded financial bonuses and other forms of recognition in accordance with the University's **Regulations on Faculty Incentives and Rewards** (Appendix No. 7.5.4).

Criterion is fulfilled.

Strengths

1. The University publishes its own peer-reviewed scientific journal, "**Bulletin of the Asian International University named after S. Tentishev**," as well as a dedicated internal scientific journal for student research publications.
2. The University provides direct financial support for research activities, including the preparation and publication of scientific papers, textbooks, teaching and methodological materials, organization of scientific conferences and academic competitions, and participation of faculty members and students in scientific events and academic mobility programs.

Weakness

1. Approximately **65% of scientific articles** were published in the same non-indexed journals (primarily "**New Science**" and the "**Bulletin of AIU**"), which are **not included in the core collection of the Russian Science**

Citation Index (RSCI).

Recommendations

1. **By 1 September 2026**, develop and implement an institutional action plan aimed at increasing publication activity in internationally and nationally indexed peer-reviewed journals, with annual monitoring of outcomes and implementation of corrective measures.

Standard 7 is fulfilled with remarks.

3.8. Standard 8. Financial Resources of the Educational Organization

Criterion 8.1. Financial Policy of the Educational Organization

1. Objectives of the Financial Policy

The financial policy of the **Asian International University named after S. Tentishev** is aimed at ensuring the sustainable operation and long-term development of the University through efficient financial management, responsible allocation of resources, and compliance with the legislation of the Kyrgyz Republic.

The main objectives of the financial policy are:

- ensuring the University's financial sustainability and solvency;
- generating sufficient financial resources to support the implementation of educational programs;
- ensuring efficient allocation, management, and control of financial resources;
- maintaining transparency, accountability, and reliability of financial reporting.

(Appendix 8.1.3. Accounting Policy of the University, 2025, pp. 1–3)

2. Structure and Operation of the Financial Management System

Financial management is carried out in accordance with the University's Charter and internal regulatory documents. The financial management system includes the following governing bodies:

- **Founder** – provides strategic financial oversight and approves the allocation of major financial resources;
- **Administrative Director** – manages financial and economic activities, approves the annual budget, and supervises the execution of income and expenditure plans;
- **Accounting Department** – maintains accounting records, prepares financial statements, and monitors financial transactions and cash flows;
- **Academic Council** – participates in decision-making on major financial and economic issues related to the University's development.

(Appendix 8.1.4. University Charter, 2025, pp. 2, 6–9)

3. Analysis of Financial Performance

Analysis of the University's financial performance for the reporting period demonstrates that the institution continues to maintain a positive financial result.

- **2024 net profit:** KGS 109,164,442
- **2025 net profit:** KGS 57,194,258

The financial analysis indicates:

- a **2.9% decrease in total revenue** in 2025;
- a reduction in net profit by more than **50%** compared with the previous year;
- an increase in several expenditure categories, including transportation, services, and other operating expenses.

The University's principal source of income is tuition fees paid by students.

The main factors contributing to the decline in financial performance include:

- a decrease in the number of international students from non-CIS countries;
- growth in operational expenditures.

(Appendix 8.1.6. Financial Statements for 2024–2025)

4. Planned Measures to Improve Financial Performance

To strengthen its financial sustainability, the University plans to diversify its revenue sources by expanding continuing education and professional development programs, increasing the enrollment of domestic students, and strengthening international cooperation and educational partnerships.

The University also intends to optimize expenditures by reducing inefficient costs, strengthening financial control mechanisms, and introducing budget planning by structural units to improve transparency and accountability in resource allocation.

The financial planning system will be further enhanced through the implementation of medium-term financial planning and strengthened budget execution monitoring at all management levels, improving the predictability and efficiency of financial management.

In addition, improvements in financial management will be achieved through:

- automation of accounting and financial processes;
- enhancement of internal financial control procedures;
- further development of the internal audit system;
- regular financial analysis to support timely and evidence-based management decisions.

Implementation of these measures is expected to ensure the University's long-term financial stability and sustainable development.

Criterion is fulfilled.

Criterion 8.2. Financial Sustainability and Viability of the Educational Organization

1. Tuition Fee Determination Mechanism

Tuition fees at the **Asian International University named after S. Tentishev** are determined on the basis of a full-cost calculation of educational services, taking into account the planned level of financial sustainability and profitability.

The tuition fee calculation includes the following stages:

- determination of the University's total operating expenditures (including salaries, utilities, maintenance, depreciation, and other operating costs);
- calculation of the cost per student;
- establishment of tuition fees with a planned profitability margin of approximately 20–30%.

Examples:

Academic Year 2023–2024

- Total operating expenses: **KGS 617,400,000**
- Cost per student: **KGS 135,424**
- Tuition fee: up to **KGS 176,051** (approximately 30% profitability)

Academic Year 2024–2025

- Total operating expenses: **KGS 610,000,000**
- Cost per student: **KGS 165,401**
- Tuition fee: up to **KGS 169,100**

The tuition fee structure is reviewed periodically to ensure financial sustainability while maintaining the affordability and competitiveness of the University's educational programs.

2. Formation of the Payroll Fund

The **Payroll Fund** represents the largest component of the University's annual expenditures and is established on the basis of:

- the approved staffing schedule for academic and administrative personnel;
- the number of approved positions;
- employees' qualifications and workload;

- the University's remuneration policy.

According to the financial calculations, the annual payroll fund amounts to approximately **KGS 200,000,000**, representing the University's largest expenditure category.

(Appendix 8.2.1. Academic and Administrative Staff Schedule, Academic Year 2025–2026, pp. 1–2)

3. Staff Incentive System

The remuneration system is regulated by the University's internal **Regulations on Remuneration** and includes:

- basic salary according to qualification and workload;
- performance-based bonuses;
- incentives for scientific and research achievements;
- additional payments for carrying out extra duties and responsibilities.

(Appendix 8.2.2. Regulations on Remuneration, 2025, pp. 1–3)

4. Assessment of Financial Sustainability and Viability

The University's financial sustainability is evaluated through both quantitative and qualitative indicators.

Quantitative indicators

- Net profit in **2024: KGS 109 million**
- Net profit in **2025: KGS 57 million**
- Stable expenditure levels with controlled educational costs.

More than **90%** of the University's revenue is generated from tuition fees paid by international students.

Qualitative indicators

- Stable demand for the University's educational programs;
- Long-term cooperation agreements with international recruitment partners and educational agencies supporting continuous enrollment of international students;
- Sustainable financial management system ensuring the University's ability to fulfill its educational mission and strategic development objectives.

(Appendix 8.2.3. Cooperation Agreements with International Partners, 2019–2024)

Criterion is fulfilled.

Criterion 8.3. Accounting, Financial Reporting, and Transparency in the Use of Financial Resources

The University operates under an approved **Accounting Policy** developed in accordance with the legislation of the Kyrgyz Republic and the **Kyrgyz Accounting Standards (KAS)**. The policy establishes uniform principles for accounting practices, financial reporting, and the recording of business transactions.

The University's accounting system is based on the following fundamental principles:

- going concern;
- accrual basis of accounting;
- consistency of accounting policies;
- double-entry bookkeeping;
- mandatory documentary evidence for all financial and business transactions.

Financial statements are prepared in full compliance with applicable accounting standards and include:

- Statement of Financial Position (Balance Sheet);
- Statement of Financial Performance (Profit and Loss Statement);
- Statement of Cash Flows;
- explanatory notes and other statutory reporting forms.

(Appendix 8.1.3. Accounting Policy of the University)

The University's tax policy is aimed at ensuring full compliance with the tax legislation of the

Kyrgyz Republic through accurate calculation of taxable income, timely payment of taxes and mandatory contributions, and effective cooperation with tax authorities.

The effectiveness of the accounting and tax management system is demonstrated by:

- timely payment of all statutory taxes and mandatory contributions (corporate income tax, VAT/sales tax, personal income tax, and social insurance contributions);
- absence of tax arrears;
- maintenance of stable financial performance.

The accounting and taxation systems therefore ensure reliable financial reporting, transparent financial management, and the University's financial sustainability.

(Appendix 8.3.5. Regulations on the Accounting Department)

Financial operations are partially automated through the use of modern financial technologies, including:

- Internet banking systems;
- electronic payment terminals;
- electronic document management for financial transactions;
- accounting based on the approved chart of accounts and internal financial reporting forms.

(Appendix 8.3.1. Banking Agreement for Internet Banking and Electronic Payment Services, pp. 1–2)

The University applies the **Kyrgyz Accounting Standards (KAS)** while incorporating internationally recognized accounting principles, including:

- accrual accounting;
- transparency;
- completeness and reliability of financial information.

Financial reporting prepared in accordance with KAS ensures:

- comparability of financial data;
- accuracy and reliability of financial information;
- effective financial analysis and informed management decision-making.

(Appendix 8.3.2. Accounting Policy, Sections 1–2)

Transparency in the use of financial resources is ensured through several mechanisms.

1. Documentation of Financial Transactions

Every financial transaction is supported by primary accounting documentation and recorded using the approved chart of accounts.

2. Financial Reporting System

The University prepares financial reports on a regular basis, including:

- Statement of Financial Performance (Profit and Loss Statement);
- detailed reports on income and expenditure by category;
- annual financial reports containing comprehensive analysis of financial activities.

(Appendix 8.3.3. Financial Statement – Form No. 2)

(Appendix 8.3.4. Annual Financial Report for 2025)

The University's financial reports provide detailed classification of expenditures and ensure transparency, accountability, and effective monitoring of the use of financial resources.

Criterion is fulfilled

Criterion 8.4. Sources of Income and Investment Attractiveness of the Educational Organization

1. Analysis of Funding Sources

The **Asian International University named after S. Tentishev** is a private higher education institution operating on the principle of **financial self-sufficiency**.

The University's primary source of revenue is:

- **tuition fees** paid by students under contractual agreements.

Additional sources of income include:

- payments related to student reinstatement;
- academic difference examinations;
- supplementary educational services;
- other student-related fees.

The University's revenue structure demonstrates that **more than 90% of total income is generated by international students**, while the University does not receive direct government funding.

2. Revenue Dynamics and Analysis

The University's total revenue amounted to approximately **KGS 765,598,505**.

Major sources of revenue include:

- **Faculty of Medicine:** KGS 779,256,634
- **Faculty of Dentistry:** KGS 2,205,500
- **Other revenues:** KGS 7,104,326

Analysis of revenue trends indicates:

- an overall **2.9% decrease in revenue** during the reporting period;
- growth in income generated from supplementary educational services;
- continued dependence on student enrollment as the principal source of revenue.

According to the **Statement of Financial Performance (Form No. 2)** (Appendix 8.3.3), total operating revenue decreased from **KGS 765.6 million in 2024** to approximately **KGS 743.2 million in 2025**.

3. Assessment of Investment Attractiveness

The University demonstrates several characteristics that contribute to its investment attractiveness, including:

- stable cash flow generated through educational activities;
- profitable educational programs;
- sustained demand from international students;
- positive annual financial performance;
- financial autonomy in planning and resource allocation.

These factors provide a solid foundation for long-term institutional development and future investment.

4. Measures to Enhance Investment Attractiveness

The University is implementing a comprehensive strategy to strengthen its investment attractiveness and ensure sustainable institutional development.

Key initiatives include:

- expanding student recruitment into new international markets to diversify enrollment and increase educational export potential;
- enhancing the quality of educational programs through further development of English-medium instruction and alignment with international educational standards;
- expanding continuing education, preparatory programs, and other fee-based educational services to diversify revenue streams;
- strengthening the University's academic reputation through improved graduate competitiveness and expanded international partnerships;
- maintaining financial sustainability through effective cost management and preservation of profitability.

Future Plans to Strengthen Financial Sustainability

To further improve its financial position and investment attractiveness, the University plans to:

- diversify revenue sources through the expansion of research activities and participation in international grant programs;
- introduce new educational programs responding to international market demand;
- increase educational exports by expanding international student enrollment and developing online education;
- attract external investment through cooperation with international organizations and

- participation in educational and healthcare projects;
- expand revenue-generating activities through the establishment of additional training centers and the development of new educational services.

Overall, the University's financial model is considered stable and demonstrates positive long-term growth potential. It is supported by sustainable revenues from educational activities while pursuing strategic diversification to reduce dependence on a single source of income and establish a multi-channel revenue structure.

Criterion is fulfilled.

Criterion 8.5. Financial Support for Research Activities

1. Sources and Volume of Research Funding

Research activities at the **Asian International University named after S. Tentishev** are financed in accordance with the University's approved **Regulations on Research Activities**. The principal source of research funding is:

- **the University's own financial resources.**

(Appendix 8.5.1. Regulations on Research Activities, Section 6)

In practice, research activities are financed primarily through revenue generated from educational services. Although research expenditures represent a relatively small proportion of the University's total budget, funding has increased during the reporting period.

Research-related expenditures amounted to approximately:

- **2024: KGS 260,280**
- **2025: KGS 1,208,921**

These expenditures include funding for scientific research projects, scientific conferences, publication activities, and professional development of academic staff.

(Appendix 8.3.4. Financial Report for 2025)

2. Assessment of the Adequacy of Research Funding

The current level of research funding is sufficient to support:

- internal university research projects;
- organization of scientific conferences and academic events;
- publication of scientific papers and educational materials;
- active involvement of faculty members and students in research activities.

(Appendix 8.5.1. Regulations on Research Activities, Section 6)

3. Contribution to Socio-Economic Development

Research activities conducted by the University contribute to:

- the development of medical education;
- improvement of the quality of healthcare professional training;
- implementation of research findings into educational programs;
- preparation of qualified healthcare professionals for the national healthcare system.

(Appendix 8.5.1. Regulations on Research Activities, Section 6)

4. Financial Autonomy of Academic Units

Research funding is administered centrally by the University.

Academic departments and structural units:

- propose research topics;
- participate in the implementation of research projects;
- are responsible for achieving planned research outcomes.

(Appendix 8.5.1. Regulations on Research Activities, Section 6)

5. Evaluation of the Effectiveness of Research Funding

The University's research funding system demonstrates the following strengths:

- a well-established regulatory framework governing research activities;
- stable, although relatively limited, institutional funding;
- effective integration of research and education;

- active participation of students and faculty members in scientific research.
(Appendix 8.5.1. Regulations on Research Activities, Section 6)

Criterion is fulfilled.

Strength

1. The Founder actively supports the financial sustainability of the University and provides significant financial resources for the development of educational and research activities.

Recommendation

1. **By 1 September 2026**, develop and implement an action plan aimed at diversifying the University's revenue sources through competitive research grants, contract research, externally funded projects, and other income-generating activities, with regular monitoring of implementation and outcomes.

Standard 8 is fulfilled.

CHAPTER 2. PRELIMINARY ACCREDITATION RESULTS

4. CONCLUSION OF THE INTERNATIONAL ACCREDITATION COMMISSION

ACCREDITATION AGENCY FOR EDUCATIONAL PROGRAMMES AND ORGANISATIONS (AAEPO)

PRELIMINARY RESULTS OF THE INTERNATIONAL INSTITUTIONAL AND PROGRAMME ACCREDITATION

of the Educational Institution

"ASIAN INTERNATIONAL UNIVERSITY"

(Programmes: **560001 General Medicine – 5-year programme; 560001 General Medicine – 6-year programme; 560004 Stomatology – 5-year programme**)

STANDARD 1. Quality Assurance Policy

Weaknesses

1. The University's mission is too general, lacks sufficient specificity, and the mechanism for achieving it is not clearly defined.
2. The feasibility of certain objectives outlined in the Strategic Development Programme may be questionable.
3. The University's Quality Management System (QMS) is still at an early stage of development.
4. AIU has not participated in any international university rankings.

Recommendations

1. By **1 September 2026**, revise the University's mission by making it more specific, clearly defining the mechanism for achieving it, and reflecting the University's unique identity.
2. By **1 September 2026**, revise the University's Strategic Development Plan to ensure the feasibility of its objectives.
3. Within **two years**, complete the development and implementation of a Quality Management System compliant with **ISO requirements** and undergo certification.
4. Within **three years**, participate in an international university ranking.

Standard 1 is fulfilled with recommendations.

STANDARD 2. Educational Programme

Weaknesses

1. The Main Professional Educational Programmes (MPEPs), programme objectives, and intended learning outcomes do not fully comply with international best practices.
2. Social partners are insufficiently involved in monitoring and evaluating educational programmes.

Recommendations

1. By **1 October 2026**, provide appropriate training and revise the MPEPs, programme

- objectives, and learning outcomes in accordance with international best practices.
2. By **1 September 2026**, revise the Regulations on Educational Programme Monitoring to ensure mandatory participation of social partners in the monitoring process.

Standard 2 is fulfilled with recommendations.

STANDARD 3. Student-Centred Learning and Assessment of Learning Outcomes

Strengths

1. The University has established and effectively operates a comprehensive student attendance management system.
2. Active learning methods such as **Team-Based Learning (TBL)**, **Problem-Based Learning (PBL)**, and **Case-Based Learning (CBL)** are widely implemented.
3. The University's official website is available in **six languages** (Kyrgyz, Russian, English, Kazakh, Hindi, and Urdu).
4. Intensive work is being carried out on the development of an **English–Kyrgyz Medical Dictionary**.

Weaknesses

1. An insufficient number of additional courses, electives, and student clubs supporting extracurricular activities.
2. Limited international academic mobility of students.
3. Insufficient participation of students in international Olympiads and scientific conferences.
4. Inadequate proficiency in Kyrgyz and Russian among students for effective communication with patients.
5. Insufficient systematic use of feedback indicators to improve student-centred learning.

Recommendations

1. By **1 September 2026**, revise the plan for developing additional courses, electives, and student clubs, with annual evaluation of outcomes.
2. By **1 September 2026**, develop and implement an action plan to strengthen international student academic mobility, including annual monitoring and corrective actions.
3. By **1 September 2026**, develop and implement a plan to increase student participation in international Olympiads and scientific conferences, with annual evaluation of results.
4. By **1 September 2026**, develop and implement measures to improve students' proficiency in Kyrgyz and Russian for communication with patients, and complete the English–Kyrgyz Medical Dictionary within one year.
5. By **1 September 2026**, develop and implement a systematic feedback-based improvement mechanism for student-centred learning, including annual analysis of results.

Standard 3 is fulfilled with recommendations.

STANDARD 4. Student Admission and Recognition of Prior Learning

Standard 4 is fulfilled.

STANDARD 5. Academic and Support Staff

Strengths

1. A comprehensive, well-balanced, and multi-level system of staff motivation and incentives is in place.

Weaknesses

1. The proportion of academic staff holding academic degrees and academic titles in the clinical disciplines is insufficient (11%).
2. Low participation of academic staff in international professional development programmes (only one case recorded).
3. The staff incentive system is not yet fully developed, as the amounts of certain monetary rewards have not been specified.
4. Academic staff are insufficiently active in developing and publishing their own textbooks and teaching materials.

Recommendations

1. By **1 September 2026**, revise the Plan for the Development of Educational and Methodological Materials, including annual evaluation of results and implementation of corrective actions.
2. Within **three years**, increase the proportion of academic staff holding academic degrees and academic titles to meet the requirements of the State Educational Standard of the Kyrgyz Republic.
3. By **1 September 2026**, develop and implement an action plan to strengthen the international academic mobility of academic staff.
4. By **1 January 2027**, complete the staff incentive system by introducing a transparent mechanism for incentive payments, including clearly defined payment amounts.

Standard 5 is fulfilled with recommendations.

STANDARD 6. Material, Technical and Information Resources

Strengths

1. The University possesses a well-developed infrastructure that provides all the necessary facilities and resources for delivering high-quality education.

Standard 6 is fulfilled.

STANDARD 7. Scientific, Methodological and Research Activities

Strengths

1. The University publishes its own scientific and practical journal, "**Bulletin of S. Tentishev Asian International University**", as well as a separate internal scientific journal for student publications.
2. The University directly finances publication activities, including the preparation and publication of scientific papers, textbooks, teaching and methodological materials, and supports the organization of scientific conferences, academic competitions, and participation of staff and students in scientific events.

Weaknesses

1. Approximately **65% of scientific publications** were published in the same non-indexed journals ("Novaya Nauka" and "Bulletin of AIU"), which are not included in the core collection of the Russian Science Citation Index (RSCI).

Recommendations

1. By **1 September 2026**, develop and implement an action plan aimed at increasing publication activity in indexed scientific journals, with annual evaluation of outcomes.

Standard 7 is fulfilled with recommendations.

STANDARD 8. Financial Resources of the Educational Institution

Strengths

1. The Founder actively supports the financial sustainability of the educational process.

Recommendations

1. By **1 September 2026**, develop and implement an action plan to diversify the University's sources of income, including research grants, contract-based research, externally funded projects, and other revenue-generating activities.

Standard 8 is fulfilled.

EVALUATION OF COMPLIANCE WITH THE STANDARDS

Standard 1 – Fulfilled with recommendations.

Standard 2 – Fulfilled with recommendations.

Standard 3 – Fulfilled with recommendations.

Standard 4 – Fulfilled.

Standard 5 – Fulfilled with recommendations.

Standard 6 – Fulfilled.

Standard 7 – Fulfilled with recommendations.

Standard 8 – Fulfilled.

Draft Recommendation of the Accreditation Expert Panel

1. **To accredit the Educational Institution "Asian International University"** as a higher education institution that complies with the standards and criteria of **International Institutional Accreditation** for a period of **five (5) years**.
2. **To accredit the following educational programmes** of the Educational Institution "Asian International University" as higher professional education programmes that comply with the standards and criteria of **International Programme Accreditation** for a period of **five (5) years**:
 - **560001 General Medicine** – 5-year programme;
 - **560001 General Medicine** – 6-year programme;
 - **560004 Stomatology** – 5-year programme.

21–23 April 2026