

GUIDELINES
on the Quality of Education
of Jalal-Abad International University (JAIU)

1. General Provisions

1.1. This Guide to Educational Quality at Jalal-Abad International University defines the general approaches, structure, processes, and mechanisms for managing, monitoring, evaluating, and improving the quality of education at the university.

1.2. The Manual is a document of JAIU's education quality management system and establishes uniform approaches to ensuring, maintaining, and continuously improving the quality of the university's educational, scientific, administrative, social, and support activities.

1.3. The scope of this Manual extends to all structural units of the university, educational programs, internal quality assurance processes, as well as to officials, employees, and students insofar as their participation in ensuring the quality of education is concerned.

1.4. This Manual has been developed to systematize the internal mechanisms for ensuring, monitoring, evaluating, and improving the quality of education at JAIU.

1.5. This Manual is to be applied in conjunction with:

1. the Charter of JAIU;
2. The Quality Policy;
3. JAIU Strategic Development Plan;
4. Regulations on the Education Quality Management System;
5. QMS Process Map;
6. the QMS Process Register;
7. JAIU's local regulations governing educational, scientific, clinical, educational, personnel, resource, and other activities.

1.6. This Manual is subject to periodic review in the event of changes in legislation, external quality assessment requirements, organizational structure, or the university's process model, as well as based on the results of internal audits, self-assessments, and management analysis.

2. Purpose and Scope

2.1. The purpose of this Manual is to establish a unified framework for the operation of the university's educational quality system.

2.2. The Manual defines:

1. the place and role of the education quality management system in university governance;
2. the relationship between policies, objectives, processes, documents, and results;
3. the structure of responsibilities and authorities;
4. a process-based approach to organizing activities;
5. general principles for documentation, monitoring, analysis, and improvement;
6. approaches to evaluating the effectiveness of processes and the quality system as a whole.

2.3. The scope of this Guide covers:

1. the implementation of educational programs;
2. the organization of the educational process;
3. assessment of learning outcomes;
4. internal monitoring and auditing;
5. management of risks, nonconformities, and corrective actions;
6. provision of personnel, resources, information, and methodological support;
7. research, educational, social, and career activities related to quality assurance.

3. Regulatory Basis

3.1. This Guide has been developed in accordance with:

1. the legislation of the Kyrgyz Republic in the field of education;
2. regulatory legal acts of the Kyrgyz Republic governing the activities of educational organizations;
3. the Charter of JAIU;
4. the national educational standards of the Kyrgyz Republic;
5. local regulations of JAIU governing issues of educational quality, the educational process, assessment of learning outcomes, academic integrity, safety of the educational environment, risk management, and quality management system documents.

3.2. In the event of changes to the regulatory framework, the current versions of the relevant documents shall apply.

4. Terms and Definitions

4.1. Quality of education — the degree to which educational activities, the conditions for their implementation, learning outcomes, and management mechanisms comply with established requirements, the expectations of stakeholders, and the university's strategic goals.

4.2. Educational Quality Management System — a set of interrelated processes, documents, and mechanisms for management, monitoring, analysis, and improvement aimed at ensuring the quality of the university's activities.

4.3. **Internal quality assurance in education** — the university's systematic activities for planning, implementing, monitoring, evaluating, and improving the quality of education.

4.4. **Process** — a set of interrelated actions that transform inputs into outputs and produce a result of value to internal or external customers.

4.5. **Process owner** — an official responsible for the organization, effectiveness, performance indicators, risks, problem analysis, and initiation of improvements to the relevant process.

4.6. **Nonconformity** — failure to meet a specified requirement of an internal or external document, criterion, indicator, or mandatory condition.

4.7. **Corrective action** — an action aimed at eliminating the cause of an identified nonconformity and preventing its recurrence.

4.8. **CAPA** — a system of corrective and preventive actions aimed at improving processes and eliminating the causes of problems.

4.9. **Stakeholders** — students, applicants, parents, alumni, employers, faculty, staff, government agencies, partners, and other individuals and organizations interested in the university's performance.

5. Context of JAIU and Stakeholders

5.1. The university operates within an environment shaped by the interaction of external and internal factors that influence the quality of education, sustainable development, and the achievement of strategic goals.

5.2. In operating its quality management system, the university takes into account:

1. legal requirements and external quality assessments;
2. labor market needs;
3. the interests and expectations of students;
4. requirements for the quality of educational programs;
5. human, resource, and organizational capacity;
6. the challenges of digitalization, international cooperation, and a competitive environment.

5.3. The main stakeholders of JAIU include:

1. students;
2. prospective students;
3. graduates;
4. parents and legal guardians;
5. employers;

6. faculty;
7. administrative, management, and academic support staff;
8. education and health authorities;
9. partner organizations;
10. the professional and academic community;
11. the community and the region.

5.4. The University conducts periodic analyses of the needs and expectations of stakeholders, and the results of such analyses are taken into account when updating quality policies, strategies, educational programs, internal procedures, and improvement plans.

6. Policy and Objectives in the Field of Educational Quality

6.1. JAIU's educational quality policy defines the University's official position on quality assurance and serves as the basis for planning, implementing, monitoring, and improving educational activities.

6.2. The quality policy is implemented in conjunction with:

1. the university's mission;
2. the vision and strategic goals;
3. the strategic development plan;
4. strategy implementation plans;
5. key performance indicators;
6. educational goals and learning outcomes.

6.3. Goals in the area of educational quality are established at the institutional level, at the level of educational programs, departments, and processes.

6.4. Quality objectives must:

1. be aligned with the mission and strategy;
2. take into account legal requirements and external quality assessments;
3. be measurable or assessable;
4. be subject to monitoring and review.

6.5. The University ensures that its quality policy and objectives are communicated to employees, students, and other stakeholders through internal and external communication channels.

7. Quality Management Structure

7.1. Quality management in education at JAIU is carried out based on the distribution of responsibilities among collegial bodies, university leadership, specialized departments, process owners, heads of educational programs, departments, and other participants in the system.

7.2. The main entities responsible for education quality management are:

1. the rector;
2. Vice Rectors for specific areas of activity;
3. the Academic Council;
4. the Quality Council;
5. the Methodological Council;
6. Department of Internal Monitoring and Educational Quality;
7. Academic and Information Department;
8. dean's offices;
9. departments;
10. other structural units within their jurisdiction.

7.3. The Rector:

1. provides overall leadership of the quality system;
2. approves local regulations and improvement plans;
3. makes strategic decisions on quality issues.

7.4. Academic Council:

1. considers key issues related to the development of educational quality;
2. participates in the review of strategic and regulatory documents;
3. reviews the results of self-assessments, reports, and proposals for improving operations.

7.5. Quality Council:

1. reviews issues related to internal quality assurance;
2. analyzes the results of monitoring, audits, and feedback;
3. develops proposals for improving processes and educational programs.

7.6. Department of Internal Monitoring and Educational Quality:

1. coordinates the operation of the QMS;
2. organizes monitoring, internal audits, self-assessment, and data analysis;
3. provides methodological support for quality procedures;
4. prepares analytical reports and proposals for improvement.

7.7. Academic and Information Department:

1. ensures the organization of the educational process and provides information support for quality;
2. maintains academic records, schedules, and digital educational services;
3. participates in monitoring academic performance, course load, and educational processes.

7.8. Dean's Offices and Departments:

1. ensure the implementation of educational programs;
2. participate in the assessment of learning outcomes, analysis of academic performance, and quality improvement;
3. ensure the development and updating of teaching and learning materials.

8. Process-based QMS Model of JAIU

8.1. The JAIU quality management system is based on a process-oriented approach.

8.2. All university activities are viewed as interconnected processes aimed at achieving strategic goals, ensuring the quality of education, and meeting the requirements of stakeholders.

8.3. The QMS processes at JAIU are divided into:

1. management processes;
2. core;
3. support processes;
4. internal quality assurance and improvement processes;
5. scientific, social, and educational processes.

8.4. The university's process model includes:

1. strategic development management;
2. quality management system administration;
3. management of the regulatory framework and documented information;
4. development and implementation of educational programs;
5. organization of the educational process;
6. assessment of learning outcomes;
7. internships, final projects, final examinations, and state final examinations;
8. library and information services, digital resources, and logistical support;
9. internal monitoring, auditing, analysis, and corrective actions;
10. research, educational, social, and career activities.

8.5. The following must be defined for each process:

1. process owner;
2. the process objective;
3. inputs and outputs;
4. key actions;
5. performance metrics;
6. risks and response measures;
7. required documents and records.

8.6. The process model and process register shall be approved, updated, and used in quality monitoring and evaluation.

9. Structure of Quality Management System Documents

9.1. QMS documents at JAIU are organized by management level and purpose.

9.2. Top-level documents include:

1. Quality Policy;
2. Regulations on the Education Quality Management System;
3. Education Quality Manual;
4. Process Map;
5. Process Register.

9.3. Regulatory documents include:

1. regulations;
2. regulations;
3. procedures;
4. instructions;
5. codes;
6. standard operating procedures.

9.4. Operational documents include:

1. forms;
2. templates;
3. checklists;
4. schedules;
5. matrices;
6. approval workflows;
7. other working documents used in processes.

9.5. QMS records include:

1. minutes;
2. reports;
3. analytical reports;
4. improvement plans;
5. results of monitoring, surveys, and audits;
6. briefing sheets;
7. other documents confirming the implementation of processes and activities.

10. Control of Documented Information

10.1. Documented information of the quality system includes:

1. local regulations;
2. processes and process specifications;
3. plans, reports, and analytical reports;
4. forms, logs, registers, and records;
5. monitoring, audit, self-assessment, and CAPA records, and other documents.

10.2. Management of documented information is carried out in accordance with JAIU's local regulations on the system of normative documents, the QMS document registry, and electronic document management.

10.3. The University ensures:

1. the development and approval of documents;
2. approval in accordance with established procedures;
3. identification and coding of documents;
4. version and revision control;
5. availability of current versions;
6. recording, storage, protection, and archiving of records.

10.4. QMS documents must use a consistent approach to structure, details, approval sheets, change logs, and version control.

11. Management of Educational Programs and the Educational Process

11.1. The University ensures the development, review, approval, implementation, monitoring, and revision of educational programs in accordance with state educational standards, the University's mission, strategy, and labor market requirements.

11.2. To ensure the quality of educational programs, the University uses:

1. regulations on educational programs;
2. regulations for the development and revision of educational programs;
3. educational program specifications;
4. curricula;
5. course syllabi;
6. assessment tool databases;
7. regulations on internships, final course projects, state final exams, and state final certification exams;
8. regulations on independent study and distance learning.

11.3. The organization of the educational process is based on:

1. the academic calendar;
2. curricula;

3. class schedules;
4. the distribution of the academic workload;
5. digital support via the University's information systems.

11.4. The university ensures regular review of the content of educational programs, courses, and instructional materials, taking into account:

1. student feedback;
2. employers' opinions;
3. monitoring results;
4. advances in science and practice;
5. changes in regulatory requirements.

12. Monitoring, Measurement, and Analysis of Educational Quality

12.1. The University conducts regular monitoring and analysis of the quality of education at the institutional level, as well as at the level of educational programs, processes, and departments.

12.2. The objects of monitoring are:

1. the implementation of strategic and current plans;
2. implementation of educational programs;
3. course load;
4. academic performance, quality of knowledge, and assessment results;
5. satisfaction of students, faculty, graduates, and employers;
6. staffing, methodological, and resource support;
7. research and educational activities;
8. compliance with local regulations and decisions.

12.3. Forms of monitoring include:

1. collection and analysis of indicators;
2. surveys;
3. analytical reports;
4. monitoring reports;
5. meetings of collegial bodies;
6. monitoring of information system data;
7. analysis of inquiries and complaints.

12.4. The effectiveness of processes and the QMS as a whole is assessed based on:

1. approved indicators and KPIs;
2. the results of internal monitoring;
3. data on academic performance and achievement of learning outcomes;
4. stakeholder satisfaction indicators;

5. implementation of improvement plans;
6. results of audits, self-assessments, and accreditation.

12.5. Based on the monitoring results, management decisions are made, and improvement plans and corrective actions are developed.

13. Internal Audit and Self-Assessment

13.1. JAIU conducts internal audits of processes, educational programs, and the quality system as a whole.

13.2. The objectives of the internal audit are:

1. to assess the compliance of activities with established requirements;
2. to identify strengths and weaknesses;
3. to identify nonconformities and risks;
4. developing recommendations for improvement.

13.3. Self-assessment is conducted at the university level, for educational programs, and for individual processes in order to:

1. prepare for accreditation;
2. assessing the effectiveness of the quality system;
3. identifying gaps and areas for development.

13.4. The results of audits and self-assessments are documented and used for corrective actions, updating documents, and decision-making by collegial bodies and university leadership.

14. Management of Risks, Nonconformities, and Corrective Actions

14.1. The University applies a risk-based approach to the management of educational quality.

14.2. Risk identification and analysis are carried out in strategic, educational, support, and other processes.

14.3. Nonconformities may be identified based on the results of:

1. internal audits;
2. monitoring;
3. self-assessment;
4. complaints;
5. documentation review;
6. external evaluation and accreditation.

14.4. The following measures are applied to identified nonconformities:

1. corrections;
2. corrective actions;
3. preventive actions;
4. CAPA plans;
5. changes to local documents and processes.

14.5. The University ensures:

1. recording of nonconformities;
2. root cause analysis;
3. assignment of responsible parties;
4. monitoring of deadlines;
5. evaluation of the effectiveness of corrective actions;
6. using the results in management analysis and improvement.

15. Academic Integrity, Feedback, and Handling of Complaints

15.1. The University ensures compliance with the principles of academic integrity in educational, research, and administrative activities.

15.2. To this end, JAIU maintains:

1. documents on academic integrity;
2. codes of ethics;
3. procedures for checking written work for plagiarism;
4. committees and mechanisms for reviewing violations.

15.3. The University ensures the collection, analysis, and use of feedback from:

1. students;
2. faculty;
3. graduates;
4. employers;
5. staff and other stakeholders.

15.4. Requests, complaints, suggestions, and other feedback shall be reviewed in accordance with established procedures, and the results of their analysis shall be used to improve operations and prevent recurring issues.

16. Resource Support for Educational Quality

16.1. The quality of education at JAIU is ensured by sufficient human, material and technical, library and information, digital, methodological, and organizational resources.

16.2. Resource support includes:

1. human resources and professional development;
2. classrooms, laboratories, a simulation center, and clinical sites;
3. library collections and electronic resources;
4. information systems and a digital educational platform;
5. equipment, furniture, and supplies;
6. a safe and hygienic educational environment.

16.3. The University assesses resource needs, updates resources, monitors resource availability, and uses resource data for planning and improvement.

16.4. The quality of resource provision is verified by local records, factual data, reports, inventory records, and other evidence.

17. Continuous Improvement of the QMS

17.1. The University recognizes continuous improvement as one of the key principles of the quality management system.

17.2. The basis for improvement is:

1. monitoring results;
2. reports and analytical materials;
3. internal audit findings;
4. self-assessment;
5. accreditation results;
6. inquiries and feedback;
7. risk and non-compliance analysis;
8. process and department performance metrics.

17.3. Improvement is achieved through:

1. corrective and preventive actions;
2. document updates;
3. process reviews;
4. updating training programs;
5. changes in management decisions;
6. staff training;
7. improving resource provision and the digital environment.

17.4. A management review of the quality system is conducted to assess its effectiveness, identify the need for changes, and make decisions regarding improvements.

18. Final Provisions

18.1. This Manual shall enter into force by order of the Rector of JAIU.

18.2. Amendments and additions to this Manual shall be made in accordance with the procedures established by the university.

18.3. Oversight of the implementation of this Manual is entrusted to the Rector's Office, the Department of Internal Monitoring and Educational Quality, the Academic and Information Department, process owners, and heads of structural units within the scope of their authority.

18.4. This Manual shall be used in the organization, monitoring, evaluation, and improvement of educational quality, as well as in preparation for internal and external quality assessment and accreditation procedures.

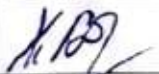
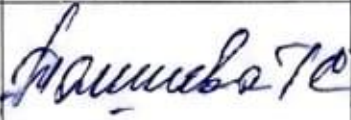







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1	Developed by	Kanetova D.E.		29.12.25
2	Approved: head of the responsible department			29.12.25
3	Approved: Head of the Educational and Informational Department	Kanetova D.E.		29.12.25
4	Approved: leading specialist for quality	Kalmuratova A.		29.12.25
4	Approved: head of the legal affairs and human resources department / lawyer	Sydykova B.J.		29.12.25
5	Approved: vice-rector for academic affairs	Sadyrova N.A.		29.12.25
6	Approved: vice-rector for science, SR and GE	Asilova Z.A.		29.12.25
7	Endorsed / considered in the established manner	JASU Scientific Council		29.12.25.

