

## 1. General Provisions

1. These Regulations define the objectives, tasks, composition, structure, and procedures development, review, approval, storage, and updating of the assessment tools repository (hereinafter referred to as the “ATR”) for the main higher education programs (bachelor’s and specialist programs) at JAIU.
2. These Regulations have been developed in accordance with:
  1. the Law of the Kyrgyz Republic “On Education”;
  2. state educational standards for higher professional education (GOS VPO / GOS VO KR);
  3. professional standards (if available);
  4. The Charter of JAIU;
  5. Regulations on the System for Assessing the Knowledge, Skills, and Competencies of JAIU Students;
  6. Regulations on the Ongoing, Midterm, and Final Assessment of JAIU Students’ Knowledge;
  7. Regulations on Independent Work by JAIU Students;
  8. other local regulations of JAIU.
    1. The FOS is a mandatory component of the instructional and methodological support for educational programs and is designed to:
      1. assessing the development of students’ competencies, knowledge, and skills (KSS);
      2. organizing ongoing, midterm, and final assessments for courses, practical training, and the final state certification (FSC);
      3. ensuring the comparability and objectivity of learning outcomes.
        1. The requirements of these Regulations are uniform for all faculties and departments of JAIU that implement core higher education programs.

## 4. Terms and Abbreviations

The following key terms and abbreviations are used in these Regulations:

1. **FOS** – assessment tool fund.
2. **Higher Education Core Program** – core higher education program.
3. **GOS HE (GOS HEI)** – State Educational Standard of Higher Education.
4. **PS** – Professional Standard.

5. **RPD** – Course Syllabus.
6. **PIP** – Practical Training Syllabus.
7. Assessment Materials.
8. **FSA** – final state assessment.
9. **KSS** – knowledge, skills, and abilities.
10. **LMS "eBilim"** – the university's automated learning system.

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#### 11. Purpose and objectives of the FOS

1. The purpose of the FOS is to provide a methodologically sound and formalized set of assessment materials that enable:
  1. assess the achievement of planned learning outcomes and competencies;
  2. conduct ongoing, midterm, and final assessments in accordance with the Regulations on the Student Assessment System;
  3. conduct the Initial State Examination (ISE) for graduates in accordance with the State Educational Standards for Higher Education and the Higher Education Curriculum.
1. The main objectives of the FOS:
  1. align assessment methods and tools with the planned learning outcomes (competencies and their indicators);
  2. ensure the comparability of assessments across disciplines, practical courses, modules, and final exams;
  3. ensure transparency of assessment criteria for students and faculty;
  4. create a foundation for monitoring the quality of education and accreditation procedures.

#### 5. Structure of the Assessment Toolkit

1. The assessment tool bank is formed:
  1. **for each higher education program** (bachelor's/specialist program);
  2. for **each discipline (module)** included in the curriculum;
  3. for each type of internship;
  4. **for state assessments** (state exams, thesis defense, etc.).

1. The Course Outline for **a course or module** includes, at a minimum:
  1. Course Description (excerpt from the Course Syllabus):
    1. title, code, number of credits;
    2. objectives and goals of the discipline;
    3. a list of competencies and indicators developed through the course.
  2. Alignment matrix:
    1. correlation between the course's topics/sections and competency indicators;
    2. the relationship between types of assessment (quizzes, tests, exams) and planned learning outcomes.
  3. Assessment materials for ongoing and midterm assessments:
    1. test items (test bank);
    2. assignments for written exams and tests, case studies, and situational problems;
    3. assignments for practical and laboratory work;
    4. assignments for the Self-Directed Study Program (SSP) and workbook (if available);
    5. assessment sheets (checklists) for OSCE/OSPE, Mini-CEX, and DOPS (for clinical disciplines).
  4. Final assessment materials for the course:
    1. exam papers / tests / assignments;
    2. assessment criteria and conversion scales for points and letter grades;
    3. sample answer keys (answers, answer schemes, criteria).
  5. Methodological support for assessment:
    1. description of the assessment process (procedures, forms, conditions);
    2. instructions for instructors and students on the assessment process;
    3. assessment criteria and rubrics (descriptions of the levels "excellent/good/satisfactory/unsatisfactory").
1. The FOS for the **practicum** includes:
  1. Practicum Profile (goals, objectives, competencies).
  2. The "Activity Type – Competencies – Metrics" matrix.
  3. Reporting forms (logbook, report, evaluations, checklists).
  4. Assessment tools for ongoing monitoring during the internship (observations, evaluation sheets).

5. Assessment tools for final evaluation of the practicum (assignments, criteria, presentation formats, etc.).
1. The FOS for **IGA** includes:
  1. a list of assessed competencies and indicators for the curriculum;
  2. the structure of state exams, a list of questions, case studies, and tests;
  3. sample assignments and rubrics for the defense of final projects/theses;
  4. assessment criteria and scales for all components of the IGA;
  5. Sample minutes of the State Examination Commission and documents of the Independent Assessment Agency.

#### 6. Requirements for the Development of the FOS

1. The FOS is developed by the departments responsible for teaching the relevant discipline, practicum, or elements of the IGA, based on:
  1. State Educational Standards for Higher Education, professional standards (if available);
  2. the curriculum of the educational program;
  3. RPD / RPP;
  4. Regulations on the Student Assessment System at JAIU.
1. When developing the FOS, it is mandatory to:
  1. specify which competencies and indicators are assessed by a given assignment;
  2. ensure that the planned learning outcomes for the discipline / practicum / IGA are fully covered;
  3. take into account the grading system and the A–F, P/NP, I/W/AU scale used at JAIU.
1. Assessment materials must meet the following requirements:
  1. **Validity** – the alignment of the task’s content with the stated learning outcomes;
  2. **reliability** – the ability to obtain consistent results in repeated measurements;
  3. **objectivity** – minimizing the examiner’s subjective influence through clear criteria;
  4. **transparency** – clarity of task formulations and criteria for students;
  5. **sufficiency** – a sufficient number of tasks to assess the stated learning outcomes.
1. For test items, the following are additionally provided:
  1. a variety of test types (single/multiple correct answers, matching, sequencing, etc.);

2. coverage of all key topics and competency indicators;
3. availability of answer keys and assessment instructions.

1. For practice-oriented assignments (OSCE, case studies, projects, internships), the following must be provided:

1. checklists and/or rubrics describing performance levels;
2. assessment criteria aligned with competency requirements.

1. The FOS is prepared:

1. in the state/official language of the university (in accordance with documentation requirements);
2. in text and/or electronic form, allowing for upload to the “eBilim” LMS;
3. using a standardized template approved by the Academic Affairs Office (AAO).

4. Assessment of the validity and reliability of test items and exam questions

## 1. General Provisions

1. The assessment of the quality of test items and exam questions is a mandatory part of the work on the development and updating of the assessment tool bank (ATB) for all disciplines of the educational program.

2. The quality of test materials is ensured through an analysis of their **validity** (alignment of content with stated learning outcomes) and **reliability** (consistency and internal coherence of the measurement).

## 2. Ensuring Validity

1. For each test or exam, a **blueprint** is developed, specifying:

1. course sections and topics;
2. corresponding learning outcomes (LOs);
3. cognitive levels (according to Bloom’s taxonomy);
4. the number of tasks for each section and level of difficulty.

2. Each test item and exam question is linked to a specific learning outcome and a specific entry in the blueprint.

3. Test drafts are subject to expert review at a department meeting (and/or a cycle commission meeting), with a protocol drawn up to record comments and decisions regarding the inclusion of tasks in the FOS.

3. Ensuring Reliability

1. **Question banks** containing a sufficient number of validated questions are compiled for final exams.

2. After the testing is completed, the department conducts a **post-exam analysis**, which includes:

1. calculation of the item difficulty index (the percentage of students who answered correctly);

2. assessment of the discrimination index of the questions;

3. assessment of the test's internal consistency (reliability coefficient, if necessary).

3. Items with extremely low/high difficulty, negative discrimination, or those that regularly result in appeals are subject to revision or removal from the bank, which is recorded in the minutes of the department meeting.

4. The bank of test items and exam questions is updated at least once per academic year.

5. Procedure for Reviewing and Approving the FOS

1. The developed FOS are reviewed at a department meeting:

1. a substantive and methodological review is conducted;

2. The meeting minutes contain the department's decision to recommend the FOS for approval.

1. If necessary, an external (non-departmental) review of the FOS may be conducted:

1. an internal reviewer from another department or faculty;

2. an external reviewer from among employers / internship sites / other universities.

1. FOS for disciplines, internships, and IGA are approved:

1. by the department chair—regarding the developer;

2. the faculty's methodological council (if applicable);

3. the Vice Rector for Academic Affairs / University Management Unit – as part of the educational and methodological framework of the educational program.

1. Approved FOS are mandatory for all instructors teaching the given discipline or practicum.

#### 4. Storage, Access, and Updating of FOS

1. FOS are stored:

1. in hard copy—at the department (working copy) and, if necessary, at the dean's office;
  2. in electronic form – in a centralized repository (LMS “eBilim” or another university information system).

1. Access to FOS:

1. full access – for developers, the department chair, the dean's office, the Academic Affairs Office, and university administration;
  2. limited/regulated access – for faculty and students (to the extent permitted by the assessment format and excluding the disclosure of “closed” assignments prior to the assessment).

1. FOS are subject to mandatory updates:

1. when there are changes to the State Educational Standards for Higher Education, professional standards, the Educational Program, or the curriculum;
  2. in the event of a significant change in the content of the course / practicum / independent academic work;
  3. based on the results of accreditation, quality monitoring, and analysis of academic performance.

1. The recommended frequency for scheduled updates of the FOS is at least once every 3–5 years.

2. The following are responsible for maintaining and ensuring the currency of the FOS:

1. department chairs—for disciplines and practical training;
  2. the chair of the State Examination Commission / the person responsible for the Internal Assessment System (IAS) – regarding the FOS for the IAS;
  3. the Academic and Methodological Department – for the centralized electronic repository.

#### 4. Responsibility and Oversight

1. Responsibility for the timely development, review, and submission of the FOS lies with the department chairs and the teams of authors who developed the FOS.
2. Responsibility for compliance with the procedures for the review and approval of the FOS lies with the deans of the faculties and the Academic and Methodological Department.
3. Compliance with the requirements of these Regulations is monitored by the Academic Affairs Office of JAIU, as well as by the Vice Rector for Academic Affairs as part of the quality monitoring of educational programs.

#### 1. Final Provisions

1. These Regulations are approved by the Academic Council of JAIU and enter into force by order of the Rector.
  2. All previously effective local regulations of JAIU governing the assessment fund that contradict these Regulations shall be deemed null and void upon the entry into force of these Regulations.
3. Amendments and additions to these Regulations shall be made upon the recommendation of the Vice Rector for Academic Affairs, agreed upon with the Academic Council, and approved by the Academic Council of JAIU.

#### Appendix 1

Sample structure of the list of primary assessment tools for the discipline

No.	Type of assessment the assessment	Brief description / Purpose	What is required for FOS
1	Quizzes	Assessment of mastery of individual topics and modules	Test bank, answer keys, grading criteria
2	Exams / assignments	Assessment of the ability to apply knowledge when solving problems	List of problems by version, criteria, sample solutions
3	Situational and clinical problems	Assessment of clinical thinking and decision-making	Description of tasks, expected actions,

			criteria
4	Practical and laboratory work	Development of practical skills and methods	List of assignments, instructions, evaluation sheets
5	Independent study assignments / workbook	Development of independent work skills and literature analysis	List of assignments, requirements, criteria
6	Midterm exams / colloquia	Assessment of mastery of major course sections	Assignments, tests, exam questions, assessment criteria
7	Exam questions / tests	Final comprehensive assessment for the course	Exam questions / tests, answer keys, criteria
8	OSCE/OSPE, Mini-CEX, DOPS (clinical)	Assessment of clinical skills and behavior in professional situations	Stations, scenarios, checklists, Assessment

## Appendix 2

### 360° EVALUATION FORM

#### PROFESSIONAL COMPETENCIES OF STUDENTS IN THE "MEDICAL PRACTICE" PROGRAM

##### 1. General Information

1. Student (Full Name): \_\_\_\_\_

2. Year, class: \_\_\_\_\_

3. Clinical site / department: \_\_\_\_\_

4. Assessment period: \_\_\_\_\_

5. Evaluator (Full Name): \_\_\_\_\_

6. Role of the evaluator (check):

1.  Instructor / Mentor

2.  Clinical physician-mentor

3.  Peer

- 4.  Patient / simulated patient
- 5.  Administrative staff / nurse
- 7. Date completed: “\_” \_\_\_\_\_20

2. Rating scale

- 1. **5** – exemplary level (consistently demonstrates high performance)
- 2. **4** – Good (generally demonstrates performance, with some shortcomings)
- 3. **3** – satisfactory level (areas for improvement)
- 4. **2** – Low level (significant improvement required)
- 5. **1** – Unacceptable level (does not demonstrate competence)
- 6. **N/A** – not observed / cannot assess

3. Assessment by criteria

No.	Criterion	Rating (1–N/A)	Comment 5 / of the evaluator
<b>Block A. Professional Conduct and Responsibility</b>			
1	Complies with internal rules, dress code, and discipline		
2	Arrives on time, ready for class/shift, has the necessary materials		
3	Takes assignments seriously and completes tasks		
<b>Block B. Communication and Teamwork</b>			
4	Communicates respectfully with patients, colleagues, and staff		
5	Is a good listener, does not interrupt, and takes feedback into account		
6	Works effectively in a team, avoids conflict, and helps others		
<b>Section C. Ethical and Deontological Aspects</b>			
7	Maintains patient confidentiality		

8	Demonstrates empathy, tact, and respect for the patient's dignity		
9	Adheres to the principles of medical deontology and professional ethics		
<b>Block D. Patient Safety and Clinical Reasoning (Behavioral Aspect)</b>			
10	Demonstrates caution and follows infection control protocols		
11	Seeks help when necessary, does not conceal mistakes		
12	Makes decisions with the patient's interests and safety in mind		

#### 4. Final assessment and conclusion

1. Average score (sum / number of evaluated criteria): \_\_\_\_\_

Level of professional conduct and interpersonal skills (check):

- 2.  High ( $\geq 4.5$ )
- 3.  Adequate (3.5–4.49)
- 4.  Needs improvement (2.5–3.49)
- 5.  Critical ( $< 2.5$ )

Student's strengths (2–3 points):

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Areas for improvement (specific aspects):

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Recommendations for further development (mentoring, self-directed learning, training):

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## 6. Signatures

Evaluator: \_\_\_\_\_/signature/ “\_” \_\_\_\_\_20.

The student has been informed: \_\_\_\_\_/signature/ “\_” \_\_\_\_\_20

### 1. Brief explanation of the form’s logic

1. Focused on **attitudes + professionalism**, rather than knowledge/skills.
2. Assessment sources vary (instructor, mentor, peer, patient) → “360”.
3. There is a **clear scale**, blocks of criteria, space for comments, and a final conclusion.

### 2. Alternatives

1. **Separate versions** of the form can be created for:

1. instructors/mentors (more rigorous, detailed);
2. classmates (simpler wording, fewer criteria);
3. the patient (2–3 questions about politeness, clarity of communication, and respect).

### 2. Practical step

1. Include this form in the Regulations/FOS as **“Appendix: 360° Evaluation Form.”**
2. In the first and second years, fill it out on a trial basis for several groups.
3. In the self-report: indicate that the form is used to assess relationships and professional conduct, and attach 1–2 anonymized examples.

Appendix 3.

1. Learning Outcomes (LO) for the module

example of the course “Normal Physiology,” module “Cardiovascular System”

1. **LO1.** Describes the structure of the heart, the conduction system, and the vascular bed.
2. **LO2.** Explains the phases of the cardiac cycle and their graphical representation.
3. **LO3.** Explains the mechanisms of blood pressure formation and its regulation.
4. **RO4.** Analyzes changes in cardiovascular system parameters under typical physiological conditions (exercise, orthostasis, stress).
5. **PO5.** Interprets simple clinical situations related to cardiovascular dysfunction (hypo/hypertension, tachy-/bradycardia).

2. Blueprint Table (Test Specification)

**Subject:** Normal Physiology

**Module:** Cardiovascular System

**Assessment format:** Final module test

**Total number of items:** 30 (including 24 SBA test items and 6 clinical mini-cases)

Test Specification Table (Blueprint) for the “Cardiovascular System” Module

No.	Section / Topic	RO	Bloom’s Taxonomy Level	Number of Tests (SBA)	Number of clinical tasks	Total tasks	Percentage of test
1	Structure of the heart	RO1	Knowledge /	4	0	4	13%

	and blood vessels		Understanding				
2	Cardiac conduction system	PO1, PO2	Understanding / Application	3	1	4	13%
3	Cardiac cycle, cardiac output	PO2	Understanding / Application	5	1	6	20%
4	Blood pressure and regulation	PO3	Understanding / Analysis	6	2	8	27%
5	Venous return, microcirculation	PO3, PO4	Application / Analysis	3	1	4	13%
6	Cardiovascular Responses to Exercise and Stress	RO4, RO5	Analysis / Assessment	3	1	4	13%
	<b>TOTAL</b>	—	—	<b>24</b>	<b>6</b>	<b>30</b>	<b>100%</b>

### 3. Appendix 5.2. Specifications Table (blueprint)

Course: "Normal Physiology," section "Cardiovascular System" — can be used as a template.

Section / Topic	LO (learning outcome)	Bloom's Taxonomy Level	Number of tests	Number of tasks (case)	Total tasks	Notes
1. Structure of the heart and the conduction system	LO1: describes the anatomy and conduction system of the heart	Understanding	4	0	4	Basic Level
2. Phase of the cardiac cycle, cardiac output	LO2: explains the phases of the cardiac cycle and their graphical	Understanding / Application	5	1	6	1 analysis problem diagram

	representation					
3. Blood pressure and its regulation	LO3: interprets changes in blood pressure during typical physiological conditions	Application/Analysis	6	2	8	2 Clinical Mini-Case
4. Venous return and microcirculation	LO4: analyzes factors affecting venous return	Analysis	3	1	4	—
5. Regulation of the cardiovascular system during exercise	LO5: Predicts the reactions of the cardiovascular system exertion and stress	Analysis/Assessment	4	1	5	Task involving interpretation of Ruffier/Martine samples
<b>TOTAL</b>	—	—	<b>22</b>	<b>5</b>	<b>27</b>	Exam: 30 questions (3 in reserve)

Attach another small table to this one: "Correlation of LOs with OP Competencies."

4. Appendix 5.3. Post-exam test analysis report

*The format can be in Word or Excel.*

Post-Exam Analysis Report for the Written Exam

in the subject "Normal Physiology," module "Cardiovascular System"

Exam date: “\_” \_\_\_\_\_ 20

Number of students: 62

No. Question	LO	Difficulty index (p)	Discriminating ability (D)	Number of errors (n)	Solution to the problem	Comment
1	LO 1	0.82	0.32	11	Leave unchanged	Good distinguishes, clear wording
2	LO 1	0.95	0.05	3	Rewrite or exclude	Too easy; almost everyone answered correctly
3	LO 2	0.41	0.38	36	Leave	Optimal difficulty, good discrimination
4	LO 2	0.23	-0.12	48	Exclude from the bank	Negative discrimination, likely ambiguous wording
5	LO 3	0.55	0.29	28	Leave as is, minor wording revision	Students confuse the terms, discuss with the department
...	...	...	...	...	...	...

Final test results:

1. Group average: 68%

2. Minimum / maximum: 42% / 92%

3. Percentage of students who passed the threshold ( $\geq 60\%$ ): 76%

4. Cronbach's alpha ( $\alpha$ ): 0.81 (calculated based on the full test)

At the end of the protocol—signatures: instructor, department chair, date.

5. Appendix 5.4. Sample test item bank

*You may show 1–2 pages with columns.*

Excerpt from the test item bank for the “Cardiovascular System” module

ID	Test question wording (brief)	Type (single best answer /MCQ)	Key	LO	Bloom's Taxonomy Level	Task status	Year of testing
SSS-01	Main function of the sinusoidal node...	SBA	D	LO 1	Understanding	Tested, added to the database	2024/2025
SSS-02	In which phase of the cardiac cycle is the aortic valve?	SBA	B	LO 2	Understanding	Requires reformulation (based on the 2025 analysis)	2023/2025
SSS-03	Factor, primarily increasing venous return:	MCQ	A, C	LO 4	Application	New, awaiting approval	2025
CCC-04	Patient after blood loss... (case study with options changes in BP and HR)	SBA (clinical mini-case)	E	LO 3	Analysis	Validated, high discrimination	2024

SSS -05	How will AD change when...	SBA	A	LO 5	Analysis	Excluded (negative discrimination)	2022  (excluded in 2024)
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Statuses can be formalized as: "new / tested / under revision / excluded."

## FUND PASSPORT FOR DISCIPLINE ASSESSMENT TOOLS

(template)

Appendix 1 to the Regulations on the Assessment Fund of [Name of University]

### 1. General Information about the Course

Indicator	Information
Course Title	
Course Code	
Educational Program (EP)	(code, name of major/specialization)
Level of study	(Bachelor's/Specialist/Master's)
Course / Semester	
Number of credits (ECTS)	
Form of final assessment	(exam/test/OSCE/project, etc.)
Language of instruction	
Department	
Instructor in charge	Full name, position

### 2. Learning Outcomes (LO) covered by the course

LR No.	Formulation of the learning outcome (for the course)	Connection to OP LOs / competencies (OK, PK, etc.)
1		
2		
...		

### 3. Blueprint (alignment of learning outcomes – content – assessment methods – FOS)

No.	RO Subjects	Course topics / sections	Type of assessment (quiz/midterm/final)	Assessment format (test, OSCE, project, etc.)	Assessment tool (name)	Max. score
1	RO-1	Topic 1, Topic 2	Current	Mini-test, Oral exam	Test #1 (bank of 30 questions)	4
2	RO-2	Topic 3–4	Current	Independent Study (essay, term paper)	Assignment CSL-1, rubric Assessment	4
3	RO-1, RO-2	Topics 1–4	Midterm (M1)	Module Test	Module Test 1 (40 questions)	12
4	RO-3	Topic 5–6	Current	Practical work	Checklist for Practical Assignment No. 1	4
5	RO-3, RO-4	Topics 5–8	Midterm (M2)	Module test / case study	Module Test 2, Case Studies No. 1–2	16
6	PO-1–PO-4	All Subject	Final	Exam (written + oral / OSCE and etc.)	Exam paper / test bank	60

(Substitute the point values for your own model: 20+20+60 or another.)

#### 4. Assessment Tools

##### 1. Ongoing and midterm assessments (list of files/packages):

##### 1. Ongoing assessment tests:

1. Test No. 1 (Topics 1–2, 30 questions, answer key).
2. Test No. 2 (Topics 3–4, 30 questions, answer key).

##### 2. Independent Study Assignments:

1. CW-1 (essay), evaluation rubric.
2. CW-2 (case presentation), rubric.
3. Module tests:
  1. Module Test 1 (40 questions, answer key).
  2. Module Test 2 (40 questions, answer key).
2. Final assessment:
  1. Exam papers / test question bank with answer keys;
  2. Exam structure (point distribution by section);
  3. If OSCE is available: list of stations and checklists.
5. Grading Scales and Criteria

Type of work	Document (title)	Summary
Independent Study (Essay)	Assessment rubric for independent study essay	Criteria: content, structure, style, etc.
Presentation	Presentation Assessment Rubric	Includes a checklist for content and delivery
Practical Skill	Skill Checklist #1 (OSCE/Practical)	List of actions, critical errors
Exam (oral)	Criteria for evaluating oral responses	Completeness, logic, clinical reasoning, etc.

**6. Special conditions and blocking components**

1. Minimum passing score on the test (eligibility for the oral portion): .
2. Minimum passing score for OSCE/practical skills: \_\_\_\_\_.
3. OSCE blocking stations: \_\_\_\_\_.

**4. Information on FOS review and approval**

Stage	Full name, position, agency	Date, protocol/order No.
Intra-departmental review		
External review (if applicable)		
Approval by the department chair		
Approval by the Academic Council / Academic Board		



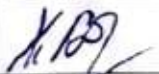
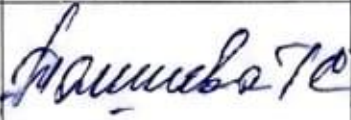







# CHANGE LOG

Change No.	Basis for Amendment	Pages	Summary of the amendment	Revision	Signature	Date
1						
2						
3						

Edition: \_\_\_\_\_

Effective date: “ ” \_\_\_\_\_ 20 \_\_\_\_\_

## APPROVAL SHEET

No	Position / Role	Full Name	Signature	Date
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.

