

Abbreviations

BUP – Basic Curricula

HVE – Higher Vocational Education
SES – State Educational Standard

KR – Kyrgyz Republic

Ministry of Education – Ministry of Education of the Kyrgyz Republic

MSHEI – Ministry of Science, Higher Education, and Innovation of the Kyrgyz Republic

MOiN – Ministry of Education and Science of the Kyrgyz Republic (existed until May 12, 2024)

NA – local university regulations

NPA – normative legal acts

VET – Vocational Education and Training

EO – Educational Organization

OEP – core educational program

OJT – on-the-job training

CMR – Cabinet of Ministers Resolution

RUP – Work-Based Curriculum

SPO – Secondary Vocational Education

Independent Student Work

1. General Provisions

1. These Regulations establish general requirements for the completion of independent work by students of Jalal-Abad International University (hereinafter referred to as the University).
2. At the University, the total workload for each discipline is specified in the curriculum of the specialty/program, and is then transferred to the discipline's work program, distributed among the following three types of work (**Appendix 1**):
 1. classroom work (lectures, seminars, practical and laboratory sessions, on-the-job training (OJT), etc.;
 2. independent student work (ISW);
 3. individual consultations during the completion of independent assignments, as well as monitoring and assessment (evaluation) of the results of individual assignments.
3. The ratio of classroom work to independent study in the total workload of the course averages 40% to 60%, with fluctuations permitted within the range of 35–45% classroom work to 65–55% independent study, respectively.
4. These regulations have been developed based on the following normative legal acts and internal regulatory documents of the university:

1. Law of the Kyrgyz Republic No. 179 “On Education” dated August 11, 2023;
 2. Decree of the Government of the Kyrgyz Republic No. 383 dated July 12, 2024, “Regulations on the Organization and Management of Professional Education in Vocational Education Institutions of the Kyrgyz Republic”;
3. Decree of the Government of the Kyrgyz Republic No. 371 of July 8, 2024, “On the Approval of the Framework for State Educational Standards for Primary, Secondary, and Higher Education in the Kyrgyz Republic”;
 4. Decree of the Government of the Kyrgyz Republic No. 590 dated September 27, 2024, “Regulations on the Organization of the Educational Process in Higher Education Institutions Using Academic Credits”;
 5. State Educational Standards for the university’s specialties/fields of study (approved by orders of the Ministry of Education and Science of the Kyrgyz Republic dated 2021);
6. Order of the Ministry of Education and Science of the Kyrgyz Republic No. 557/1 dated February 16, 2023 (Appendix 2);
7. The University Charter and other internal regulatory acts.

2. Independent Study

1. **Independent study** is a component of each discipline/module that is scheduled in advance in the curriculum for students to study on their own. Independent study is an integral part of the general

the objectives, tasks, scope, and content of the entire course/module.

2. **Objectives** of the independent study assignment:
 1. To develop students’ skills in independently searching for, processing, interpreting, and presenting assigned topics and materials;
 2. To encourage students to demonstrate their creativity and initiative.
3. **Objectives** of the independent study assignment: To deepen and reinforce students’ knowledge and develop their analytical skills regarding the subject matter of the course
4. **Types** of Independent Study Assignments (methods for implementing these assignments are provided in **Appendix 2**):
 1. Assignments for independent study of a portion of the theoretical material of the discipline/module being studied (individual topics or parts of topics);
 2. Assignments to reinforce the theoretical material covered using practical tools (solving problems, completing calculation-graphical and test assignments, writing essays, taking self-assessment tests);

3. Assignments for applying acquired theoretical knowledge and practical skills to analyze a situation and develop the correct solution (preparation for group discussion, prepared work within a business game, "case study," written analysis of a specific situation, project development, etc.);
1. Assignments involving the application of acquired knowledge and skills to formulate one's own position, theory, or model (writing a final paper, thesis, or research paper).

Independent study assignments may include all of the above types, or a combination thereof in varying proportions. The instructor determines the types of independent study assignments based on the characteristics of the discipline or module. For example, in humanities and socio-economic disciplines, independent work in the form of studying theoretical material (reading supplementary literature, primary sources, etc.) may predominate, while in mathematics, solving problems and taking tests, etc., may predominate. For professional disciplines, independent study assignments must include all four forms, but the predominant focus should be on tasks that apply acquired theoretical knowledge and practical skills to analyze situations and develop correct solutions.

5. **Requirements** for completing any type of independent study are determined by:

1. the State Educational Standard (SES) for the specialty/field;
2. the Basic and Detailed Curricula of the Educational Program for the specialty/field;
3. The syllabus for the discipline/module;
4. The instructor's guidelines for completing the independent study assignment;
5. The content of the primary and supplementary literature for the course.

Independent research projects may be completed by students either without the direct involvement of the instructor (IRP without instructor supervision) or with partial involvement (IRP with instructor supervision), but in both cases, the instructor is required to monitor the progress of the IRP and evaluate the results.

6. **Monitoring and assessment** of independent study assignments are organized as a combination of two forms:

1. student self-monitoring and self-assessment, manifested in strict adherence to the plan (structure, list of topics), schedule, and methodological guidelines for completing the independent study assignments provided in advance by the instructor;
2. continuous monitoring and assessment (ongoing and interim) by instructors, state examination and certification commissions, state inspection bodies, and others.

The assessment of independent work results is conducted during individual consultation hours with the instructor. This type of work is graded on a point system that forms the grade for the student's ongoing assessment, and is taken into account during

interim assessment in the discipline. The grades received by the student are recorded in the ongoing assessment register under the "Independent Study" column. The student must also complete independent study assignments, which ensure preparation for ongoing classroom

sessions. The results of this preparation are reflected in the student's active participation in class and the quality of their presentations, completed assignments, tests, and other forms of ongoing assessment.

7. A student beginning to study a course receives information about all forms of independent work for the course, for each academic discipline.

8. Assignments for students' independent work must be clearly formulated, organized by topics within the discipline, and their scope must be defined by the number of hours allocated in the curriculum.

3. Criteria for evaluating students' independent work (SRW)

1. Assessment of SIA is conducted according to university-wide criteria that ensure the comparability of learning outcomes across all educational programs.

2. The main criteria for assessing SLA are:

1. **Substance** – thorough coverage of the topic, alignment of the assignment with the stated objective, and accuracy of factual and theoretical content;

2. **Analytical thinking and independence** – the ability to critically evaluate information, draw conclusions, justify a position, and avoid a purely compilatory presentation;

3. **Use of sources** – well-founded selection of sources, correct citations, adherence to academic integrity requirements;

4. **Formatting** – adherence to structure, length requirements, and uniform formatting standards (font, margins, tables, figures, bibliography);

5. **Meeting deadlines** – completing and submitting the work by the deadlines set by the syllabus and the independent study schedule.

3. For the main types of independent study assignments (essays, computational and graphical work, case studies, projects, term papers, etc.), departments use standard **grading rubrics** that establish the following levels:

1. "Excellent" – all criteria met at a high level;

2. "Good" – all criteria are met; minor shortcomings do not detract from the overall quality of the work;

3. "Satisfactory" – the topic is partially addressed; there are shortcomings in the analysis and/or presentation;

4. "Unsatisfactory" – the topic has not been covered; significant errors have been made; requirements regarding length and/or academic integrity have been violated.

4. The grade for the independent study course is assigned in points for the course's ongoing assessment and is recorded in the grade sheet and in the eBilim LMS in accordance with the university's established grading and rating system.

5. The rubric forms and the procedure for their application are provided in the appendix to these Regulations and are mandatory for all departments.

3.2. Standard Rubric for Assessing Independent Study Assignments

The standard rubric is used to assess written types of independent study assignments (term papers, essays, case reports, project assignments). Departments may supplement it without altering the basic criteria and the logic of the levels.

Table. Standard rubric for assessing independent study assignments

Criterion	Weight / Max. points	Excellent (100–90%)	Good (89–75%)	Satisfactory (74–60%)	Unsatisfactory (<60%)
1. Coverage of the topic and adherence to the assignment	30 points	The topic is fully explored, the goals and objectives are clearly defined, and the work strictly corresponds to the assignment; the content reflects a deep understanding of the issue.	The topic is generally covered, with minor omissions; the assignment is completed, but certain aspects are covered only superficially.	The topic is partially covered; individual elements of the assignment are not completed or are understood superficially; there are gaps in content.	The topic is not covered; the work does not meet the assignment requirements or is completed superficially, with gross errors in content.

2. Analytical Skills and Level of independence	30 points	A high level of independence is evident: critical analysis, comparison of approaches, original conclusions, and argumentation ; no compilation.	Analytical thinking is present, but partly relies on paraphrasing sources; original conclusions are present, but not always thoroughly substantiated .	Retelling predominates; analysis is fragmentary, conclusions are poorly substantiated; independence is limited.	No analysis is present; the work consists of a collection of unrelated fragments or borrowings without interpretation.
3. Use of sources and references	15 points	Up-to-date and relevant sources (including those in foreign languages) have been used; the quantity and quality of the sources meet the requirements; the references and bibliography are formatted according to the standard,	The sources are generally relevant but partially outdated or insufficiently diverse; the formatting of references and the bibliography contains minor errors.	There are few sources, or some of them are irrelevant; references are formatted with noticeable errors; the bibliography is incomplete.	Sources are practically not used or are absent; references are not formatted; there are signs of dishonest borrowing.

		No signs of plagiarism.			
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4. Structure, logic, and formatting of the work	15 points	Clear structure (introduction, main body, conclusion); logical transitions between sections; formatting fully complies with methodological requirements (font, margins, headings, tables, figures).	The overall structure is consistent, with a few minor logical "gaps"; formatting generally meets requirements, with minor shortcomings.	The structure is disrupted (sections are missing, the sequence is disrupted); the logic of the presentation suffers; the formatting does not fully meet the requirements.	The structure is absent or chaotic; the text is difficult to comprehend; the formatting does not meet the established requirements.
5. Compliance with deadlines, length, and academic integrity	10 points	The work has been completed in full and submitted strictly on time; the requirements regarding length have been met; standards of academic integrity have been observed.	The work was completed and submitted with a minor delay (up to one week) or with a slight deviation in length; no violations of academic integrity were	There is a significant deviation in terms of deadlines and/or length; isolated shortcomings in citations and borrowings have been noted, requiring correction.	The work was not submitted by the deadline, the length requirement was grossly violated, and/or serious violations of academic integrity were identified.

Total: 100 points.

Departments may convert the total score into a grade according to the university's established grading scale.

Grades:

- 90–100 – “Excellent”
- 75–89 – “Good”
- 1. 60–74 – “satisfactory”
- 2. <60 – “unsatisfactory”

Instructions for the Case / Essay / Project (CSP) Assignment

RUS

3. Course: _____
4. CPS Topic: _____
5. Assignment Type: essay case study presentation project other
6. Assignment Objective:
 - ... (for example: develop skills in analyzing clinical situations and searching for evidence-based information)
7. Instructions for students:
 1. Review the materials (lecture, textbook chapters, articles).
 2. Complete the assignment (length, structure, format).
 3. Format the work (font, length, citation style).
 4. Upload the file to eBilim by “_” _____ **20**
8. Grading criteria (link to rubric):
 - content, analysis, sources, originality, formatting, timeliness.
9. Maximum score for the assignment: ___(e.g., 10 points)
10. Contribution to the final grade for the course: ____%.

EN

11. Course: _____
12. SIW topic: _____
13. Assignment type: essay case analysis presentation project other
14. Task objective:

– e.g., to develop skills in analyzing a clinical situation and searching for evidence-based information.

15. Instructions for students:

1. Review the required materials (lecture, textbook chapters, articles).
2. Complete the assignment (scope, structure, format).
3. Format the work according to requirements (font, length, citation style).
4. Upload the file to eBilim by **(date)**.

16. Assessment criteria (see rubric):

– content, analysis, sources, originality, formatting, timeliness.

17. Maximum score: _____points

18. Weight in final course grade: _____%.

Appendix 1

Types of coursework (specifying hours and semester)

Course: _____

Types of coursework		Total hours	Semesters			
			1st	2nd	3rd	4th
Total hours for the course, of which:						
Classroom hours, of which:	Lectures (L)					
	Practical sessions (PS)					
	Seminar classes (SC)					
	Laboratory work (LW)					
	On-the-job training (OJT)					
	Other types of classroom activities					
Total classroom hours						
Independent study, including:	Topics (or parts of topics)					
	Calculation and graphical assignments (CGA)					
	Term papers (REF)					
	Term papers (TP)					
	Other types of independent study					

Total independent study						
Consultations, of which:	Individual					
	For midterm assessments (modules)					
	For midterm assessments (quizzes, exams)					
Total consultations						

Appendix 2

No.	Methods of implementing independent study
1	ongoing work with lecture materials, including the study of lecture notes and textbooks
2	searching for (selecting) and reviewing literature and electronic information sources on an individually assigned course topic
3	study of material assigned for independent study (IS)
4	homework or a take-home test involving problem-solving, exercises, etc., assigned either at each lab session or simultaneously for all lab sessions on a topic or section of the discipline
5	foreign language translation assignment
6	preparation for laboratory sessions
7	preparation for practical and seminar classes
8	Practicum in the academic discipline using software
9	Preparation for a test
10	preparation for the exam
11	Writing a term paper (essay) on a given topic
12	Completion of computational and graphical work
13	Completion of a term paper or project
14	participation in student research conferences and seminars
15	analytical review of a scientific publication on a topic predetermined by the instructor topic
16	analysis of statistical and factual data on a given topic, performing calculations, and creating diagrams and models based on statistical data

Standard Assessment Sheet for Independent Study – Essay

ASSESSMENT SHEET FOR INDEPENDENT STUDY (ESSAY)

19. Course: _____

20. Essay Topic: _____

21. Student (Full Name): _____ Group: _____

22. Instructor: _____

23. Submission date: “_” _____20

Grading scale: 0–2 – low level; 3–4 – satisfactory; 5 – high level.

No.	Criterion	0–2 points	3–4 points	5 points	Score
1	Coverage of the topic and relevance to the assignment	Topic not addressed, deviation from the assignment	Partial compliance, topic addressed superficial	Topic fully explored, clear focus	
2	Structure and logic of presentation	no structure, chaotic	There is an introduction/main body/conclusion, but with logical inconsistencies	Clear structure, logical transitions between sections	
3	Analytical thinking and argumentation	Retelling without analysis	attempts at analysis, but weak argumentation	In-depth analysis, arguments, comparisons	
4	Use of sources	sources not cited or off-topic	1–2 sources without citations	≥3 relevant sources, proper citations	
5	Originality and academic integrity	significant borrowing, <50% originality	partial plagiarism, 50–70%	originality ≥70%, proper citations	
6	Language, style, formatting	many errors, format not followed	a few errors, formatting partially followed	grammatically correct text, formatting requirements followed	

Maximum: 6 criteria × 5 = **30 points Total**

essay score _____ / 30

Instructor's comments:

Instructor's signature: _____

Note: The final score is entered into the eBilim LMS under the "Courseic – Essay" column.

1. Standard Assessment Sheet for CSL – CASE ANALYSIS

SRS GRADING SHEET (CLINICAL/PROBLEM-BASED CASE)

1. Course / module: _____
2. Case Title: _____
3. Student (Full Name): _____ Group: _____
4. Instructor: _____
5. Submission date: “_” _____ 20

Grading scale: 0–2 – low; 3–4 – satisfactory; 5 – high.

No.	Criterion	0–2 points	3–4 points	5 points	Score
1	Understanding of the clinical/problem situation	incorrect interpretation, misunderstanding of the essence	partial understanding, important details omitted	Complete understanding, key elements	
2	Formulation of the main problem / diagnosis	The problem is formulated incorrectly	Partially correct, but unclear	clearly and correctly formulated	
3	Data collection and use (medical history, examination)	data is ignored or incorrectly interpreted	Part of the data is taken into account, superficial analysis	All key data is used, logical analysis	
4	Differential diagnosis / treatment options	None	1–2 options without justification	≥3 options with brief justification	

5	Examination/action plan	Inadequate plan	Partially adequate	rational plan in accordance with standards / guidelines	
6	Treatment plan / management decision	absent or incorrect	Partially correct	Complete, logical, based on recommendations	
7	Use of sources and references	none	1–2 general references	≥2–3 relevant, up-to-date sources	
8	Formatting and clarity of presentation	Chaotic, many errors	generally understandable, some shortcomings	clear, structured, well-written	

Maximum: $8 \times 5 = 40$ points Final

score for the case _____ /

40

Instructor's comments:

Instructor's signature: _____

Note: The final score is entered into eBilim as "SRC – Case Study."

2. Sample Assessment Sheet for Independent Study – PROJECT (Mini-Project)

SRS GRADING SHEET (COURSEWORK / MINI-PROJECT)

1. Course: _____
2. Project Topic: _____
3. Project type: individual group (_____ persons)
4. Student(s): _____
5. Instructor: _____
6. Date of defense / submission: “_” ____20

Grading scale: 0–2 – low; 3–4 – satisfactory; 5 – high.

No.	Criterion	0–2 points	3–4 points	5 points	Score
1	Relevance and alignment to the topic	Topic not addressed, objective unclear	partially relevant, the objective is vaguely formulated	The topic is fully explored, the objective is clear and relevant	
2	Project goals, objectives, and structure	There is no clear plan or structure	Goals/objectives are partially formulated	Clear goals, objectives, and logical structure	
3	Depth of content development	superficial presentation	moderate depth, some gaps	In-depth coverage, analysis, examples	
4	Analytics and research components of the study	is merely a description	includes specific elements of analysis	analysis, comparison, conclusions, elements research	
5	Use of sources and data	sources not cited	1–2 sources, little data	A sufficient number of relevant sources and data	
6	Practical significance / applicability	not evident	partially indicated	clearly demonstrated practical usefulness	
7	Project presentation and defense	Unstructured presentation	structure is present, but delivery is uncertain	Clear, confident Presentation, answering questions	
8	Teamwork (for a group project)	no interaction	partial interaction	coordinated work, contribution from all participants	
9	Formatting (document, slides)	format not followed	partially followed	Everything in order: title, structure, design, references	

Maximum: $9 \times 5 = 45$ points

(For individual projects, criterion 8 may be disregarded or given less weight.)

Final score for the project _____ / 45

Instructor's comments:

Instructor's signature: _____

Note: The final grade is entered into eBilim as "SRC – Project."

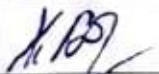
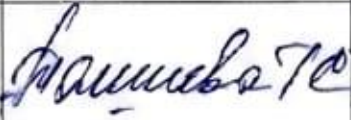







CHANGE LOG

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

Edition: 1.000

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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.

