

REGULATIONS

on the Material and Technical Support of Educational Programs
of Jalal-Abad International University (JAIU)

1. General Provisions

1.1. These Regulations define the goals, objectives, requirements, and procedures for providing material and technical resources (hereinafter referred to as “MTR”) for educational programs (hereinafter referred to as “EP”) implemented at JAIU.

1.2. These Regulations have been developed in accordance with:

1. the legislation of the Kyrgyz Republic in the field of education;
2. state educational standards for the implemented EP;
3. the Charter of JAIU;
4. the Regulations on the Quality Management System of JAIU;
5. the Regulations on the Organization of the Educational Process Using the Credit System;
6. Regulations on the Simulation Center;
7. Regulations on the Library and Information Services;
8. other local regulations of the University.

1.3. These Regulations apply to all structural units of JAIU involved in the implementation of the educational program: faculties, departments, clinical sites, the simulation center, the library, the IT service, the administrative and support staff, and others.

1.4. The material and technical support of the educational program is considered one of the key elements of the internal quality assurance system for education and is subject to continuous monitoring, analysis, and improvement.

2. Goals and Objectives of Material and Technical Support for Educational Programs

2.1. Objective – to provide each educational program at JAIU with resources sufficient to achieve the stated objectives, planned learning outcomes, and competencies, taking into account the requirements of the State Educational Standards (GOSO), professional standards, and accreditation criteria.

2.2. Main tasks:

- 2.2.1. Determining logistical support requirements for each educational program (classrooms, laboratories, clinical sites, equipment, ICT, library resources, etc.).
- 2.2.2. Planning, procurement, and effective use of material and technical resources.
- 2.2.3. Ensuring that material and technical resources comply with sanitary and hygiene standards, as well as occupational health and safety requirements.
- 2.2.4. Ensuring the accessibility of the educational environment, including for students with disabilities.
- 2.2.5. Organizing the accounting, cataloging, and regular inventory of educational materials and equipment for educational programs.
- 2.2.6. Ensuring the updating and development of material and technical resources, taking into account digitalization and modern educational technologies.

3. Key components of material and technical support for educational programs

3.1. Material and technical support for educational programs includes, but is not limited to:

3.1.1. **Educational facilities:** lecture halls, classrooms, seminar rooms, laboratories, specialized rooms, computer labs.

3.1.2. **Practical and clinical training facilities:** simulation center, clinical training facilities (for medical educational programs), industrial sites, training grounds.

3.1.3. **Educational and digital infrastructure:**

1. local area network, Wi-Fi, servers;
 2. LMS (eBilim, etc.);
 3. specialized software products (medical, engineering, economic, etc.).
- 3.1.4. **Library and information resources:**
4. printed textbooks and monographs;
 5. electronic resources, databases, subscriptions;
 6. institutional platforms (e.g., Complete Anatomy, ClinicalKey Student, etc. – for the “General Medicine” program).
- 3.1.5. **Furniture and equipment:** desks, tables, chairs, whiteboards, multimedia equipment, laboratory furniture, cabinets for storing specimens, etc.
- 3.1.6. **Specialized equipment:** laboratory, diagnostic, simulation, IT equipment, multimedia systems, etc.
- 3.1.7. **Safety infrastructure:** fire alarm systems, fire extinguishing equipment, emergency exits, personal protective equipment, etc.

3.2. For each educational program, a minimum list of material and technical resources is determined and documented in the form of a “Material and Technical Support Passport for the Educational Program” (Appendix 1).

4. Requirements for the material and technical support of work areas

4.1. Requirements for material and technical support are established taking into account:

1. the profile of the educational program (medical, technical, economic, etc.);
2. the level of education (bachelor’s, master’s, etc.);
3. the student body (total number, language streams, international students);
4. the characteristics of educational technologies (simulation-based learning, WBL, distance learning technologies).

4.2. **Classrooms and laboratories** must provide:

4.2.1. The standard floor area per student (not less than that established by national standards).

4.2.2. Adequate lighting, ventilation, and temperature control.

4.2.3. Furniture and equipment appropriate for the room’s purpose.

4.2.4. A basic multimedia setup (computer, projector/screen, display, internet access) for classrooms used in the educational process.

4.3. Computer labs:

- 4.3.1. Must provide a number of workstations equal to or greater than the number of students in a subgroup.
- 4.3.2. Must be equipped with licensed software necessary for the implementation of the educational program.
- 4.3.3. Must provide access to the LMS and electronic resources.

4.4. Simulation center and clinical training sites (for the “General Medicine” educational program and other medical programs):

- 4.4.1. Must be equipped with training devices, mannequins, phantoms, and simulators corresponding to the list of practical skills and the Federal Educational Standards.
- 4.4.2. Ensure a sufficient patient flow (at clinical sites) necessary for the development of competencies.
- 4.4.3. Comply with the requirements of the Regulations on Simulation Centers and the Regulations on Clinical Training Sites and Clinical Instructors.

4.5. Library and information resources for each educational program must include:

- 4.5.1. Basic textbooks and manuals on the core disciplines of the educational program (not older than the statutorily established period), in print and/or electronic form.
- 4.5.2. Access to specialized electronic resources (databases, journals, platforms).
- 4.5.3. Ensuring the provision ratio (number of copies per student/group) in accordance with JAIU’s internal standards.

4.6. Accessibility and Inclusivity:

- 4.6.1. The layout and equipment of facilities should, where possible, take into account the needs of students with disabilities (access, navigation, workspaces).
- 4.6.2. When modernizing the material and technical base, requirements for creating a barrier-free environment are taken into account.

5. Planning and Provision of Learning Facilities for Educational Programs

5.1. Responsibility for planning and providing material and technical resources lies with:

- 1. the Vice Rector for Academic Affairs;
- 2. the Vice Rector for Administrative and Financial Affairs;
- 3. deans of the faculties;
- 4. heads of educational programs;
- 5. department chairs;
- 6. heads of specialized units (library, IT department, simulation center, etc.).

5.2. MTO planning is carried out:

- 5.2.1. During the development/revision of educational programs—by completing and approving the Educational Program Material and Technical Support Specification (Appendix 1).
- 5.2.2. As part of the annual work plans of faculties, departments, and services (requests for equipment, repairs, software updates, etc.).
- 5.2.3. As part of investment and project programs (grants, targeted funds, partnership projects).

5.3. Requests for the renewal/purchase of educational and technical equipment are submitted by:

1. by departments and heads of educational programs → the dean's office → the vice rector for administrative and economic affairs;
2. the library and IT department → the relevant vice-rectors.

The deadlines and forms for requests are established by separate regulations.

6. Accounting, Documentation, and Inventory of Material and Technical Resources

6.1. For each educational program, a **Log of Material and Technical Support for the Educational Program** (Appendix 1) is compiled and maintained, which contains:

1. a list of educational facilities used in the implementation of the educational program;
2. a list of laboratories, simulation rooms, and clinical sites;
3. a list of key equipment and specialized software;
4. links to agreements with clinical sites/partners;
5. information on library and information resources.

6.2. For specialized educational facilities (laboratories, simulation rooms, computer labs), **Classroom/Laboratory Profiles** are prepared (Appendix 2).

6.3. Accounting and inventory of material and technical resources are maintained:

1. in the accounting department and the administrative and economic department—using established forms;
2. at the faculty and department levels—using internal ledgers and classroom passports;
3. in a unified database (if available) – linked to the educational program.

6.4. Periodic inventory of MTO is conducted within the timeframes established by internal documents of JAIU and the legislation of the Kyrgyz Republic.

7. Operation, Maintenance, and Safety

7.1. The operation of MTO is carried out in accordance with:

1. manufacturers' instructions;
2. occupational safety, fire safety, and sanitary and epidemiological standards;
3. internal regulations of JAIU.

7.2. Heads of departments (deans, department chairs, heads of laboratories and centers) are required to:

- 7.2.1. Ensure that equipment and furniture are in good working order.
- 7.2.2. Organize timely repairs and maintenance.
- 7.2.3. Ensure that faculty, staff, and students receive training on operating and safety procedures.
- 7.2.4. Ensure the availability and accessibility of operating instructions and evacuation plans.

7.3. Decommissioning and write-off of material and technical resources are carried out in accordance with established regulations.

8. Renewal and Development of the Material and Technical Base

8.1. The renewal of material and technical resources is carried out based on:

- 8.1.1. The results of educational quality monitoring and feedback from faculty and students.
- 8.1.2. Changes to the State Educational Standards (GOSO), professional standards, and the requirements of accreditation agencies.
- 8.1.3. Analysis of global trends in educational technologies, medical and laboratory equipment, and ICT.

8.2. The priority areas for the development of the MTO are:

- 8.2.1. Development of simulation-based learning and virtual simulators (for medical programs).
- 8.2.2. Expansion of digital infrastructure (LMS, electronic libraries, specialized platforms).
- 8.2.3. Modernization of laboratories and classrooms with a focus on practice-oriented learning.
- 8.2.4. Creating a modern and safe educational environment for international students.

8.3. Proposals for the development of the International Training Center are formulated by:

- 1. by faculties and departments;
 - 2. the Quality Council;
 - 3. methodological councils;
 - 4. students (through surveys and student self-government bodies).
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9. Monitoring and Evaluation of the Compliance of Educational Programs with the MTO

9.1. Monitoring of the educational program's MTO is part of the internal quality assurance system and includes:

- 9.1.1. Annual analysis of educational program MTO specifications.
- 9.1.2. Surveys of students and faculty regarding the adequacy and quality of MTO.
- 9.1.3. Internal audits (inspections) of classrooms, laboratories, and clinical sites.
- 9.1.4. Analysis of comments from external experts (NAAR, AOPO, etc.).

9.2. Key performance indicators (KPIs) for teaching resources may include:

- 1. the percentage of classrooms equipped with multimedia equipment;
- 2. availability of computer workstations for students;
- 3. availability of key simulation/laboratory equipment;
- 4. the volume and update frequency of library resources.

9.3. Monitoring results are documented in reports and action plans for improving the MTO (roadmaps), which are approved by the University administration.

10. Final Provisions

10.1. These Regulations are approved by the Rector of JAIU and enter into force upon signing.

10.2. These Regulations shall be revised as necessary, but at least once every 5 years, or upon changes to the regulatory framework and accreditation requirements.

10.3. Amendments and additions to these Regulations shall be made at the initiative of the Rector, Vice Rectors, Deans, and the Quality Council and shall be approved by order of the Rector.

RECOMMENDED APPENDICES

Appendix 1.

Logistics and Technical Support Specification for the Educational Program

Brief template:

1. Name of the educational program, code, level, language of instruction.
2. List of classrooms used for the educational program (table indicating building, classroom number, capacity, and equipment).
3. List of laboratories, simulation rooms, and specialized classrooms (specialization, main equipment).
4. List of clinical sites / industry partners (for medical and other educational programs).
5. List of key equipment and specialized software associated with the disciplines.
6. List of library and information resources (main textbooks, databases, platforms).
7. Analysis of the adequacy of material and technical resources and a development plan (brief).

(If necessary, I can break down the tables by item.)

Appendix 2.

Specifications for a classroom / laboratory / specialized classroom

Indicator	Value
Building, floor, classroom number	
Purpose (lecture hall, lab, simulation room, computer lab, etc.)	
Programs and courses taught here	
Maximum capacity	
Equipment (furniture, whiteboard, etc.)	
Multimedia equipment	
Specialized equipment	
Person in charge (Full name, title)	
Notes	

Appendix 3.

Summary table of material and technical resources by educational program (for self-reporting and accreditation)

No.	MTO Component	Availability / Description	Compliance with GOSO requirements/standards	Shortcomings / Improvement Plans
1	Lecture Halls			
2	Labs / Simulation Center			
3	Clinical sites / partners			
4	Computer Labs / IT Infrastructure			
5	Library and Information Resources			
...				

Appendix 4.

MTO Satisfaction Monitoring Form (Questionnaire)

(short sections for students and faculty: “accessibility,” “condition,” “digital resources,” “suggestions for improvement.”)

I will prepare a detailed version in a “ready-to-insert” format:

1. **MTO OP Profile** (as a separate appendix).
2. **Appendix 4 – MTO satisfaction survey** (separate **forms** for students and faculty).

Appendix 1

Logistics and Technical Support Profile for the Educational Program

Appendix 1 to the Regulations on Material and Technical Support for the Educational Program at JAIU

Below is a template that can be adapted immediately for the “General Medicine” educational program (rus/eng) and other programs.

1. General Information about the Educational Program

Indicator	Information
Name of the educational program	"General Medicine" (example)
Code and level	560001, Bachelor’s degree / integrated program
Form of study	Full-time
Language(s) of instruction	Russian, English
Duration	6 years
Developing department	Faculty of Medicine / relevant department
Head of the Educational Program	Full name, position
Date of OP Approval	“ _ ” _____ 20
Date of the last revision of the MTO passport	“ _ ” _____ 20

2. Academic buildings and classrooms used for the implementation of the educational program

Table 2.1. Lecture Halls

No.	Building, Classroom	Capacity (people)	Primary purpose (disciplines, courses)	Equipment (projector, screen, PC, Wi-Fi, etc.)	Condition (satisfactory/needs renovation)	Person in charge
1	Building 1, Room 101	120	Lectures on core courses, 1st–2nd year	Projector, screen, PC, microphone, Wi-Fi	Satisfactory	Full Name
2						
...						

Table 2.2. Seminar rooms / small groups

No.	Building, lecture hall	Capacity	Use (courses, classes)	Equipment (whiteboard, screen, PC, etc.)	Features (language groups, OSCE, etc.)
1					

No.	Building, lecture hall	Capacity	Use (courses, classes)	Equipment (whiteboard, screen, PC, etc.)	Features (language groups, OSCE, etc.)
...					

3. Laboratories, simulation center, and specialized classrooms

Table 3.1. Laboratories and specialized classrooms (pre-clinical)

No.	Name of laboratory/classroom	Location (building, classroom)	Profile (disciplines)	Main equipment (brief)	Capacity	Person in charge
1	Anatomy Laboratory		Normal anatomy	Anatomical specimens, models, skeletons, 3D monitor		
2	Histology Laboratory		Histology, Cytology, Embryology	Microscopes, microscope slides, cameras, PCs		
3	Medical Physics/Chemistry Laboratory		Medical physics, medical chemistry	Laboratory equipment, measuring instruments, etc.		
...						

Table 3.2. Simulation Center

Parameter	Information
Department Name	JAIUSimulation Center
Location	Building, Floor, Rooms
Main Areas	Basic skills, cardiorespiratory, resuscitation, OSCE stations, etc.
Main types of simulators	BLS/ACLS manikins, injection phantoms, ventilators, defibrillator simulators, etc.
Educational programs used	"Clinical Practice," other medical textbooks
Documentation	Regulations on the Simulation Center, OSCE station specifications, checklists

4. Clinical sites (for medical educational programs)

Brief reference to a separate list (from the Regulations on Clinical Bases), plus a summary table:

Table 4.1. Clinical sites used by medical programs

No.	Clinical site (healthcare facility)	Type (inpatient/outpatient/center)	Profile of departments for the "LD" OP	Courses/Subjects (example)	Agreement (No., date)
1	Regional Clinical Hospital	Inpatient	Internal medicine, surgery, emergency room	Internal medicine, surgery, propaedeutics	No., dated ...

No.	Clinical site (healthcare facility)	Type (inpatient/outpatient/center)	Profile of departments for the "LD" OP	Courses/Subjects (example)	Agreement (No., date)
2					
...					

5. Computer Labs and IT Infrastructure

Table 5.1. Computer Labs

No.	Building, Classroom	Number of workstations	Courses and subjects	Software (OS, Office, specialized programs)	Internet/LMS access (yes/no)
1	Building 2, Room 205	20	Medical Informatics, Testing	Windows, Office, browsers, testing software	software
2					

Table 5.2. Key IT services by OP

Service / platform	Purpose	Coverage of educational programs / courses	Responsible Department
LMS eBilim	Online courses, tests, journals	All OP courses	UIO / IT Department
Video conferencing service	Online classes, webinars	Distance learning modules	IT support
Email / corporate accounts	Communication	Students, Faculty	IT Services

6. Library and Information Services

Table 6.1. Basic print resources

No.	Subject/Module	Title of Textbook/Manual	Authors	Year of publication	Number of copies	Language	Availability (copies/student)
1	Normal Anatomy						
2	Histology						
...							

Table 6.2. Electronic Resources and Subscriptions

No.	Resource / Platform	Type (DB, platform, journal)	Profile (disciplines)	Access (on-campus / remote)	Responsible
1	ClinicalKey Student (example)	Electronic platform	clinical disciplines	campus + VPN / remote	Library
2	Complete Anatomy (example)	3D anatomy	Anatomy, Surgery	campus / licenses	Department of Anatomy
...					

7. Specialized Equipment for Key Disciplines

Table 7.1. Key equipment (excerpt)

No.	Discipline / Module	Equipment / Software Name	Qty	Location	Note (wear and tear level, upgrade plan)
1	Normal Anatomy	Set of anatomical models		Anatomy Lab	
2	Histology	Educational microscope		Histology Lab	
3	Simulation training	BLS manikin		Simulation Center	
...					

8. Accessibility and Safety of the Educational Environment

Brief checklist table:

Area	Status (brief)	Comment / Improvement Plan
Fire safety	Evacuation plans, fire extinguishers, fire alarms	
Occupational safety	training sessions, logs	
Accessibility for people with disabilities	entrance, navigation, restrooms	
Medical care	first-aid station, first-aid kits	

9. Analysis of the adequacy of material and technical resources and development plan

Table 9.1. Analysis and plans

No.	LTC component	Status / Adequacy (brief)	Shortages / Risks	Planned Measures (Deadline, Responsible Party)
1	Lecture Halls	Adequate / Needs repair in some areas	No air conditioning in ...	Repair, equipment installation, 20__
2	Laboratories and Sim Center			
3	Clinical sites			
4	Computer Labs and IT			
5	Library resources			

Person responsible for maintaining the accuracy of the OP MTO passport:
 _____ /Full Name, Position, Signature/

Date updated: “ ___ ” _____ 20

Appendix 4

Survey on Satisfaction with Logistical Support for the OP

Appendix 4 to the Regulations on Material and Technical Support for Educational Programs at JAIU

Option A – for students,

Option B – for faculty members.

Scale: 1 – strongly disagree, 5 – strongly agree.

Option A. Student Questionnaire

SURVEY

on satisfaction with the material and technical support of the educational program

Student ID: _____

Course: _____ Group: _____ Semester: _____

Indicate your level of agreement with the statements on a scale of 1–5:

1 – strongly disagree, 2 – somewhat disagree, 3 – unsure/neutral,

4 – somewhat agree, 5 – completely agree.

Section 1. Classrooms and facilities

- 1.1. The classrooms where classes are held are sufficiently spacious and comfortable.
- 1.2. The lighting, ventilation, and temperature in the classrooms are comfortable.
- 1.3. Classroom furniture (desks, chairs) is in satisfactory condition.
- 1.4. There are enough electrical outlets and facilities for using laptops/devices in the classrooms.

Section 2. Equipment and Simulation Center (for medical practice)

- 2.1. Teaching laboratories and specialized classrooms (anatomy, histology, etc.) are equipped with the necessary models, microscopes, and equipment.
- 2.2. The simulation center provides sufficient opportunities for practicing practical skills.
- 2.3. Equipment (mannequins, simulators, instruments) is in good working order.
- 2.4. Practical classes and training sessions take place in conditions that closely resemble a real clinical setting.

Section 3. Clinical sites (for students in clinical courses)

- 3.1. There are sufficient patients at the clinical sites for training and observation.
- 3.2. Conditions at the clinical sites allow for active participation in the examination and care of patients under the supervision of a mentor.
- 3.3. Clinical sites provide space and time for case discussions with students.
- 3.4. I am satisfied with the training conditions at the clinical sites overall.

Section 4. IT Infrastructure and Digital Resources

- 4.1. Stable Wi-Fi is available at the university for educational purposes.
- 4.2. Computer labs provide a sufficient number of workstations.
- 4.3. The LMS (eBilim, etc.) operates reliably, and access to materials and tests is convenient.
- 4.4. The digital platforms used (3D anatomy, electronic resources, etc.) assist in mastering the subjects.

Section 5. Library and Information Resources

- 5.1. The library has a sufficient number of textbooks and study guides for the core subjects of my academic program.
- 5.2. I have access to electronic textbooks and databases.
- 5.3. Searching for the necessary literature in the library and electronic resources is convenient.

Section 6. Safety and Comfort of the Environment

- 6.1. I feel safe at the university (fire safety, security, order).
- 6.2. The sanitary condition of classrooms and common areas (cleanliness, restrooms) is satisfactory.

Section 7. Overall Assessment

- 7.1. Overall, the material and technical support for my educational program can be considered sufficient. (rate from 1 to 5)
-

Open-ended questions

- 8.1. In your opinion, what is lacking in the material and technical support for high-quality education?
-

- 8.2. Which 1–3 changes (purchases, repairs, improvements) do you consider the highest priority?
-

- 8.3. Your additional comments and suggestions:
-
-

Option B. Questionnaire for Teaching Staff

SURVEY

for faculty

on satisfaction with the material and technical support of the educational program

Name: _____

Department: _____ Position: _____

Scale 1–5 – same as above.

Section 1. Classrooms and facilities

- 1.1. The availability and distribution of classrooms allow for the implementation of course curricula without disruptions or delays.
- 1.2. Classroom equipment (furniture, whiteboards, screens, etc.) meets the requirements of for a modern educational process.
- 1.3. Multimedia equipment (projector, PC, speakers) functions reliably and is maintained promptly.

Section 2. Laboratories, Simulation Center, Clinical Training Sites

- 2.1. The equipment in laboratories and specialized classrooms is sufficient to conduct the planned practical sessions.
- 2.2. The simulation center provides the necessary scope for practicing practical skills (in accordance with the Federal Educational Standards).
- 2.3. Clinical sites provide sufficient access to clinical cases for student training.
- 2.4. Coordination with clinical sites (regarding the organization of rotations, scheduling, and student admission) is well-established.

Block 3. IT Infrastructure and Digital Resources

- 3.1. Access to the LMS (eBilim), the network, and the internet is stable and sufficient for conducting online courses.
- 3.2. Software (licenses, updates) meets the needs of the courses being taught.
- 3.3. I am satisfied with the IT department's support (response to requests, assistance).

Section 4. Library and Information Resources

- 4.1. The library and electronic resources sufficiently provide the department's courses with up-to-date publications.
- 4.2. I use (and recommend to students) the electronic resources and platforms available through the university.

Section 5. Overall Assessment and Suggestions

- 5.1. Overall, the MTO allows the educational program to be implemented at the stated level.

Open-ended questions

- 5.2. What key shortcomings of the MTO do you see in your department/educational program?

- 5.3. What specific steps (purchases, repairs, re-equipment) do you consider a priority for the next 1–3 years?

- 5.4. Additional suggestions for the development of the MTO and the educational environment:

We'll make sure you can immediately file this in the "General Medicine" educational program package and present it to the commission.

1. MTO Profile for the "General Medicine" educational program (sample form)

Appendix 1A
to the Regulations on Material and Technical Support for the Educational Program at JAIU

1. General Information about the Educational Program

Indicator	Information
Name of the educational program	"General Medicine"
Code and Level	560001, integrated higher professional education program
Graduate Qualification	Physician (General Practitioner / Medical Doctor)
Form of study	Full-time
Language(s) of instruction	Russian, English
Duration of study	6 years
Developing department	Faculty of Medicine
Head of the Educational Program (RU track)	_____ (Full Name, Position)
Program Coordinator (ENG track)	_____ (Program Coordinator, MBBS)
Date of Program Approval	"_ " _____ 20
Date of the last revision of the MTO passport	"_ " _____ 20

2. Academic buildings and classrooms used for the "General Medicine" educational program

2.1. Lecture Halls

No.	Building, Classroom	Capacity	Purpose (subjects, courses)	Equipment	Condition	Person in charge
1	Main Academic Building, Room 101	120	Lectures on core courses for 1st–2nd year students (anatomy, histology, physics)	PC, projector, screen, microphone, Wi-Fi	Satisfactory	Full Name
2	Main Academic Building, auditorium	200	General lectures on clinical disciplines, 4th–6th year	Fixed projector, sound system, Wi-Fi	Good	Full Name
3	Clinical Sciences Building, Room 203	80	Lectures on internal medicine, surgery, pediatrics	PC, projector, screen, flip chart	Satisfactory	Full Name
...						

2.2. Classrooms for small groups / seminar rooms

No.	Building, classroom	Capacity	Usage (sessions)	Equipment	Features
1	Main building, room 205	25	Practical classes, 1st–2nd year (anatomy, histology)	Whiteboard, screen, LCD panel, Wi-Fi	RU/ENG subgroups
2	Clinical Sciences Building, Room 305	15	Clinically-oriented seminars, 4th–6th year	Whiteboard, PC, access to eBilim	Used for CBL/PBL
...					

3. Laboratories, simulation center, and specialized classrooms

3.1. Pre-clinical laboratories and specialized classrooms

No.	Name of classroom/laboratory	Location	Profile (disciplines)	Main equipment (brief)	Capacity	Person in charge
1	Laboratory of Human Anatomy	Main Building, Room 110	Normal Anatomy, 1st–2nd year	Skeletons, anatomical models, specimens, 3D monitor, Complete Anatomy (via PC)	25	Department Chair
2	Laboratory of Histology and Cytology	Main Building, Room 210	Histology, Cytology, Embryology	Educational microscopes, microscope slides, cameras, PC, screen	20	Department Chair
3	Medical Physics Laboratory	Natural Sciences Building	Medical Physics, Biophysics	Laboratory stands for mechanics, optics, electricity, dosimetry, etc.	20	Head of Department
4	Medical Chemistry Laboratory	Natural Sciences Building	Medical and Bioorganic Chemistry	Chemical laboratory equipment, fume hoods, glassware	20	Head of Department
...						

3.2. Simulation Center

Parameter	Information
Unit	JAIU Simulation Center
Location	Separate building, ___ building, ___ floor
Areas	Basic Skills Room, Skills Lab, Emergency Care Area, OSCE Stations
Equipment	BLS/ACLS manikins, injection trainers, catheterization trainers, ventilator trainers, defibrillator trainers, childbirth simulators, pediatric manikins, and more.
Courses used	2nd–6th year of the "General Medicine" undergraduate program (Russian and English tracks)
Documentation	Regulations on the Simulation Center, station specifications, OSCE checklists

4. Clinical Training Sites for the “General Medicine” Program

(refer to the separate “List of Clinical Training Sites at JAIU”)

No.	Clinical Site	Type	Department Profiles for the "General Medicine" Program	Courses/Disciplines	Agreement (No., date)
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No.	Clinical Site	Type	Department Profiles for the "General Medicine" Program	Courses/Disciplines	Agreement (No., date)
1	Regional Clinical Hospital	Inpatient	Internal medicine, surgery, intensive care, emergency room	Internal Medicine, Surgery, Emergency Care, Propaedeutics	No. ___ dated ..20__
2	City General Hospital	Inpatient	Pediatrics, Obstetrics and Gynecology	Pediatrics, Obstetrics, and Gynecology	No. ___ dated ..20__
3	City Clinic No. __	clinic	Outpatient care, family medicine	General practice, family medicine	No. ___ dated ..20__
...					

5. Computer Labs and IT Infrastructure for the "LD" Educational Program

5.1. Computer Labs

No.	Location	Workstations	Core subjects and types of classes	Software and access
1	Main Building, Computer Lab 301	20	Medical Informatics, Testing (eBilim, MCQs)	OS, Office, browser, access to eBilim, internet
2	Simulation Center, IT classroom	10	Working with the OSCE platform, logbooks, and checklists	PCs, QR scanners, Wi-Fi

5.2. Key IT services used by the OP

Service / Platform	Purpose	Application in the "LD" OP	Person in charge
LMS eBilim	Online courses, testing, journals	All subjects, midterm and final exams	UIO, IT
Complete Anatomy	3D anatomy	Normal anatomy, surgery, topography	Department of Anatomy
ClinicalKey Student / others	Electronic textbooks and atlases	Clinical disciplines, 3rd–6th year	Library
OSCE platform (if available)	OSCE station management, checklists	OSCE for key clinical modules	Simulation Center

6. Library and Information Support for the "LD" Educational Program

6.1. Major printed publications (sample excerpt)

No.	Subject	Textbook Title	Authors	Year	Copies	Language	Availability
1	Normal Anatomy	"Human Anatomy"	_____	20__	__	RU	__ copies/student
2	Normal Anatomy	Human Anatomy (Textbook)	_____	20__	__	EN	__ copies/student
3	Histology	Textbook on histology and cytology	_____	20__	__	RU	
...							

6.2. Online Resources (please note this especially for English-speaking students)

No.	Resource / platform	Profile	Access	Notes
1	ClinicalKey Student	Clinical disciplines	on-campus + VPN	Collection of English-language books
2	Complete Anatomy	3D Anatomy	licenses by location	Used in classes and self-study
3	Electronic library catalog	All disciplines	Web access	RU/EN literature
...				

7. Specialized equipment for key disciplines

(excerpt; can be expanded by department)

No.	Subject	Equipment / Software	Qty	Location	Note
1	Normal Anatomy	Set of anatomical models	___	Anatomy Lab	Partially needs updating
2	Histology	Educational microscope	___	Histology Lab	Annual maintenance
3	Simulation training	Adult/Pediatric CPR Manikin	___	Simulation center	Used for BLS/ACLS
4	Emergency care	Training defibrillator	___	Simulation Center	
...					

8. Analysis of the adequacy of medical supplies and a development plan for the "LD" program

No.	MTO Component	Status Assessment	Shortages / Risks	Planned Measures	Deadline	Responsible
1	Lecture halls	Generally sufficient	No air conditioning in room ___	Phased installation of air conditioners	20__	Vice Rector, Administrative and Economic Affairs
2	Pre-clinical laboratories	Adequate, partially outdated equipment	Replacement of some anatomical models	purchase upon request from the department	20__	Dean, Department Chair
3	Simulation Center	well-equipped	Expansion of OSCE stations is needed	Expansion project, grant search	20__	Simulation Center, OP
4	Clinical bases	sufficient	High workload in certain departments	Expansion of the list of facilities	20__	Head of OP
5	IT infrastructure	Good	Unstable Wi-Fi in building ___	Network upgrade	20__	IT Department

Person responsible for the MTO Passport of the "Medical Services" OP:
 _____ /Full Name, Position, Signature/

Date of update: "___" _____ 20__

2. English-language MTO questionnaire for international students

Appendix 4A

Student Questionnaire on Learning Environment and Resources

(Estimated time: 5–7 minutes)

Program: **General Medicine / MBBS**

Year of study: _____ Group: _____ Semester: _____

Scale (1–5):

1 – strongly disagree, 2 – somewhat disagree, 3 – neutral / not sure,
4 – somewhat agree, 5 – strongly agree.

Section 1. Classrooms and Physical Environment

- 1.1. The classrooms where we have lectures and practical classes are spacious and comfortable.
- 1.2. The lighting, temperature, and ventilation in the classrooms are generally conducive to studying.
- 1.3. Classroom furniture (tables, chairs) is in good condition.
- 1.4. There are enough power outlets and facilities to use laptops and other devices during classes.

Section 2. Skills Labs and Simulation Center

- 2.1. Anatomy, histology, and other pre-clinical labs have sufficient models, microscopes, and other equipment for learning.
- 2.2. The Simulation Centre provides ample opportunities to practice basic clinical and procedural skills.
- 2.3. Mannequins, simulators, and other equipment are in working order during most training sessions.
- 2.4. Practical skills training is conducted in conditions that closely resemble real clinical practice.

Section 3. Clinical Training Sites (for students with clinical rotations)

- 3.1. At clinical hospitals/clinics, there are enough patients for observation and learning.
- 3.2. Conditions at clinical sites allow me to participate in history taking, examination, and basic procedures under supervision.
- 3.3. There is time and space at clinical sites for case discussions and bedside teaching with students.
- 3.4. Overall, I am satisfied with the learning environment at clinical training sites.

Section 4. IT Infrastructure and Digital Resources

- 4.1. Wi-Fi access at the university is generally stable and sufficient for learning purposes.
- 4.2. Computer labs provide enough workstations for students in my group when needed.
- 4.3. The Learning Management System (LMS, eBilim) works reliably, and I can easily access lecture materials, tests, and announcements.
- 4.4. Digital platforms (such as 3D anatomy, e-books, and online resources) are helpful for studying my subjects.

Section 5. Library and Learning Resources

- 5.1. The library has enough textbooks and manuals for the main subjects of my program.
- 5.2. I have access to electronic textbooks and/or medical databases in English.
- 5.3. It is easy to find the books or electronic resources I need (catalog, search tools, assistance from staff).

Section 6. Safety and Comfort

6.1. I feel physically safe in the university buildings (fire safety, security, general order).

6.2. The cleanliness of classrooms, hallways, and restrooms is generally satisfactory.

Section 7. Overall Evaluation

7.1. In general, the material and technical resources of my program (classrooms, labs, clinical sites, IT, library) are sufficient for quality medical education.

(Please rate from 1 to 5.)

Open-Ended Questions

8.1. In your opinion, what is **missing** in the learning environment or equipment that would improve your training?

8.2. Please list **1–3 priority improvements** (equipment, repairs, new resources) that you consider most important for the General Medicine / MBBS program.

8.3. Any additional comments or suggestions:

Below is **the finalized Regulation on Quality Monitoring of the OP MTO** (it can be formatted as a separate QMS document and linked to the MTO Regulations). Questionnaires, indicators, and frequency are clearly highlighted.

JALAL-ABAD INTERNATIONAL UNIVERSITY (JAIU)

APPROVED

Rector of JAIU _____ /Full Name/

Order No. ____ dated “_” _____ 20

QMS Document Code: QMS-QM-MTO--

Level: University

Revision: 1

REGULATIONS

for Monitoring the Quality of Material and Technical Support
of educational programs at JAIU

1. General Provisions

1.1. These Regulations define the objectives, indicators, tools, frequency, and responsibilities for monitoring the quality of logistical support (LS) for educational programs (EP) at JAIU.

1.2. These Regulations have been developed in accordance with:

1. The Regulations on the Quality Management System of JAIU;
2. The Regulations on the Material and Technical Support of EP;
3. The Regulations on the Internal Education Quality Assurance System;
4. the requirements of accreditation agencies (NAAR, AOPO, etc.).

1.3. These Regulations apply to all educational programs at JAIU, as well as to the structural units involved in providing material and technical support (faculties, departments, the Administrative and Economic Department, the library, the IT service, the simulation center, and clinical sites).

2. Goals and Objectives of Monitoring

2.1. The objective of monitoring is to ensure a systematic assessment of the status and adequacy of educational program material and technical support, to identify deficiencies, and to plan measures to address them and develop the resource base.

2.2. Objectives of monitoring:

2.2.1. To assess the compliance of educational resources with the requirements of the State Educational Standards, the educational program, and accreditation standards.

2.2.2. To assess student and faculty satisfaction with learning conditions and resources.

- 2.2.3. Identification of key issues and risks in the area of educational resources.
 2.2.4. Preparation of management decisions and improvement plans (roadmaps).

3. Monitoring Objects and Indicators

3.1. Monitoring objects

Monitoring covers:

1. classrooms and laboratories;
2. the simulation center and clinical sites (for medical programs);
3. computer labs and IT infrastructure;
4. library and information resources;
5. the safety and comfort of the educational environment.

3.2. Key Performance Indicators (KPIs)

Table 1. MTO OP Monitoring Indicators

No.	Indicator	Brief Description	Data Source	Target value (benchmark)
1	Student satisfaction with MTO	Average score on the student survey (overall question: "Overall, MTO is sufficient")	Student survey (Appendix 4)	≥ 4.0 out of 5
2	MTO Faculty Satisfaction	Average score on the faculty questionnaire	Faculty Member Questionnaire (Appendix 4)	≥ 4.0 out of 5
3	Multimedia equipment in classrooms	Percentage of classrooms regularly used by the educational program that are equipped with a PC + projector/screen	Faculty technical specifications, classroom specifications	≥ 80%
4	Availability of computer workstations	Ratio of the number of workstations in computer labs to the number of students in the subgroup	MTO OP Passport	≥ 1.0 (1 workstation per student)
5	Availability of key specialized equipment for the educational program	Percentage of items from the minimum list that are actually available (laboratories, simulation center)	OP MTO Passport, inventory	≥ 90%
6	Access to digital resources	Availability of access to LMS, electronic databases, specialized platforms relevant to the OP profile	Library and IT report	"Yes" / "No" (for each educational program)
7	Updatability of technical equipment	Percentage of equipment updated in the last 5 years	Inventory data	≥ 30–40% in priority areas
8	Response time to fault reports	Average time from request to resolution (business days)	IT and MRO request logs	≤ 5 business days (for priority 2)
9	Comments from external experts on MTO	Presence/nature of comments (NAAR, AOPO, etc.)	Expert reports/certificates	"No critical issues" / rectification plan

No.	Indicator	Brief Description	Data Source	Target value (benchmark)
10	Accessibility of the environment	Presence of barrier-free elements (by building, key routes)	MTO passport, inspection reports	Progress on the roadmap

The list and target values may be refined by decision of the Quality Council.

4. Monitoring tools and questionnaires

4.1. The following are used as the primary monitoring tools:

4.1.1. **Student questionnaire** for evaluating MTO (Option A, Appendix 4 to the MTO Regulations).

4.1.2. **Questionnaire for faculty members** to evaluate the MTO (Version B, Appendix 4).

4.1.3. **MTO program profiles** (Profile of the “General Medicine” program, etc.).

4.1.4. **Classrooms/laboratories profiles**.

4.1.5. **Logs of requests** to the IT department and the Administrative and Economic Department (regarding equipment/infrastructure malfunctions).

4.1.6. **Internal audit reports** (inspections of premises, laboratories, the simulation center, and clinical sites).

4.1.7. **Reports on accreditations and external inspections** (comments, recommendations).

4.2. Surveys may be conducted in the form of:

1. Google Forms / eBilim surveys;
2. paper questionnaires (if necessary) followed by digitization.

4.3. The following departments are responsible for developing, updating, and posting questionnaires:

1. the Internal Monitoring and Quality Department;
2. the Educational and Information Department (eBilim);
3. dean’s offices and heads of educational programs (for content-related matters).

5. Frequency of Monitoring

5.1. Scheduled monitoring

5.1.1. **Student surveys on the MTO:**

1. at least **once per academic year** (recommended at the end of the second semester);
2. if necessary—additional surveys for specific educational programs/courses (e.g., upon the launch of a new building/clinical facility).

5.1.2. **Faculty surveys on MTO:**

1. at least **once every two years**;
2. Targeted surveys may be conducted during major infrastructure upgrades.

5.1.3. **Updating the OP MTO Passports:**

1. **annually** by October 1 (as of the start of the academic year);
2. **unscheduled** — in the event of significant changes (opening/closing of facilities, major purchases).

5.1.4. **Internal audits of classrooms, laboratories, and the simulation center:**

1. **Once a year** (according to a schedule approved by the Quality Council);
2. with a random check of compliance with specifications and safety standards.

5.1.5. **Analysis of request logs (IT, General Services):**

1. **Quarterly** — a summary report on major issues and response times.

5.2. **Unscheduled monitoring**

5.2.1. Conducted in the following cases:

1. receipt of systemic complaints from students/faculty regarding MTO;
2. accidents, emergencies, or serious malfunctions;
3. recommendations from external experts (accreditation, inspections by government agencies).

5.2.2. The basis for such monitoring is a memorandum from the dean, the head of the educational program, the department chair, or a decision by the Quality Council.

6. **Responsibilities and Distribution of Roles**

6.1. **The Rector of JAIU** approves these Regulations and decisions on strategic measures for the development of MTO.

6.2. **Vice Rector for Academic Affairs:**

1. coordinates the monitoring of the educational program's MTO;
2. reports to the Academic Council and the Quality Council.

6.3. **Department of Internal Monitoring and Quality:**

1. develops and updates monitoring tools;
2. develops an annual monitoring plan;
3. compiles the results of surveys and audits across the university;
4. prepares an analytical report and recommendations for improvement.

6.4. **Deans and Heads of Academic Programs:**

1. ensure student and faculty participation in the survey;
2. analyze the results for their respective academic programs;
3. formulate proposals for the MTO (applications, improvement plans).

6.5. **Administrative and IT Services:**

1. track and process requests regarding equipment malfunctions;
2. provide data on the condition and repair of equipment;
3. participate in the development of plans for updating material and technical resources.

6.6. Department Chairs, Laboratory Directors, and Simulation Center Directors:

1. maintain room/laboratory records;
 2. participate in audits and the preparation of requests for upgrades.
-

7. Data Processing and Decision-Making Procedures

7.1. Survey data from students and faculty are uploaded in aggregated form (without personal data) and analyzed by the Quality Department in collaboration with the academic offices and program directors.

7.2. Based on the monitoring results, the following are prepared:

1. **a summary report for the university** (once a year);
2. **reports by educational programs/faculties** (upon request);
3. **a list of priority issues and shortcomings in the educational process.**

7.3. Based on the reports, the following are developed:

1. **action plans/roadmaps** for improving the material and technical base;
2. **requests for procurement, repairs, and modernization**, linked to the budget and projects.

7.4. Monitoring results and improvement plans are reviewed:

1. by the Quality Council;
 2. at the Academic Council (if necessary);
 3. at the methodological councils of the faculties.
-

8. Document Flow and Data Storage

8.1. Survey results, audit reports, MTO passports, and other monitoring documents are stored in electronic and/or paper form in accordance with JAIU's file classification system.

8.2. The retention period for analytical reports and MTO passports for educational programs is **at least 5 years** (it is recommended to align this with accreditation cycles).

8.3. Anonymized summary data may be used in self-reports, accreditation reports, and the university's public reporting.

9. Final Provisions

9.1. These Regulations shall enter into force upon approval by the Rector of JAIU.

9.2. Amendments and additions to these Regulations shall be made at the initiative of the Rector, Vice Rectors, and the Quality Council and shall be approved by order of the Rector.

Alternatives / Options for Enhancement

1. Introduce **monitoring levels**:
 1. quick survey (1–2 questions at the end of the semester on the educational program),
 2. extended survey (once a year).
2. Add a separate KPI indicator for **digital technologies in the "LD" educational program** (the percentage of courses using LMS, Complete Anatomy, OSCE, etc.).

Practical plan for you

1. Include these Regulations in the QMS package (with code QMS-QM-MTO-...).
2. Link it to:
 1. Regulations on MTO for the OP,
 2. MTO Specifications for the "General Medicine" OP (RU/ENG).
3. Approve:
 1. the list of indicators and target values (Table 1),
 2. the annual schedule for surveys and audits.

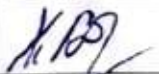
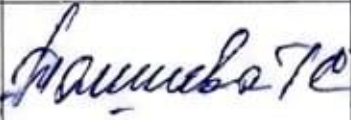







CHANGE LOG

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

Edition: _____

Effective date: “ ” _____ 20 _____

APPROVAL SHEET

№	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.

