# REGULATIONS

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

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# 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.

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# 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 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.

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# 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. Planning of the educational program 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.

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# 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 JAIUand the legislation of the Kyrgyz Republic.

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# 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.

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# 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.

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# 10. Final Provisions

10.1. These Regulations are approved by the Rector of JAIUand 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.

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# 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.)

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## Appendix 2.

**Specifications for a classroom / laboratory / specialized classroom**

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

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# 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 | | | |
| … | | | | |

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# 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).

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# 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 |

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## 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, classroom | Capacity | Usage (courses, classes) | Equipment (whiteboard, screen, PC, etc.) | Features (language groups, OSCE, etc.) |
|---|---|---|---|---|---|
| 1 | | | | | |

| No. | Building, classroom | Capacity | Usage (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 description) | 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 (database, 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 | |
| … | | | | | |

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## 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 | |

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## 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 (Timeline, 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**

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# 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.

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## 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 programs)**

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)

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**Open-ended questions**

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

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

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8.3. Your additional comments and suggestions:

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## 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 State Educational Standard).
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?

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

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

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

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# 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 |

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## 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 |
| … | | | | | |

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## 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 |

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## 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) |
|---|---|---|---|---|---|

| 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__ |

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## 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 |

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## 6. Library and Information Support for the “LD” OP

### 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 |

…

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## 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 | |

…

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

| No. | MTO Component | Condition 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, Head of Department |
| 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**

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# 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, physical 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.)

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## Open-Ended Questions

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

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

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8.3. Any additional comments or suggestions:

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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.

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**JALAL-ABAD INTERNATIONAL UNIVERSITY (JAIU)**

APPROVED
Rector of JAIU _____ /Full Name/
Order No. ____ dated **"_" _____ 2**0

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**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

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## 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).

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## 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).

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# 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, and 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.

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# 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).

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# 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.

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# 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.

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# 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.

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# 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.

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# 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.

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## 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 | Ташиева Т.С | | 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. |