

INTERNATIONAL EXPERT REVIEW REPORT

of the Basic Educational Program

Specialty 560001 “General Medicine”

Reviewer: Mr. Kamal Kishor Verma (India)

MBBS, MD, Consultant Physician, External Reviewer (NMC India Standards)

1. Purpose and Basis of the Review

The international independent expert review was conducted to determine the level of compliance of the Basic Educational Program (BEP) in General Medicine (560001) of Jalal-Abad International University (JAIU) with the following standards:

WFME Global Standards for Quality Improvement (2020)

WHO “Transforming and Scaling up Health Professionals’ Education” (2013)

NMC India Graduate Medical Education Regulations (GMER)

PMDC Pakistan Standards

ESG European Standards and Guidelines (2015)

State Educational Standard of the Kyrgyz Republic (2021)

The review was initiated by the Medical Faculty of JAIU to ensure alignment of the program with international requirements for foreign medical graduates and for future international accreditation.

2. Methodology of the International Review

Document Analysis:

The reviewer examined the BEP structure, mission, competencies, curriculum, competency matrix, syllabi, assessment tools, academic policies, and electronic educational resources.

Interviews:

Meetings were held with university administration, faculty members, clinical supervisors, and foreign students (India, Pakistan, Nepal, Bangladesh).

Infrastructure Evaluation:

On-site observations included anatomy and morphology labs, VR-anatomy AnatoVista 3D, simulation and OSCE centers, clinical teaching rooms, library, ICT facilities, and campus development projects.

Comparison with International Standards:

The BEP was benchmarked against WFME, NMC, PMDC, and ESG criteria.

3. Detailed Expert Evaluation (Based on WFME Standards)

3.1. Mission and Educational Strategy

The program’s mission—to prepare a globally competent medical graduate with strong clinical, ethical, and communication skills—fully aligns with WFME’s vision of a “global doctor.” The mission is clearly defined, student-centered, and responsive to the needs of foreign learners.

3.2. Program Structure and Content

Curriculum:

The total workload of 320 credits complies with national and international frameworks.

The curriculum is well-sequenced: foundational sciences → clinical sciences → practical

training → internships and OSCE.

The elective component is sufficient and relevant, including Clinical English and integrated clinical modules.

Competency Matrix:

Competencies are clearly mapped to learning outcomes, teaching methods, and assessment tools. The structure is transparent and consistent with WFME requirements.

3.3. Faculty Resources

The proportion of faculty with academic degrees, clinical experience, and involvement in research meets international standards.

Faculty development programs are in place and regularly implemented.

Recommendation: strengthen participation in international medical education workshops and AMEE/EACME trainings.

4. Practical and Clinical Training

Simulation Training:

The reviewer confirmed the presence of advanced simulation resources, including VR anatomy, manikins, high-fidelity simulators, and OSCE preparation zones.

The level of simulation-based education is highly aligned with WFME standards.

Clinical Bases:

Internal clinical bases include university clinics, regional hospitals, and multidisciplinary centers with a sufficient patient population.

International clinical bases in India and Pakistan (KIMS, Nobel Hospital, Nova Hospital) significantly strengthen the program.

This is considered a major competitive advantage of JAIU.

Clinical Rotations:

Rotations cover therapy, surgery, pediatrics, obstetrics, emergency care, traumatology, infectious diseases, neurology, psychiatry, and other core departments.

The structure matches NMC India and WFME recommendations for undergraduate medical education.

5. Assessment System

Assessment Methods:

The program uses a comprehensive set of evaluation tools, including:

OSCE

Mini-CEX

DOPS

Structured skills checklists

Portfolio-based assessment

Written tests and clinical case analyses

The system is valid, transparent, and meets modern quality standards.

Final State Examination:

The two-stage structure (written integrated examination followed by OSCE or bedside

evaluation) mirrors the NExT India model.
Recommendation: expand structured FMGE/NExT preparatory modules.

6. Students and Academic Environment

Foreign student support includes:

academic advising
language and cultural adaptation
access to digital library resources
regular monitoring of academic progress

This demonstrates compliance with ESG requirements for a student-centered approach.

7. Material and Technical Resources

The reviewer confirmed the availability of:
anatomy, physiology, microbiology, and pathology labs
modern simulation center with OSCE stations
high-speed internet and computer classrooms
library with printed and electronic resources
VR and 3D visualization technologies
planned campus expansion in 2026–2027
Resources meet the expectations of a contemporary medical school.

8. Internal Quality Assurance System

The internal QA system is structured and functional:
regular review of curricula and syllabi
validation of assessment tools
student satisfaction surveys
annual quality reports
data-driven decision-making
This corresponds to WFME's QA requirements.

9. Overall Conclusions of the International Expert

The BEP 560001 "General Medicine" demonstrates substantial compliance with all major international accreditation frameworks.

Summary of Compliance:

Mission and Governance – Fully compliant
Curriculum – Fully compliant
Assessment – Fully compliant
Student Support – Highly compliant
Faculty – Fully compliant
Educational Resources – Highly compliant
Program Management – Fully compliant
Quality Assurance – Fully compliant
Program Outcomes – Fully compliant

Final Expert Judgment

The BEP in General Medicine of JAIU fully meets international medical education standards (WFME, NMC India, PMDC Pakistan, ESG) and is suitable for submission for international accreditation.

The program is well-structured, academically robust, clinically oriented, and supportive of foreign medical students aiming for FMGE/NExT, USMLE, and PLAB pathways.

Reviewer Signature

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Date: 20.05 2025



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