

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/NEt, USMLE, and PLAB pathways.

Reviewer Signature

Dr. Kamal Kishor Verma (India)
MBBS, MD, Consultant Physician
External Reviewer of Medical Education Standards

Date: 20.05 2025



A handwritten signature in blue ink, appearing to read "K. Verma", written over the stamp.

EXPERT EVALUATION REPORT

of the Higher Professional Education Program in Specialty 560001 "General Medicine" (based on 12-year secondary education, duration of study – 5 years)

Basis for the Expert Evaluation

The expert evaluation of the Higher Professional Education Program (HPEP) in Specialty 560001 "General Medicine" was conducted to comprehensively assess the content of the educational program, determine its compliance with contemporary requirements of medical education, the State Educational Standard of the Kyrgyz Republic, international trends in medical training, and to evaluate the quality of educational organization, practical training, and implementation conditions.

The evaluation was carried out based on the analysis of:

- the main educational program;
- curriculum;
- competency matrix;
- course syllabi;
- internship and clinical practice programs;
- assessment and evaluation system;
- faculty qualifications;
- material and technical resources;
- educational technologies applied in the learning process.

Information about the Educational Program

Educational Institution: Jalal-Abad International University

Educational Program: 560001 "General Medicine"

Qualification Awarded: Medical Doctor (MD)

Mode of Study: Full-time

Duration of Study: 5 years

Total Academic Load: 320 ECTS credits

Language of Instruction: English

EXPERT CONCLUSION

Analysis of the Regulatory and Academic Framework of the Program

The presented educational program has been developed in accordance with the State Educational Standard of Higher Professional Education of the Kyrgyz Republic for Specialty 560001 "General Medicine," the Law of the Kyrgyz Republic "On Education," regulatory documents of the Ministry of Education and Science of the Kyrgyz Republic, as well as internal institutional regulations of the university.



The program is competency-based and aimed at preparing professionally qualified, competitive, and socially responsible medical doctors capable of working effectively within the modern healthcare system.

It should be noted that the educational program incorporates contemporary approaches to medical education, including:

- integration of basic and clinical sciences;
- practice-oriented education;
- implementation of interactive teaching methods;
- simulation-based learning;
- evidence-based medicine elements;
- digital educational technologies;
- objective assessment methods for clinical competencies.

The program demonstrates the university's commitment to implementing international educational trends and gradual adaptation to WFME principles and modern global standards of medical education.

Analysis of the Mission, Goals, and Learning Outcomes

The mission of the educational program is clearly formulated and reflects the university's orientation toward preparing medical professionals with advanced professional knowledge, clinical reasoning, practical competencies, and readiness for continuous professional development.

The goals of the program include:

- training physicians with modern professional competencies;
- development of clinical and critical thinking;
- formation of medical ethics and communication skills;
- development of scientific and analytical approaches;
- preparation for postgraduate education and international professional practice.

Particularly noteworthy is the program's focus on developing:

- student independence;
- analytical and clinical decision-making skills;
- professional adaptation;
- academic mobility;
- readiness for clinical environments.

The learning outcomes are aligned with professional competencies and ensure the gradual development of knowledge, practical skills, and professional behavior throughout the educational process.

Analysis of the Educational Program Content and Curriculum

The structure of the educational program complies with the requirements of the State Educational Standard of the Kyrgyz Republic and includes humanitarian, natural science, professional, clinical, and state final attestation components.

The curriculum is logically designed and demonstrates a consistent progression from foundational sciences to clinical disciplines.

The educational program successfully integrates:

- morphological sciences;
- pathology;
- internal medicine;
- surgery;
- pediatrics;
- obstetrics and gynecology;
- family medicine;
- emergency medicine.

The program has a strong practice-oriented focus, where a significant portion of the educational process is aimed at:

- development of clinical competencies;
- professional communication;
- problem-solving and clinical case analysis;
- participation in practical and simulation-based activities.

The curriculum also includes elements of spiral and integrated learning, enabling students to revisit key clinical topics with increasing complexity during different stages of training.

Analysis of Educational Technologies and Interactive Teaching Methods

One of the major strengths of the educational program is the implementation of modern educational technologies and interactive teaching methods.

The following methods are actively applied in the educational process:

- Problem-Based Learning (PBL);
- Case-Based Learning (CBL);
- Team-Based Learning (TBL);
- clinical case discussions;
- situational analysis;
- simulation-based education;
- role-playing activities;
- academic discussions;
- multimedia technologies;

- electronic learning platforms;
- computer-based assessments.

The use of these methods contributes to:

- development of clinical reasoning;
- increased student engagement;
- teamwork and collaboration skills;
- independent analytical thinking;
- communication competency development;
- evidence-based clinical decision-making.

Special recognition should be given to the implementation of simulation-based training and Objective Structured Clinical Examination (OSCE), which allow objective assessment of students' practical competencies while ensuring a safe learning environment.

Analysis of Practical and Clinical Training

Practical and clinical training is systematically organized and fully corresponds to the profile of medical doctor training.

The educational program includes:

- assistant nurse practice;
- emergency medical assistant practice;
- inpatient physician assistant practice;
- family medicine assistant practice.

Clinical training is conducted at affiliated medical institutions that provide students access to patients of different age groups and clinical categories.

The university places particular emphasis on the early involvement of students in clinical environments, which contributes to:

- professional adaptation;
- development of clinical reasoning;
- responsibility and professionalism;
- communication with patients;
- readiness for real healthcare settings.

The availability of simulation centers, phantom laboratories, clinical bases, and educational laboratories significantly enhances the quality of practical training.

Analysis of Student Adaptation and Support System

During the evaluation, it was established that the university pays considerable attention to academic and social adaptation of students, especially international students.

Appropriate conditions have been created for:

- multimedia presentations;
- electronic assessment systems;
- digital learning platforms;
- distance learning components.

Analysis of Material and Technical Resources

The material and technical infrastructure of the university meets the requirements necessary for the implementation of a medical educational program.

The university possesses:

- specialized classrooms;
- laboratories;
- anatomical museum;
- simulation center;
- computer laboratories;
- clinical training rooms;
- sports and recreational facilities.

Appropriate conditions have been created for:

- practical training;
- clinical education;
- scientific research activities;
- simulation-based learning.

Analysis of the Student Assessment System

The student assessment system is organized according to the principles of objectivity, transparency, and competency-based evaluation.

The following forms of assessment are applied:

- continuous assessment;
- midterm evaluation;
- computer-based testing;
- practical skill stations;
- OSCE;
- independent student work;
- state final attestation.

The assessment system effectively evaluates the level of professional competency formation among students.

Recommendations

- adaptation to the educational system;
- integration into the academic environment;
- linguistic and cultural adaptation;
- academic advising and consultation;
- educational support and mentoring.

The use of digital platforms, electronic educational resources, and automated academic monitoring systems contributes to improved interaction between faculty and students.

It should also be positively noted that the university has created a supportive educational environment focused on student well-being and professional growth.

Analysis of Faculty Qualifications

The implementation of the educational program is supported by a qualified academic staff possessing appropriate educational backgrounds, academic degrees, teaching experience, and clinical expertise.

The educational process involves:

- professors;
- associate professors;
- candidates of sciences;
- practicing physicians and healthcare professionals.

Faculty members actively participate in:

- scientific and research activities;
- clinical practice;
- professional development programs;
- improvement of educational methodologies.

The involvement of employers and representatives of the healthcare sector in the development and improvement of the program is also positively evaluated.

Analysis of Educational, Methodological, and Information Support

The educational program is adequately supported by educational materials, electronic resources, and information technologies.

Students have access to:

- library resources;
- international medical databases;
- electronic educational platforms;
- modern medical journals;
- internet-based academic resources.

The educational process actively utilizes:

For further improvement of the educational program, it is recommended to:

- continue implementing international educational standards;
- expand simulation-based educational technologies;
- strengthen integration of clinical disciplines;
- increase academic mobility opportunities for students and faculty;
- enhance student research activities;
- continue improving the digital educational environment;
- further strengthen the practice-oriented component of the curriculum.

Final Conclusion

The Higher Professional Education Program in Specialty 560001 "General Medicine" (5 years) of Jalal-Abad International University complies with the requirements of the State Educational Standard of Higher Professional Education of the Kyrgyz Republic and modern international standards of medical education.

The program demonstrates a logical structure, strong practice-oriented focus, modern educational technologies, and sufficient academic, methodological, and material-technical support.

The implementation of interactive teaching methods, simulation-based technologies, objective assessment of practical skills, and competency-based education ensures high-quality preparation of future medical doctors.

The educational program is recommended for implementation within the academic process.

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