

**EDUCATIONAL INSTITUTION  
“ROYAL METROPOLITAN UNIVERSITY”**

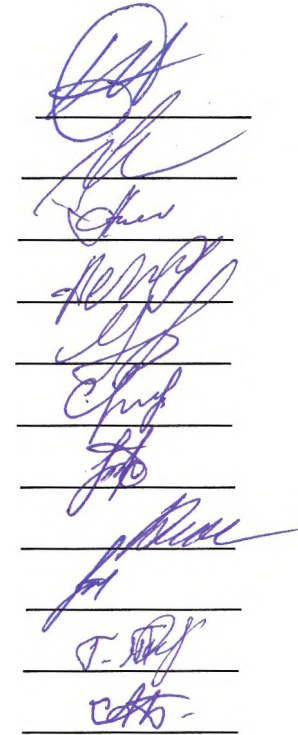


**REPORT  
on self-assessment of institutional accreditation in the direction 560001  
“General Medicine” and 560004 «Dentistry»**

**Bishkek, 2024.**

**Composition of the self-assessment committee:**

1. Alymkulov M.Ch. - Rector of the Educational Institution “Royal Metropolitan University”
2. Urazalieva N.A. - Vice Rector for Educational and Administrative Affairs
3. Aitikeev A.U. - Vice Rector for Clinical Work and Strategic Development
4. Saparova A.Z. - Dean
5. Isakov N.S. - Head of Quality and Monitoring Department
6. Sopalieva E.T. - Head of Educational and Methodological Department
7. Bekibayeva B.S. - Head of the Department of “Clinical Disciplines”
8. Zhalilova A.A. - Head of the Department of “Morphological and Fundamental Disciplines”
9. Subanov M.T. - Head of “Natural and Humanities Disciplines”
10. Toktobaeva G.R. - Head of the Department of Personnel Policy and Office Management
11. Mamytova A.B. – Head of the Department of Dental Disciplines

  
A vertical column of ten handwritten signatures in blue ink, each written over a horizontal line. The signatures are cursive and vary in style, corresponding to the names in the list to the left.

**Address of the University:** *Kyrgyz Republic, Bishkek city, Moskovskaya Street 172.*

The report is made 01.11.2024  
date

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## LIST OF ABBREVIATIONS

KR	Kyrgyz Republic
AAOPO	Agency for Accreditation of Educational Programmes
MES KR	Ministry of Education and Science of the Kyrgyz Republic
RMU	Royal Metropolitan University
TS	Teaching staff
AMS	Administrative and managerial staff
SESHPE KR	State Educational Standard of Higher Professional Education of the Kyrgyz Republic
EMD	Educational and Methodological Department
BEP	Basic educational programme
WPD	Work programme of disciplines
RW	Research work
SIW	Student's independent work
SRW	Student's research work
MTB	Material and technical base
EF	Evaluation fund
QMS	Quality Management System
LO	Learning outcomes
IQAS	Internal quality assurance system
ECFMG	Educational Commission for Foreign Medical Graduates
TM	Training manual

## INTRODUCTION

<b>Name of the educational organisation</b>	<b>Full name of the educational organization:</b> - In Russian: Образовательное учреждение «Роэль Метрополитен университет»; - in Kyrgyz: «Роэль Метрополитен университети» Билим берүү мекемеси; - in English: Educational Institution ‘Royal Metropolitan University’. Abbreviated corporate name: - in Russian: ОУ «РМУ»; - in Kyrgyz: «РМУ» ББМ; - in English: EI ‘RMU’.
<b>Legal address</b>	Kyrgyz Republic, Bishkek city, Moskovskaya Street 172.
<b>Contact information</b>	Phone:+996 (312) 45-47-40
<b>E-mail</b>	<a href="mailto:info@rmu.edu.kg">info@rmu.edu.kg</a>
<b>Website</b>	<a href="https://rmu.edu.kg/">https://rmu.edu.kg/</a>
<b>Establishment data</b>	<b>Certificate of state re-registration of a legal entity:</b> Registration number: 183822-3300-U-e Date of initial registration: 14.06.2019 Date of re-registration: 25.09.2020 OKPO Code: 30594936 Tax identification number: 01406201910259
<b>Document for the right to conduct</b>	Licence for the right to conduct educational activities. Registration number No. D2020-0001. Serial number of the licence LS200000189. Order of the Ministry of Education and Science of the Kyrgyz Republic No. 47/1 dated 20 January 2020 (Decision of the Licensing Council of the Ministry of Education and Science of the Kyrgyz Republic, Minutes No. 1-1 dated 16 January 2024), open-ended
<b>Form of ownership</b>	Private
<b>Legal form</b>	Educational Institution

<b>Rector</b>	Alymkulov Muratbek Chynarbekovich
<b>Responsible for carrying out accreditation</b>	Saparova Asel Zamirovna - Dean; contact details: +996 772 680 057 e-mail: a.saparova@list.ru

### **Data on the composition of the working group**

For internal assessment of the compliance of the activities of the Educational Institution ‘Royal Metropolitan University’ with the standards and criteria of program accreditation, the Rector's order created a working group from among the managers and staff of the University. (*Appendix. 1. [Rector's order on the creation of the working group on self-assessment](#)*).

### **Composition of the commission for self-assessment of program accreditation:**

#### **Chair of the working group:**

<b>Rector</b>	Alymkulov Muratbek Chynarbekovich
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#### **Члены рабочей группы:**

Vice-rector for academic and administrative affairs	Nargiza Abdukhalilovna Urazalieva
Vice-rector for clinical work and strategic development	Adilet Usenovich Aitikeev

Dean	Saparova Asel Zamirovna
Head of Quality and Accreditation Department	Nurbek Suerkulovich Isakov
Head of Educational and Methodological Department	Eliza Turdalievna Sopalieva
Head of Resource Centre	Seidakmatova Rakiya Jeenbekovna
Head of the Morphological and Fundamental Disciplines	Ainagul Abdisalanovna Zhalilova, Candidate of Medical Sciences,
Head of ‘Clinical Disciplines’ Chair	Bekibaeva Baktygul Sabirzhanovna, PhD
Head of ‘Natural and Humanities Disciplines’ Department	Mirlan Turdubekovich Subanov
Head of Human Resources Department	Toktobaeva Gulnara Rasulovna

## **Data on the establishment of the educational institution**

Educational Institution «Royal Metropolitan University» was established in Kyrgyzstan in 2019 to provide quality education in the field of medicine and healthcare. The initiative to establish the university was supported by the Government of the Kyrgyz Republic and international partners to provide high standards of education and infrastructure.

Educational Institution «Royal Metropolitan University» is a non-governmental educational organization established to carry out educational, scientific, cultural, social activities. The University, being a legal entity, has an independent balance sheet, settlement and other accounts (including foreign currency accounts) in banks, a seal with its name, stamp, letterheads, emblem and other requisites, as well as has its own separate property and has the right to independently dispose of it in the manner and within the limits established by the current legislation of the Kyrgyz Republic, the Charter and constituent documents.

The University, as an independent entity, operates on the basis of full commercial calculation, self-financing and self-sufficiency, conducts independent educational and scientific, economic and financial activities.

**Our mission is «To train medical professionals for intercultural interaction through the integration of scientific knowledge, innovation, and high standards of practice to improve the quality of life».**

The University aims to become a center of innovation and research in the field of medicine, contributing to the improvement of public health both in Kyrgyzstan and beyond.

**Since its foundation, the University has passed through several key milestones:**

**1. Founding stage (2018-2019):**

Developing the concept, attracting experts and partners, creating training program, forming the staff.

**2. Registration and obtaining a license (2019-2020):**

The University received a state license for educational activities, which allowed to start admitting students to medical specialties.

**3. Infrastructure Development (2019–2024)**

Establishment of a Modern Educational and Research Base, Including Academic Buildings, Laboratories, Libraries, and Student Dormitories.

Educational Institution «Royal Metropolitan University» currently offers Specialist programs in "General Medicine" and "Dentistry."

The academic programs are developed in accordance with the national standards and incorporate the expertise of leading international medical schools.

The university's faculty comprises experienced professors and practicing doctors from both Kyrgyzstan and abroad, ensuring a high level of student training.

The university actively collaborates with international educational and medical institutions, participates in scientific conferences, and engages in exchange programs. This provides opportunities for students and faculty to exchange knowledge and experience while integrating advanced methods and technologies into the educational process.

In 2023, the university successfully underwent international program accreditation for the "General Medicine" specialty, confirming its compliance with the quality standards of higher professional education. This achievement has expanded opportunities for international cooperation with medical organizations at various levels and enhanced the global recognition of its diplomas.

Thus, Educational Institution «Royal Metropolitan University» not only delivers high-quality medical education but also actively works toward integrating into the international educational community, contributing to the advancement of medicine and the improvement of public health.

#### **List of Academic Programs Offered:**

<b>№</b>	<b>Specialty</b>	<b>Code</b>	<b>License Details</b>	<b>Date of Issue</b>
1	General Medicine (for international students), duration - 5 years	560001	Serial Number LS200000189	January 20, 2020
2	Dentistry, duration - 5 years	560004	Serial Number LS240000210	August 17, 2021

#### **Accreditation Details of Educational Programs:**

Educational Institution «Royal Metropolitan University», established in 2019, has been actively working on the accreditation of its educational programs since its inception. Currently, the university has submitted all the required documents for institutional accreditation as well as the accreditation of its "General Medicine" and "Dentistry" programs.

These applications are under review by the Independent Accreditation Agency for Educational Programs and Organizations (AAEPO) and are currently at the stage of expert evaluation.

The expected completion of the accreditation process is scheduled for Winter 2024.

## University Membership Details

Educational Institution «Royal Metropolitan University» (EI «RMU»), a young and dynamically developing institution, is currently in the process of applying for membership in various prestigious national and international educational and scientific organizations.

### 1. National Organizations:

The university has applied for membership in the Association of Medical Universities of the Kyrgyz Republic, which unites leading universities and promotes collaboration and knowledge exchange in education and research.

### 2. International Organizations:

EI «RMU» is actively working toward membership in the following prominent international organizations:

- World Association of Universities and Colleges (WAUC)
- European University Association (EUA)
- Federation of the Universities of the Islamic World (FUIW)
- Global Alliance for Transnational Education (GATE)
- European Association for International Education (EAIE)
- Eurasian Silk Road Universities Consortium (ESRUC)
- International Association of Universities under UNESCO
- Union of Turkic Universities

Joining these organizations will provide the university with opportunities to engage in international scientific projects and exchange knowledge and experience with global partners.

### 3. Professional Communities:

EI «RMU» is already a member of the Asian Medical Students' Association (AMSA) and is actively pursuing membership in:

- Alliance of Tropical Medicine Universities (AUTM, China)
- Belt and Road Initiative Medical Education Alliance (BRIMEA, China)

Participation in these communities will grant students and faculty access to exclusive academic resources, international events, professional networks, and research opportunities. This will significantly enhance prospects for education and scientific innovation, while strengthening global partnerships.

### Future Initiatives:

The university's leadership is dedicated to expanding its membership in educational and scientific organizations. This strategic initiative aims to bolster RMU's reputation and elevate the quality of its academic programs. Active involvement in

these organizations will ensure the best opportunities for students and faculty in learning, research, and international collaboration, fostering academic excellence and innovation.

### Student Enrollment Data:

№	Specialty	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Grand Total
1	<b>General Medicine (for international students)</b>	127	97	240	220	167	846	895
2	<b>Dentistry</b>			7	13	29	49	

### Curricula of Accredited Educational Programs

The educational process at EI «RMU» is implemented in accordance with the regulatory framework governing academic activities, including:

- The Law of the Kyrgyz Republic "On Education";
- Ministry of Education and Science Order No. 1179/1 dated September 15, 2015, "On Approval of State Educational Standards for Higher Professional Education";
- Ministry of Education and Science Order No. 1357/1 dated July 30, 2021, "On Approval of State Educational Standards for Higher Professional Education";
- Government Decree No. 256 dated May 27, 2011, "On Approving Provisions Regulating Admission to Higher Educational Institutions of the Kyrgyz Republic";
- Government Decree No. 496 dated August 23, 2011, "On Establishing a Two-Level Structure of Higher Professional Education in the Kyrgyz Republic";
- Other relevant educational regulations of the Kyrgyz Republic.

### Organization of the Educational Process

The educational process is based on curricula, working curricula, academic schedules, and is carried out according to timetables for classes, current assessments, interim evaluations, and final state attestation of students.

Aligned with the university's mission, strategic, and comprehensive plans, curricula are developed and revised annually, considering the requirements of stakeholders, including employers, graduates, and students.

#### **Features of the Educational Process:**

- **Classroom Workload:** The weekly classroom workload for full-time education is determined by state educational standards, considering the specifics of the program.
- **Independent Study (ISR):** Independent student work is a core component of the educational process alongside lectures and practical sessions. ISR constitutes up to 50% of the total hours allocated for a course, as defined by the state standards and curricula, focusing on competency development.
- **Innovative Methods:** The university employs traditional, innovative, and distance-learning methods, including a modular-rating system for evaluating learning outcomes.
- **Academic Content:** Teaching materials for each discipline comply with state educational standards and are designed to develop relevant competencies.
- **Internships and Research:** Practical training is an essential component of the curriculum, serving as a key element in preparing highly qualified specialists. In compliance with state standards, curricula include various types of internships and research activities.
- **Final State Attestation:** The completion of higher professional education programs concludes with mandatory final state attestation.

#### **Appendix:**

1. [Rector's order establishing a working group for self-assessment.](#)

### **Brief History of the University**

Educational Institution «Royal Metropolitan University» (EI «RMU») was established in 2019 (Certificate of State Registration No. 0042761 dated June 14, 2019). The license for educational activities was issued by the Ministry of Education and Science of the Kyrgyz Republic in 2020 (LS 200000181 dated January 20, 2020). RMU positions itself as a leading university focused on training highly qualified medical professionals for the Kyrgyz Republic and South Asia.

The Faculty of General Medicine was created with the aim of training doctors for South Asian countries. The first intake of students took place in 2020, when 200 applicants, predominantly from Pakistan, India, and Bangladesh, were enrolled in the faculty.

Today, EI «RMU» is a dynamically developing educational institution with a highly professional faculty. The university employs 64 professors, 31 of whom hold academic degrees and titles, in accordance with state requirements. The university consists of four departments: "Natural and Humanities Disciplines," "Morphological and Fundamental Disciplines," "Clinical Disciplines," and "Dental Disciplines." EI «RMU» actively collaborates with local and international clinics, medical centers, and dental practices, implementing its faculty's research into clinical practice.

EI «RMU» supports scientific research, encouraging faculty publications in academic journals and publishing its own periodical, "RMU Vestnik." In 2024, the first graduation took place, with 100 graduates receiving their diplomas and administrative support for successful employment.

<b>560001 «General Medicine» and 560004 «Dentistry»</b>	<b>Evaluation of standard/criterion fulfillment</b>
<b>Standard 1. Education Quality Assurance Policy</b>	
<p data-bbox="315 347 1666 384"><b>Criterion 1.1. Mission, Strategic, and Current Plans of the Educational Organization</b></p> <p data-bbox="237 391 1872 555">The educational institution “Royal Metropolitan University” (hereinafter referred to as EI “RMU”) operates based on its Charter and Strategic Development Plan. The Strategic Development Plan of EI “RMU” serves as the foundational document that outlines the university's development strategy, which is intrinsically linked to its mission and vision.</p> <p data-bbox="237 561 1872 687">The initial mission statement of EI “RMU” was defined as follows: <i>“To prepare doctors—guardians of public health in their home country, through the internationalization of medical education and the integration of practice, science, and innovation.”</i></p> <p data-bbox="237 694 1872 820">As part of the programmatic accreditation conducted in 2023, the external expert panel emphasized the need to update the university's mission. The focus was placed on aligning the mission with EI “RMU's” role as an educational institution dedicated to training highly qualified medical professionals.</p> <p data-bbox="237 826 1872 1032">Based on the accreditation commission's recommendations and the input of stakeholders—students, faculty, employers, and partners—several alternative mission statements were developed. These proposals underwent thorough discussions during university academic council meetings. As a result of these deliberations, the final version of the mission was unanimously approved by the university president. It now serves as a key document guiding the strategic objectives of EI “RMU’s” educational activities.</p> <p data-bbox="315 1038 1666 1075"><b>Current Version of the Mission Statement of the Educational Institution EI “RMU”:</b></p> <p data-bbox="237 1082 1872 1161"><i>“To train medical professionals for intercultural interaction through the integration of scientific knowledge, innovation, and high standards of practice to improve the quality of life.”</i></p> <p data-bbox="237 1168 1872 1294">This mission highlights the unique role of EI “RMU” as an educational institution dedicated to training specialists capable of addressing pressing challenges in the field of medicine. It reflects the university's values, strategic priorities, and commitment to quality principles in education.</p> <p data-bbox="237 1300 1872 1380">The mission and its significance have been officially published on the EI “RMU” website, ensuring access for a wide range of stakeholders.</p>	<b>Executed</b>

**Stakeholder Engagement in Mission Development:**

The mission and strategic goals were developed with active involvement from stakeholders, whose opinions were considered throughout the decision-making process. Stakeholder representatives participated in the working group for drafting the mission and objectives and attended management meetings. EI “RMU” has established various councils, such as the Student Council and the Academic-Scientific-Methodological Council, where faculty, students, and stakeholders discuss and propose ideas for university development.

**Strategic Educational Goals of the University:**

1. Ensuring the quality of medical education.
2. Advancing scientific research and innovation.
3. Enhancing clinical practice and internships.
4. Strengthening university infrastructure and resources.
5. Organizing effective management and adopting principles of corporate governance for improving HR policies and management systems.
6. Improving educational activities and providing social support to students.

Based on the mission, state educational standards, current trends, and international requirements for training professionals, EI “RMU” has developed expected learning outcomes. These outcomes were discussed with stakeholders to align them with both national and global expectations.

**Learning Outcomes and Strategic Development Plan of EI “RMU”**

The approved learning outcomes (LOs), developed with stakeholder participation, serve as a foundation for designing educational programs and teaching methods. Students actively contribute to discussions on course content, teaching methods, and assessment approaches through mechanisms such as the Student Council, departmental meetings, and surveys.

EI “RMU’s” Strategic Development Plan is built on the university's traditions, experience in training specialists across various fields, best practices of national and international educational institutions, and modern perspectives on higher education. It emphasizes continuous improvement and quality assurance in education.

**Implementation of the Strategic Development Plan:**

The plan focuses on advancing priority areas, educational goals, and expected learning outcomes across educational, research, international, administrative, resource, and extracurricular domains.

<p>The plan is structured for a five-year period and includes an annual operational plan guiding departmental activities. Indicators and metrics of the strategic development plan are reviewed by university leadership and presented by the Rector at Academic Council meetings. Based on achieved results, new goals are set to address all areas of the university's mission-aligned activities.</p> <p><b>Key Features of the Plan:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Outcomes (LOs):</b> Designed to align with state educational standards, modern trends, and international requirements.</li> <li>• <b>Annual Operational Planning:</b> Focus on academic and methodological work, research activities, staff development, and the enhancement of the university's infrastructure.</li> <li>• <b>Stakeholder Engagement:</b> Collaboration with students, faculty, and external partners in decision-making and implementation processes.</li> <li>• <b>Compliance:</b> All activities adhere to the legal and regulatory framework of the Kyrgyz Republic in education, science, and healthcare.</li> </ul> <p>The strategic plan ensures that RMU consistently advances its mission and strategic objectives, addressing the evolving needs of students, staff, and the broader medical community.</p> <p><b>Appendix 1.1.1:</b> <a href="#">Excerpt from the minutes of the Academic Council meeting of RMU regarding the approval of RMU’s mission.</a></p> <p><b>Appendix 1.1.2:</b> <a href="#">Minutes of the discussion on educational goals and expected learning outcomes.</a></p> <p><b>Appendix 1.1.3:</b> <a href="#">Strategic Development Plan of RMU for 2024-2029.</a></p> <p><b>Appendix 1.1.4:</b> <a href="#">Excerpt from the minutes of the Academic Council meeting of RMU on the discussion and approval of the Strategic Development Plan for 2024-2029.</a></p> <p><b>Appendix 1.1.5:</b> <a href="#">Operational Plan for the implementation of the strategy.</a></p> <p><b>Appendix 1.1.6:</b> <a href="#">Excerpt from the minutes of the Academic Council meeting of RMU on the discussion and approval of the University’s Operational Plan for the 2024-2025 academic year.</a></p> <p><b>Appendix 1.1.7:</b> <a href="#">Order for the establishment of the Academic-Scientific-Methodological Council.</a></p> <p><b>Appendix 1.1.8:</b> <a href="#">Order for the establishment of the Student Council.</a></p>	
<p><b>Criterion 1.2: Annual Monitoring of the Implementation of the Mission, Strategic and Operational Plans, Analysis of Results, and Adjustment of Actions</b></p> <p>Annual monitoring of the execution of the mission, strategic, and operational plans at the university is</p>	<p><b>Executed</b></p>

carried out during meetings of the Academic Council and the Academic-Scientific-Methodological Council. The university leadership conducts an analysis, the results of which form the basis for reviewing the mission, policy, and educational goals for their relevance and effectiveness.

To ensure systematic and comprehensive analysis of the university's performance, the following conditions have been established:

- **Human Resources Support:** The university has a Quality and Monitoring Department that conducts annual monitoring and evaluation of activities according to a predefined plan.
- **Documentation Support:** The Academic-Methodological Department regularly monitors the academic and methodological documentation to ensure it aligns with the requirements of state educational standards and the university's internal regulations.
- **Results Analysis:** Reports on the implementation of the mission and educational goals are reviewed at the meetings of the Academic Council and the Academic-Scientific-Methodological Council. During these sessions, the success of the planned activities and achievements is analyzed.
- **Surveys:** Annual surveys of all stakeholders (students, parents, employers, partners, faculty, and administrative staff) are conducted to monitor the fulfillment of educational goals and learning outcomes. The surveys are carried out in accordance with the approved Survey Regulation.
- **Adjustment of Actions:** Based on the analysis, a corrective action plan is developed to address identified deficiencies and improve the quality of the educational process.

**As a result of the annual monitoring, the following specific adjustments were made:**

- **Improvement of Teaching Methods:** Based on the survey results, the approach to teaching methods was revised, including the introduction of interactive technologies and active learning methods such as case studies and group projects. These adjustments aim to enhance student engagement and learning outcomes.
- **Faculty Professional Development:** In response to identified shortcomings in teaching methods, additional training was organized for faculty members to improve their pedagogical skills and ensure they can effectively utilize the updated teaching strategies.

At the conclusion of the annual monitoring, a report is compiled regarding the implementation of strategic and operational plans, as well as the educational goals and learning outcomes. Based on the collected data, a corrective action plan is developed. The progress of this plan is reviewed during meetings of the Academic

<p>Council, where reports are provided, and recommendations for addressing deficiencies and improving the quality of education are made. These adjustments ensure the university remains responsive to its educational objectives and continuously strives for improvement.</p> <p><b>Appendix 1.2.1.</b> <a href="#">Regulation on the Department of Quality and Monitoring.</a></p> <p><b>Appendix 1.2.2.</b> <a href="#">Monitoring Plan.</a></p> <p><b>Appendix 1.2.3.</b> <a href="#">Regulation on the Academic and Methodological Department.</a></p> <p><b>Appendix 1.2.5.</b> <a href="#">Regulation on Surveying.</a></p> <p><b>Appendix 1.2.6.</b> <a href="#">Extracts from the Minutes of the Academic Council Meetings on the Discussion of Work Plans for Heads of Structural Divisions.</a></p> <p><b>Appendix 1.2.7.</b> <a href="#">Order on the Establishment of the Academic Council.</a></p> <p><b>Appendix 1.2.8.</b> <a href="#">Order on the Establishment of the Academic and Methodological Council.</a></p>	
<p><b>Criterion 1.3. Internal Quality Assurance System (IQAS)</b></p> <p>The Internal Quality Assurance System (IQAS) at the EI “RMU” has been developed and is actively operational. It encompasses the design, management, and monitoring of educational processes, regulated in accordance with the principles of the Quality Management System (QMS). When deficiencies in educational process implementation are identified, action plans are developed for their resolution, and reports are prepared to document their execution.</p> <p>The university's administration is in negotiations with AJA Registrars Ltd. for certification and inspection audits of the Quality Management System to confirm compliance with the ISO 9001:2015 international standard. Employee training for the implementation of the system has been successfully completed, with a pre-certification audit scheduled for late November 2024.</p> <p>Key Aspects of IQAS Implementation</p> <ul style="list-style-type: none"> <li>• QMS Policy: The university's QMS policy has been collaboratively developed with all structural units and is approved by the Academic Council. This policy, subject to analysis and periodic revision, outlines principles for managing educational programs and is reflected in the operational plans of all structural units responsible for quality at all functional levels.</li> <li>• Documentation and Process Systematization: The implementation of QMS aims to systematize and document all processes for regular monitoring and enhancement of all activities.</li> </ul> <p>Regulatory Framework for QMS</p>	<p><b>Executed</b></p>

<p>The university maintains a comprehensive regulatory document set to ensure QMS functioning, available on the institutional website. This includes:</p> <ol style="list-style-type: none"> <li>1. University File Nomenclature: Defines document structure and organization.</li> <li>2. Regulation on QMS in Education: Establishes principles and objectives of the QMS.</li> <li>3. University Management Structure.</li> <li>4. Quality Assurance Manual.</li> <li>5. Survey Regulation: Details mechanisms for collecting and analyzing stakeholder feedback.</li> <li>6. Internal Audit Regulation: Defines procedures for internal control and audits of structural units.</li> <li>7. General documentation.</li> <li>8. Regulations governing university activities.</li> <li>9. Regulations for structural units.</li> <li>10. Job descriptions for structural unit leaders and staff responsible for quality assurance.</li> </ol> <p><b>Key Assessment Objects</b></p> <p>Quality assurance processes focus on a combination of internal and external assessment procedures. Key assessment objects include:</p> <ul style="list-style-type: none"> <li>• Academic and extracurricular achievements of students.</li> <li>• Qualifications and performance of the teaching staff.</li> <li>• Competence and efficiency of administrative and managerial personnel.</li> </ul> <p><b>Appendix 1.3.1.</b> <a href="#">ISO 9001:2015 Standard.</a></p> <p><b>Appendix 1.3.2.</b> <a href="#">EI “RMU” Quality Assurance Policy.</a></p> <p><b>Appendix 1.3.3.</b> <a href="#">University Documentation Guidelines.</a></p> <p><b>Appendix 1.3.4.</b> <a href="#">Survey Results.</a></p> <p><b>Appendix 1.3.5.</b> <a href="#">Dean's Office Report on Student Academic Performance.</a></p> <p><b>Appendix 1.3.6.</b> <a href="#">EI “RMU” Website.</a></p>	
<p><b>Criterion 1.4. Academic Reputation and Ensuring Academic Freedom</b></p> <p>At EI “RMU”, several key initiatives have been developed and implemented to enhance academic reputation and ensure academic freedom. These initiatives include active participation in scientific conferences and symposia, where faculty members and researchers share their scientific achievements and exchange experiences with colleagues from other institutions. Publishing articles in international and national scientific</p>	<p><b>Executed</b></p>

journals is also an essential part of this process, contributing to the dissemination of knowledge and enhancing the university's positive image in the academic community. Furthermore, EI "RMU" strives to establish partnerships with other educational and research institutions, opening new opportunities for joint research and student exchange.

These activities are carried out annually, with planning for each academic year, allowing the university to strategically develop its scientific and educational areas. Faculty members, researchers, and department heads are key contributors to the development and implementation of plans aimed at enhancing academic reputation.

Ensuring academic freedom also plays a crucial role in the strategic activities of EI "RMU". To support this, seminars and training sessions on academic freedom are conducted to help faculty members and students better understand their rights and responsibilities. The university's policy on academic freedom is periodically reviewed and updated as needed, addressing new challenges and the evolving needs of the university community. The university administration, the Human Resources Department, and the Quality and Monitoring Department are responsible for executing these activities.

**Academic reputation and freedom are governed through a range of documents, including:**

- Regulation on Research Activities at EI "RMU".
- Code of Ethics for Faculty, Staff, and Students.

Academic freedom is ensured by supporting the independence of research and educational programs, protecting the rights of faculty and students to freely express opinions and ideas, and creating a safe and inclusive environment for discussions and knowledge exchange.

**Concrete Evidence of Enhanced Academic Reputation**

The university's enhanced academic reputation is evidenced by the publication of scientific articles in peer-reviewed journals over the past two years. As a result of these efforts and successful accreditations of the "General Medicine" program, the university's student enrollment increased by 10%. These actions and supporting documents reflect EI "RMU's" commitment to maintaining high standards of academic reputation and ensuring academic freedom.

**Appendix 1.4.1.** [Regulations on "Research activities of the Educational Institution "RMU".](#)

**Appendix 1.4.2.** [Code of Academic Integrity.](#)

**Strengths:**

**Standard 1 is**

<ul style="list-style-type: none"> <li>• <b>Positive Image and Reputation:</b> The university has a strong and positive reputation within the country.</li> <li>• <b>Institutional Autonomy:</b> The university enjoys organizational and financial autonomy, allowing for greater flexibility and decision-making power.</li> <li>• <b>Multilingual Educational Environment:</b> The university promotes a diverse, multilingual learning atmosphere that supports a wide range of students.</li> <li>• <b>ECFMG Recognition:</b> The university is listed among those recognized by the Educational Commission for Foreign Medical Graduates (ECFMG), adding to its credibility in the global education community.</li> <li>• <b>Established International Partnerships:</b> The university has well-established and developed international ties with leading universities in Pakistan.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• <b>Limited Representation in International Professional Associations:</b> There is currently insufficient representation of the university’s staff in overseas professional associations, which limits networking opportunities and access to global knowledge.</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <b>Enhancing Staff Representation in International Associations:</b> Actively promote and support university staff participation in international professional associations. This will strengthen academic ties, broaden access to international resources, and elevate the university's prestige. Participation in such associations opens avenues for experience exchange, involvement in scientific events, and collaboration with leading international specialists. This, in turn, will positively impact the university's development and staff professional growth.</li> </ul>	<p><b>being fulfilled.</b></p>
<p><b>Standard 2. Educational Program</b></p>	<p><b>Evaluation of standard/criterion fulfillment</b></p>
<p><b>Criterion 2.1. Educational Objectives of the Program</b></p> <p>The educational objectives of the program at EI "RMU" are clearly formulated in accordance with the key provisions of the educational standards and the university’s mission. The main educational program (MEP) defines the objectives, tasks, planned outcomes, content, and organization of the educational process. The principles for the development of the MEP are outlined in the "Regulations on the Main Educational Program of Higher Professional Education," which governs the creation and revision of program objectives.</p>	<p><b>Executed</b></p>

In accordance with the state educational standards (SES) and the university's mission, the following objectives have been developed:

- **Learning Objective:** Training of a physician with universal and professional competencies that will ensure social mobility and sustainability in the labor market, capable of continuous self-learning to maintain social mobility and job market sustainability. The physician will be prepared for post-graduate education and successful practice in their chosen field.

- **Personal Development Objective:** The development of qualities such as goal orientation, organization, hard work, responsibility, communication skills, tolerance, and empathy, contributing to the overall cultural and professional preparation of students.

- **Mission-Driven Objective:** Providing deep knowledge in medical sciences, developing clinical thinking and skills for diagnosing and treating diseases. Instilling professional and ethical standards to enhance the quality of medical care and improve public health.

- **Professional Development Objective:** Providing high-level medical education aimed at developing deep theoretical knowledge and practical skills through the integration of modern educational technologies, simulation training, and clinical practice in collaboration with leading medical institutions.

The educational objectives of the program are fully aligned with the mission of EI "RMU", which aims to prepare competent healthcare professionals who will make a significant contribution to improving public health and advancing medical science both nationally and internationally.

The development of the educational objectives involved stakeholders, including employers, faculty members, and students. The main educational program was discussed with these groups and approved by the rector of the university. This ensures the program's relevance to the needs of the labor market and the educational process.

**Documents regulating the development and revision of educational objectives:**

- Regulations on the Main Educational Program of Higher Professional Education.
- State Educational Standard of Higher Professional Education (SESHP).

<p>These documents regulate the process of developing and revising program objectives. The MEP was adopted by the department and approved by the rector, and the program objectives were coordinated with the SESHP and the university's mission, ensuring their relevance and alignment with the needs of society and the healthcare system.</p> <p><b>Appendix 2.1.1.</b> <a href="#">State Educational Standard of Higher Professional Education (SESHP).</a></p> <p><b>Appendix 2.1.2.</b> <a href="#">"Regulations on the Main Educational Program of Higher Professional Education."</a></p> <p><b>Appendix 2.1.3.</b> <a href="#">Main Educational Program (MEP).</a></p> <p><b>Appendix 2.1.4.</b> <a href="#">Excerpt from the protocol of the Academic Council with stakeholders' participation in the discussion and approval of the MEP.</a></p> <p><b>Appendix 2.1.5.</b> <a href="#">Excerpt from the department meeting protocol on the discussion of the MEP.</a></p>	
<p style="text-align: center;"><b>Criterion 2.2. Learning Outcomes of the Educational Program</b></p> <p>The learning outcomes are formed based on the universal and professional competencies outlined in the State Educational Standard of Higher Professional Education, the National Qualifications Framework of the Kyrgyz Republic, which are reflected in the Competency Model of the Graduate for the respective field of study.</p> <p>A graduate in the specialty 560001 "General Medicine" (5 years) with the qualification "Medical doctor" will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Learning Outcome 1 (LO1):</b> Identify socially significant problems and solve professional tasks using basic natural sciences, mathematics, and humanities concepts and methods in various activities.</li> <li>• <b>Learning Outcome 2 (LO2):</b> Use business communication skills in one foreign language, solve professional tasks using modern communication technologies, and demonstrate the ability to logically and argumentatively analyze issues.</li> <li>• <b>Learning Outcome 3 (LO3):</b> Adhere to moral, ethical, and legal standards in professional activities, perceive and analyze social interactions while considering ethnic, confessional, and cultural differences, and exhibit a civil stance.</li> <li>• <b>Learning Outcome 4 (LO4):</b> Apply modern information technologies and medical equipment in practical activities for prevention, diagnosis, treatment, and rehabilitation.</li> <li>• <b>Learning Outcome 5 (LO5):</b> Master the basic principles of healthcare management in light of global challenges in the healthcare sector.</li> </ul>	<b>Executed</b>

- **Learning Outcome 6 (LO6):** Engage in lifelong learning and apply basic knowledge from fundamental disciplines in professional practice to make timely diagnoses and select treatment strategies.
- **Learning Outcome 7 (LO7):** Analyze the results of clinical, laboratory, and instrumental diagnostic methods to establish a diagnosis and determine treatment strategies.
- **Learning Outcome 8 (LO8):** Perform primary medical interventions for the most common diseases and conditions in adults and children, including life-threatening conditions.
- **Learning Outcome 9 (LO9):** Investigate, analyze, transmit, and apply knowledge of forms and methods of health education, anti-epidemic measures, and sanitary-hygienic protocols to carry out preventive and anti-epidemic measures depending on the geographic location.
- **Learning Outcome 10 (LO10):** Organize rehabilitation activities for all population groups, and possess the skills to conduct disability assessments for the population.
- **Learning Outcome 11 (LO11):** Master innovative methods for collecting and processing medical and statistical data to analyze information on the health indicators of the population.
- **Learning Outcome 12 (LO12):** Design tasks for conducting scientific research and innovative professional activities based on the principles of evidence-based medicine to develop and implement new methods and technologies in healthcare.

**A graduate in the specialty 560004 "Dentistry" (5 years) with the qualification "Dentist" will be able to:**

**Learning Outcome 1 (LO 1):** Apply basic knowledge in the fields of social-humanitarian and economic disciplines in professional activities, and possess general cultural competencies.

**Learning Outcome 2 (LO 2):** Implement communication skills in professional activities, along with basic knowledge in the field of psychological and pedagogical activities.

**Learning Outcome 3 (LO 3):** Carry out activities in accordance with accepted moral and legal norms in society, and apply basic knowledge in organizational and managerial activities.

**Learning Outcome 4 (LO 4):** Use basic knowledge in fundamental natural sciences in professional activities and possess general professional competencies.

**Learning Outcome 5 (LO 5):** Apply modern information technologies in professional activities.

**Learning Outcome 6 (LO 6):** Master forms and approaches to health education activities, develop skills in using socio-hygienic and medical-statistical methods for data collection and analysis, and improve abilities in conducting preventive and anti-epidemic measures.

**Learning Outcome 7 (LO 7):** Use fundamental knowledge in professional fields to protect populations and territories from possible consequences of emergencies and natural disasters.

**Learning Outcome 8 (LO 8):** Apply basic knowledge in diagnostic and therapeutic activities.

**Learning Outcome 9 (LO 9):** Apply basic knowledge in rehabilitation activities and provide care for patients.

**Learning Outcome 10 (LO 10):** Apply basic knowledge in research activities.

The learning outcomes were developed with the involvement of stakeholders, including employers, the teaching staff (PPS), and students. The development and discussion process were aimed at ensuring alignment with the educational goals of the program and the requirements of the labor market. These outcomes were officially adopted by the department and approved by the university rector.

The expected learning outcomes of the program fully align with the educational goals aimed at preparing competent specialists ready to work in the healthcare system. They also consider the requirements of the modern labor market, as confirmed by discussions with employers involved in the development of the program.

These documents regulate the process of forming, discussing, and approving learning outcomes, as well as their periodic review to maintain relevance and compliance with educational standards and labor market requirements:

- State Educational Standard of Higher Professional Education.
- Competency Model of the Graduate for the respective field of study.
- Regulations for the development and revision of educational programs.

**Appendix 2.2.1:** [Main Educational Program on specialty 560001 “General Medicine” \(MEP\).](#)

**Appendix 2.2.2:** [Main Educational Program on specialty 560004 “Dentistry” \(MEP\).](#)

**Appendix 2.2.3:** [Competency Model of the Graduate.](#)

**Criterion 2.3: Academic Workload of the Educational Program**

The academic workload for the educational programs "General Medicine" and "Dentistry" at EI «Royal Metropolitan University» is clearly defined in accordance with international requirements, expressed in ECTS

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credits, and regulated by the curriculum, the State Educational Standard of Higher Professional Education, and the "Regulations on the Organization of the Educational Process under the Credit System of Education."

**Academic Workload Specifications:**

- For international students enrolled in the specialties 560001 "General Medicine" and 560003 "Dentistry" with 12 years of basic secondary education under full-time study, the total academic workload is no less than 320 credits over the entire period of study.
- Students are required to complete at least 60 credits per academic year, in compliance with international standards and GOS VPO requirements.
- One credit corresponds to no less than 30 hours of academic work, including in-class and independent study, as well as all forms of assessment.

**International Compliance:**

The academic workload is aligned with international standards such as the European Credit Transfer and Accumulation System (ECTS). The program matrix ensures the alignment of competencies gained during the study of various disciplines and guarantees a balanced academic workload.

**Balance and Health Considerations:**

- The workload, as reflected in the class schedule, adheres to GOS VPO requirements and avoids overburdening students, ensuring no adverse effects on their health.
- A careful balance is maintained between classroom-based and independent work, with adequate time allocated for rest and recovery.
- Regular analyses of the academic workload are conducted to ensure compliance with standards and to prevent student overload. Adjustments to curricula and schedules are made as necessary to maintain student well-being.

**Regulatory Documents:**

The academic workload is governed by the following documents:

- Curriculum for the specialty 560001 "General Medicine."
- Curriculum for the specialty 560004 "Dentistry."
- State Educational Standard of Higher Professional Education.
- Regulations on the Organization of the Educational Process under the Credit System of Education.

<p>These documents, approved by the Academic Council and the University Rector, outline the process for determining and monitoring academic workload.</p> <p><b>Appendix 2.3.1:</b> <a href="#">Curriculum for specialty 560001 "General Medicine."</a></p> <p><b>Appendix 2.3.2:</b> <a href="#">Curriculum for specialty 560004 "Dentistry."</a></p> <p><b>Appendix 2.3.3:</b> <a href="#">State Educational Standard of Higher Professional Education for specialty 560001 "General Medicine."</a></p> <p><b>Appendix 2.3.4:</b> <a href="#">State Educational Standard of Higher Professional Education for specialty 560004 "Dentistry."</a></p> <p><b>Appendix 2.3.5:</b> <a href="#">Regulations on the Organization of the Educational Process under the Credit System of Education.</a></p>	
<p style="text-align: center;"><b>Criterion 2.4: Provision of Internship Sites by the Educational Program</b></p> <p>To ensure all students of the "General Medicine" and "Dentistry" programs are provided with places for the internships outlined in the curriculum, EI "RMU" has developed a cooperation system with medical institutions.</p> <p>Students are guaranteed placements for all types of internships specified in the curriculum. Internships are conducted at the university's own clinic, <b>LLC "Dr. Mendibaev's Clinic"</b>, and leading medical organizations with which the university has formal cooperation agreements. Practical training facilities are selected based on their ability to provide conditions for acquiring the necessary professional skills.</p> <p>All students of the "General Medicine" and "Dentistry" programs are provided with internship placements. The university has established partnerships with <b>15 medical institutions</b>, ensuring an adequate number of training slots:</p> <p><b>List of Partner Institutions for the "General Medicine" Program:</b></p> <ol style="list-style-type: none"> <li>1. University of Lahore Teaching Hospital (Pakistan);</li> <li>2. National Surgical Center named after M.M. Mamakeyev;</li> <li>3. Railway Hospital in Bishkek;</li> <li>4. Cardiology Center;</li> <li>5. National Center for Oncology and Hematology under the Ministry of Health of the Kyrgyz Republic;</li> <li>6. Republican Center for Dermatovenerology;</li> </ol>	<b>Executed</b>

7. Dental Center "INTER DENT";
8. Dental Polyclinic No. 6;
9. Republican Center for Forensic Medical Examination under the Ministry of Health of the Kyrgyz Republic;
10. Memorandum of Understanding and Cooperation between Ala-Too International University;
11. OSOO "Comfort Medic" Medical Center "Medcenter.kg";
12. Family Medicine Center No. 1 in Bishkek;
13. Dental Center "K.R.T." in Bishkek;
14. Family Medicine Center No. 6 in Bishkek;
15. National Hospital under the Ministry of Health of the Kyrgyz Republic.

**List of Partner Institutions for the "Dentistry" Program:**

1. Dental Center "INTER DENT";
2. Dental Clinic № 6;
3. Dental Center "K.R.T." in Bishkek.

**Flexibility and Availability:**

- For 100 students, **120 training slots** are provided under agreements with medical institutions, enabling rotation and flexible internship schedules.
- Internships are organized to meet program requirements, ensure skill acquisition, and allow students to apply their knowledge in real-world settings.

**Documents Regulating the Process:**

1. Study plan for the specialty 560001 "General Medicine."
2. Study plan for the specialty 560004 "Dentistry."
3. Regulation on Student Internships of EI "RMU."
4. Cooperation agreements with medical institutions.

**Future Plans:**

The university actively works on expanding its list of partner medical institutions and plans to open an additional clinic, enabling more efficient organization of practical training for students. All internships are supervised by qualified mentors, ensuring quality guidance and monitoring of practical tasks.

**Appendix 2.4.1:** [Regulation on Student Internships.](#)

<p><b>Appendix 2.4.2:</b> <a href="#">Internship Programs.</a>  <b>Appendix 2.4.3:</b> <a href="#">Cooperation Agreements with Clinical Bases.</a></p>	
<p style="text-align: center;"><b>Criterion 2.5: Monitoring of the Educational Program</b></p> <p>The monitoring process for the educational program includes the following aspects:</p> <ul style="list-style-type: none"> <li>• <b>Academic performance and graduation rates of students.</b></li> <li>• <b>Effectiveness of assessment procedures.</b></li> <li>• <b>Expectations, needs, and satisfaction levels of students and employers regarding the educational program.</b></li> <li>• <b>Educational environment and support services, ensuring their alignment with the goals of the educational program.</b></li> <li>• <b>Graduate employment rates, aimed at assessing the adequacy and improving the effectiveness of educational services.</b></li> <li>• <b>Development of measures for further improvement of the educational program.</b></li> </ul> <p>Monitoring is a dynamic process within the university that requires constant analysis and adaptation to changes in the educational environment. An essential aspect is the involvement of all stakeholders (students, faculty, and employers) in the evaluation and improvement of the educational program to ensure its relevance and quality.</p> <p><b>Monitoring of Student Workload and Academic Performance:</b></p> <p>The monitoring of workload and academic performance is carried out by the dean's office in collaboration with the education department through regular collection and analysis of data on the hours allocated to each discipline, in accordance with the requirements of the <b>State Educational Standards (SES)</b> for Higher Professional Education. Based on performance analysis, the dean's office compiles a report.</p> <ul style="list-style-type: none"> <li>• At the end of each semester, student performance across courses and disciplines is regularly analyzed.</li> <li>• High-performing and underperforming students are identified.</li> <li>• Results are discussed at the department level with the teaching staff for each discipline, while academic advisors work with students to evaluate their satisfaction with the workload and the learning process.</li> </ul> <p><b>Monitoring the Effectiveness of Assessment Procedures:</b></p> <p>The objectivity and effectiveness of assessment procedures are ensured through the analysis of methods and forms used in ongoing, intermediate, and final assessments, independent work, and the development of practical skills. Feedback from students is also collected to evaluate the transparency and fairness of the assessment system.</p>	<p><b>Executed</b></p>

**Analyzing Expectations, Needs, and Satisfaction Levels:**

The university conducts surveys to better understand the requirements of the educational program and identify expectations and needs for further analysis and adjustments. This includes gathering feedback from both students and employers.

**Monitoring the Educational Environment and Support Services:**

- Surveys are conducted to assess the accessibility of educational resources, libraries, laboratories, and other facilities.
- Survey results provide insights into the quality of the educational process.
- The dean's office offers necessary support to students, contributing positively to the overall learning experience.

**Appendix 2.5.1:** [Report by the Dean's Office on Academic Performance.](#)

**Appendix 2.5.2:** [Survey Results Report.](#)

**Appendix 2.5.3:** [Corrective Action Plan Based on Survey Results.](#)

**Appendix 2.5.4:** [Assessment Materials Bank.](#)

**Appendix 2.5.5:** [Internship Logbook.](#)

**Appendix 2.5.6:** [Internship Supervisor's Report.](#)

**Appendix 2.5.7:** [Monitoring Plan of EI "RMU."](#)

**Criterion 2.6: Academic and Methodological Support of the Educational Program**

At EI "RMU," an internal document titled "**Regulations on the Development of a Course Syllabus**" has been established to regulate the procedures and standards for evaluating the compliance of academic and methodological support with set requirements. This document governs the development of course syllabi based on the approved curriculum.

**Evaluation of Academic and Methodological Sufficiency:**

The sufficiency of academic and methodological resources is assessed by analyzing their alignment with the goals of the educational program and the requirements of the **State Educational Standard of Higher Professional Education (SES HPE)**. Key criteria include the availability of textbooks, methodological guides, and access to electronic educational resources.

**Academic and Methodological Support for the Programs "General Medicine" and "Dentistry":**

- **Course syllabi** developed in alignment with the curriculum and program objectives.

**Executed**

- **Lectures, textbooks, and assessment materials** regularly updated by faculty and published on the university's information system <https://ebilim.rmu.edu.kg/>.
- **Library resources**, including over 6,000 printed academic materials and electronic resources accessible through the resource center and subscriptions to digital scientific services.

**Regular Analysis and Updates:**

The adequacy of academic and methodological resources is reviewed periodically by university departments. Materials are evaluated for their relevance and compliance with program requirements. Based on this analysis, decisions are made regarding updates to educational materials and the development of new guides.

**Development and Review of Teaching Materials:**

To enhance the quality of education, faculty members systematically develop new teaching aids. These are reviewed internally by associate professors and professors and externally by healthcare professionals to ensure alignment with both the educational program and labor market needs.

**Documents Regulating Academic and Methodological Support:**

- **Curriculum.**
- **Regulations on the Development of a Course Syllabus.**
- **Course syllabi.**

Thus, academic and methodological support is regularly reviewed and updated to align with program goals and student needs, contributing to the continuous improvement of the educational process and the training of highly qualified specialists.

**Appendix 2.6.1:** State Educational Standard of Higher Professional Education in specialties [560001 “General Medicine”](#) and [560004 “Dentistry”](#).

**Appendix 2.6.2:** Educational Program for Specialization [560001 "General Medicine"](#) and [560004 “Dentistry”](#).

**Appendix 2.6.3:** [Regulations on the Development of a Course Syllabus.](#)

**Appendix 2.6.4:** Course Syllabi of the specialties [“General Medicine”](#) and [“Dentistry”](#)

**Appendix 2.6.5:** [Educational Portal.](#)

**Appendix 2.6.6:** [Teaching Guide.](#)

**Criterion 2.7: Innovative Academic Resources, Pedagogical Methods, Forms, and Technologies**

**Executed**

<p>At EI "RMU," the faculty actively implements innovative academic resources, pedagogical methods, forms, and technologies to enhance the quality of education and improve the training of specialists.</p> <p><b>Key Innovations in Educational Methods and Resources:</b></p> <ol style="list-style-type: none"> <li><b>1. Use of Simulation Technologies:</b> The application of medical mannequins and simulators enables students to practice clinical skills in a safe and controlled environment. This approach enhances their preparation before working with real patients. The university's simulation laboratories are equipped with state-of-the-art tools that simulate various clinical scenarios.</li> <li><b>2. Electronic Educational Resources:</b> The university has implemented an advanced information system, <a href="https://ebilim.rmu.edu.kg/">https://ebilim.rmu.edu.kg/</a>, which hosts course syllabi, lectures, and other educational materials. Each student has access to a personal account, allowing for efficient organization of the educational process and independent study.</li> <li><b>3. Active Learning Methods:</b> Faculty members frequently employ case-based methods, project-based learning, and small group work. These techniques foster the development of critical thinking and the ability to independently solve professional problems.</li> <li><b>4. Interdisciplinary Approaches:</b> Interdisciplinary sessions are integrated into the curriculum, enabling students to understand the connections between various medical fields and adopt a comprehensive approach to patient care.</li> </ol> <p><b>Outcomes:</b> These innovative methods and resources align with the requirements of modern educational systems and contribute significantly to improving the level of professional training for students at EI "RMU."</p> <p><b>Appendix 2.7.1:</b> <a href="#">List of simulation equipment used in the educational process at EI "RMU" (mannequins, simulators, software).</a></p> <p><b>Appendix 2.7.2:</b> <a href="#">Course syllabi.</a></p>	
<p><b>Criterion 2.8: Integration of Research Results into the Educational Process</b></p> <p>At EI "RMU," the results of the faculty's scientific research are actively incorporated into the educational process to prepare specialists in the fields of General Medicine (specialty code 560001) and Dentistry (specialty code 560004) in compliance with the State Educational Standards for Higher Professional Education</p>	<p><b>Executed</b></p>

(SES HPE).

**Implementation of Research in Education:**

**1. Curricular Integration of Research Findings:**

The curriculum includes humanities, social and economic sciences, mathematical and natural sciences, professional cycles, practical training, and final state certification. Regular monitoring and assessment of course content within the core educational program ensure the incorporation of the latest advancements in social, biomedical, and clinical sciences. These updates are reflected in lectures, laboratory and practical sessions, and students' independent work. Updates to the curriculum and course content are systematically reviewed during department meetings.

**2. Example of Integration – Elective Courses:**

One notable example of research integration is the development and inclusion of the elective course "*Biosafety and Biosecurity in Medicine.*" This course was introduced in response to global trends in biomedicine, addressing current challenges and innovations in the field.

**3. Courses Addressing Ethical and Legal Aspects:**

The curriculum also includes courses like "*Medical Bioethics*" and "*Medical Law,*" which cover topics such as medical ethics, biomedical research, and patient rights. These courses emphasize the moral, ethical, and legal dimensions of modern medical practice.

**4. Annual Updates Based on Scientific Advancements:**

Syllabi for all courses are updated annually to incorporate new scientific findings and technological advancements in medicine. These updates are approved by the Academic and Scientific-Methodological Council, ensuring their alignment with contemporary educational and scientific standards.

**Outcomes:**

Integrating scientific research into the educational process fosters a cutting-edge learning environment, equipping students with current knowledge and skills while aligning with global trends in medical education.

**Appendix 2.8.1:** Curriculum for the specialties [General Medicine](#) and [Dentistry](#).

**Appendix 2.8.2:** [Extract from the department meeting minutes on updating syllabi based on scientific and technological advancements.](#)

**Appendix 2.8.3:** Catalog of elective courses for the specialties [General Medicine](#) and [Dentistry](#).

**Appendix 2.8.4:** [Course syllabi.](#)

**Strengths:**

1. **Extensive opportunities** for students to complete internships at the university's own clinic and clinical bases in the Kyrgyz Republic.
2. **Comprehensive provision** of educational and methodological materials necessary for a high-quality educational process.
3. **Wide access** to informational and library resources.
4. **Regular discussions** of the results and effectiveness of the educational program with stakeholders for continuous improvement.

**Weaknesses:**

1. **Lack of a Unifying Scientific Theme for the University:** The university currently does not have an overarching scientific focus to guide research efforts and align them with educational goals.

**Recommendations:**

1. **Develop and Approve a Document on the Integration of Scientific Achievements into the Educational Process:** Create a formal policy that outlines how scientific research and innovation will be incorporated into the curriculum.
2. **Update Educational Programs to Include Current Scientific Research Results:** Ensure that new scientific findings are reflected in the courses and modules to maintain the relevance of the curriculum.
3. **Organize Training for Faculty to Enhance Competencies in Applying New Scientific Developments:** Provide professional development opportunities for instructors to improve their ability to integrate cutting-edge research into teaching.
4. **Create Knowledge Transfer Platforms:**
  - **Scientific and Methodological Seminars and Conferences for Faculty and Students:** Provide forums for discussing the latest research and its applications in education.
  - **Joint Projects and Laboratories:** Establish collaborative spaces where students can work directly with innovative technologies and methodologies.
  - **Implement a Monitoring System for the Effectiveness of Integrating Scientific Achievements:** Develop a system to track the impact of these innovations on educational quality and student satisfaction.

**Standard 2 is being fulfilled.**

<p align="center"><b>THE STANDARD 3. PERSONALITY-ORIENTED EDUCATION AND ASSESSMENT OF STUDENTS' EDUCATIONAL ACHIEVEMENTS.</b></p>	<p><b>Evaluation of standard/criterion fulfillment</b></p>
<p><b>Criterion 3.1.</b> The use of regular feedback from students and graduates to identify their needs and address them through additional courses, electives, clubs, the formation of individual learning trajectories, as well as the evaluation and adjustment of teaching methods, educational forms, and technologies.</p> <p>At the EI «Royal Metropolitan University», the principles of personality-oriented education are applied, which form the foundation for the selection of teaching methods and forms. These principles aim to involve students in the joint development of the educational process and ensure their individual learning trajectories. The main form of feedback is regular surveys and meetings with students, which help identify their interests and needs.</p> <p>The personality-oriented approach is a key element of EI “RMU's” educational policy. Students are actively involved in the learning process, interacting with faculty through the educational portal <a href="https://ebilim.rmu.edu.kg/">https://ebilim.rmu.edu.kg/</a>. Each student has personalized access to materials where they can share their opinions on teaching methods, educational technologies, and forms. The student surveys are aimed at identifying needs and evaluating teaching methods. This helps to improve the learning process, as reflected in the Survey Results Report.</p> <p>Regular surveys and meetings with members of the Student Council are held, where students can express their ideas, concerns, and suggestions for improving the educational process. Additionally, electronic feedback systems are in place through which students can send their comments and suggestions via platforms such as email (<a href="mailto:info@rmu.edu.kg">info@rmu.edu.kg</a>) and online forms. These methods are outlined in the Feedback System Regulation.</p> <p>Based on the collected data, additional courses, electives, and clubs are created to meet students' needs. For example, a recent survey revealed a high interest in learning Kyrgyz and Russian languages. As a result, elective classes in these languages were included in the curriculum for the 2024-2025 academic year, as reflected in the Department Meeting Protocol. Furthermore, conversational clubs were organized for practicing language skills.</p> <p>The feedback results are discussed at department and management meetings. For instance, the results of the survey on teaching methods were reviewed at the Academic Council meeting in July 2024. Based on the</p>	<p><b>Executed</b></p>

<p>discussions, decisions were made to introduce new teaching technologies and adjust the educational materials. These decisions are recorded in the Academic Council Protocol.</p> <p>One example was the introduction of new workshops and master classes on clinical disciplines, organized by the "Clinical Disciplines" department. These events were implemented following an analysis of student feedback, which improved practical training and enhanced the quality of knowledge in clinical disciplines.</p> <p>Thus, student feedback is actively used at RMU to adjust educational methods and create individual learning trajectories, contributing to improving the quality of education and meeting students' needs.</p> <p><b>Appendix 3.1.1.</b> Educational portal <a href="https://ebilim.rmu.edu.kg/">https://ebilim.rmu.edu.kg/</a>.</p> <p><b>Appendix 3.1.2.</b> <a href="#">Regulation on Student, Faculty, and Staff Surveys.</a></p> <p><b>Appendix 3.1.3.</b> <a href="#">Report on the Results of Student Surveys: Identifying Needs and Evaluating Teaching Methods.</a></p> <p><b>Appendix 3.1.4.</b> <a href="#">Department Meeting Protocol N.1 on the Introduction of New Workshops and Master Classes on Clinical Disciplines.</a></p>	
<p><b>Criterion 3.2. Ensuring the accessibility and transparency of assessment criteria and methods, expected types of assessments, and the procedure for appealing assessment results.</b></p> <p>Information on assessment criteria and methods, including curricula, forms of control, and expected learning outcomes, is available on the official website of the EI “Royal Metropolitan University” (<a href="https://ebilim.rmu.edu.kg/">https://ebilim.rmu.edu.kg/</a>). The portal contains sections with curricula, syllabi for courses, as well as regulations governing the educational process and assessment procedures. All students have access to these materials through their personal accounts.</p> <p>The assessment process is governed by several documents:</p> <ul style="list-style-type: none"> <li>• Regulation on the Organization of the Educational Process by Credit Technology, which details the methods and criteria for assessing student knowledge. This document includes various forms of control, such as testing, written assignments, and practical tasks.</li> <li>• Regulation on the Fund of Assessment Tools for the Educational Program, which defines the standards and tools used for ongoing, midterm, and final assessments of student knowledge.</li> <li>• Regulation on Appeals and the Appeals Commission, which governs the procedure for submitting appeals and addressing disputes related to exam results.</li> </ul> <p>These documents are approved by EI “RMU” management and are regularly reviewed to ensure</p>	Executed

<p>compliance with current education system requirements. The frequency of updates depends on changes in legislation and internal university policies. For example, documents related to assessment methods are updated every 2-3 years based on feedback from faculty and students, as well as an analysis of the effectiveness of current assessment methods.</p> <p>Students are informed about the assessment methods and forms through the course syllabi posted on the university portal. The syllabi specify the assessment criteria, forms of control (exams, tests, practical classes), and requirements for their completion. This information is also provided through the freshman guide, informational bulletin boards, and regular meetings with instructors.</p> <p>EI “RMU” grants students the right to appeal if they disagree with the assessment results. The appeal procedure is governed by the Regulation on Appeals and the Appeals Commission. To submit an appeal, a student must complete a corresponding form, which is then forwarded to the Appeals Commission. The commission, consisting of faculty members and independent experts, reviews the appeal within 10 working days and issues a decision on whether to revise the grade or reject the appeal.</p> <p>As of now, no official appeals have been recorded, which indicates the transparency and objectivity of the assessment procedures.</p> <p><b>Appendix 3.2.1.</b> <a href="#">Regulation on the Organization of the Educational Process by Credit Technology.</a></p> <p><b>Appendix 3.2.2.</b> <a href="#">Regulation on the Fund of Assessment Tools for the Educational Program.</a></p> <p><b>Appendix 3.2.3.</b> Fund of Assessment Tools for the Course: <a href="#">“General Medicine”</a> and <a href="#">“Dentistry”</a>.</p> <p><b>Appendix 3.2.4.</b> <a href="#">Regulation on Appeals and the Appeals Commission.</a></p> <p><b>Appendix 3.2.5.</b> Course Syllabus: <a href="#">“General Medicine”</a> and <a href="#">“Dentistry”</a>.</p>	
<p style="text-align: center;"><b>Criterion 3.3. Analysis of the causes of student dropout, measures to improve academic performance, and student retention.</b></p> <p>At the EI “Royal Metropolitan University”, a regular analysis of the causes of student dropout is conducted to enhance academic performance. Academic performance is a key indicator of the quality of the educational process, and for this purpose, the dean's office, in collaboration with the Educational and Methodological Department (EMD), the Quality and Monitoring Department, academic departments, student mentors, and the student council, monitors and analyzes student performance. The analysis helps identify the causes of academic underperformance, and consultations with instructors are organized for affected students.</p> <p>For students experiencing learning difficulties, various support measures are offered:</p>	<b>Executed</b>

<ul style="list-style-type: none"> <li>• <b>Consultations:</b> Instructors hold consultations for students who are struggling academically, in accordance with the teaching schedule established by the faculty departments.</li> <li>• <b>Interaction with instructors:</b> The dean's office and student mentors engage with instructors to identify issues faced by students and arrange necessary assistance.</li> <li>• <b>Discussions at dean's office and rectorate meetings:</b> Causes of student dropout are discussed at rectorate meetings, allowing for measures to be taken to improve the quality of education.</li> </ul> <p>The process of analyzing the causes of dropout and supporting students is regulated by several documents, including:</p> <ul style="list-style-type: none"> <li>• <b>Regulation on the Transfer, Expulsion, and Reinstatement of Students</b>, which defines the grounds for expulsion, including loss of contact with the university, academic debts, or violations of university regulations. This document is adopted by the university leadership and is regularly updated to meet current requirements.</li> </ul> <p>For example, during meetings of the dean's office and rectorate, cases of academic underperformance among students of certain courses were discussed. As a result, additional consultations and seminars on difficult subjects were organized. Additionally, mentoring initiatives were introduced, where more experienced students help newcomers adapt and overcome academic challenges. This has contributed to reducing dropout rates and improving academic performance.</p> <p><b>Appendix 3.3.1.</b> <a href="#">Dean's office report on academic performance.</a></p> <p><b>Appendix 3.3.2.</b> <a href="#">Regulation on the transfer, expulsion, and reinstatement of students.</a></p> <p><b>Appendix 3.3.3.</b> <a href="#">Extract from the minutes of the dean's office meeting on the causes of student dropout.</a></p>	
<p><b>Criterion 3.4. Use of Various Forms and Methods of Education to Enhance Accessibility.</b></p> <p>At the EI “Royal Metropolitan University”, various forms of education are utilized to make learning more accessible to students with different needs. The primary forms include:</p> <ul style="list-style-type: none"> <li>• <b>In-person education:</b> Traditional classroom activities, including lectures, seminars, and practical sessions.</li> <li>• <b>Distance learning:</b> The use of the educational portal <a href="https://ebilim.rmu.edu.kg/">https://ebilim.rmu.edu.kg/</a> allows students to access study materials, submit assignments, and receive feedback remotely.</li> <li>• <b>Digital learning methods:</b> Instructors actively use platforms and technologies such as Zoom, WhatsApp, Google, Telegram, and E-mail for delivering lessons, conducting consultations, and monitoring students' knowledge.</li> </ul>	Executed

<p>To enhance the accessibility of educational services, EI “RMU” offers several flexible options:</p> <ul style="list-style-type: none"> <li>• <b>Educational portal:</b> All study materials, including lectures, assignments, and assessment results, are available on the portal <a href="https://ebilim.rmu.edu.kg/">https://ebilim.rmu.edu.kg/</a>, allowing students to access additional information.</li> <li>• <b>Online consultations:</b> Instructors also conduct consultations on subjects and accept completed assignments via online platforms such as Zoom, Google Classroom, WhatsApp, and E-mail.</li> </ul> <p>To further increase accessibility, EI “RMU” plans to:</p> <ul style="list-style-type: none"> <li>• Develop the use of digital technologies and platforms for both theoretical and practical classes.</li> <li>• Enhance student support through online consultations and access to additional resources for independent learning.</li> </ul> <p><b>Regulatory Documents:</b></p> <ul style="list-style-type: none"> <li>• <b>Regulation on Educational Technologies at EI “RMU”:</b> Governs the use of internet technologies and distance learning formats.</li> <li>• <b>Regulation on the Assessment Tools Fund:</b> Describes methods of control and assessment of students' knowledge in a distance learning format.</li> </ul> <p><b>Appendix 3.4.1.</b> Educational portal <a href="https://ebilim.rmu.edu.kg/">https://ebilim.rmu.edu.kg/</a>.</p> <p><b>Appendix 3.4.2.</b> <a href="#">Regulation on Educational Technologies at RMU.</a></p> <p><b>Appendix 3.4.3.</b> <a href="#">Regulation on the Assessment Tools Fund.</a></p>	
<p style="text-align: center;"><b>Criterion 3.5. Academic Mobility of Students</b></p> <p>Academic mobility for students at the EI “RMU” is planned both at the national level within the country and internationally.</p> <ul style="list-style-type: none"> <li>• <b>Internal Academic Mobility:</b> Students may temporarily study at other universities within the country with which RMU has signed cooperation agreements. This will allow them to broaden their horizons and gain experience in different educational systems within the country.</li> <li>• <b>International Academic Mobility:</b> International academic mobility is implemented through partnership agreements with foreign universities. Students can participate in exchange programs, study abroad under short-term or long-term mobility programs, and engage in scientific conferences and internships.</li> </ul> <p>Academic mobility has a positive impact on the quality of student training because:</p> <ul style="list-style-type: none"> <li>• Students acquire skills in intercultural communication and adapt to various educational environments.</li> </ul>	<b>Executed</b>

<ul style="list-style-type: none"> <li>• Their professional competence increases through exposure to new teaching methods and research.</li> <li>• The experience of studying abroad or at another university in the country helps students develop critical thinking and independence.</li> </ul> <p>Students who have participated in mobility programs often become more active in academic and research activities, which contributes to the overall enhancement of educational achievements at the university.</p> <p>Academic mobility is governed by the following documents:</p> <ul style="list-style-type: none"> <li>• <b>Regulation on Academic Mobility of EI “RMU” Students:</b> This describes the procedure for student participation in mobility programs, selection criteria, deadlines, and responsibilities of participants.</li> <li>• <b>International Cooperation Agreements with Foreign Universities:</b> These agreements define the conditions for student and faculty exchanges.</li> </ul> <p>EI “RMU” is actively working on creating academic mobility opportunities for students. The university’s plans include:</p> <ul style="list-style-type: none"> <li>• Increasing the number of international partners and exchange programs with foreign universities.</li> <li>• Organizing informational sessions and seminars for students about academic mobility opportunities.</li> <li>• Developing new mobility programs within the country for students wishing to temporarily study at other universities in Kyrgyzstan.</li> <li>• Increasing funding for student participation in international conferences and research internships.</li> </ul> <p>These measures aim to enhance the professional preparation of students and improve their competitiveness in the international job market.</p> <p><b>Appendix 3.5.1.</b> <a href="#">Regulation on Academic Mobility of RMU Students.</a></p> <p><b>Appendix 3.5.2.</b> <a href="#">International Cooperation Agreements with Foreign Universities.</a></p>	
<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Active use of distance and digital technologies (Zoom, Google, eBilim portal) and flexible learning formats with the application of electronic platforms.</li> <li>2. Ensuring transparency and objectivity in the processes of knowledge assessment and student performance.</li> <li>3. Development of individualized learning trajectories for students, considering their needs and goals.</li> </ol> <p><b>Weaknesses:</b></p> <ol style="list-style-type: none"> <li>1. Insufficient engagement of students and faculty in academic mobility programs, joint scientific research</li> </ol>	<p><b>Standard 3 is being fulfilled.</b></p>

<p>with international partners, and participation in international projects.</p> <p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>1. Conclude cooperation agreements.</li> <li>2. Create a mobility support program.</li> <li>3. Inform and promote mobility opportunities.</li> <li>4. Participate in international educational projects.</li> <li>5. Integrate mobility into the curriculum.</li> <li>6. Enhance language proficiency.</li> </ol>	
<p><b>STANDARD 4: ADMISSION OF STUDENTS AND RECOGNITION OF LEARNING OUTCOMES</b></p>	<p><b>Evaluation of standard/criterion fulfillment</b></p>
<p><b>Criterion 4.1: Ensuring Transparency and Objectivity in the Rules and Processes of Student Admission</b></p> <p>The educational institution "Royal Metropolitan University" ensures the transparency and objectivity of the student admission process through the use of an automated selection system and clearly defined procedures. The registration of applicants is carried out through the state electronic portal <a href="https://edugate.edu.gov.kg/">https://edugate.edu.gov.kg/</a>, which is managed by the Ministry of Education and Science of the Kyrgyz Republic. This eliminates the influence of human factors at the initial stage of admission and ensures equal conditions for all candidates.</p> <p>After registration, applicants receive a notification from the RMU Admissions Committee with a link to the university's educational portal <a href="https://ebilim.rmu.edu.kg/">https://ebilim.rmu.edu.kg/</a>, where they undergo entrance examinations. The tests are conducted in the form of computer-based testing on core subjects (chemistry, biology, English), which also contributes to the objectivity of evaluating applicants' knowledge.</p> <p>The admission rules at EI "RMU" are developed annually based on the "Admission Procedure for Higher Education Institutions of the Kyrgyz Republic" and the "Regulation on the Admission of Foreign Nationals to EI "RMU"". This ensures the relevance and compliance of procedures with state standards. After successfully passing the entrance exams and document verification, applicants are recommended for enrollment based on the approved admission plan.</p> <p>Thus, the EI "RMU" admission system, based on the state portal and computer-based testing, guarantees impartiality and objectivity, eliminating unjustified barriers to the admission of potential students.</p>	<p><b>Executed</b></p>

<p><b>Appendix 4.1.1:</b> <a href="#">Regulation on the Admission of Foreign Nationals to EI “RMU”</a>.  <b>Appendix 4.1.2:</b> Educational Portal: <a href="https://ebilim.rmu.edu.kg/">https://ebilim.rmu.edu.kg/</a>.  <b>Appendix 4.1.3:</b> <a href="#">EI “RMU” Enrollment Table</a>.</p>	
<p><b>Criterion 4.2: Ensuring Objective Recognition of Qualifications and Periods of Prior Education</b>  The educational institution "Royal Metropolitan University" ensures the objective recognition of qualifications and periods of study completed by students within prior education or academic mobility programs. The university recognizes course credits if the learning outcomes and credit volumes align with EI “RMU’s” curriculum. In cases where the number of hours for completed courses at another institution is insufficient, students may address academic differences through additional assessments.</p> <p>Recognition is carried out in accordance with the "Regulation on Academic Mobility of Students, Faculty, and Staff." The procedure for recognizing learning outcomes involves the dean's office verifying official transcripts and agreements, ensuring full acknowledgment of completed credits.</p> <p>Although academic mobility of EI “RMU” students has not yet been implemented, the university is actively working on developing international partnerships and educational programs. These initiatives will enable students to participate in exchange programs, enhancing their academic and professional potential.</p> <p><b>Appendix 4.5.1:</b> <a href="#">Regulation on Academic Mobility of Students, Faculty, and Staff</a></p>	<p><b>Executed</b></p>
<p><b>Criterion 4.3: Provision of Educational Documents to Graduates</b>  The educational institution "Royal Metropolitan University" ensures that its graduates are provided with educational documents certifying their qualifications and learning outcomes. Upon successful completion of an educational program, students receive a state-standard diploma in three languages (Kyrgyz, Russian, and English), significantly enhancing their opportunities for further education or employment both domestically and internationally.</p> <p>The multilingual diploma simplifies the process of qualification recognition by international institutions and employers, increasing graduates' chances for successful careers in a global environment. This document includes information about the graduate’s qualification, program content, status of the obtained education, and officially certifies the completion of studies.</p> <p>The issuance of diplomas is regulated by the normative legal acts of the Ministry of Education and Science of the Kyrgyz Republic.</p> <p>Currently, the university does not issue the European Diploma Supplement; however, it plans to</p>	<p><b>Executed</b></p>

<p>introduce this practice in the future to ensure international recognition of diplomas and improve graduates' mobility on a global scale.</p>	
<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Established objective and transparent methods for student selection.</li> <li>2. Comprehensive documentation ensures effective admission and student adaptation mechanisms.</li> <li>3. A well-developed system for informing applicants.</li> <li>4. An automated system (eBilim) provides access to information on students' achievements.</li> </ol> <p><b>Weaknesses:</b></p> <ol style="list-style-type: none"> <li>1. Lack of the European Diploma Supplement.</li> </ol> <p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>1. Implement the European Diploma Supplement.</li> <li>2. Organize training for administrative and academic staff on using the system and understanding Diploma Supplement standards.</li> <li>3. Foster collaboration with international accreditation agencies for certification and compliance with European requirements.</li> </ol>	<p><b>Standard 4 is being fulfilled.</b></p>
<p><b>STANDARD 5: MINIMUM REQUIREMENTS FOR FACULTY AND SUPPORT STAFF</b></p>	<p><b>Evaluation of standard/criterion fulfillment</b></p>
<p><b>Criterion 5.1: Alignment of Faculty and Support Staff with the Educational Program and Process Requirements</b></p> <p>The composition, qualifications, education, and experience of the teaching faculty fully align with the requirements of the 560001 "General Medicine" educational program and the overall educational process. Currently, the university employs 64 faculty members serving 803 students, ensuring an average faculty-to-student ratio of 1:12. This meets the licensing requirements, which set a maximum ratio of 1:12.</p> <p>Of the 64 faculty members, 39 are full-time employees (61%), and 25 are part-time (39%). This distribution complies with the "<a href="#">Temporary Regulation on the Licensing of Educational Activities in the Kyrgyz Republic.</a>"</p>	

**Table 5.2.1: Faculty Composition**

Department	Total Faculty	Full-Time	Part-Time (Internal/External)	Percentage Full-Time
Clinical Disciplines	39	20	19	43%
Morphological and Fundamental Disciplines	13	9	4	69%
Natural Sciences and Humanities	9	8	1	89%
Dental Disciplines	3	2	1	67%
<b>Total</b>	<b>64</b>	<b>39</b>	<b>25</b>	<b>61%</b>

Among the 64 faculty members, there are 4 Doctors of Science, 26 Candidates of Science, and 1 PhD holder. The proportion of faculty with academic degrees and titles is 48%, exceeding the requirement of at least 40%, as outlined in the "Temporary Regulation on the Licensing of Educational Activities in the Kyrgyz Republic."

**Table: Faculty with Academic Degrees**

Department	Doctors of Science	Candidates of Science	PhD	Total	Percentage
Clinical Disciplines	3	17	1	39	54%
Morphological and Fundamental Disciplines	-	5	-	13	38%
Natural Sciences and Humanities	-	4	-	9	44%
Dental Disciplines	1	-	-	3	33%
<b>Total</b>	<b>4</b>	<b>26</b>	<b>1</b>	<b>64</b>	<b>48%</b>

The primary criteria for ensuring the quality of teaching faculty are their competence and qualifications. Each department member maintains a portfolio containing the following:

- An extended CV
- Copies of identification documents
- Copies of educational credentials and academic degrees
- Copies of honorary titles, awards, and certifications of professional development
- A list of published academic works

<ul style="list-style-type: none"> <li>• Documentation of participation in seminars and round tables</li> </ul> <p><b>Appendix 5.1.1:</b> <a href="#">Temporary Regulation on the Licensing of Educational Activities in the Kyrgyz Republic</a></p> <p><b>Appendix 5.1.2:</b> <a href="#">Staffing Form</a></p> <p><b>Appendix 5.1.3:</b> <a href="#">Faculty Portfolios</a></p>	
<p style="text-align: center;"><b>Criterion 5.2: Motivation, Incentives, and Retention of Faculty</b></p> <p>The EI “Royal Metropolitan University” employs various methods to motivate and retain its teaching staff, including young professionals. These measures aim to sustain high faculty qualifications, enhance education quality, and ensure a stable workforce.</p> <p>The performance of the academic teaching staff (ATS) is evaluated through a rating system that highlights strengths and areas for improvement for individual faculty members and entire departments. According to the <b>Regulation on ATS Rating Evaluation</b>, faculty members with outstanding results across all activities receive advantages in the competitive selection for the title of "Best Teacher" and in financial awards. For example, during the 2022-2023 academic year, the following faculty members were awarded certificates of merit for their diligence and professionalism:</p> <ol style="list-style-type: none"> <li>1. Choro Bolotbekovich Sataev</li> <li>2. Ilgiz Tashbolotovich Mamasadykov</li> <li>3. Elzar Erkinbekovich Baishukurov</li> <li>4. Azim Mirsabirovich Dadabaev, among others.</li> </ol> <p>To enhance the quality of the educational process, the university conducts student surveys where faculty are assessed based on criteria outlined in the <b>Regulation on Student Surveys</b>. These evaluations contribute to a teacher's average score, which is used to compile their ranking. Following the 2023-2024 academic year, faculty members such as Ainagul Abdisalamovna Zhalilova, Jazgul Berenovna Berenova, and Aizada Alikovna Baiboroyeva were recognized with commemorative gifts from the university for their exceptional performance.</p> <p>The university also supports young professionals through a mentoring system, where experienced faculty assist newcomers in adapting and developing professionally. This process is governed by the <b>Regulation on Mentorship</b>.</p> <p>To encourage scientific activity, the university provides annual awards for publications in high-impact journals such as <i>Scopus</i> and <i>Web of Science</i> and for other achievements, as specified in the <b>Regulation on ATS</b></p>	<p><b>Executed</b></p>

<p><b>Remuneration.</b></p> <p>The remuneration and material incentives for teaching staff are guided by regulatory acts, including the Government Resolutions of the Kyrgyz Republic (No. 511 of September 30, 2019, and No. 270 of May 31, 2011). These provisions include seniority bonuses:</p> <ul style="list-style-type: none"> <li>• 10% for 5 years of service,</li> <li>• 20% for 10 years of service,</li> <li>• 30% for 15 or more years of service.</li> </ul> <p>These measures contribute to improving faculty performance and raising the quality of education at the university.</p> <p><b>Appendix 5.2.1:</b> <a href="#">Regulation on ATS Rating Evaluation</a></p> <p><b>Appendix 5.2.2:</b> <a href="#">Regulation on ATS Remuneration</a></p> <p><b>Appendix 5.2.3:</b> <a href="#">Copies of Certificates of Merit</a></p>	
<p style="text-align: center;"><b>Criterion 5.3: Regular Professional Development of Faculty</b></p> <p>The EI “Royal Metropolitan University” has developed and actively implements plans for the regular professional development of faculty and support staff, ensuring a high level of professionalism. These plans include participation in courses, workshops, internships, and conferences, which contribute to academic mobility and the adoption of innovative educational technologies.</p> <p>For example, on October 17–18, 2024, 20 faculty members completed a university-funded training course titled “<i>Innovative Teaching Methods</i>” at the <b>Career Development Educational Center</b>. Participants included:</p> <ul style="list-style-type: none"> <li>• Sopalieva E.T., Bekibaeva B.S., Subanov M.T., Berenova Zh.B., Baishukurov E.E., Niyazova B.I., Baisalova B., Orunkulov N.B., Usupbekova Zh.Z., Usen Aman, Sabaeva A.Y., Anum Shamim, Ramsha Pao, Mustapakova A., Kambarova N.A., Davletbakova D.T., Karybekova M.K., among others.</li> </ul> <p>This course was a significant step in enhancing teaching potential, equipping participants with new knowledge and practical skills for application in the educational process.</p> <p><b>Policy and Requirements</b></p> <p>The university’s efforts to ensure faculty expertise align with the <b>Regulation on ATS Professional Development</b>, which mandates that faculty undergo training at least once every three years. This policy guarantees alignment with contemporary educational standards and fosters continuous improvement.</p>	<b>Executed</b>

## Strategic Goals

To enhance the professional development process and academic mobility of faculty, the university aims to:

- Increase participation in international internships.
- Allocate more funding for publications in international scientific journals.
- Introduce experience-sharing programs with leading educational institutions.

**Table.5.3.1.** below highlight professional development programs attended by faculty from 2022 to 2024 (minimum duration: 72 hours):

No.	Faculty Name	Academic Degree	Title and Form of Professional Development	Location and Date
1	Kadyrkulova S.O.	PhD in Chemistry	1. International Conference “Modern Research as a Factor of Growth and Development” 2. IELTS (International English Language Testing System) 3. Current Directions in Teaching Medical Biochemistry 4. Initial Training Program for Enhancing Academic Professionalism 5. “Educational Psychology and Pedagogical Mastery” 6. International Conference “Current Issues in Training Modern Medical Personnel”	- Petrozavodsk, Russia, 17.06.2024  - “British Study Community” Educational Center, January 2024  - Department of Biochemistry, Asfendiyarov KazNMU, Almaty, 05.01.2021  - Bilim-Standard, 2022  - CLEVER START KG Educational Center, Bishkek, September 2023  - Kirov State Medical University, Russia, 2023
2	Zhalilova A.A.	PhD in Biology	1. “Motivational Techniques for Student Engagement in the Learning Process” in professional development courses	- Institute for Advanced Training and Retraining of M.R. Rahimova, I. Arabaev KNU, 29.04–10.04.2022

			2. “Digitalization in Education and Accreditation Standards” 3. Training Course "Desire and Self-Control: The Importance of Mind Education According to South Korea Practice"	- I. Arabaev KNU, 2019  - International Mind Education Institute, Bishkek, 1 December 2022		
3	Sadykova G.S.	PhD in Biology	1. “Digitalization of Education and Accreditation Standards”	- I. Arabaev KNU, 2022		
			2. “How to Use Technologies and Artificial Intelligence in Traditional Education”	- Peaksoft House, 19.01.2024		
			3. “Innovative Technologies in the Educational Process of Medical Universities”	- Kyrgyz State Medical Academy (KGMA), 26.03–30.03.2024		
			4. Seminar-Training “Innovative Teaching Methods”	- Independent Accreditation Agency "Educational Standard," RMU, 23.05.2023, Bishkek		
4	Subanov M.T.	Senior Lecturer	“Independent Work of Students: Types, Forms, and Approaches to Task Design”	- Bishkek, 15–20 November 2023		
			“Application of Critical Thinking Methods in Teaching the Course ‘History of Kyrgyzstan’”	- Bishkek, 27 November–2 December 2023		
5	Davletbakova D.T.	PhD in Philology, Acting Associate Professor	“Personal Brand of the Teacher”	- MUIT, Bishkek, 23–30 August 2024		
			“New Competencies for Teachers: Active Methods and Modern Teaching Trends”	- Institute of Economics and Culture (Russia), October 2023		
			“Emotional and Professional Burnout”	- Kazan Federal University, CLEVER START KG, 2022		

			“Transformation and Digitalization of the Educational System”	- MUIT, 1–8 October 2022
6	Karybekova M.	PhD in Philology, Acting Associate Professor	“Technologies for Using Artificial Intelligence in Professionally-Oriented Language Teaching”	- Bishkek, 25–27 March 2024
			“Modern Methods for Conducting Engaging Lessons”	- Bishkek, January 2023
7	Saparaliyeva A.N.	PhD in Physics and Mathematics, Acting Associate Professor	“Enhancing Pedagogical Mastery”	- J. Balasagyn KNU, 15 May–2 June 2023
			“Education in the Digital Era: Opportunities, Challenges, and Prospects”	- Bishkek, 4–7 July 2023
8	Bekibaeva B.S.	PhD	“Ultrasound Diagnostics in Obstetrics and Gynecology with a Dopplerometry Course”	- Kyrgyz State Medical Institute for Professional Development, 20.04–25.05.2023
			“Active Learning Methods for Online Education”	- Belgian Educational Council, 11.11.2023
9	Bayzakova A.K.	Lecturer	“Using Formative and Summative Assessment of Learners' Achievements”	Cleverstart Educational Center, February 2023
10	Abdiev A.A.	Lecturer	“Implementation of New Pedagogical Methods: PBL, TBL, CBL, RBL”	Online, 01.11.2022–01.12.2022
11	Dzhunushaliyeva A.B.	Lecturer	“Implementation of New Pedagogical Methods: PBL, TBL, CBL, RBL”	Online, 01.11.2022–01.12.2022
12	Berenova Zh.B.	Lecturer	Osteoarthritis	Kyrgyz State Medical Institute for Professional Development (KGMIPK), 13.10.2023
13	Shamshieva A.Z.	Lecturer	Neonatal Forum of Kyrgyzstan	KKGMP, 30.08.2024–01.09.2024
14	Berenova Zh.B.	Lecturer	Diagnostics of Surgical Developmental Defects in Newborns	KGMIPK, 09.01.2024–23.01.2024

15	Baisalova B.N.	Lecturer	Physiology and Pathology of Newborns, Intensive Care for Newborns	KGMIPK, 02.09.2024–14.09.2024
16	Sabaeva A.Y.	Lecturer	“Modern Technologies in Diagnosing and Treating Oncological Diseases”	KGMIPIP named after S.B. Daniyarova, 24.06–30.06.2022
17	Mamasadykov I.T.	Lecturer	“New Pedagogic Methods: PBL, CBL, TBL, and RBL”	Belgian Education Council, 01.12.2022, Certificate №PPKNPM1122C32
18	Orunkulov N.B.	Lecturer	Seminar-Training: “Using Formative and Summative Assessment of Learners' Achievements”	Institute of Economics and Culture, Cleverstart Educational Center, February 2023
19	Niyazov K.A.	Lecturer	“Independent Work of Students: Types, Forms, and Approaches to Task Design”	Career Development Educational Center, Certificate №E2023-0029, 02.03.2023

**Appendix 5.3.1: [Faculty Professional Development Plan](#)**

**Appendix 5.3.2: [Faculty Member Certificates](#)**

**Criterion 5.4. Publication and Improvement of Textbooks and Teaching Aids by Faculty Members**

Within EI "Royal Metropolitan University", faculty members consistently work on the development and publication of teaching and methodological literature for their respective disciplines. A structured plan for publishing textbooks and teaching aids is in place, which is regularly reviewed and adjusted based on updates in educational standards and labor market demands. This plan includes materials that have already been published as well as those scheduled for future release.

Faculty members of the departments initiate the development of new teaching and methodological materials in response to changes in educational programs, state educational standards (SES), and newly published scientific and clinical data. International recommendations, directives from the Ministry of Health of the Kyrgyz Republic, clinical guidelines, and protocols also play a significant role in this process.

The quality of the developed teaching aids is assessed through peer reviews conducted by associate professors, professors, and leading specialists from other universities or practitioners in the healthcare field. This ensures the alignment of teaching materials with the educational program and labor market requirements.

**Executed**

To date, program faculty members have published several textbooks and teaching aids that meet the educational program's requirements, as reflected in Table 5.4.1.

**Planned Improvements in Teaching and Methodological Resources**

To further enhance the educational program's teaching and methodological resources, EI “RMU” plans to:

1. Strengthen collaboration with professional organizations to incorporate their requirements into the development of teaching materials.
2. Conduct seminars and conferences to facilitate the exchange of experiences between faculty members and practicing specialists.
3. Regularly update teaching aids to reflect new scientific discoveries and methodological approaches.

In conclusion, the ongoing efforts to publish textbooks and teaching aids contribute to improving the quality of education and aligning it with contemporary educational standards and labor market needs.

**Table 5.4.1 Textbooks, Teaching Aids, and Methodological Recommendations (Academic Years 2022–2024).**

<b>№</b>	<b>Title</b>	<b>Pages</b>	<b>Type</b>	<b>Authors</b>
1	“Vitamins”	120	Teaching aid for students	Kadyrkulova S.O., Ermekova D.U.
2	“Endocrine System and Metabolic Regulation”	120	Teaching aid for students	Kadyrkulova S.O.
3	“Acute Pancreatitis”	48	Teaching aid for students	Toktosunov U.T., Nazir M.I., Jaksymbaev N.B.
4	“Inguinal Hernia”	52	Teaching aid for students	Toktosunov U.T., Nazir M.I., Jaksymbaev N.B.
5	“Portal Hypertension”	64	Teaching aid for students	Toktosunov U.T., Nazir M.I., Jaksymbaev N.B.
6	“Diaphragmatic Hernia”	56	Teaching aid for students	Toktosunov U.T., Nazir M.I., Jaksymbaev N.B.

7	“Acute Appendicitis”	68	Teaching aid for students	Toktosunov U.T., Nazir M.I., Jaksymbaev N.B.	
8	“Acute Intestinal Obstruction”	68	Teaching aid for students	Toktosunov U.T., Nazir M.I., Jaksymbaev N.B.	
9	“Acute Cholecystitis”	56	Teaching aid for students	Toktosunov U.T., Nazir M.I., Jaksymbaev N.B.	
<b>Appendix 5.4.1</b> <a href="#">Title Page of the Teaching and Methodological Aids</a> <b>Appendix 5.4.2</b> <a href="#">Copies of Reviews</a>					
<b>Strengths:</b> 1. Highly qualified teaching staff with mandatory proficiency in Russian, Kyrgyz, and English; the proportion of faculty members holding academic degrees or titles exceeds the licensing requirements for educational programs. 2. Centralized professional development initiatives financed by the university. <b>Weaknesses:</b> 1. Insufficient participation of faculty in academic mobility programs, joint research with international partners, and international projects. <b>Recommendations:</b> 1. Plan for the expansion of teaching staff in anticipation of an increased student body. 2. Enhance activities promoting academic mobility of the faculty by: <ul style="list-style-type: none"> <li>• Establishing international collaborations.</li> <li>• Organizing exchange programs and internships.</li> <li>• Improving professional qualifications and language skills.</li> <li>• Providing information and support services.</li> <li>• Securing grants and external funding.</li> </ul>					<b>Standard 5 is being fulfilled.</b>
<b>STANDARD 6. MATERIAL AND TECHNICAL RESOURCES AND INFORMATION RESOURCES</b>					<b>Evaluation of standard/criterion fulfillment</b>
<b>Criterion 6.1. Material and Technical Resources</b>					<b>Executed</b>

At EI "RMU," a favorable educational environment has been created, allowing the university's resources – material-technical, library, and information – to be used for organizing the educational process in accordance with educational programs.

The material and technical resources for conducting all types of laboratory, disciplinary, interdisciplinary training, and practical student preparation are sufficient and meet the licensing requirements for each implemented educational program (EP).

EI "RMU" has material and technical resources and a campus in Bishkek with a total area of 6434 sq.m., including: an administrative building, classrooms, a clinic, a medical center, and a gym.

The classroom fund allows for both traditional lectures and seminars, as well as interactive forms, master classes, conferences, and round tables.

Modern multimedia-equipped classrooms, a library with a reading room, and a department for electronic resources are used for classes.

The university has a comfortable dormitory with 340 places for accommodation. The rooms are equipped with shower rooms and conditions for home study. The dormitory meets sanitary and epidemiological requirements. The dormitory has a student cafeteria offering a diverse menu for a complete lunch. Based on the feedback from students and visiting professors from Pakistan, the menu is primarily based on Pakistani cuisine. The university invited chefs from Pakistan to prepare the food. The pricing of the dishes meets the expectations of students and staff. The cafeteria can accommodate more than 100 people.

The university has a medical center that provides medical assistance to students, faculty, and staff, under the supervision of a trusted doctor.

Students in need of medical assistance can contact the Railway Hospital (ЖДБ) and clinics such as **"Medcenter.kg," "Doctor Mendibayev's Clinic," Family Medicine Center №1, "K.R.T." Dental Center, and Family Medicine Center №6.**

The **"Cochrane Library"** scientific library is a database and periodical in medicine and healthcare provided by the international non-profit organization "Cochrane" and other organizations. It gives access to controlled clinical trial results and is a key source of information in the field of evidence-based medicine.

The availability of mandatory textbooks for subjects in the curriculum and educational-methodical guides for laboratory work is 100%.

<p>Each student in the educational program is provided with at least one printed and one electronic educational and methodological publication for each subject of the professional cycle included in the educational program (including electronic databases of periodicals).</p> <p>Each student has access to library sets consisting of domestic and foreign journals in the field, with the ability for prompt exchange of information with domestic and foreign universities, enterprises, and organizations, and access to modern information systems, reference, and search systems.</p> <p>For individuals with disabilities, an environment has been created for comfortable learning: a flexible schedule with modern educational technologies, electronic learning materials for all subjects.</p> <p>The information portal <a href="http://ebilim.rmu.edu.kg">ebilim.rmu.edu.kg</a> hosts all necessary educational and methodological materials for independent work, which students can access, engage with, and receive feedback from teachers.</p> <p>At the end of each academic year, the department holds a meeting to analyze the available educational and methodological literature for the educational program, and based on this analysis, requests are made to purchase the necessary literature.</p> <p><b>Appendix 6.1.1. <a href="#">Technical Passport</a></b></p> <p><b>Appendix 6.1.2. Library Consolidated Catalog <a href="http://www.cochrane.org">http://www.cochrane.org</a></b></p> <p><b>Appendix 6.1.3. Information Portal <a href="https://ebilim.rmu.edu.kg">https://ebilim.rmu.edu.kg</a></b></p> <p><b>Appendix 6.1.4. <a href="#">Regulations on the Medical Center</a></b></p>	
<p style="text-align: center;"><b>Criterion 6.2. Stability and Sufficiency of Educational Spaces</b></p> <p>For organizing the educational process, 6 lecture halls with 288 seating places are used, as well as classrooms with 767 seating places. Each classroom is equipped with modern technology, including interactive panels, state-of-the-art computers, and air conditioners.</p> <p>The classroom fund allows for the delivery of lessons in both traditional lecture and seminar formats, as well as in interactive forms, master classes, conferences, and round tables.</p> <p>The total number of students in the educational program "General Medicine" currently stands at 774 students, and in the "Dentistry" program, 29 students. The total area meets licensing requirements, and RMU possesses a large number of modern teaching technologies. There is a resource center with 40 seats, equipped with 40 computers, and a computer lab with 30 PCs, providing 30 seating places. The student-to-computer ratio at the university is 11:1, which meets the licensing norm of 12:1.</p>	<b>Executed</b>

<p>The practice bases include the university’s own multi-profile clinic "OSOO Dr. Mendibayev Clinic" and other clinical organizations in Bishkek, based on signed agreements:</p> <ol style="list-style-type: none"> <li>1. Agreement on joint activities between University of Lahore Teaching Hospital (Pakistan)</li> <li>2. National Surgical Center named after M.M. Mamakeyev</li> <li>3. Railway Hospital of Bishkek</li> <li>4. Cardio Center</li> <li>5. National Center of Oncology and Hematology, Ministry of Health of the Kyrgyz Republic</li> <li>6. Republican Center of Dermatovenereology</li> <li>7. Dental Center "INTER DENT"</li> <li>8. Dental Polyclinic №6</li> <li>9. Republican Center for Forensic Medical Examination, Ministry of Health of the Kyrgyz Republic</li> <li>10. Memorandum of Understanding and Cooperation between Ala-Too International University</li> <li>11. OSOO "Comfort Medic," Medical Center "Medcenter.kg"</li> <li>12. OSOO "Dr. Mendibayev Clinic"</li> <li>13. Family Medicine Center №1, Bishkek</li> <li>14. Dental Center "K.R.T." Bishkek</li> <li>15. Family Medicine Center №6, Bishkek</li> </ol> <p>Additionally, the university has a Simulation Training Center, equipped with modern medical mannequins, phantoms, and simulators. The Anatomical VR Atlas is connected to interactive panels. Lecture halls and classrooms for practical (seminar) classes are equipped with video projectors.</p> <p><b>Appendix 6.2.1. <u>Classroom Fund</u></b></p> <p><b>Appendix 6.2.2. <u>Contracts with Clinical Practice Bases</u></b></p>	
<p><b>Criterion 6.3. Compliance of Educational Premises with Safety Requirements of the Educational Environment (Sanitary and Epidemiological Rules and Standards, Fire Safety Regulations, Occupational Health and Safety Standards)</b></p> <p>The educational building, including classrooms, offices, and other premises, complies with sanitary and hygiene standards, as well as fire safety regulations.</p>	<p><b>Executed</b></p>

<p>At the beginning of the academic year, teaching staff, employees, and students undergo an introductory lecture and briefing on sanitary norms and rules, as well as fire safety requirements.</p> <p>Annually, in accordance with the legislation of the Kyrgyz Republic in the field of occupational health and safety, the university conducts an inspection to assess compliance with sanitary and hygiene conditions, fire safety regulations, occupational health and safety standards.</p> <p><a href="#"><u>Appendix 6.3.1. Act of Sanitary and Epidemiological Inspection</u></a></p> <p><a href="#"><u>Appendix 6.3.2. Fire Safety Inspection Report</u></a></p>	
<p style="text-align: center;"><b>Criterion 6.4. Information Resources</b></p> <p>The university operates a resource center and a reading room. The resource center includes an electronic library—a collection of electronic library catalogs and annotated, full-text databases connected by a unified automated system, designed for creating and maintaining an electronic library of books, periodicals, author abstracts, and dissertations. This is highly relevant for the teaching staff and students.</p> <p>As of 2024, the total book fund of the Scientific Library consists of approximately 7,000 copies, which are updated annually and includes teaching and methodical aids, textbooks, encyclopedias, dictionaries, reference books, dissertation abstracts, and periodicals. The resource center provides seating with computers, granting access to the electronic library.</p> <p>To fully implement the educational process, students are provided with laboratories equipped with sufficient material and technical resources.</p> <p>The Histology Laboratory is equipped with modern microscopes designed for studying the cellular structure of microorganisms, scanning electron microscopes with digital projection, and prepared micropreparations.</p> <p>The Normal Physiology Laboratory is equipped with height meters, medical scales, sphygmomanometers, the latest electronic microscopes, surgical instrument sets, spirometers, spectrophotometers, thermostats, pulse oximeters, water baths, ECG devices, thermometers, analytical scales, couches, dynamometers, hypoxicators, glucometers, ESR meters, photo colorimeters, spirometers, electrocardiographs, and electronic nerve-myographs for diagnosing peripheral nervous system diseases, motor neuron diseases, neuro-muscular synapses, and muscles, as well as biochemical analyzers for</p>	<b>Executed</b>

determining enzymes, substrates, lipids, and proteins in blood, urine, and cerebrospinal fluid, and visual field devices for ophthalmological examinations.

The Pathophysiology Laboratory is equipped with height meters, scales, sphygmomanometers, the latest electronic microscopes, surgical instrument sets, spirometers, spectrophotometers, thermostats, pulse meters, water baths, ECG devices for registering electrical impulses generated during heart function.

Students are provided with the necessary teaching and methodical materials, including teaching guides, textbooks, encyclopedias, dictionaries, reference books, dissertation abstracts, and periodicals, as well as licensed electronic databases and material resources.

The university has access to modern and high-quality information resources to support its educational programs. The electronic database <http://www.medline.ru/> includes data from the largest bibliographic database of medical science articles created by the U.S. National Library of Medicine (NLM). It covers approximately 75% of global medical publications and uses the MeSH dictionary. MEDLINE is a key part of PubMed.

The advantages of the database include quick searching of articles on a given topic, with abstracts and bibliographic data available, and the ability to contact publication authors.

The Cochrane Library is a database and periodical on medicine and healthcare, provided by the international non-profit organization "Cochrane" and other organizations. Access is available via <https://www.cochranelibrary.com/>.

The university libraries provide programs and resources to help students and faculty effectively use these databases for academic and research purposes.

Additionally, a list of websites offering free access to online book and journal databases is available:

1. <http://www.wdl.org/ru/>
2. <http://www.who.int/ru/>
3. <http://www.freemedicaljournals.com/>
4. <http://www.sciencedirect.com/>
5. <https://www.ncbi.nlm.nih.gov/pmc/>
6. <https://cyberleninka.ru/>
7. <https://med.kg/>
8. <https://www.medlib.ru/library/library/books>

<p>9. <a href="http://ya-medik.ru/literatura/">http://ya-medik.ru/literatura/</a>  10. <a href="https://booksmed.info/knigi-na-angliiskom/">https://booksmed.info/knigi-na-angliiskom/</a>  11. <a href="https://www.medline.ru/">https://www.medline.ru/</a>  12. <a href="https://libgen.is/">https://libgen.is/</a>  13. <a href="https://z-lib.io/">https://z-lib.io/</a></p> <p><b>Appendix 6.4.1. <a href="#">Photos of the Resource Center</a></b>  <b>Appendix 6.4.2. Electronic Database <a href="http://www.medline.ru/">http://www.medline.ru/</a></b>  <b>Appendix 6.4.3. <a href="https://www.cochranelibrary.com/">https://www.cochranelibrary.com/</a></b></p>	
<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li><b>Infrastructure:</b> The university boasts a modern academic building, clinic/medical center, sports hall, and well-equipped classrooms and lecture halls. The rooms are outfitted with multimedia equipment, interactive panels, and air conditioning, ensuring a comfortable learning environment for students.</li> <li><b>Practical Training:</b> The university has extensive partnerships with medical institutions for student internships, including collaborations with a university in Pakistan. This allows students to gain hands-on experience in high-quality clinics and develop practical skills in real-world settings.</li> <li><b>Electronic and Information Resources:</b> Students have access to the Cochrane Library and other significant databases like MEDLINE and PubMed. These resources provide essential support for research and academic pursuits, ensuring access to up-to-date medical literature and scientific publications.</li> <li><b>Library Resources:</b> The university ensures 100% availability of essential study materials, both physical and electronic, enhancing the effectiveness of education. Students can easily access textbooks, reference books, and periodicals through the electronic library system.</li> <li><b>Support for Students with Disabilities:</b> The university offers flexible schedules, electronic learning materials, and specialized conditions for students with disabilities, helping ensure equal access to educational opportunities.</li> </ol> <p><b>Weaknesses:</b></p> <ol style="list-style-type: none"> <li><b>Limited Resources for Research Work:</b> While students and faculty have access to major databases, there may be a shortage of specialized laboratories or equipment for in-depth scientific research. Expanding access to such resources could further enhance the university's research capabilities.</li> </ol>	<p><b>Standart 6 is being fulfilled</b></p>

<p>2. <b>Possibly Insufficient Teaching Spaces:</b> Despite meeting licensing requirements, the university may need to consider expanding teaching spaces and resources as the student population grows. Increasing the availability of classrooms and laboratories would ensure continued high-quality education as enrollment increases.</p> <p>3. <b>Insufficient Individual Support for Using Electronic Resources:</b> To maximize the benefits of the digital resources available, it is crucial to provide additional training and personalized support to students. Ensuring that students are equipped to fully utilize electronic resources and databases will further enhance their educational experience.</p>	
<p><b>STANDARD 7. SCIENTIFIC-METHODICAL AND RESEARCH WORK</b></p>	<p><b>Evaluation of standard/criterion fulfillment</b></p>
<p><b>Criterion 7.1. Scientific-Methodical and Research Work of Faculty, Staff, and Students</b></p> <p>At the EI "Royal Metropolitan University", active scientific research (SR) and student scientific research (SSR) are carried out across various fields. Faculty and students participate in numerous seminars and conferences where they present their research findings. The work is regulated by documents such as the Regulation on Scientific Activity and Methodical Recommendations for Organizing SR and SSR. Incentives for research include grants, scholarships, and opportunities for publication in peer-reviewed journals, which encourage participants.</p> <p>The achievements of our faculty and students include publications in international scientific journals and participation in significant conferences where they have received awards. An analysis of the scientific-methodical activities shows an increase in the number of projects and publications. In the future, we plan to expand international collaboration, organize additional seminars, and develop new methodological approaches to improve the quality and effectiveness of research at the university.</p> <p><b>Appendix 7.1.1.</b> SSR Plan for the specialties <a href="#">General medicine</a> and <a href="#">Dentistry</a></p> <p><b>Appendix 7.1.2.</b> <a href="#">Regulation on Scientific Activity of students</a></p>	<p><b>Executed</b></p>
<p><b>Criterion 7.2. Material-Technical and Information Resources for Scientific Research</b></p> <p>To ensure a quality educational process, students at EI "Royal Metropolitan University" have access to well-equipped laboratories and educational-methodical materials. Laboratories necessary for scientific</p>	<p><b>Executed</b></p>

research are equipped with modern equipment and sufficient resources for faculty, staff, and students to conduct research tasks. Below is a description of the resources:

**1. Laboratories and Equipment:**

- Histology Laboratory: Equipped with modern microscopes, scanning electron microscopes with projection onto digital media, as well as prepared microscopic slides for studying the cellular structure of microorganisms.
- Normal Physiology Laboratory: Contains stadiometers, medical scales, tonometers, electronic microscopes, surgical instrument sets, spirometers, spectrophotometers, thermostats, pulse oximeters, water baths, ECG devices, dynamometers, hypoxicators, glucometers, and other specialized instruments for conducting physiological and biochemical research.
- Pathophysiology Laboratory: Equipped for studying pathophysiological processes with the latest microscopes, surgical instrument sets, spirometers, spectrophotometers, and ECG devices.
- Students and faculty have access to a wide range of educational materials: textbooks, encyclopedias, dictionaries, handbooks, dissertation abstracts, periodicals, and licensed electronic databases.

**2. Electronic Resources:**

- MEDLINE (<https://www.medline.ru/>) — the largest bibliographic database on medical sciences, covering about 75% of global medical publications, providing access to up-to-date publications and the ability to contact article authors.
- Cochrane Library (<https://www.cochranelibrary.com/>) — an important source of data and periodicals in the field of medicine and healthcare, provided by the international organization Cochrane.
- Free access to online databases: The university provides access to a variety of other resources such as the World Digital Library, WHO, CyberLeninka, PubMed, ScienceDirect, and others, expanding opportunities for independent scientific search and research.

EI “RMU” actively utilizes international and partner resources, offering students access to relevant data and scientific publications. The university intends to expand access to additional international databases and enhance existing laboratories with the latest equipment to further support scientific research for students and faculty.

<p><b>Appendix 7.2.1.</b> Electronic Database <a href="http://www.medline.ru/">http://www.medline.ru/</a>.  <b>Appendix 7.2.2.</b> <a href="https://www.cochranelibrary.com/">https://www.cochranelibrary.com/</a>.</p>	
<p style="text-align: center;"><b>Criterion 7.3. Exchange of Scientific Results and Personnel</b></p> <p>As part of faculty and student professional growth programs, EI "Royal Metropolitan University" actively supports research internships, exchange of scientific results, and personnel. The university seeks to integrate its research into the international scientific community, evidenced by faculty and student participation in internships, scientific conferences, and collaborations with foreign educational and research institutions.</p> <p>Faculty and students undergo research internships at leading international universities and research centers, gaining new experiences, strengthening professional connections, and acquiring knowledge in cutting-edge areas of science.</p> <p>Outcomes of internships include publications in international scientific journals, collaborative research projects, and practical application of acquired knowledge in the educational process at EI "RMU".</p> <p>Scientific results of faculty and students are published in scientific journals and presented at international and regional scientific conferences.</p> <p>The university regularly holds scientific seminars and webinars with invited scholars from other universities and research centers. These events contribute to the dissemination and implementation of best practices.</p> <p>EI "RMU" has signed partnership agreements with foreign universities for faculty and scientific staff exchanges, enriching the educational process and strengthening academic ties.</p> <p>The involvement of foreign specialists in the university's educational activities enhances the quality of teaching, broadens students' perspectives, and strengthens intercultural interaction.</p> <p>To increase the effectiveness of exchanging scientific results and personnel, the university plans to expand academic mobility programs and increase the number of scientific events organized jointly with international partners.</p> <p>There are plans to integrate digital platforms for more efficient scientific information exchange and organize remote scientific internships, simplifying interactions with foreign researchers.</p>	<p><b>Executed</b></p>
<p><b>Criterion 7.4. Publication Activity of Faculty, Staff, and Students</b></p>	<p><b>Executed</b></p>

In the educational process at EI "Royal Metropolitan University", the publication activity of faculty plays one of the key roles. At EI "RMU", this activity is actively supported and developed. Faculty members regularly publish articles in various scientific journals.

**Table 7.4.1. Scientific Publications for the 2022-2024 Academic Years.**

№	ФИО	Тема публикации	Выходные данные	Год
1	Jalilova A.A.	1. "Research of Terpenoids of the genus <i>Ferula</i> L. growing in the south of Kyrgyzstan".	Vestnik "Ala-Too» Academic Studies, № 4	2022
		2. "The Radioecological Peculiarities of Soil Cover in Mountainous Areas (Kyrgyzstan)"	Advances and Challenges in Science and Technology ". India.	2023
		3. "Monitoring the environmental impact natural-technogenic province of the Min-Kush (Kyrgyzstan)".	Advances in Social Sciences Research Journal, 11(7). United Kingdom.	2024
2	Kadyrkulova S.O.	1. Identification of factors associated with non-adherence and discontinuation of antitubercular drugs in patients with tuberculosis	Biomedicine. 023; 43(2). С. 554-558. DOI: <a href="https://doi.org/10.51248/.v43i02">https://doi.org/10.51248/.v43i02</a> .	2023
		2. "Vitamins"	Textbook. "Aiat" Publishing House. Bishkek.	2023
3	Sadykova G.S.	1. Hormonal profile and bioelectric activity of brain in mountaineers	<i>Science, New Technologies, and Innovations of Kyrgyzstan.</i>	2020
		"Ecological-physiological issues of sustainable development of mountain territories / Comparative assessment of the functional activity of endocrine complexes at different altitudes"	<i>Environmental and Technosphere Safety of Mining Regions</i> , Proceedings of the 8th International Conference, Yekaterinburg.	2020

		3. "Seasonal features of the functional activity of endocrine systems in mountain residents"	Bulletin of the International University of Kyrgyzstan. Science and Practice Bulletin, Vol. 7, No. 7.	2021		
4	Ermekova D.U.	1. "Vitamins"	Textbook. "Aiat" Publishing House. Bishkek.	2023		
		2. Assessment of the quality of the data provided on nonsteroidal anti-inflammatory drugs in Kyrgyz republic	Proceedings of Kyrgyz Universities	2023		
		3. "Comparative analysis of vitamin C content and nitrates in fresh and frozen vegetables, berries, and greens"	New Science. Proceedings of the 2nd International Research Competition.	2023		
5	Ibraimova J.J.	1. "Medical and social characteristics of primary disability due to malignant neoplasms in the Kyrgyz Republic"	Bulletin of Science and Practice	2023		
		2. "Patient outreach in glaucoma in the Kyrgyz Republic"	Russian Index of Scientific Citation, Science Index	2024		
		3. "Lost years of potential life due to cervical cancer in the Kyrgyz Republic"	National Library of Medicine, National Center for Biotechnology Information	2024		
6	Abdilashimova A.A., Usen Aman	"Hip joint dysplasia. A modern approach to diagnosis and treatment"	IHSM IUK	2024		
7	Bayborieva A.A.	"Treatment of inflammatory diseases of the orbit of rhinocino-sinus facial genesis"	Pediatric Otolaryngology. Moscow.	2021		
8	Dadabaev A.M.	"Remodeling of kidneys in rats fed exclusively on fatty food"	Medical and Education Bulletin, No. 2	2022		

9	Dadabaev A.M.	"Remodeling of kidneys in rats fed exclusively on protein food"	Medical and Education Bulletin, No. 2	2022		
10	Dadabaev A.M.	"Remodeling of kidneys in rats fed exclusively on carbohydrate food"	Vestnik KRSU, Vol. 23, No. 1	2023		
11	Dadabaev A.M.	A New View on the Application of Gold Nanoparticles in Cancer Therapy	<i>Arxiv/</i> <a href="https://doi.org/10.48550/arXiv.2308.00569">https://doi.org/10.48550/arXiv.2308.00569</a>	2023		
12	Dadabaev A.M.	"Effect of ascitic Ehrlich carcinoma on liver morphology"	Materials of the 9th All-Russian Conference with International Participation, dedicated to the 35th anniversary of Ulyanovsk State University (October 17-19, 2023) DOI 10.34014/MPPHE.2023-124-127	2023		
13	Turapova Z.	1. "Inguinal hernia" 2. "Peritonitis" 60 3. "Portal hypertension" 64 pages. 4. "Umbilical hernia" 48 pages. 5. "Stomach and duodenal ulcer" 56 pages. 6. "Inguinal hernia" 52 pages. 7. "Peritonitis" 68 pages. 8. "Portal hypertension" 52 pages. 9. "Umbilical hernia" 48 pages. 10. "Stomach and duodenal ulcer" 48 pages. 11. "Diaphragmatic hernias " 44 pages. 12. " Acute intestinal obstruction " 60 pages. 13. " Acute appendicitis " 68	Textbook, MMU, Surgical Diseases Department.	2022		

		<p>pages.  14. " Acute pancreatitis " 44 pages.  15. " Acute cholecystitis " 56 pages.  16. " Diaphragmatic hernias " 40 pages.  17. " Acute intestinal obstruction " 52 pages.  18. " Acute appendicitis " 60 pages.  19. " Acute pancreatitis " 40 pages.  20. " Acute cholecystitis " 48 pages</p>				
14	Turkmenov A.A., Kulushova G.A., Imran N.	"Osteosynthesis of complex fragmented bones of the hand using the wire method"	<a href="http://www.geomednews.com/v348i3.html">www.geomednews.com/v348i3.html</a> <a href="http://www.geomednews.com/Articles/2024/3_2024/40-43.pdf">www.geomednews.com/Articles/2024/3_2024/40-43.pdf</a>	2024		
15	Choi E.D., Turkmenov A.A.	"Ovarian carcinosarcoma (literature review)"	<a href="https://doi.org/10.17749/2313-7347/ob.gyn.rep.2022.295">https://doi.org/10.17749/2313-7347/ob.gyn.rep.2022.295</a>	2022		
16	Turkmenov A.A.,	Endoscopic hemostasis in ulcerative gastroduodenal bleeding / эндоскопический гемостаз при язвенных гастродуоденальных кровотечениях	<a href="https://www.iscientific.org/volume-24-2023/">https://www.iscientific.org/volume-24-2023/</a>			
17	Choi E.D., Turkmenov A.A., Toktosunov U.	"Therapeutic efficacy of extended lymphadenectomy in radical surgery for proximal gastric cancer"	Scientific Journal: Current Problems of Health Care and Medical Statistics, No. 3	2023		

18	Choi E.D., Turkmenov A.A., Toktosunov U.	"Immediate and long-term results of extended surgical interventions for proximal gastric cancer"	Scientific journal "Current problems of health care and medical statistics" 2023 r., № 3	2023		
19	Alkeshova B.A.	"Roman measurement systems. Calendar and time"	Proceedings of the International Scientific Conference dedicated to the 29th anniversary of KRSU, Issue 22, Bishkek	2022		
20	Alkeshova B.A.	"Experience in teaching Latin to medical students"	Collection of articles, Bishkek, KRSU Publishing	2024		
21	Alkeshova B.A. Kozhinova T.V.	1. "Latin Language and Medical Terminology. Textbook for students of the "Medical Business" specialty"	KRSU Publishing, Bishkek	2022		
		2. "Latin Language and Medical Terminology for Pediatric Students"	KRSU Publishing, Bishkek	2024		
22		1. "Latin Textbook for Foreign Medical Students"	KRSU Publishing, Bishkek	2024		
23	Alkeshova B.A.	1. "On the methodology of teaching Russian to foreign students (using the declension of personal pronouns as an example)"	Scientific-Theoretical Journal, "Salymbekov University". Vestnik of Medicine and Education, 1(5) 2023. Bishkek	2023		
24	Shosheva T.N. Davletbakova D.T.	2. "From the practice of teaching Russian to foreign students"	Collection of articles, International Professional-Research Competition "Pedagogical Calling - 2023", Petrozavodsk	2023		
		3. "Comparison and translation of lexical units for teaching purposes"	Current Issues in Modern Foreign Philology, Collection of Scientific Articles, Cheboksary	2023		
25	Davletbakova D.T.	4. Russian Language. Textbook for English-speaking groups"	In press			

<b>Appendix 7.4.1. <a href="#">Example of the Scientific publication of the teacher</a></b>	
<p><b>Criterion 7.5. Internal and External Financing of Scientific Research by Faculty, Staff, and Students.</b></p> <p>The financing of scientific research by faculty and staff is regulated by the "Regulations on the Awarding of Bonuses and Financial Assistance to Employees," which provides for bonuses for high achievements in academic, research, and community work at OÜ "RMU." Thus, the university has financed the publication of articles in journals indexed in international scientific databases such as Scopus and Web of Science.</p> <p>The scientific achievements of students are recognized through university-hosted conferences, roundtable discussions, and inter-university scientific and practical conferences. This academic year, in honor of Education Workers' Day of the Kyrgyz Republic, the university leadership awarded several employees for their outstanding contributions to research and professional activities with honorary certificates and bonuses.</p> <p><b>Appendix <a href="#">7.5.1 Regulations on Bonuses and Financial Assistance to Employees</a></b>  <b>Appendix <a href="#">7.5.2 List of Articles in Scopus and Web of Science</a></b>  <b>Appendix <a href="#">7.5.3 Order on the Celebration of Education Workers' Day - Teacher's Day.</a></b></p>	<b>Executed</b>
<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Financing for researchers.</li> <li>2. Stimulating innovation and the development of new technologies.</li> </ol> <p><b>Weaknesses:</b></p> <ol style="list-style-type: none"> <li>1. Academic mobility of faculty and staff in the field of science.</li> </ol> <p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>1. Conduct workshops on writing grant applications.</li> <li>2. Increase the number of scientific events organized in cooperation with international partners.</li> </ol>	<b>Standart 7 is being fulfilled</b>
<b>STANDARD 8. FINANCIAL RESOURCES OF THE EDUCATIONAL ORGANIZATION</b>	
<p style="text-align: center;"><b>Criterion 8.1. Financial Policy of the Educational Organization</b></p> <p>The financial resources of EI "Royal Metropolitan University" are sufficient to maintain high-quality educational activities and the sustainability of the achieved level. The main document regulating the allocation of funds is the "Operational Plan for the 2024-2025 Academic Year," which details the financial planning for the university. The university has adequate resources for implementing educational programs, maintaining and improving infrastructure, modernizing laboratory equipment, purchasing modern educational literature,</p>	<b>Executed</b>

<p>developing information technology in the educational process, and ensuring decent salaries for faculty and staff.</p> <p><b>Appendix 8.1.1. <u>Operational Plan for the 2024-2025 Academic Years.</u></b></p>	
<p style="text-align: center;"><b>Criterion 8.2. Financial Stability and Viability of the Educational Organization</b></p> <p>The university's strategic development plan includes specific tasks aimed at providing financial support to students, faculty, and academic support staff. According to the "Regulation on Financial Support for Students and Employees of EI “RMU”," financial assistance is provided, and the document outlines the rules for granting assistance, selection criteria for recipients, and payment amounts.</p> <p>EI “RMU” has a system of incentives that supports and motivates students to actively participate in university life and in decision-making processes regarding the quality of education. This includes both material and moral rewards. As part of the "Regulation on the 'Best Student' Contest," awards are given in the form of certificates, diplomas, and gifts. For faculty and academic support staff, various forms of financial support are provided, including bonuses for academic achievements, participation in conferences, and professional development. These measures enhance motivation among staff and students, positively impacting the quality of the educational process (according to the "Regulation on Remuneration for Faculty and Staff of EI “RMU”").</p> <p>All information about financial support and advisory services is available on the university's official website.</p> <p>During annual financial planning, the university considers the possibility of providing:</p> <ul style="list-style-type: none"> <li>• Discounts for outstanding students and those from low-income families;</li> <li>• Rewards for faculty in scientific activities to strengthen the link between teaching and research, publications, implementing innovative teaching methods, and using advanced technologies;</li> <li>• Awards for the "Best Faculty" in a competitive selection;</li> <li>• Bonuses for faculty for achievements in scientific and pedagogical activities;</li> <li>• Payment of 50% of the cost for intensive professional development courses for full-time faculty members;</li> <li>• Seniority bonuses for teaching experience as follows: <ul style="list-style-type: none"> <li>- 5% for 10 years;</li> <li>- 10% for 15 years;</li> </ul> </li> </ul>	<p><b>Executed</b></p>

- 15% for 20 or more years.

The university applies a comprehensive approach to distributing financial assistance based on the real needs of all participants in the educational process, improving the quality of education and creating a positive educational environment that fosters the development of both students and faculty.

**Appendix 8.2.1.** [Strategic Development Plan of the University.](#)

**Appendix 8.2.2.** [Regulations on Bonuses and Material Assistance to Employees.](#)

**Appendix 8.2.3.** [Regulation on the "Best Student" Contest.](#)

**Appendix 8.2.4.** [Photos of Certificates and Diplomas.](#)

**Appendix 8.2.5.** [Regulation on Remuneration for Faculty and Staff of EI "RMU".](#)

**Appendix 8.2.6.** [Order on Awards.](#)

**Appendix 8.2.7.** [Order on Payment for Professional Development Courses.](#)

**Criterion 8.3. Accounting and Reporting, Ensuring Transparency in the Use of Financial Resources**

To ensure effective planning and management of financial resources, the university uses and implements modern technologies and methods that optimize the budgeting process. Specialized software solutions for financial planning, accounting, and control have been introduced, such as:

- Microsoft Excel for accounting and analyzing financial data;
- 1C: Enterprise on the platform "1C: Enterprise 8. Accounting for Kyrgyzstan PROF," for which a supply contract was signed with "KG Soft" on February 21, 2022.

To assess needs, methodologies for prioritizing and financing various material resources are applied. Regular audits of material and non-material resources are conducted to assess their current condition and the need for updating or modernization. An up-to-date registry of all assets of the educational organization (equipment, buildings, educational materials, etc.) is created and maintained.

The quality policy of Royal Metropolitan University is based on the principles of transparency, efficiency, effectiveness, prioritization, and accountability from both management and each employee, covering all aspects of the university's activities.

The control of the distribution of financial resources is carried out based on the approved expenditure estimate. Also, quarterly, semi-annual, and annual financial reports are submitted to the UGNK KR. The principle of transparency is implemented through the procurement process, which includes collecting requests

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<p>from structural units for necessary resources to ensure a high-quality educational process and working conditions for faculty. At the beginning of each academic year, an Operational Plan is created to determine projected expenses. This ensures efficient resource allocation and budget management. The Operational Plan is discussed at meetings of the Academic Council and then approved by the rector after approval. The use of modern technologies and tools in the university's accounting helps ensure transparency and openness in financial management: tuition payments are made through terminals, employee salaries are transferred to bank cards, online banking and electronic submission of tax reports are used. Annual analysis in the development of the Operational Plan promotes effective budget planning, internal control mechanisms, and risk assessment, which play a key role in ensuring the financial stability and long-term success of the university.</p> <p><b>Appendix 8.3.1.</b> <a href="#">Supply Contract for the Software Product from February 21, 2022, with "KG Soft."</a></p> <p><b>Appendix 8.3.2.</b> <a href="#">Service Contract for the Software Product from February 21, 2022, with "KG Soft."</a></p> <p><b>Appendix 8.3.3.</b> <a href="#">Operational Plan.</a></p>	
<p><b>Criterion 8.4. Sources of Income and Investment Attractiveness of the Educational Organization</b></p> <p>Effective financing plays a crucial role in ensuring high-quality educational processes, supporting research activities, and developing infrastructure. The strategic plan of EI “RMU” for 2024–2029 clearly defines the priority funding areas, covering all key needs of the university. It includes tasks such as building new campus buildings, updating and developing teaching and research laboratories, expanding resource centers, dormitories, and other facilities, as well as supporting scientific research, funding programs to encourage research initiatives by students and faculty, and implementing innovations in the educational process.</p> <p>The systematic and planned increase of EI “RMU’s” budget allows not only for the support of educational and scientific projects but also for creating comfortable and efficient conditions for all participants in the educational process. This approach contributes to the long-term sustainable development and improvement of the quality of education at the university.</p> <p>Effective use of financial resources promotes not only the current activities of EI “RMU” but also its sustainable growth and development in the future, ensuring quality education and the well-being of the entire educational organization.</p>	<p><b>Executed</b></p>

<p>The annual analysis of the distribution of financial resources contributes to effective planning of the university's activities.</p> <p><b>Appendix 8.4.1.</b> <a href="#">EI “RMU” Strategic Plan for 2024–2029.</a></p> <p><b>Appendix 8.4.2.</b> <a href="#">Audit Report.</a></p>	
<p style="text-align: center;"><b>Criterion 8.5. Financial Support for Scientific Research</b></p> <p>Funding for the publication of articles in international scientific databases such as Scopus and Web of Science was provided to enhance the visibility and citation of scientific works, as well as to strengthen the position of the research organization in the international scientific arena.</p> <p>A total of \$12,000 was allocated for the publication, which financed four articles, each costing \$3,000. These funds covered all costs related to the preparation and publication of the articles, including the following stages:</p> <p>Editorial and publication fees — the majority of the costs were directed towards paying for the services of scientific journals, including manuscript review, work by reviewers, and final publication.</p> <p>Peer review and revision of articles — if necessary, the funding was also used for paying external editors, professional translators to improve the quality of English, or consulting experts to improve the scientific content of the articles.</p> <p>Open access — publications in some journals required payment to ensure open access to the article, providing free access to the research for a wide audience of scientists and increasing the chances of citation.</p> <p>This support helped the research conducted under the project to be published in high-ranking international journals indexed in Scopus and Web of Science. Not only did this enhance the visibility of the works, but it also strengthened the reputation of the scientific organization on the international stage, playing a key role in attracting further grants and investments for scientific research.</p> <p>Furthermore, publication in these databases directly contributes to improving scientometric indicators (citation index, impact factor, etc.), which is important for the rankings of research institutions and their participation in international scientific programs.</p> <p><b>Appendix 8.5.1.</b> <a href="#">Order for Article Publication Funding.</a></p> <p><b>Appendix 8.5.2.</b> <a href="#">List of Articles Published in Scopus and Web of Science.</a></p>	<p><b>Executed</b></p>
<p><b>Strengths:</b></p>	<p><b>Standart 8 is being fulfilled</b></p>

1. **Clear Financial Policy:** The university has a detailed operational plan for the academic year, which allows for effective allocation of resources to meet educational needs and ensure sustainable development.
2. **Support for Research and Education:** Funding for publications in international databases (Scopus and Web of Science) contributes to increasing the visibility and citation of scientific works, which enhances the university's reputation and attractiveness.
3. **Transparency and Financial Control:** The university uses automated accounting systems and regularly conducts audits, ensuring transparent budget management and improving financial reporting.

**Weaknesses:**

1. **Dependence on Internal Financial Sources:** The university's funding is primarily dependent on internal resources, which may limit the potential for expansion and innovation. Attracting external investors and grant funds could strengthen financial stability.
2. **Limited Support for Underprivileged Students:** Existing discounts and financial aid require a more detailed approach to address the needs of a broader range of students, ensuring more extensive coverage of disadvantaged categories.
3. **Insufficient Focus on External Grants and Partnerships:** Although internal resources are sufficient, active participation in international projects and grants could strengthen the university's scientific potential and improve its material and technical base.