

Quality Management System		
Registration number 16-01/2	Development Strategy of the Adam University High School of Medicine for 2025- 2030	Order number and date №25/1-OD from 30.09.24

«Adopted»
by the Academic Council of Adam University
Protocol № 1
dated « 30 » 09 2024



**Development Strategy of the Adam University
High School of Medicine for 2025-2030**

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Introduction

The Development Strategy of the Adam University School of Medicine (AUSM) for the period up to 2030 has been developed in the context of rapid changes in the global and national higher education and healthcare sectors. This document defines the priority directions for the transformation and sustainable growth of AUSM, aligned with the overall strategy of Adam University (AU) and responsive to current challenges in healthcare, higher education, and digitalization.

The AUSM strategy takes into account key external and internal factors, including international standards (WFME), national development priorities of the Kyrgyz Republic, the UN Sustainable Development Goals, and the dynamics of local and international labor markets. AUSM is focused on creating an adaptive, sustainable, and innovative medical school capable of training a new generation of physicians—professionally competent, ethically oriented, and prepared for interdisciplinary and digital practice.

The strategy outlines systemic goals, objectives, indicators, and implementation mechanisms, based on AU’s institutional experience, best international practices, and the principles of quality, transparency, and accountability. It serves as a strategic management tool, integrating the educational, clinical, research, and social missions of AUSM into a single ecosystem.

1. Analysis of external and internal factors affecting the development of the Adam University School of Medicine (AUSM)

1.1. External factors

1.1.1. The development of the Adam University School of Medicine (AUSM) occurs amid rapid transformations in both the higher education and healthcare sectors at national and international levels. The key external factors determining the vectors of AUSM development at this new stage are:

- Digital Transformation of the Healthcare Sector

The rapid implementation of digital technologies in medical practice (electronic medical records, telemedicine, AI in diagnostics) necessitates the transformation of medical training content, including the incorporation of digital literacy training and simulation-based learning.

- Digitalization of Medical Education

The widespread adoption of digital solutions in healthcare and education requires medical

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universities to develop digital infrastructure, simulation centers, telemedicine platforms, and virtual clinical cases. Digital skills are becoming mandatory not only for doctors but also for students from the first year. Leading universities worldwide integrate AI, e-learning, and big data into curricula, raising the bar for digital maturity in medical schools. The pandemic has accelerated a clear trend: traditional formats alone are no longer sufficient. Simulators, AR/VR training, online cases, and hybrid laboratories have become indispensable tools for preparing modern physicians.

- Internationalization and Global Student Mobility

The increase in the number of international students, particularly from South Asia, requires flexible approaches to curriculum adaptation, modular program structures, enhanced language support, and cultural sensitivity.

- Changes in the Labor Market and New Healthcare Challenges

Pandemics, demographic shifts, and the rise of chronic diseases have increased the demand for physicians with a broad range of clinical, analytical, and interpersonal skills. This should be directly reflected in graduate profiles and the content of educational modules.

- Increasing Competition

Rising competition from both local medical universities and institutions in Russia and Central Asia necessitates strategic positioning and the development of unique competitive advantages. Opportunities to implement innovative informal and non-formal medical education, skills certification, and maintaining high standards of education must be considered.

- Enhanced International Requirements for Medical Education Quality

WFME standards, requirements of the Pakistan Medical and Dental Council and the Indian Medical Council, as well as global rankings and registries (including WHO), dictate the need for international accreditation and compliance with international standards for educational processes and examination formats (e.g., OSCE).

- National-Level Constraints (Regulations, Migration Policies, Diploma Recognition)

Unstable policies regarding the recognition of qualifications in certain countries, which generate prospective students, affect student mobility and require strategic planning in recruitment.

- Sustainable Development and Green Skills

The medicine of the future is not only about human health but also the health of the planet. The global healthcare agenda increasingly raises issues of ecological sustainability, reduction of medical waste, green logistics, and energy efficiency in medical institutions. Universities must integrate sustainable practices into the educational process, developing students' competencies as environmentally responsible physicians.

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- Inclusiveness and Ethics in Medical Education

Modern medical schools cannot function without principles of inclusiveness, both in access to education and approaches to treatment. There is a growing need to train physicians capable of working with patients of different ages, cultures, gender identities, and functional abilities. Educational programs increasingly include courses on cultural competence, bioethics, equitable access, and patient rights. This requires universities to adapt infrastructure, develop tailored programs, and establish a robust ethical framework.

1.2. Integration of UN Sustainable Development Goals (SDGs) into the AUSM Strategy

The Adam University School of Medicine (AUSM) integrates the United Nations Sustainable Development Goals (SDGs) into its development strategy, contributing to the creation of a sustainable medical education system focused on public health, quality of life, and ethical standards.

SDG	Goal Essence	Reflection in AUSM Strategy
SDG 3	Ensure healthy lives and promote well-being	Training competent physicians focused on prevention, primary healthcare, and sustainable healthcare models
SDG 4	Inclusive and equitable quality education for lifelong learning	Development of modular programs, micro-credentials, flexible learning pathways, and continuous professional development
SDG 9	Innovation and infrastructure	Development of digital educational environment, simulation center, digital learning platform, integration of AI and AR/VR technologies in medical education
SDG 13	Climate action	Integration of environmentally responsible thinking into medical training, development of green competencies among students, creation of a green campus
SDG 17	Global partnership for sustainable development	Expansion of international collaboration, participation in international projects and transnational scientific initiatives

1.3. Consideration of National Priorities and Strategic Documents in the AUSM Strategy

The development of AUSM takes into account key strategic and regulatory documents of the Kyrgyz Republic, reflecting priorities in healthcare, education, digitalization, and sustainable development.

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AUSM aligns with the following documents:

- **Law of the Kyrgyz Republic "On Education" (2023)** — emphasizes the importance of continuous and flexible education, supports inclusive approaches, and digitalization, reflected in AUSM’s modular programs and micro-credentials.
- **Law of the Kyrgyz Republic "On Science" (2023)** — strengthens focus on priority research areas, including medical science, biotechnology, and digital medicine.
- **Law of the Kyrgyz Republic "On the Protection of Citizens’ Health" (2024, amended 2025)** — sets state policy priorities in healthcare, including workforce planning, training, ethical standards, and digitalization of the medical sector.
- **National Development Strategy of the Kyrgyz Republic until 2040** — identifies digital transformation and human capital development as key vectors; AUSM implements this by preparing specialists ready for digital healthcare and sustainable practices.
- **National Education Development Program until 2026** — emphasizes international accreditation and quality education, aligning with AUSM’s adherence to WFME standards.
- **Digital Transformation Program of the Kyrgyz Republic (2024–2028)** — promotes integration of AI, telemedicine, and AR/VR-based training into physician preparation.
- **Digital Literacy Enhancement Program (2025–2026)** — supports the development of digital competencies among students and faculty necessary for modern medical practice.
- **Government Resolution of the Kyrgyz Republic No. 53 of February 3, 2004** — regulates the activities of higher and secondary professional education institutions, including licensing, accreditation, and medical program structure.
- **Presidential Decree of the Kyrgyz Republic No. 23 of February 8, 2021** — establishes healthcare modernization priorities, including digital transformation, human capital development, and increased access to medical services.
- **Government Resolution of the Kyrgyz Republic No. 798 of December 11, 2017** — focuses on postgraduate medical education improvement, important for the planned launch of residency and internship programs at AUSM.

Adapting the AUSM strategy to national documents strengthens alignment with country priorities, enhances the university’s position in the medical education system, and establishes a foundation for active participation in the sustainable development of Kyrgyzstan’s healthcare sector.

1.4. General Context of Higher Medical Education Transformation

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Modern higher education, including medical education, is undergoing profound transformation driven by digital technologies, international integration, and changing societal expectations. AUSM cannot remain passive in this process; rather, it views these changes as opportunities for sustainable development and leadership in the educational environment.

Medical education requires new approaches to train specialists capable of functioning in digital healthcare systems, responding to epidemiological challenges, aging populations, and cultural diversity. Traditional learning models are supplemented by hybrid formats, simulation-based training, digital solutions, and personalized learning trajectories.

Global standards (such as WFME) set high benchmarks for quality, interdisciplinarity, and social responsibility. This requires universities not only to modernize curricula but also to enhance academic mobility, uphold academic ethics, and develop skills for working in multicultural and multidisciplinary environments.

Transformation also affects internal infrastructure: digital platforms, simulation centers, and flexible collaborative spaces become integral to the educational environment. Special attention is given to inclusiveness, equal access, and support for students with diverse preparedness levels.

At the same time, higher medical education in Kyrgyzstan faces challenges: rapid and sometimes unbalanced expansion of medical programs, fragmented practical training, uneven program quality, clinical workforce shortages, insufficient language and digital competencies among faculty, and inadequate integration of modern technologies. Simultaneously, compliance with international standards (WFME) is increasingly required, necessitating transformation of curricula, infrastructure, and teaching approaches.

Despite governmental initiatives to modernize healthcare and education, the private sector, including AUSM, plays an increasingly important role in ensuring accessibility, quality, and innovation in medical training.

Thus, the development of AUSM aligns with global and national trends aimed at creating an adaptive, sustainable, and competitive system for training the next generation of medical professionals.

1.5. Internal Factors

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Despite its relative "youth," AUSM already occupies a strategically important position within the university. Internal factors determining opportunities and constraints include:

- **Potential of Accredited International Medical Education.** AUSM has undergone international institutional accreditation under WFME standards and is included in the WHO registry, ensuring international recognition of programs and creating conditions for graduate mobility.
- **Focus on Training International Students.** The main student body comes from India and Pakistan, requiring flexible learning pathways, enhanced language support, and cross-cultural and digital adaptation.
- **Human Resource Challenges.** High competition for qualified faculty, staff turnover, and uneven digital and language competencies among some personnel require a systematic HR policy aimed at faculty development and retention.
- **Development of Simulation Center and Clinical Base.** The presence of a simulation center and agreements with public and private clinics ensures practice-oriented training but requires further expansion and institutionalization, including public-private partnerships.
- **Strategic Role in University Revenue.** AUSM generates a significant portion of the university’s income while remaining the most resource-intensive unit due to its active institutional growth and international integration phase.
- **Participation in Adam University Strategic Initiatives.** AUSM participates in all 10 strategic development steps of the university, including the development of digital infrastructure, scientific base, international cooperation, human resources, and accreditations.
- **Utilization of Adam University’s Institutional Experience.** AUSM’s development relies not only on medical specificity but also on the university’s systemic experience in key areas such as competency-based approaches, micro-credential development, digitalization, independent accreditation, and quality management. This experience is adapted to medical education tasks, accelerating AUSM’s integration into national and international academic environments.

2. Mission, Vision, and Values of AUSM

2.1. **The mission** of the Adam University School of Medicine (AUSM) is to train highly qualified, ethically oriented, and socially responsible physicians of the new generation, capable of effectively functioning in modern healthcare systems, working in multicultural environments, applying digital technologies and clinical reasoning, and striving for continuous professional growth—for the benefit of public health and sustainable development.

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2.2. **Vision.** AUSM aspires to become a nationally and internationally recognized center of medical education and research, with advanced clinical and digital infrastructure, high-quality physician training programs, and an active contribution to the development of healthcare at the national and Asian regional level.

2.3. **Values.** In achieving its mission, AUSM is guided by values aligned with those of Adam University (a comparison of AU and AUSM values is provided in Appendix 1), which serve as key drivers of success and development:

- **Ethical responsibility and respect** — the foundation of the medical profession, based on attention to the individual, recognition of the dignity of patients and colleagues, adherence to medical ethics, and cultural sensitivity.
- **Professional proactivity** — readiness to take responsibility in complex healthcare conditions, demonstrating leadership in both professional and human terms.
- **Honesty and clinical ethics** — transparency in medical decision-making and adherence to standards and evidence-based medicine principles.
- **Continuous development and self-improvement** — commitment to lifelong learning and pursuit of professional growth in science, education, and clinical practice.
- **Teamwork and multidisciplinary partnership** — collaboration with colleagues, patients, clinics, pharmacies, and all participants in the healthcare system.
- **Innovation and scientific thinking** — integration of digital technologies, simulation methods, and research-based approaches into practice and teaching.

3. Strategic tasks for the period up to 2030

3.1. The strategic tasks of the Adam University School of Medicine (AUSM) are aligned with the general development directions of Adam University and refined considering the specifics of higher medical education. A comparison of strategic objectives is provided in Appendix 2.

3.2. The AUSM strategy for the period up to 2030 is based on four key concepts defining the approach to the development and transformation of the university as a whole and its structural units. These concepts reflect a comprehensive, systematic, and balanced approach to managing change under high uncertainty:

- **Digitalization**

Transition to a digital model of university operations as the foundation for improving the efficiency, transparency, and quality of all processes. Digitalization covers key educational, clinical, research, administrative, and communication aspects, creating a unified ecosystem based on modern IT.

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- Adaptability

Flexibility in management, teaching, and internal culture. Adaptability implies AUSM’s ability to respond promptly to external challenges, transform processes, and update educational, clinical, and organizational practices to ensure sustainable quality in a changing environment.

- Sustainability

Focus on long-term development, including social, organizational, financial, and environmental sustainability. Sustainability implies balancing innovative development with responsible management of resources, people, and the environment.

- Hybridization

Integration of various formats, approaches, and models in educational, clinical, research, and administrative activities. Hybridization ensures a combination of in-person and digital (including simulation and platform-based) learning, interdisciplinarity in research, and diverse forms of interaction with external partners and the community.

The principles of digitalization, adaptability, sustainability, and hybridization permeate the entire strategic architecture of AUSM, defining not only goals but also the style of institutional thinking.

Strategic task 1: Improvement of Medical Education Programs

Enhancing higher medical education programs in accordance with WFME international standards to train competent, clinically oriented, and ethically responsible physicians of the new generation. Emphasis is placed on flexible structures, personalized learning pathways, adaptive content, and compliance with global and national requirements (including WFME standards and national/international regulators).

Key KPIs:

- Percentage of programs accredited under WFME standards and externally reviewed
- Percentage of students enrolled in personalized learning pathways
- Number of implemented soft skills and digital competency modules
- Number of developed interdisciplinary courses
- Number of updated assessment tools and control methods
- Results of internal and external evaluations of AUSM educational programs
- Student satisfaction with the quality of educational programs (%)

Strategic task 2: Development of Digital Educational and Clinical Environment

Creating a modern digital environment to enhance the effectiveness and quality of medical student training, in line with modern challenges of digital healthcare transformation. Focus areas include simulation and telemedicine training, implementation of digital platforms, and development of eHealth competencies among students and faculty.

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Key KPIs:

- Percentage of courses delivered using digital platforms and simulation equipment
- Percentage of faculty with digital and eHealth competencies
- Number of courses incorporating digital and simulation elements
- Simulation center updates: number of modules, scenarios, and simulators
- Number of students trained using AR/VR or telemedicine technologies
- User satisfaction with digital infrastructure (%)
- Number of developed virtual clinical cases
- Availability of digital portfolios/e-journals for students
- Percentage of students actively using mobile applications in the educational process

Strategic task 3: Formation of a Sustainable Clinical, Educational, and Research Environment

Key areas of implementation:

- Institutionalization and development of a network of clinical training sites, including public-private partnerships
- Strengthening research infrastructure with priority on applied and interdisciplinary medical research
- Integration of sustainability and “green medicine” principles into infrastructure, management, and the educational process

Key KPIs:

- Percentage of courses integrating sustainability and green medicine components
- Percentage of students completing modules/courses with sustainability components
- Number of research projects related to green technologies and sustainable development
- Number of strategic clinical partners with long-term agreements
- Percentage of research projects conducted jointly with practical institutions
- Number of campus sustainability initiatives (energy efficiency, recycling, etc.)

Strategic Objective 4: Strengthening International Cooperation, Academic Mobility, and Global Reputation

Implementation includes:

- Expanding academic and clinical partnerships with foreign universities, NGOs, and clinics
- Internationalization of teaching: attracting foreign specialists, developing programs in English
- Increasing academic mobility of students and faculty
- Obtaining international accreditations (WFME, ECFMG, etc.)
- Active participation in international professional associations, forums, and scientific collaborations

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Key KPIs:

- Number of active international agreements in medical education
- Number of foreign faculty involved in AUSM programs
- Number of students participating in academic mobility programs
- Successful international accreditation / inclusion in global registries (WFME, WHO Directory, etc.)
- Number of joint international research projects and publications
- Percentage of foreign students among total AUSM students
- Number of faculty completing international trainings and masterclasses

Strategic Objective 5: Enhancing Research Potential

Priorities include creating an environment for applied and clinical research, developing research skills among students and faculty, preparing for the launch of PhD programs, and integration into international research networks.

Key KPIs:

- Research activity:
 - Number of joint research projects involving faculty, staff, and students
 - Number of submitted and awarded grant applications
 - Number of students and residents involved in research
 - Percentage of faculty participating in research projects
 - Launch of a PhD program in medicine
 - Number of scientific events (conferences, seminars, schools) involving AUSM
- Publication activity:
 - Number of AUSM publications in peer-reviewed journals (including Scopus/Web of Science)

Strategic Objective 6: Development and Support of Human Resources

Focus on building a professional community capable of working in a multinational digital environment, possessing modern clinical, pedagogical, and research skills, and implementing systems for motivating and retaining key talent.

Key KPIs:

- Professional development and training:
 - Percentage of faculty and staff with personal professional development plans approved and tracked annually
 - Percentage of faculty who have undergone professional development in the last 2 years
 - Number of trainings and seminars conducted within the internal faculty development system

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- Percentage of new faculty trained in modern teaching methods
- Percentage of faculty trained in using digital tools (eHealth competencies)
- Percentage of faculty who have completed English language training
- Staff adaptation and engagement:
 - Employee satisfaction with the remuneration system (%)
 - Faculty satisfaction with working conditions and development opportunities (%)
 - Existence of a talent pool and mentorship programs (yes/no + effectiveness assessment)

Strategic Objective 7: Development of Management and Academic Structure

Enhancing efficiency, transparency, and sustainability of processes amid growth and internationalization.

Key KPIs:

- Approved and implemented organizational structure based on AUSM strategic priorities
- Percentage of units reorganized based on efficiency audits
- Number of updated job descriptions reflecting new roles and tasks
- Employee satisfaction with the new organizational structure (%)
- Percentage of processes supported by digital management tools
- Number of implemented regulations and internal management standards

Strategic Objective 8: Formation of a Sustainable Quality Assurance System

Ensuring compliance with national and international standards (including WFME) and continuous improvement of teaching practices.

Key KPIs:

- Successfully completed national and international accreditation procedures (WFME standards)
- Results of self-assessment and external evaluation of educational programs
- Number of mechanisms implemented for monitoring clinical training quality (checklists, observations, supervision logs)
- Percentage of students successfully passing OSCE exams
- Student satisfaction with clinical training (%)
- Number of faculty trainings on assessment and quality assurance methods
- Changes introduced to curricula based on quality assessments
- Number of teaching methods revised based on feedback

Strategic Objective 9: Expansion of Social Mission and Development of an Inclusive Environment

Creating socially responsible physicians ready to work in diverse communities.

Key KPIs:

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- Accessibility and inclusion:
 - Level of educational environment accessibility (audit, fact)
 - Percentage of faculty trained in inclusion and bioethics
- **Psychological, career support, and soft skills development:**
 - Number of continuing education programs/modules
 - Number of students covered by additional education
 - Student satisfaction with social and psychological support system
 - Number of health promotion and prevention initiatives
- Community engagement:
 - Number of external partners involved in AUSM social mission
 - Number of volunteer and social projects implemented
 - Percentage of students engaged in social and preventive projects
 - Assessment of students’ social engagement (survey)

Strategic Objective 10: Development of Sustainable Partnerships and Intersectoral Collaboration

Enhancing education, research, and social mission quality through cooperation with clinical institutions, business, government, and civil society.

Key KPIs:

- Clinical and educational partnerships:
 - Number of strategic partnerships with clinics, pharmaceutical companies, laboratories, and medical institutions
 - Number of joint projects implemented with existing partners
 - Number of joint educational programs/modules implemented with partners
 - Number of students completing internships at partner organizations
 - Partner engagement level in joint initiatives
 - Number of agreements with civil society and education sector organizations (NGOs, schools, vocational education institutions)
- Social and intersectoral collaboration:
 - Number of events conducted jointly with NGOs, government agencies, or patient communities
 - Partner satisfaction with AUSM collaboration (%)

4. Risks and risk mitigation measures

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The implementation of the AUSM strategy is associated with the influence of external and internal factors that may affect the achievement of strategic goals. During the strategy development, an analysis of key risks was carried out, their potential impact and likelihood were assessed, and mitigation measures were proposed.

The assessment was based on the following parameters:

Impact level — the potential scale of negative consequences;

Likelihood — the probability of the risk occurring during strategy implementation.

Risk levels were determined based on the “likelihood × impact” matrix.

External Risks

Type: Socio-political

Risk Description: Changes in government administration and educational policy

Likelihood: Low

Impact: Low

Risk Level: Low

Mitigation Measures: Consideration in strategic planning, scenario analysis

Type: Migration

Risk Description: Tightening of visa or migration policies in partner countries (Kyrgyzstan, India, Pakistan)

Likelihood: Low

Impact: Medium

Risk Level: Medium

Mitigation Measures: Diversification of recruitment countries

Type: Regulatory / Legal

Risk Description: Changes in international and national accreditation requirements (WFME, ECFMG, etc.)

Likelihood: Medium

Impact: High

Risk Level: High

Mitigation Measures: Continuous monitoring of requirements, program updates, collaboration with international experts

Type: Regulatory / Legal

Risk Description: Changes in legislation and licensing regulations

Likelihood: Medium

Impact: High

Risk Level: High

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Mitigation Measures: Monitoring of regulatory acts, participation in professional communities, prompt adaptation

Type: Financial / Economic

Risk Description: Decreased payment capacity, economic instability

Likelihood: High

Impact: High

Risk Level: Critical

Mitigation Measures: Revenue diversification, flexible payment models, grants, expansion of educational formats

Type: Socio-cultural

Risk Description: Decline in applicant preparation, lack of digital and language skills

Likelihood: High

Impact: High

Risk Level: Critical

Mitigation Measures: Collaboration with secondary education institutions, entry diagnostics, preparatory courses, higher admission requirements

Type: Communication

Risk Description: Loss of key partners, decreased engagement of external organizations

Likelihood: Medium

Impact: Medium

Risk Level: Medium

Mitigation Measures: Maintaining sustainable partnerships, updating agreements, joint projects involvement

Type: Competitive

Risk Description: Increased attractiveness of regional foreign medical universities

Likelihood: Medium

Impact: Medium

Risk Level: Medium

Mitigation Measures: Brand strengthening, international accreditation, participation in rankings

¹The full list of risks and mitigation measures is presented in Appendix 1.

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Internal Risks

Type: Human Resources

Risk Description: Shortage of qualified personnel, turnover, weak management training, difficulties in hiring and retaining clinical faculty, heterogeneous professional competence

Likelihood: High

Impact: High

Risk Level: High

Mitigation Measures: Motivation development, career tracks, mentoring and adaptation system

Type: Management

Risk Description: Errors in strategic and operational planning, weak analytics, coordination challenges between academic and clinical units

Likelihood: Medium

Impact: Medium

Risk Level: Medium

Mitigation Measures: Implementation of monitoring systems, external evaluation, strategic sessions, decision adjustments

Type: Reputational

Risk Description: Weak external communication, negative feedback, low alumni engagement

Likelihood: Medium

Impact: Medium

Risk Level: Medium

Mitigation Measures: Communication strategy, feedback management, brand and web platform development

Type: Technological

Risk Description: Wear of IT infrastructure and simulation equipment, insufficient digital and simulation skills among faculty

Likelihood: Medium

Impact: High

Risk Level: High

Mitigation Measures: Platform modernization, staff training, digital process audits

Type: Academic

Risk Description: Decline in program quality, absence of self-assessment and international review mechanisms

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Likelihood: Medium

Impact: High

Risk Level: High

Mitigation Measures: Internal program audits, international accreditation, student feedback

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Appendix 1

Comparative Table: Alignment of UA and HSM UA Values

UA Values

Trust and Respect — an academic environment valuing everyone’s opinion, contribution, and providing a safe space for growth.

Leadership — initiative, responsibility, and striving to be first.

Academic Freedom and Honesty — the right to think freely and the obligation to act ethically.

Quality and Pursuit of Excellence — improvement in all aspects and striving for high standards.

Team Spirit and Partnership — collaboration and respect for each participant’s contribution.

Innovativeness — willingness to experiment, adopt new approaches, and embrace challenges.

Adaptation for HSM UA

Ethical Responsibility and Respect — the foundation of the medical profession, based on attention to the individual, recognition of patient and colleague dignity, adherence to medical ethics, and cultural sensitivity.

Professional Proactivity — readiness to take responsibility in complex healthcare conditions, demonstrating leadership both professionally and personally.

Honesty and Clinical Ethics — transparency in medical decision-making, adherence to standards and evidence-based medicine principles.

Continuous Development and Self-Improvement — commitment to lifelong learning and professional growth in science, teaching, and medical practice.

Teamwork and Multidisciplinary Partnership — interaction with colleagues, patients, clinics, pharmacies, and all healthcare system participants.

Innovation and Scientific Thinking — integration of digital technologies, simulation methods, and research approaches in practice and teaching.

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Appendix 2

Comparative Table: UA Strategic Goals and Adaptation for HSM UA

UA Strategic Goal	HSM UA Adaptation
<p>1. Development of educational programs based on innovative approaches to prepare competent and competitive personnel, capable not only of effective work in a changing world but also of actively developing it.</p> <p>2. Development of a digital educational ecosystem, including advanced technologies and tools, to ensure high-quality and innovative learning and support the university’s digital transformation.</p> <p>3. Creation of a sustainable educational and research environment focused on ecological responsibility and the implementation of green technologies to support sustainable development and attract grant funding.</p> <p>4. Strengthening the university’s international standing and multicultural environment through internationalization, strategic partnerships, increased academic mobility, and active participation in global educational and research initiatives.</p> <p>5. Increasing the university’s scientific potential and international competitiveness through joint research, innovation activities, and publication output.</p> <p>6. Developing UA’s human resources potential to ensure sustainable growth.</p> <p>7. Optimization and development of the university’s organizational structure to</p>	<p>Improvement of higher medical education programs in accordance with WFME international standards to train competent, clinically-oriented, and ethically responsible next-generation doctors.</p> <p>Development of a digital educational and clinical environment to enhance the efficiency and quality of medical student training in line with modern challenges of healthcare digital transformation.</p> <p>Formation of a sustainable clinical, educational, and research environment at HSM as the basis for quality, safety, and development under conditions of high uncertainty.</p> <p>Strengthening international cooperation, academic mobility, and global reputation of HSM UA through development of partnerships, program internationalization, and compliance with international standards.</p> <p>Enhancing HSM UA’s scientific potential through clinical and interdisciplinary research, fostering a sustainable research culture, and launching postgraduate academic programs.</p> <p>Development and support of HSM UA human resources as a key asset for quality medical education and sustainable development.</p> <p>Development of HSM UA’s managerial and academic structure to increase efficiency,</p>

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UA Strategic Goal

improve management efficiency, process quality, and staff accountability.

8. Improving education quality

9. Social responsibility and inclusiveness

10. Development of partnerships

HSM UA Adaptation

transparency, and sustainability of processes amid growth and internationalization.

Formation of a sustainable system for quality assurance of medical education and clinical training, aligned with national and international standards (including WFME) and focused on continuous improvement of teaching practices.

Expansion of HSM UA’s social mission and development of an inclusive environment fostering socially responsible doctors ready to work in diverse communities.

Development of sustainable partnerships and expansion of interaction with clinical institutions, businesses, government bodies, and civil society to enhance education quality, research, and HSM UA’s social mission.