

To the Accreditation Council
of the Eurasian Center
for Accreditation
and Quality Assurance
in Higher Education and Health Care
November 21, 2025

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
BASED ON THE RESULTS OF EDUCATIONAL PROGRAMME
ASSESSMENT
70910307 “PEDIATRIC AND ADOLESCENT GYNECOLOGY”
OF TASHKENT STATE MEDICAL UNIVERSITY FOR COMPLIANCE WITH
THE STANDARDS FOR PROGRAMME ACCREDITATION:
POSTGRADUATE EDUCATION (MASTER’S DEGREE) OF THE EURASIAN
CENTER FOR ACCREDITATION AND QUALITY ASSURANCE IN HIGHER
EDUCATION AND HEALTH CARE**

external expert assessment period: November 3-5, 2025

Tashkent, 2025

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LIST OF DESIGNATIONS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care
EHEA	European Higher Education Area
WFME	World Federation for Medical Education
MH RU	Ministry of Healthcare of the Republic of Uzbekistan
RLA	Regulatory and Legal Acts
EP	Educational Programme
ESG	Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area
TashSMU	Tashkent State Medical University
TS	Teaching staff
SAC	State Attestation Commission

1. Composition of the External Expert Commission

In accordance with the order of the ECAQA No.24 dated October 16, 2025, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external assessment of the educational programme of the master's degree in the specialty 70910307 "PEDIATRIC AND ADOLESCENT GYNECOLOGY" from November 3 to 5, 2025, consisting of the following members:

No.	EEC membership	Full name	Academic degree/title, position, place of work/place of study, year, specialty
1	Chairperson	TURGUNOV YERMEK MEIRAMOVICH	Doctor of Medical Sciences, Professor of the Department of Surgical Diseases at NJSC "Karaganda Medical University", Full Member of the International Society of Surgery, accredited medical expert of the Ministry of Healthcare of the Republic of Kazakhstan
2	International expert	MILENA STANEVA STANEVA	PhD, Honorary Professor of the Faculty of Medicine at Sofia University "St. Kliment Ohridski". Expert, Member of the Standing Committee on Healthcare and Sports of the National Agency for Assessment and Accreditation, Bulgaria. Chief Coordinator of the Expert Council of the Ministry of Healthcare of the Republic of Bulgaria. Head of the Angiology Unit of Acibadem City Clinical Hospital at Tokuda University, Sofia, Bulgaria.
3	Academic expert	MYRZABEKOVA GULSHARA TUREBEKOVNA	Doctor of Medical Sciences, Associate Professor, Professor at the Department of Childrens' Diseases named after N.A. Barlybayeva at NJSC "S.D. Asfendiyarov Kazakh National Medical University", Almaty, Kazakhstan.
4	Academic expert	BURKUTBAYEVA TATYANA NURIDENOVNA	Doctor of Medical Sciences, Professor, Head of the Otolaryngology Department at Kazakh Medical University "Higher School of Public Healthcare", Almaty.
5	Academic expert	TRYNKIN ALEXEY VIKTOROVICH	Candidate of Medical Sciences, Professor of the Department of Surgical Diseases with a Course in Anesthesiology and Resuscitation at NEI "Kazakh-Russian Medical University"
6	Academic expert	KUDABAYEVA KHATIMYA ILYASSOVNA	Candidate of Medical Sciences, Associate Professor, Professor of the Department of Internal Diseases No.1 at NJSC "Marat Ospanov West Kazakhstan Medical University"
7	Academic expert	MUKHAMBETOVA GULNAR AMERZAYEVNA	Candidate of Medical Sciences, Professor of the Department of Nervous System Diseases at NJSC "S.D. Asfendiyarov Kazakh National Medical University", Almaty, Kazakhstan
8	Academic expert	AKHENBEKOVA AIDA ZHAKSIBAYEVNA	Candidate of Medical Sciences, Associate Professor of the Department of Childrens' Diseases at NJSC "S.D. Asfendiyarov Kazakh National Medical University", Almaty, Kazakhstan

9	Academic expert	DOSHAKANOVA ASSEL BAIDAULETOVNA	Candidate of Medical Sciences, ophthalmologist of the highest category, head of the postgraduate education department of the LLP “Kazakh Research Institute of Eye Diseases”
10	Academic expert	MARAT AIZADA	PhD, Associate Professor of the Department of Obstetrics and Gynecology No.1 at NJSC “Astana Medical University”, Obstetrician-gynecologist, Astana
11	Employer expert	ERMETOV AZIZ TASHMETOVICH	Doctor of Medical Sciences, Director of the Tashkent Regional Branch of the Republican Scientific Center for Emergency Medical Care, Tashkent
12	Student expert	SARTAY NURILA NURMAKHANKYZY	3rd year postgraduate doctor in the specialty "Obstetrics and Gynecology" at the NEI "Kazakh-Russian Medical University", Almaty
13	Coordinator	NURMANBETOVA FARIDA NUSUPZHANOVNA	Doctor of Medical Sciences, Advisor to the World Federation for Medical Education, Scientific Consultant of the Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care
14	ECAQA Observer	AMANDYKOV ALIBEK BEGENDIKOVICH	Master of Science in Healthcare Management, Head of the International Cooperation and Public Relations Department, NI “Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care”

The EEC report includes a description of the results and conclusion of the external assessment of the educational programme 70910307 "PEDIATRIC AND ADOLESCENT GYNECOLOGY" for compliance with the Standards for Programme Accreditation: Postgraduate Education (Master's Degree) (developed on the basis of the International Standards for Improving the Quality of Postgraduate Education Programmes of the WFME of 2023) and conclusions (hereinafter referred to as the Accreditation Standards), recommendations of the EEC for further improvement of approaches and conditions for the implementation of the above-mentioned educational programme and recommendations on accreditation for the ECAQA Accreditation Council on Accreditation.

2. General part of the final report

2.1 Presentation of the Master's degree educational programme in specialty 70910307 "PEDIATRIC AND ADOLESCENT GYNECOLOGY"

Organization name, legal form of ownership, BIN	In state language – Toshkent davlat tibbiyot universiteti In Russian – Ташкентский Государственный Медицинский Университет In English - Tashkent State Medical University kaz/sch 2340 2000 3001 0000 1010
Governing body	Ministry of Healthcare of the Republic of Uzbekistan. Supervisory Board.
Full name of the first head	Boimuradov Shukhrat Abdujalilovich
Date of establishment	The Tashkent Pediatric Medical Institute was founded in 1972 in accordance with the Decree of the Council of Ministers of the USSR "On the establishment of the Central Asian Medical Pediatric Institute in 1972 in the city of Tashkent on the basis

	of the pediatric faculties of the Tashkent and Andijan Medical Institutes of the Ministry of Health of the Uzbek SSR". In 1988, the institute was transferred to the jurisdiction of the Ministry of Healthcare of Uzbekistan. Since then, admission of students from neighboring republics has ceased. On April 28, 1989, by Order No.357 of the Ministry of Healthcare of Uzbekistan, the Central Asian Medical Pediatric Institute was renamed the Tashkent Pediatric Medical Institute (TashSMU).
Location and contact information	City/District: Tashkent, Almazar district, Address: Farobiy street, 2 Index: 100109 Phone: +998 (78) 150 78 01 Fax: +998 (78) 250 78 28 E-mail: info@tma.uz Website: www.tma.uz
State license for educational activities in the master's programme (date, number)	State license of the Ministry of Education and Science of the Republic of Uzbekistan No.12018231 dated November 21, 2012 and a Certificate of Institutional Accreditation, as well as secondary accreditation will be for the educational programme: 70910307 - "Pediatric and Adolescent Gynecology"
Information on branches and subsidiaries (if any)	In 1990, a branch of the institute was established in Nukus. In 2019, the branch was transformed into a separate university - the Medical Institute of Karakalpakstan.
Year of commencement of the accredited educational programme (EP)	At TashSMU, a master's degree programme in "Pediatric and Adolescent Gynecology" was launched in August 2020.
Duration of study	3 years
Total number of graduates since the beginning of the EP	6
Number of master's students in the EP since the beginning of the current academic year	9
Full-time/part-time teachers involved in the EP	The total number of teachers is 5, including 4 full-time and 1 part-time. Academic degree holder rate, % - 100%: 60% Doctors of Science (DSc), 40% Candidates of Science (PhD) Category, % -40%
Website Instagram Facebook with active pages	Website: www.tma.uz https://tashpmi.uz/institute/ob-institute/

2.2 Information about previous accreditation

In accordance with the Law on Education of the Republic of Uzbekistan (Government Resolution dated July 27, 2007, No.319-III ZRUz), a Master's degree programme was introduced. The Master's degree programme is implemented under License No.12018231 dated November 21, 2012. Appendix to State License No.001 (Order of the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Uzbekistan dated November 21, 2012,

No.1543). State License of the Ministry of Education and Science of the Republic of Uzbekistan No.12018231 dated November 21, 2012 and Certificate of Institutional Accreditation.

2.3 Brief description of the analysis results of the self-assessment report of the educational programme of the master's degree in the specialty 70910307 "Pediatric and adolescent gynecology" and conclusions on its completion

The self-assessment report of the master's degree educational programme in specialty 70910307 "Pediatric and Adolescent Gynecology" (hereinafter referred to as the report) is presented on 121 pages of the main text, annexes on 31 pages, copies or electronic versions of documents located at the link <https://drive.google.com/drive/folders/1594p2b31C3jURDGwytwip1h013oOvHA?usp=sharing>.

The report is characterized by complete responses to all 8 key accreditation standards and criteria, a structured approach that takes into account the recommendations of the Guidelines for Conducting Self-Assessment of Educational Programme provided to the educational organization by the accreditation center - ECAQA, and internal unity of information. A cover letter signed by Rector Shukhrat Abdulilovich Boimuradov confirming the accuracy of the quantitative information and data included in the self-assessment report, is attached to report.

The report contains a list of 38 members of the internal self-assessment commission indicating the responsibilities of each employee, information about the representative of the organization responsible for conducting the self-assessment of the educational programme - Sattorov Zhamoliddin Bakhranovich - DSc, Associate Professor, Head of the Department of Education Quality Assurance of TashSMU; Babakulov Sharaf Khamrakulovich - PhD, Associate Professor, Head of the Department of Internal Assessment and Accreditation of TashSMU.

Self-assessment of the educational programme 70910307 "Pediatric and Adolescent Gynecology" was conducted on the basis of the order of the university rector No.84 dated February 10, 2025 "On the creation of a working group to conduct a specialized self-assessment and write a report".

All standards provide the University's actual practices for training master's students in the specialty 70910307 "Pediatric and Adolescent Gynecology", taking into account the start of student admission in 2020. They also provide substantiated data, examples of the implementation of educational programme objectives, national and international events, and methodological support, confirming compliance with accreditation standards. The description in the self-assessment report is sufficiently comprehensive and up-to-date regarding the number of master's students, teachers, administration, information on selection and admission, learning outcomes, knowledge and skills assessment results, the University's physical facilities and clinical sites, contractual obligations with partners (universities, associations and sites), financial information, development and improvement plans, etc.

The report was submitted to the ECAQA in its final form, with data adjusted according to the above recommendations. It was written in a competent language, the wording for each standard was clear and understandable and described in accordance with the criteria of the standards, the tables contained references in the text and were numbered continuously.

3. Description of external expert assessment

The external expert assessment of educational programme 70910307 "Pediatric and Adolescent Gynecology" was organized in accordance with the Guidelines for Conducting External Assessment of Educational Organizations and Educational Programmes of the ECAQA. The visit to the organization was conducted from November 3 to 5, 2025. The detailed schedule for the 3-day visit is presented in Annex 3 to this report.

To obtain objective information, the EEC members used the following methods and their results:

- Conversation with management and administrative staff – 6 people;
- Interviews with master's students – 87 across all specialties; no foreign students enrolled in master's programmes.
- Study of the website www.tma.uz;

- Interviewing 21 (number) employees, 5 obstetrician-gynecologist teachers and 2 supervisors;
- Questionnaires for teachers and master's students – 58 and 200, respectively;
- observation of the training of master's students: attendance of 2 practical classes (topic: Diagnostics and treatment of pathology of the reproductive organs in the preschool period. Full name of the lecturer: RUZIYEVA NODIRA KHAKIMOVNA, contingent of students: master's students of the 1st year of study, location: Maternity Hospital No.6), classes in the simulation center (topic: practical skills for the 1st year of study, full name of the lecturer: NAZAROVA DILRABO ERKINOVNA, contingent of students: master's students of the 1st year of study);



- review of resources in the context of fulfilling accreditation standards: 2 practice/clinical engagement bases were visited, including City Maternity Complex No.6, the Republican Perinatal Center, City Clinical Hospital No.4 named after Ergashev, where learning is conducted in 2 educational programmes with the participation of 3 full-time/part-time teachers;
- study of 20 learning and teaching documents both before the visit to the organization and during the visit to the divisions (the list of documents studied is in **Annex 2**).
The accredited organization's staff ensured the presence of all persons specified in the visit programme and in the lists of interview and conversations sites (Table 1).

Table 1 - Information on the number and category of participants in meetings, interviews and conversations with EEC members

No.	Position	Quantity
1	Teaching staff, including pediatric and adolescent gynecology	21
2	University Administration	3
3	Administrative Staff	12
4	Master's Students, including pediatric and adolescent gynecology	87
5	Graduates, including online graduates	41
6	Employers	13

On the final day of the visit, a meeting of the EEC members was held to discuss the external assessment. A final discussion was held regarding the external assessment of the educational programme, document review, conversation, interview and questionnaires results. The EEC members began drafting the final EEC report. The external assessment results were summarized. The experts individually completed the "Quality Profile and Criteria for External Assessment of Educational Programme 70910307 'Pediatric and Adolescent Gynecology' for compliance with the Standards for ECAQA Accreditation. The EEC members made no comments. Recommendations for improving the

educational programme were discussed, and Chairperson Ye.M. Turgunov held a final open vote on the recommendations for the ECAQA Accreditation Council.

Comfortable conditions were created for the EEC, with access to all necessary information and material resources. The Commission notes the University's high level of corporate culture and the team's high level of openness in providing information to EEC members. I would also like to specifically note the high level of corporate culture, which is demonstrated by the respectful attitude of employees towards each other, their responsible approach to professional responsibilities and their commitment to maintaining a favorable moral and psychological climate. Team members demonstrate a willingness to collaborate, engage in constructive dialogue and effectively collaborate between divisions. A high degree of openness and transparency is evident in the University's work. Employees readily provide necessary information to EEC members, promptly respond to the Commission's requests and provide comprehensive support for all procedures.

In a survey of master's students, 200 - 93% - rated the work of the External Expert Commission on Accreditation as positive and 1.5% - as satisfactory. The majority of respondents (93%) believe that educational institutions or educational programmes should be accredited.

According to 77.59% of teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of activity of the accredited educational organization.

At the end of the visit programme, the Chairperson of the EEC presented recommendations to the management and staff of the educational organization based on the results of the external assessment as part of the specialized accreditation.

4. Analysis of compliance with accreditation standards based on the results of an external assessment of the master's degree educational programme in specialty 70910307 "Pediatric and Adolescent Gynecology"

Standard 1: MISSION AND VALUES

1.1 Stating the mission

During the implementation of the programme's activities, namely, following conversation with the organization's first head, members of the advisory body of the Ministry of Higher and Secondary Specialized Education and the Ministry of Healthcare of the Republic of Uzbekistan (<https://tashpmi.uz/institute/ob-institute/>), and interviews with master's degree students and teachers, compliance with the criteria of *standard 1* was established. All participants in the educational process are aware of the educational programme's mission and participated in developing proposals for formulating the mission. The mission has been communicated to potential master's degree students through the website, social media and informational letters to medical organizations. The organization's strategic plan for 2022-2027 was reviewed, including areas such as integrated higher education and master's and residency training; continuing education of physicians and medical personnel; scientific research; human resource development; institutional management; and international cooperation, confirming compliance with the accreditation standard and demonstrating the organization's goals, objectives and prospects. Interviews with master's students revealed that before classes begin, teachers inform students about the educational organization's mission and work plans, and tell them where to obtain necessary information about the educational programme, teachers and training facilities.

During the visit to the educational divisions of TashSMU, the experts noted the strengths of the educational organization in relation to the accredited educational programme, including: a high academic degree holder rate of the teaching staff in the master's EP; a strong clinical base, including 3 in-house clinics and medical organizations at the national, regional and provincial levels, where master's students can master all the necessary skills; the presence of a pedagogy component in the master's degree programmes; the training of master's students as a reserve for teaching pedagogical activities, as researchers and continuing education at the PhD doctoral level (about 30% remain at the

university); master's programme (the state covers tuition for those admitted on a contract basis); an additional incentive for master's students: 10 master's students receive various scholarship allowances.

TashSMU has divisions directly related to the educational programme 70910307 "Pediatric and Adolescent Gynecology", which can be noted as best practice in education, namely, a visit to the Department of Obstetrics and Gynecology. This conclusion was reached because the visit demonstrated positive aspects, such as ongoing efforts to enhance institutional capacity, internship opportunities and advanced training for teaching staff. During the visit to the clinical site, I would like to highlight the university's strong clinical base, including 3 in-house clinics and medical organizations at the national, regional and provincial levels, where master's students can acquire all the necessary skills in pediatric and adolescent gynecology. Furthermore, under the educational programme 70910307 "Pediatric and Adolescent Gynecology", master's students undergo training at a national clinical site, which specializes in treating all pediatric and adolescent patients with gynecological pathologies. At clinical sites, trainers and moderators with over 20 years of experience are involved in the educational process. For example, in the educational programme 70910307 "Pediatric and Adolescent Gynecology", an obstetrician-gynecologist with extensive experience and a national specialist in pediatric and adolescent gynecology is involved. Additionally, TashSMU is pursuing a sound strategic policy of expanding its teaching staff, as its master's degree programmes include pedagogy components, making a strategic investment in the development of the university's and the country's scientific potential.

The results of the documentation review demonstrate that the organization's mission and the mission of educational programme 70910307 "Pediatric and Adolescent Gynecology" are consistent, and the educational process is structured in accordance with the State Compulsory Educational Standard and current regulatory legal acts (RLA) in postgraduate education and healthcare. At the same time, during meetings with graduates, the experts identified a number of challenges, including expanding the range of stakeholders in mission development, as interviews with graduates highlighted areas for improving the quality of the educational process.

The educational organization conducts master's degree training at the following clinical sites and units: City Maternity Complex No.6, the Republican Perinatal Center and City Clinical Hospital No.4 named after Ergashev. It ensures a patient-centered approach through the implementation of standardized patient pathways, information and feedback, maintaining a comfortable and safe environment, and through highly trained staff communication focused on ensuring informed, respectful and individualized needs of each patient, taking into account their age category (children and adolescents). The educational organization prioritizes patient safety and autonomy by maintaining a comfortable and safe environment and through highly trained staff communication focused on patient awareness.

Experts determined that master's students have appropriate working conditions to support their own health, as the educational institution ensures a safe and comfortable learning environment, access to rest areas and independent work, compliance with sanitary and hygienic requirements, the availability of modern teaching aids, and access to consultative and medical care when needed. These points were demonstrated during visits to the clinical sites: City Maternity Complex No.6, the Republican Perinatal Center and City Clinical Hospital No.4 named after Ergashev. Master's students' basic competencies in the accredited specialty, such as a patient-centered approach, a high level of communication with patients and staff, and specialized competencies help the educational institution implement innovative learning forms. This will enable master's students to develop skills and qualities such as an understanding of the anatomy and physiology of the reproductive system at different ages, the ability to conduct clinical examinations in compliance with ethical standards and principles of communication with children and their legal representatives in various age groups, and mastery of diagnostic methods for disorders of sexual development, menstrual function, inflammatory and hormonal diseases in children and adolescents.

The educational organization encourages master's students to participate in research in their chosen specialty through incentive scholarship allowances (10 master's students receive various

scholarship allowances) and ensures their participation in academic events such as international and local conferences (master's students participate in these events, with all expenses covered by TashSMU funds). Furthermore, master's students have the opportunity to continue their education as part of a PhD programme. According to the data provided, approximately 30% of master's students remain at the university. At the same time, experts have identified the involvement of graduates in the process to improve the quality of the educational process.

1.2 Participation in mission formulation

Experts found that teaching staff, master's students and representatives of practical healthcare participated in developing the goals and objectives (mission) of educational programme 70910307 "Pediatric and Adolescent Gynecology", as confirmed by the TashSMU Charter and Strategic Plan. Suggestions were made, such as involving key stakeholders in mission development. When updated regulations and orders in education and healthcare are issued, the educational programme developers consider stakeholder needs and make appropriate changes. For example, the strategic development plan for 2022-2027 prompted teachers to expand the scope of stakeholders in the curriculum.

Meanwhile, during discussions with master's students and employers, experts did not receive a clear answer to the questions "Are you involved in formulating the mission and goals of the organization and educational programme?" and "What is the personal contribution of master's students to improving the educational programme?" Master's students responded to these questions by saying that they consider graduates' needs when developing the mission, while employers responded by including all stakeholders in the mission development process.

In a survey of 200 master's students (on <https://webanketa.com/>), several of the 22 questions focused on the quality of the educational process and programme. It was found that 85% of master's students would recommend studying at this educational institution to their acquaintances, friends and relatives. And 92% of respondents believe that the educational programme heads and teachers are aware of students' learning needs. To the question, "Do you think this educational institution allows you to acquire the necessary knowledge and skills in your chosen specialty?", 92% of master's students answered positively, 3.5% were unsure, 2.5% were not yet able to answer this question, and 0% would like to believe so.

The 58 teachers surveyed (21 survey questions) also responded that 87.9% are satisfied with the organization of work and the workplace in this educational institution, and 5.1% partially agree with this statement. The experts determined that the organization has a healthy microclimate, since the head is quite accessible to both master's students and staff, responds promptly to requests and to the needs of master's students (visits to the clinical site, review of master's student portfolios). In the questionnaire, 93.1% of teachers are satisfied with the microclimate of the organization, and 5.1% are partially satisfied. According to 86.21%, in the educational organization, teachers have the opportunity to realize themselves as professionals in their specialty. For information, a total of 58 people responded (there are 565 in total), with 20.69% having teaching experience of up to 5 years, 27.59% up to 10 years, and 51.72% over 10 years.

EEC findings by criteria. Comply with 6: fully - 0, partially - 0, not compliant – 0.

Standard 2: CURRICULUM

2.1 Curriculum and certification

Experts have established a correlation between the curriculum content and the required qualifications of master's students upon completion of the programme "70910307 'Pediatric and Adolescent Gynecology'". This correlation is reflected in the assessment process, which systematically collects and analyzes information on student achievement using various assessment tools. Upon completion of the programme, master's students are admitted to an independent university examination, which allows them to obtain a specialist certificate in "Pediatric and Adolescent Gynecology" and be admitted to clinical practice in their chosen specialty.

In 2025, 75% of graduates of the Master's programme in “70910307 Pediatric and Adolescent Gynecology” passed the independent assessment with an excellent grade, and 25% with a good grade. The number of students who failed the exam was 0 in 2025 and 0 in 2024.

Experts examined documents confirming the fulfillment of this criterion of the accreditation standard: a self-assessment report, educational programmes: working curricula, module catalogs, syllabuses for the specialty "70910307 "Pediatric and Adolescent Gynecology".

2.2 Intended learning outcomes

The intended learning outcomes have been defined and included in the document "Procedure for Monitoring and Assessing Students' Knowledge at Tashkent State Medical University", which was developed based on the Order of the Minister of Higher Education, Science and Innovation dated December 2, 2024, No.452 "Organizational Measures for Organizing and Conducting the Summative Assessment in Higher Education Organizations", and approved by Order No.432 dated September 11, 2025. Stakeholders are informed about the intended learning outcomes of master's students in the specialty "70910307 "Pediatric and Adolescent Gynecology" by familiarizing themselves with the disciplines specified in the curriculum before the start of the educational process. The experts were convinced that the professional behavior and communication skills of master's students are formed through the development of specific skills that are assessed during clinical rotations and reflected in the corresponding document - the Procedure for Monitoring and Assessing Students' Knowledge at Tashkent State Medical University".

Teachers and master's students have been informed of the Code of Ethics. The Code of Ethics can be found on the TashSMU website (Approved by Scientific Council No.2 dated August 27, 2025, "Code of Ethics and Conduct" of Tashkent State Medical University). **(ESG II Part 1.2)**

The expected learning outcomes have been established to meet the requirements of national professional standards for the specialty "70910307 "Pediatric and Adolescent Gynecology". A review of the accredited educational programme has been provided by the Director of the Republican Center for Reproductive Health, Doctor of Medical Science, Associate Professor Sh. A. Zufarov, and by the Head of the Department of Propaedeutics of Childhood Diseases and Hematology at the Tashkent Pediatric Medical Institute, Doctor of Medical Sciences, D. T. Ashurova. Thus, the requirements of the professional community for the specialty "Pediatric and Adolescent Gynecology" have been taken into account.

The educational programme defines learning outcomes for the specialty 70910307 "Pediatric and Adolescent Gynecology", which include knowledge, skills and professional behavior. Each skill can be assessed and measured. For example, during a visit to the simulation center, a lesson was held for first-year master's students majoring in “70910307 Pediatric and Adolescent Gynecology”, where the teacher assessed their practical skills using a checklist. Oral feedback is regularly provided to the master's students after each lesson, and a survey is administered once per scheduled period after the end of the course. A survey of master's students in various specialties, including 70910307 “Pediatric and Adolescent Gynecology”, revealed that they were satisfied with the quality of education at Tashkent State Medical University. To improve the educational programme for the specialty 70910307 "Pediatric and Adolescent Gynecology", the educational organization did the following in 2025: The graduate academic office ensured the horizontal integration of related disciplines, and the vertical integration of clinical disciplines with basic biomedical and social disciplines.

Participation in providing medical care to the public is a mandatory component of master's degree training. Master's students majoring in 70910307 “Pediatric and Adolescent Gynecology” undergo training at medical institutions such as City Maternity Complex No.6, the Republican Perinatal Center, and City Clinical Hospital No.4 named after Ergashev. For example, at the Republican Perinatal Center and City Clinical Hospital No.4 named after Ergashev, master's degree students learn procedures such as gynecological examinations using speculums and bimanual patient examinations. Independent study includes visits to the clinical units, simulation center, library and online resources (the Information and Resource Center has access to international databases). Students

also prepare independent work and develop research papers. All results of independent work are presented as research papers, presentations, publications and reports at international or local conferences.

The professional behavior of master's students is ensured through regular assessment of the development of competencies to improve professional self-determination.

The educational programme includes deontological aspects and ethical standards in professional medical practice. The Code of Ethics, developed and approved by Scientific Council No.2 dated August 27, 2025, "The Code of Ethics and Conduct" of Tashkent State Medical University, was reviewed (the Code of Ethics is available on the TashSMU website). During a survey of employers, experts inquired about their satisfaction with the behavior of master's degree students. Overall, master's degree students maintain ethical behavior toward teachers, fellow students and medical staff. An Ethics and Morals Commission is in place, which any employee of the educational institution can contact to resolve conflict situations. No such situations occurred during the 2025-2025 academic year. During a meeting with experts, the master's degree students themselves confirmed that teachers observe ethical behavior towards them. When asked whether conflict resolution studies have been held for teachers in the past few years, the answer was that they are held annually or as needed.

When determining the intended learning outcomes, the Curriculum & Instruction Department considered previous undergraduate and internship learning outcomes, as well as the goals and objectives of subsequent continuing professional development in the chosen specialty. The educational institution offers continuing professional development, including programmes in the specialty of the accredited educational programme. For example, programmes have been developed and implemented on the topics of Clinical Pharmacology, lasting 60 hours.

Experts have established clear continuity between the intended outcomes of master's students' prior learning (prerequisites) and their master's studies, as well as subsequent continuing professional development programmes. The organization has developed a programme "Socio-Economic Development Strategy for Uzbekistan," for continuing education, including for the specialty "70910307 Pediatric and Adolescent Gynecology". Master's students are informed about this.

77.59% of the respondent teachers believe that students of this educational organization have a high level of knowledge and practical skills after completing the training programme, and 18.97% partially agree with this.

The teachers surveyed during the external assessment process responded that 87.93% were fully satisfied with the level of prior training of master's students, and 8.62% were partially satisfied.

The qualification obtained as a result of mastering the educational programme in the specialty "Pediatric and adolescent gynecology" corresponds to level 8 of the national qualification framework (**ESG1.2**) and has the code 70910307. Completion of training in the master's degree is accompanied by the issuance of the academic degree "Master" in the educational programme in the specialty -70910307 "Pediatric and adolescent gynecology" (duration of study is 3 years) and the degree of master of pediatric and adolescent gynecologist is awarded, a Diploma Supplement is free, which will be in demand in the market. The graduate's qualification level corresponds to level 7 of the National Personnel Programme, related in accordance with the order of the Ministry of Healthcare of the Republic of Uzbekistan No.647 dated July 31, 2015.

2.3 Curriculum organization and structure

The curriculum organization for the specialty "Pediatric and Adolescent Gynecology" is based on the intended learning outcomes of master's students and therefore includes the following: in addition to research, it also includes healthcare management, teaching technologies and skills, modern information and communication technologies, and improving the quality of medical care. The duration of the programme is 3 years. Regular feedback with master's students ensures a systematic and transparent learning experience.

To implement the educational programme in the specialty "Pediatric and Adolescent Gynecology", the organization's documents include teaching materials, which define the goal, take into

account the integration of practical and theoretical components, and independent work. Compliance with the State Compulsory Educational Standard and standard requirements has been established, including the laws of the Republic of Uzbekistan "On Education" and "On the National Programme for Personnel Training", Decree of the President of the Republic of Uzbekistan dated July 24, 2012 No.UP-4456 "On Further Improvement of the System of Training and Certification of Highly Qualified Scientific and Scientific-Pedagogical Personnel", and Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated September 10, 2007 No.190 "On Measures to Further Improve and Enhance the Efficiency of the Master's Degree in the Higher Education System of the Republic of Uzbekistan" (<https://lex.uz/docs/2579472>).

While attending a practical lesson on the topic of "Diagnosis and Treatment of Reproductive Organ Pathology in Preschool Children" (lecturer name: RUZIYEVA NODIRA KHAKIMOVNA), student body: first-year master's students, location: Maternity Hospital No.6, the experts received convincing evidence that the learning was being conducted according to plan. Before the lesson, master's students completed quizzes, received feedback from the teacher and had the opportunity to hone their skills in the specialty "Pediatric and Adolescent Gynecology". The organization ensures compliance with ethical aspects in the implementation of the educational programme, as the experts reviewed the Code of Ethics (Approved by Scientific Council No.2 dated August 27, 2025, "Code of Ethics and Conduct" of Tashkent State Medical University), and during the interview, the master's students responded that they were aware of the contents of this document.

An analysis of educational activities showed that the scientific basis and all scientific achievements in the relevant disciplines were taken into account, additions were made to the bibliography of the teaching materials and syllabuses, and teachers use them in the classroom.

The supervising system described in the Decree of the President of the Republic of Uzbekistan No.4310 dated May 6, 2019, "On measures for the further development of the system of medical and pharmaceutical education and science" and the Order of the Ministry of Healthcare of the Republic of Uzbekistan No.236 dated September 8, 2020, "On approval of regulatory documents for the organization of the educational process of medical and pharmaceutical universities" was evaluated. State Educational Standards of the direction, the order of the Minister of Higher and Secondary Specialized Education dated October 8, 2018, "On approval of the Rules for determining the academic workload of the teaching staff of a higher educational institution, as well as educational and methodological, research and supervising-student work" were also assessed. <https://lex.uz/ru/docs/3969039>.

A total of 4 supervisors are assigned to ensure all types of theoretical and practical training as stipulated by the curriculum, as well as the effective implementation of the master's student's research work. To achieve the goals of the master's degree programme, virtually all healthcare opportunities are effectively used, including on-the-job training in the form of rotation and night calls for students as physician assistants at treatment facilities assigned by contracts to the graduate academic office.

The procedure for informing master's students about their rights and responsibilities is reflected in <https://ssv.uz/uploads/pages/buyrug88-23032022.pdf>.

Teachers use innovative learning methods for master's students, including case-based learning (CBL), problem-based learning (PBL), team-based learning (TBL), business games, role-playing games, "brainstorming", group discussion, combined questioning, small-group learning, simulation technologies and presentations (student-centered learning). A list of learning methods is described in the syllabus for the general pediatric and adolescent gynecology module. These methods enable master's students to participate in providing medical care to patients. Teachers can provide master's students with management of approximately 3 specialized patients per day and 20 per month. For example, master's students in the educational programme "70910307 "Pediatric and Adolescent Gynecology" can, upon completion of their training, perform procedures such as obstetric and gynecological examinations of pediatric and adolescent patients.

The experts found that the educational institution fully implements the principles of academic honesty and anti-plagiarism. This is reflected in the "Academic Policy" document. Academic honesty

applies at such stages of master's students' education as daily practical and theoretical parts of the course. Anti-plagiarism applies when master's students are engaged in research. Master's students are trained to promptly obtain informed consent from patients for all diagnostic and therapeutic procedures. The experts noted that the corresponding document, signed by the patient, is included in the medical records.

Thus, by the end of the 3-year study, master's students will acquire the basic skills and abilities of a pediatric obstetrician-gynecologist, which will allow them to work in institutions of national and local significance (**ESG 1.2**).

The experts did not find any violations regarding the principle of equality in postgraduate education and continuing professional development, since the educational organization complies with the Constitution of the Republic of Uzbekistan, the Law of the Republic of Uzbekistan "On the State Language of the Republic of Uzbekistan" (This Law was adopted in a new version by the Law of the Republic of Uzbekistan dated December 21, 1995, No.167-I "On Amendments and Supplements to the Law "On the State Language of the Republic of Uzbekistan") and other regulatory legal acts in education and healthcare. For example, the educational organization (in the Department of Obstetrics and Gynecology) employs 36 people, of which 89% are women and 11% are men.

The educational organization has a mechanism for regularly adapting teaching and learning methods to the requirements of modern science and education, as well as the current needs of practical healthcare. This mechanism includes systematic monitoring of scientific achievements and educational standards, updating of course curricula, regular advanced training for teachers, analysis of feedback from students and employers, and the implementation of innovative educational technologies and methods to ensure that training meets modern requirements.

This demonstrates compliance with Standard 2 regarding adapting learning to the needs of master's students. However, despite the principles of quality and academic honesty described in the Academic Policy document, the organization lacks an anti-plagiarism system.

2.4 Curriculum content

There are documents containing requirements for the structure and content of educational programmes, including the State Standard "On Education" (adopted by the Legislative Chamber dated May 19, 2020) and the Regulation on Master's Degrees (Resolution of the Cabinet of Ministers). The Curriculum & Instruction Department, and Training and Simulation Departments are responsible for selecting and implementing innovations in the educational process.

The curriculum and catalog of elective courses reflect the needs of the healthcare system, including healthcare management, Uzbekistan's socioeconomic development strategy, modern information and communication technologies, improving the quality of medical care, as well as the specifics of research and development and the academic achievements of teachers. These include research methodology, pedagogical technologies and teaching skills, and clinical pharmacology. To successfully implement the educational programme in the specialty "70910307 Pediatric and Adolescent Gynecology", the organization has resources for organizing the assessment of master's students' practical skills (a simulation center, practical skills assessment, and the opportunity to practice skills in real-life settings under the guidance of a supervisor). However, there are challenges in planning, developing and approving educational programmes, including the lack of components on medical statistics. Experts have determined that the educational programme takes into account legislation requirements, including those related to ensuring the quality of education, compliance with state educational standards, and requirements for the language of instruction.

The theoretical component of the educational programme is 360 hours, encompassing 6 disciplines/topics. The practical component consists of practicing practical skills under the guidance of a supervisor and independent student work. The weekly academic workload for students majoring in Pediatric and Adolescent Gynecology is 36 hours, covering all types of educational activities stipulated in the curriculum, including classroom and independent work. The potential future roles of master's degree graduates, namely, medical experts and managers, are developed through disciplines (or topics)

such as healthcare management, the socio-economic development strategy of Uzbekistan, modern information and communication technologies, and improving the quality of medical care. Legal aspects of physician practice are discussed in classes; such components are not included, but are recommended. The scientific component of master's degree training is developed through research methodology, pedagogical technologies and teaching skills, and clinical pharmacology.

The educational organization guarantees adjustments to the structure, content and duration of the educational programme in the event of any changes in various sciences, demographics, and in response to the needs of the healthcare system. To this end, a mechanism for regular monitoring and expert assessment of educational programmes is in place, including an analysis of scientific innovations, demographic trends, and practical healthcare needs, followed by prompt implementation of necessary programme amendments.

Teachers provide master's students with methodological and didactic materials, additional literature to prepare for classes, with 88% being fully satisfied, 10.5% being partially satisfied, and 1.5% not being satisfied.

The organization has its own clinical facilities for the practical training of master's students in the specialty "70910307 Pediatric and Adolescent Gynecology". TashSMU's infrastructure is suited to the specific activities and implementation of postgraduate medical education programmes using the credit-based learning model. The clinical facility has 340 beds. There are 15 inpatient clinical units, including 18 general resuscitation beds, 6 cardiac resuscitation beds and 9 operating rooms. In the specialty "70910307 "Pediatric and Adolescent Gynecology", master's students have access to the following medical organizations to implement their practical skills: Interdistrict Perinatal Center No.6, City Clinical Hospital No.5 (maternity unit), Clinical Hospital No.4, Kibray Maternity Complex, Pediatric Campus Clinic, National Medical Center, Republican Perinatal Center, where there is an outpatient visit, and also concluded 300 agreements with medical organizations, including 3 foreign university clinics, a memorandum of cooperation with the Department of Obstetrics and Gynecology of the San Vincent Hospital of the Catholic University of Korea, a memorandum of cooperation with the Department of Obstetrics and Gynecology of the Medical University of Verona, Italy, a memorandum of cooperation with the Department of Obstetrics and Gynecology of the Altai Medical Institute, Russian Federation. In response to the survey question, "Is there sufficient time for practical training (patient management, etc.)?", 92% of master's students fully agreed, 6.4% partially agreed, and 1% disagreed. Furthermore, 91.5% of master's students stated that the teacher provides feedback after classes (listening to their opinions, conducting a mini-survey, and an error analysis session). Meanwhile, in response to the question, "Are master's student representatives involved in the development of educational programmes?", the experts received a positive response - 87%. 92.5% of the master's students surveyed were completely satisfied with the class schedule.

The master's programme includes 60 hours of modules on the fundamentals and methodology of scientific research, including clinical trials and clinical pharmacology. Teachers use a critical assessment method of scientific literature and medical research data, which is supported by examination of documents such as publication results, presentations at international conferences, and master's student portfolios. This learning is organized through "updated data reviews" held monthly or, as needed, following attendance at international educational events.

Master's students confirmed that evidence-based medicine is integrated into their education. Specifically, by using clinical protocols in patient management, master's students are familiar with evidence-based literature.

A survey of master's students revealed that their educational institutions offer access to student participation in research, with 84% of respondents fully satisfied, 14% partially satisfied, and 2% dissatisfied. Master's students should engage in research&development, and in their responses to the survey, 84% indicated they were already engaged in research&development, 14% planned to begin, 1% were searching for a research topic, and 1% were not currently engaged.

2.5 Learning methods and experiences

The main learning methods in the master's programme are traditional (teacher-centered) methods. In addition, innovative learning methods focused on the master's student have been introduced: case-based learning (CBL), problem-based learning (PBL), team-based learning (TBL), business games, role-playing games, the "brainstorming" method, the group discussion method, combined surveys, the small-group learning method, simulation technologies and presentations (student-centered learning). Supervising is carried out in accordance with the order of the Minister of Higher and Secondary Specialized Education dated October 8, 2018, "On approval of the Rules for determining the academic workload of the teaching staff of a higher educational institution, as well as learning and teaching, research and supervising-student work." <https://lex.uz/ru/docs/3969039>.

During conversations with master's students, experts found that teachers most often organize the theoretical portion of classes. A clinical supervisor is responsible for the practical portion of the classes. Feedback is provided daily, and master's students can ask their supervisor any questions and also have access to medical records and the patient management information system through the supervisor's account (under their control).

Virtual learning methods are used, including interactive and innovative learning methods supported by appropriate information and communication resources.

Simulation-based learning is provided at the Simulation Center for Practical Skills (Simulation Center). The following simulation equipment is available to master's students in the accredited educational programme: the Simulation Center features dedicated rooms for practical training, with the necessary equipment and materials for practical training in pediatric and adolescent gynecology. This training is designed to develop practical skills in pediatric and adolescent gynecology. Simulation training is included in the curriculum in years 1, 2, and 3, totaling 510 hours.

The principles of quality, academic honesty and anti-plagiarism (**ESG II Part 1.3**) are documented in the "Academic Policy" (approved on August 31, 2022, developed by the Education Quality Assurance Department). The experts asked master's students, "What do they understand by academic honesty?" and received the following response: "Adherence to the standards of honest and independent completion of academic and research work, and the rejection of plagiarism, falsification and fraud". The experts concluded that the principles of academic honesty in master's programmes primarily concern areas such as respect for intellectual property and a responsible approach to the academic process.

Master's students are informed of their rights and responsibilities by recording them in the familiarization sheet. The teaching staff is responsible for this.

Compliance with ethics by master's students is based on the Code of Ethics.

Experts confirm that the educational organization provides master's students with the necessary skills and abilities that can impact their personal development and be applied in their future careers (**ESG II Part 1.3**). This is confirmed by the results of a review of documents such as the "Self-Assessment Report", the "Master's Portfolio" and the "EP". It is also confirmed by the results of attending classes, meetings with master's students, teaching staff, supervisors at clinical sites, the Tashkent State Medical University Simulation Center and a master's student survey.

The principles of equality, including gender, cultural and religious ones, are observed with respect to master's students and teachers, as enshrined in the documents: <https://ssv.uz/uploads/pages/buyrug88-23032022.pdf>. No precedents of non-compliance with these principles were identified during a visit to the educational institution. The Code was developed in accordance with the requirements of the Code of Conduct, approved by Order No.88 of the Ministry of Healthcare of the Republic of Uzbekistan dated March 24, 2022 (<https://ssv.uz/uploads/pages/buyrug88-23032022.pdf>). It establishes the principle of equal rights for all citizens to education, regardless of gender, age, social status and other factors.

Teaching and learning methods are regularly adapted to changing conditions (ESG II Part 1.5) and the requirements of practical healthcare. For example, the management of the educational programme (Department of Education Quality Assurance, Department of Obstetrics and Gynecology) included in the curriculum elective courses on the following topics: Polycystic ovary syndrome in adolescents; Thyroid disorders and their impact on the cycle in adolescents; Hyperprolactinemia in adolescents; Obesity, insulin resistance in adolescents; Micronutrient deficiency (D₃, iron, etc.) in adolescents; Psychosexual development in adolescents; Ethical issues of working with adolescents; Contraception in adolescent girls (hormonal, barrier, emergency); Prevention of teenage pregnancy; Ovarian cysts (functional and organic); Distortion in children; Hermaphroditism and reconstructive surgery in adolescents; Benign and malignant tumors of the reproductive system in adolescents; External genital injuries (domestic, sports, sexual) in adolescents; Child abuse: diagnosis, legal aspects, and examination of adolescents, developed based on feedback from master's students. The choice of clinical training for master's students was also based on an analysis of the need for training a specialist with in-depth knowledge of pediatric and adolescent gynecology.

Of the 200 master's students surveyed, 87.5% responded that teachers use active and interactive learning methods in classes quite often, while 11.5% believe that they do so rarely or sometimes.

2.6 Curriculum delivery and training facilities

Master's students in the accredited educational programme are trained in local and national healthcare facilities, including learning at the primary, secondary and tertiary levels of medical care. Master's students can work in TashSMU's own laboratory, equipped with modern facilities for practical classes and experiments (151 microscopes, chemical reagents, 5 analyzers (biochemical, immunoassay, etc.), and other equipment for studying biology, chemistry and other medical sciences). All instruments and equipment undergo regular maintenance and are tested for compliance with safety standards. A contract has been signed with each clinical site for the period 2025-2026. The Clinical Sites Department is responsible for this. A total of 300 contracts have been signed for the current year.

The experts visited the following clinics: City Maternity Complex No.6, the Republican Perinatal Center, and City Clinical Hospital No.4 named after Ergashev, which has 3 classrooms and 4 supervisors involved in the educational process. Learners enrolled in the master's programme in 70910307 "Pediatric and Adolescent Gynecology" are provided with 3 classrooms equipped with computers, printers, televisions and whiteboards. There is also a simulation room with CPR simulators and a library with books suitable for master's students.



Currently, the accredited programme has 8 first-year master's students who are fully provided with clinical training (a sufficient number of patients in the specialty profile).

The selection of clinical sites was based on the structure of the educational programme and related disciplines. The educational organization (higher education institution) training the master's

student has the authority to select/determine the clinical site for the master's student's training. These medical organizations are accredited (no date available).

Experts ensured that master's students have access to medical facilities' resources. When surveyed, master's students confirmed that they are regularly admitted to clinical sites, have the opportunity to work with patients under the guidance of supervisors, use medical facilities' equipment and resources, and participate in practical training and clinical exercises.

The following staff and stakeholders participated in the planning, development, discussion, and approval of the educational programme (**ESG II Part 1.2**): master's degree students, teaching staff and employers. The master's programme was approved at meeting No. MD - 5A510207 - 2.01 "_08" _09 2020. Order of the Ministry of Healthcare No.236 dated "08" 09 2020.

Approval of a master's programme includes its review by relevant departments, expert evaluation by educational and methodological units, coordination with the responsible structural departments, and subsequent approval by the head (or academic board) of the educational organization.

A review was received from Zufarova Sh.A. - Director of the Republican Center for Reproductive Health of the Population, Doctor of Medical Sciences, Associate Professor, Ashurova D.T. - Head of the Department of Propaedeutics of Childhood Diseases, Hematology of the Tashkent Pediatric Medical Institute, Doctor of Medical Sciences.

The educational process management reflected in the self-assessment report (*Standard 2*) and the general management approaches were confirmed during a visit to the Education Quality Assurance Department and discussions with the head and staff. At the same time, verification of *Standard 2* revealed potential for improvement in the quality of the educational process.

The experts reviewed the work of the divisions, including the Department of Obstetrics and Gynecology. A total of 4 meetings were held, and cross-examination revealed that the clinical sites have sufficient resources to implement the master's programme in the specialty "70910307 "Pediatric and Adolescent Gynecology".

The training of master's students in the specialty "70910307 Pediatric and Adolescent Gynecology" is aimed at meeting the needs of practical healthcare. There are no official figures on the detailed shortage of pediatric gynecologists. Thus, during discussions with the organization's management, experts learned that master's students' training provides them with immersion in a real professional environment, participation in the diagnostic and treatment process, work with patients under the guidance of experienced supervisors, mastery of modern examination and treatment methods, and the development of essential clinical competencies in a practical healthcare setting. Teachers confirmed that master's students are trained directly in clinical units (antenatal clinic, conservative and operative gynecology units, pediatric gynecology, maternity ward, pregnancy pathology unit, and postpartum ward). Master's students in this specialty can manage patients with diseases affecting children and adolescents.

While attending a practical lesson (or lecture/seminar/master class) on the topic of "Diagnosis and Treatment of Reproductive Organ Pathology in the Preschool Period". Teacher's name: RUZIYEVA NODIRA KHAKIMOVNA; student population: first-year master's students; location: Maternity Hospital No.6; course volume: 432 hours; and discussions with the master's students, the experts noted that the organization promotes the development of master's students' practical competencies, including using simulation equipment. At the same time, the master's students deepen their theoretical knowledge and develop their communication skills.

2.7 Opportunities for higher degrees and research

The educational institution offers the following research opportunities: Firstly, the development of scientific potential is a strategic direction for the development of TashSMU. Furthermore, TashSMU has all the necessary facilities for conducting research within the framework of the master's degree programme. This includes modern equipment at TashSMU: Computer labs: There are 15 computer labs equipped with the latest versions of software and hardware. Each classroom has 10-12 computers, in addition there are 2 computer rooms with 60 and 25 computers, providing each student

with access to them, as well as printers and scanners. All computers are connected to high-speed internet, allowing students to access online resources and conduct research online. Laboratory: An in-house laboratory with modern equipment for practical classes and experiments (151 microscopes, chemical reagents, 5 analyzers (biochemical, immunoassay, etc.), and other equipment for studying biology, chemistry and other medical sciences). All devices and equipment undergo regular maintenance and are tested for compliance with safety standards.

As part of the accredited master's programme, department staff conduct research for master's students on the topic of their research. Master's students may be informally involved in research. At the time of the visit, there are no master's students working on research. During the period 2024-2025, master's students prepared (in collaboration with their academic supervisors) over 40 scientific articles and abstracts in various journals based on submitted reports. A significant portion of these were published in national and international scientific journals, including publications indexed in international scientometric databases (Scopus, Google Scholar, etc.), and in more than 30 scientific conferences, forums and symposia at the international and national level. Master's students in the specialty "Pediatric and Adolescent Gynecology" presented 17 presentations at international conferences. The results of their research are presented as a dissertation.

Every month, or if necessary, after attending international educational events, meetings are held in the form of "analysis of updated data", where master's students analyze updated international and local data.

The master's programme includes 60 hours of research methodology. Interviewed master's students confirmed that they are provided with access to research equipment and academic events held at the learning facilities. This includes access to electronic resources. The library collection comprises 335,649 books, 159,441 of which are in the official language, 156,324 - in Russian, and 19,881 - in English. The Information Resource Center has 33,128 electronic copies of educational literature. Of these, 4,078 electronic textbooks, 8,437 teaching aids and 3,840 pieces of fiction have been scanned, and 17,691 educational and scientific literature have been converted into electronic format. The unilibrary.uz "Electronic Library" platform, approved by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, contains 14,142 educational and scientific publications, including 12,333 educational publications and textbooks, 162 monographs and 1,809 scientific publications (abstracts). The Institute's Information Resource Center (IRC) also operates a permanent electronic library website, <https://e-lib.tpmi>, which hosts 2,322 resources. Furthermore, the IRC has access to international scientific databases such as Scencedirect, Springer, Ebsco and Web of Science, allowing all teaching staff, doctoral students and master's students to use these databases.

EEC findings by criteria. Comply with 28 standards: fully - 25, partially - 3, not compliant - 0.

Standard	Standard compliance	Recommendations for improvement
2.3.2	Completed	Include the number of required practical skills in the syllabus by year of study.
2.4.2	Completed	Include a component in the curriculum on physician legal literacy (results of interviews with graduates). Furthermore, graduates commented on the need to include a component in the curriculum on medical statistics. At the same time, master's students have a need to improve their communication skills.
2.4.3	Partially	Increase the number of credits in scientific research methodology (results of interviews with graduates).
2.5.1	Completed	Organize a journal club for master's students.
2.5.2	Partially	Plan the purchase of robotic mannequins for practical skills training for master's students majoring in "Pediatric and Adolescent Gynecology".

2.6.4	Partially	Professional bodies, stakeholders and employers must be involved in the development of educational programmes.
2.7.2	Completed	Envisage opportunities for master's students to participate/complete their master's thesis as part of a scientific grant project.

Standard 3: ASSESSMENT

3.1 Assessment policy and system

A review of control and measurement equipment (test assignments, clinical tasks and practical skills assessments, using checklists) revealed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of master's students' academic achievements. During interviews, master's students described assessment methods, such as practical skills assessment using checklists, and stated that they were satisfied with all of them. They also receive regular feedback from teachers. The assessment results appeal system is reflected in the Academic Policy document, and there have been no appeals since the organization's operation (since 2020, during the master's student enrollment period). The assessment covers not only knowledge and skills but also professional behavior and communication skills, as evidenced by the following: the presence of components, checklists, and two-stage exams that assess not only theoretical knowledge but also practical and communication skills. **(ESG II Part 1.3)**

Validation and reliability assessment of the assessment methods for master's students (tests, tasks, cases) are carried out as follows: based on the results of a visit to the testing center of TashSMU, it was revealed that validation and reliability assessment of assessment methods, for example, test questions, are regularly carried out; after passing the test tasks, an analysis is carried out on the distribution of answers, the level of difficulty of the tasks, the discrimination coefficient, the percentage of successful completion and the identification of anomalies (for example, too high or too low scores among master's students who passed the exam).

The examination committees for master's students include experienced professors. The examiners' competence is ensured by their experience and advanced training.

This ensures the independence and objectivity of the assessment results. **(ESG II Part 1.3)**

For example, to verify the data for *Standard 3*, the experts interviewed Zh.B. Sattarov, Head of the Education Quality Assurance Department, and reviewed the documents and methods for assessing master's students.

The organization has at least 300 test questions compiled by the teaching staff and approved at a meeting of the expert group. Test tasks that have received a positive expert opinion are discussed at the Central Methodological Council of the university and recommended for use. Test tasks recommended by the decision of the Central Methodological Council are submitted to the Testing Center within 3 days and used to conduct the relevant types of assessment. (Protocol No.560 dated September 17, 2025). The control and measurement equipment have been reviewed by Zufarova Sh. A. - TPTI, Department of Obstetrics and Gynecology, Pediatric Gynecology, Professor Kayumova D.T. - TTA, Department of Obstetrics and Gynecology in Family Medicine, Doctor of Medical Sciences, Associate Professor.

B.A. Abdurakhimov, Head of the Testing Center Department, responded that additions and updates to the control and measurement equipment are planned for the beginning of each academic year, with up to 25% of the test question bank for each subject is updated.

Master's student assessment results are documented by entering data into individual assessment forms, the electronic performance reporting system, and final reports approved by the programme head.

6 students received "excellent" grades on the final exam, 2 - "good" grades, and zero - "satisfactory" grades.

There is a document for appealing assessment results - the Code of Ethics, which was approved in 2022. To date, there have been no appeals from master's students.

During a visit to organization and a conversation with Professor N.Kh. Ruziyev, Doctor of Medical Sciences, the committee confirmed that a documentation system is in place that is transparent and accessible to all teachers and employees. This system includes documents such as annual operational plans, annual reports, divisions' regulations, agreements with teachers and master's students, individual master's student plans, and learning and teaching documentation (work programmes, working curricula, syllabuses and journals), assessment tools (checklists, reports), certificates, verifications and credentials. A website review revealed that its pages contain the necessary documents for master's students to apply and regularly update information about educational programmes, admission deadlines and enrollment policies.

During a visit to the organization, management was asked, "Are external examiners being engaged to improve the fairness, quality and transparency of the assessment process?" The response was that external examiners are planned to engage.

During interviews with 5 teachers regarding assessment methods, the experts obtained convincing evidence that the assessment methods used are transparent, meet established requirements, and are applied consistently. Master's students also shared their opinions regarding the timeliness of test delivery, pre-exam counseling, the clarity of the entire assessment process and its fairness. For example, master's students reported that they are informed in advance about the exam format and test content, that teachers provide accessible answers to questions during consultations, and that assessment results generally meet their expectations.

The 5 employers surveyed also noted that graduates' training is aligned with current developments in medical practice and science, as graduates confidently use modern clinical protocols, are proficient in current technologies, and are able to apply scientific data in practice. Employers stated that they themselves participate in the assessment of master's students, as they are included on certification and examination committees. However, the educational institution did not provide systematic feedback to them. Employers believed that they most desired skills in master's degree graduates, such as independent performance of obstetric and gynecological surgical interventions in emergency situations and knowledge of emergency conditions.

3.2 Assessment in support of learning (formative assessment)

The assessment system regularly identifies the strengths and weaknesses of master's students, as it includes a variety of assessment methods reflecting their knowledge, skills and professional competencies. Formative assessment is conducted weekly, typically after the end of a seminar and using case problems or tests. Formative assessment of master's students also includes regular feedback, self-assessment and monitoring of their achievement of key competencies. Formative assessment is recorded on individual grade reports, which are reviewed by experts. Teachers regularly provide feedback to master's students following their assessments. Feedback from master's students is collected through questionnaires. In interviews, master's students confirmed that they receive feedback after completing their training.

Feedback: Regular feedback is an important part of assessment. Master's students receive constructive feedback on their successes and weaknesses so they can improve their skills and knowledge. Teachers provide detailed explanations and recommendations for improvement and are available for additional questions and consultations.

Through feedback from master's students, improvements were made such as clarifying assessment criteria, providing additional consultations and adjusting the content of educational materials.

Experts examined resources for organizing the assessment of knowledge and practical skills, namely checklists.

Experts determined that the choice of assessment methods for master's students relies on assessing practical skills using checklists, as the practical component of learning is central. For example, formative assessment methods such as group practical assignments and case studies promote interprofessional learning. Simulation-based learning, meanwhile, demonstrates integrated learning

and an emphasis on clinical skills. Established assessment methods ensure that master's students have mastered all sections of the curriculum and acquired the necessary practical skills.

According to master's students, teachers provide them with information about the results of their assessments. **(ESG II Part 1.3)**

3.3 Assessment in support of decision-making (summative assessment)

The summative (final) assessment of master's students, according to the data presented, involves several stages. First, information on student achievement is systematically collected and analyzed throughout the course. This may include grades for oral responses, practical exercises, clinical observations, project participation and other activities. Second, various assessment methods are used to obtain a complete picture of student performance. These may include written responses, practical exams, clinical observations, assessment of skills and professional behavior, and participation in group projects or discussions. The third stage involves comparing student achievement with established standards and assessment criteria. This allows us to determine the extent to which students meet the requirements of the curriculum and professional standards. Finally, after all assessment procedures have been completed, a final grade is generated, reflecting the overall performance of students in the course. It can be expressed numerically (e.g., as points or percentages) or qualitatively (e.g., "excellent", "good", "satisfactory", etc.).

The criteria for admission to the final attestation are the completion and successful passing of all courses. This is documented in the State Attestation Commission regulations. A master's student who has successfully mastered all curriculum disciplines is admitted to the state final attestation. The criteria for assessing competencies during the state examination are set out in the State Attestation Commission regulations. The state examination consists of 2 stages: Stage 1 consists of 2 oral exams (management and an exam in the specialty "Pediatric and Adolescent Gynecology"), and Stage 2 is the state defense of the master's thesis.

Successful completion of all disciplines is required for admission to the independent examination of master's students. In the educational organization's practice, master's students (including those in other specialties) pass the independent examination 100% of the time.

The assessment of master's students' clinical decision-making is conducted through the solution of case problems and reflects their level of clinical reasoning and professional competence.

The fairness and objectivity of the summative assessment is confirmed by the results of independent monitoring and documented in the reports and minutes of the examination committees.

The reliability and validity of the quantitative data from the master's student assessment results is ensured by the Department of Obstetrics and Gynecology and the Education Quality Assurance Department **(ESG II Part 1.3)**.

3.4 Quality assurance of the assessment system

The mechanisms that guarantee the quality of all assessment methods applied and the existing master's degree assessment system as a whole are supported by the following: the development and use of validated assessment materials, regular monitoring of academic performance, feedback to master's degree students and expert evaluation of results. The educational organization engages independent examiners to assess master's degree students. For example, in 2023, external experts - professors from leading higher medical educational institutions - were included in the Chairperson of the Attestation Committees, and in 2024, professors from specialized scientific and practical centers. This is outlined in the Regulations on the Organization of Education at the Institute; the Regulations on the Organization of the Final Exam; and the appeals procedure (approved in 2015).

The results of the formative and summative assessment are discussed at a meeting of the graduate academic office, and conclusions are drawn regarding the methods and content of the assessment.

The assessment of master's students includes questions on patient safety. For example, patient safety is defined as "avoiding preventable harm to patients and reducing to an acceptable minimum the risk of unnecessary harm in connection with the provision of medical care".

The Department of Obstetrics and Gynecology reviews its formative and summative assessment methods annually. These reviews are documented in department meeting minutes. The graduate academic office regularly conducts teachers' surveys, which have resulted in changes to the educational process and assessment system. *The 2024 employer survey revealed that the link is not working, so the results of interviews with employers are provided. According to these interviews, graduates of the "Pediatric and Adolescent Gynecology" programme demonstrate a sufficiently good level of theoretical knowledge and practical skills. (ESG II Part 1.3)* The experts were familiar with the assessment results of master's students for 2022 and 2025, which indicate a good level of knowledge among master's students.

EEC findings by criteria comply with 15 standards: fully - 12, partially –3, not compliant – 0.

Standard	Standard compliance	Recommendations for improvement
3.1.2	Partially completed	Unify checklists in terms of calculations and assessment results
3.1.4	Partially completed	Automate test validation
3.2.2	Partially completed	Implement feedback on a regular basis

Standard 4: MASTER'S STUDENTS

4.1 Selection and progression policy

The educational institution has a policy for the admission of master's degree students, known as the Regulation on the Master's Programme. Approaches to the admission of master's degree students are based on national requirements and internal regulations, namely the Regulation on the Master's Programme. Transparency of the selection process and equal access to master's programmes are achieved through the use of a unified electronic document submission system and competitive selection, as confirmed in paragraph 38 of the Law of the Republic of Uzbekistan "On Education" and complies with Article 50 of the Constitution of the Republic of Uzbekistan, the National Programme for Personnel Training, Decrees and Resolutions of the President of the Republic of Uzbekistan, and Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan. Other important regulatory documents defining the admission policy for the Master's programme currently include: - Resolution of the President of the Republic of Uzbekistan No. PP-61 "On measures to provide financial independence to state higher educational institutions" dated December 24, 2021.

- Resolution of the President of the Republic of Uzbekistan No. PP-279 "On the organization of admission to study in state higher educational institutions" dated June 15, 2022.

- Order of the President of the Republic of Uzbekistan No. R-60 "On the parameters of the state order for admission to study in state higher educational institutions in the 2022/2023 academic year" dated June 15, 2022.

The document reflects approaches to the admission of master's students with disabilities, for example, in the section "Regulations on Master's Programmes".

The document takes into account the requirements for master's degree applicants regarding their previous undergraduate and internship achievements (for example, no exam was administered for admission to the master's programme for the 2024/2025 academic year. Applicants were admitted based on the scores of their existing diplomas and foreign language certificates. The scores of their diplomas and foreign language certificates were taken into account.) and also describes security requirements (for example, identification and confidentiality). **(ESG II Part 1.4)**

The educational organization has created a barrier-free learning environment, including ramps, call buttons, elevators and toilet for disabled people.

Approaches to the admission and transfer of master's students from other educational institutions are reflected in paragraph 47 of the document "On the Parameters of the State Order for Admission to Higher Education Institutions of the Republic of Uzbekistan in the 2021/2022 Academic

Year", Presidential Resolution No. PP-279 "On the Organization of Admission to State Higher Education Institutions" dated June 15, 2022, and "On Education". These regulations take into account the key issues of readmission of studies and transfer to other educational institutions, from one form of study, profession, field of study or specialty to another.

The appeals procedure for admission to the master's programme is outlined in the regulations of the TashSMU Appeals Commission. To date, there have been no appeals. **(ESG II Part 1.4)**

Student representatives are involved in the development of the admissions and selection policy for master's students. Feedback from students on the admissions policy is provided through a questionnaire where students can leave comments or recommendations regarding the admissions policy by answering questions <https://goo.su/WF8eV>. Feedback is being provided to master's students on this issue, and the following changes have recently occurred in the master's admissions approach: Due to the fact that, in accordance with the Letter of the Ministry of Healthcare of the Republic of Uzbekistan dated June 18, 2020, regarding the need for employment at the places where applicants are assigned to master's programmes, requests have been received from applicants online to change the assessment rules for master's programme admission, as well as to avoid taking the exam while in an infectious disease hospital, a temporary hospital or during an appointment at a medical facility. Therefore, referring to the letters of the Ministry of Healthcare of the Republic of Uzbekistan dated July 18, 2020, the circular letter of the Ministry of Healthcare of the Republic of Uzbekistan reference No.14-02-11 / 3875-I dated July 16, 2020 on employment until July 22, 2020, based on the decision of the Republican Distribution Commission (Protocol No.1 dated June 30, 2020), the admission conditions have been changed - without an interview with the calculation of points for the individual achievements of the applicant and the presence of a certificate of foreign languages.

The admissions and selection policy, as well as the number of master's students, are reviewed annually. The master's department, the teaching staff and the admissions committee are responsible for this.

During the period 2022-2025, 8 master's students were admitted to the specialty "Pediatric and Adolescent Gynecology". The total number of master's students graduating on the start dates for admission to the master's programme in the accredited educational programme was 17. The educational organization analyzed the need for obstetricians and gynecologists in practical healthcare and determined that there is no official data on annual admission to the educational programme in "Pediatric and Adolescent Gynecology".

Thus, the experts validated the self-assessment report data according to *Standard 4*. Overall, all criteria were met. The experts reviewed the master's degree admissions documentation, including the master's programme regulations. Many of the documents were well-written.

4.2 Performance improvement and exit from the programme

The processes and opportunities for improving the academic performance and professional training of master's students, as well as the conditions under which a master's student may be excluded from their programme, are documented in the Regulation on Master's Programmes, in paragraph 38 of the Law of the Republic of Uzbekistan "On Education".

Academic advising for master's students is conducted through feedback from students on the institute's admissions policy, which is provided through a questionnaire published on the TashSMU website. Students can respond to questions and provide comments or recommendations regarding the institute's admissions policy. Experts assessed the effectiveness of academic advising, personal support for master's students and the development of not only professional skills, using the questionnaire results. *Interviews with master's students and graduates revealed the following: master's students have the opportunity to discuss all issues that may arise during their studies.*

Teachers prevent unexpected incidents involving master's students that could potentially cause harm to patients. This is accomplished through strict supervision of master's students in clinical situations, timely intervention by the teacher and explanation of safe care procedures. According to the teachers, no such incidents were observed during the 2025-2026 period. At the same time, the

Department of Obstetrics and Gynecology has developed a "department policy" that sets forth requirements for master's students to adhere to academic honesty, professional ethics and patient safety standards. Each master's student is familiar with and applies informed patient consent for examination, treatment and medical procedures in their clinical practice. Before classes, master's students are instructed by the teacher on the rules of conduct in a medical organization and sign a document – a familiarization sheet. This was confirmed by the master's students during their meeting with experts.

Social, financial and personal support for master's students is provided in accordance with the approved system of material incentives for students by establishing supplementary scholarships for achievements in academic, scientific, spiritual, educational and organizational activities, knowledge of a foreign language and victories in various competitions, Olympiads and sports competitions. Over the past 4 years, the Institute has created an effective student support system. The relevant document approved a system of material incentives for students by establishing supplementary scholarships for achievements in academic, scientific, spiritual, educational and organizational activities, knowledge of a foreign language and victories in various competitions, Olympiads and sports competitions (Order No.154 dated February 27, 2020, Annex 4.4). (<https://goo.su/C5IprU>).

For example, to provide social support to master's students, a system of support and incentives exists through the awarding of state scholarships and the state scholarship of the President of the Republic of Uzbekistan, which is assigned to stimulate and/or support their completion of relevant educational programmes. Financial support for master's students is provided through the issuance of a scholarship and additional financial support for master's students, as set out in Order No.154 dated February 27, 2020, Annex 4.4. Psychological support for master's students is provided through individual consultations with a psychologist and regular meetings with a curator. In 2017, the institute established a primary organization of the Youth Union of Uzbekistan, whose main goal is to support student initiatives, protect the rights and freedoms of youth, study youth issues, the quality of education, subject mastery, attendance, use of textbooks and libraries, and assist in the consideration and resolution of youth appeals.

The confidentiality of such assistance is regulated at <https://goo.su/sBDT>. Resources are allocated from the educational institution's budget under the expense item, in accordance with the established procedure, upon recommendation of the primary organization of the Youth Union of Uzbekistan at the institute for active work over one academic year. Master's students who have completed military service in the ranks of the Armed Forces of the Republic of Uzbekistan and are accepted to study at higher educational institutions on a fee-paying contract basis are provided financial assistance in the amount of 35% of the contract amount for one academic year. Women and girls admitted on a fee-paying contract basis are also provided financial assistance, which is paid by the state for all periods of study, as per Order of the President of the Republic of Uzbekistan dated August 15, 2022, No.447 <https://lex.uz/docs/6158578>. The Marketing and Graduate Employment Department is responsible for this.

A career fair is held for master's degree graduates to plan their careers. The employment rate for graduates of all master's programmes was 100% in 2025 and 100% in 2024. A graduate career center (**ESG II Part 1.4**) operates in accordance with the Regulation (<https://goo.su/sBDT>).

4.3 International medical graduates

There is a document, "Regulations on the Master's Programme", regulating the recognition policy for master's degree qualifications. At the time of the visit, international applicants to the master's programme are not being admitted. Since 2020, no master's students have been admitted, including to the accredited programme in "Pediatric and Adolescent Gynecology". The "Regulations on the Master's Programme" and "On Education" guarantee equal opportunities for master's students.

There are currently no master's students who do not speak the state language or Russian, so the experts have not identified any issues with completing professional clinical training.

4.4 Master's student work and study

Master's students are provided with a programme that defines their goals, objectives, overall workload and work hours, their areas of responsibility and the intended learning outcomes. Master's students are informed about their supervisors. Currently, clinical supervisors participate in the training of master's students in the accredited programme at the clinical sites of City Maternity Complex No.6, the Republican Perinatal Center and City Clinical Hospital No.4 named after Ergashev. Master's students are informed about the number and timing of formative assessments and final examinations.

Information about the exams is published on the TashSMU website: "Regulations on the Master's Programme", "On Education" and the EP. Experts reviewed the information on the website in the Master's Programme section.

Master's students participate in events organized by clinical sites, according to the Comprehensive Plan for the Joint Activity of the Clinic. Experts reviewed this plan for 2024-2025 and found that master's students participate in community and volunteer activities. The Department of Obstetrics and Gynecology is responsible for developing the plan. The master's students' clinical training programme includes management of 20 patients per month, 50 assistances in 15 uterus amputation procedures, home visits after childbirth and 4 calls. All of this is regulated by the document "Regulations on the Clinical Site", the EP and syllabuses.

Department teachers inform master's students of the conditions for their participation in providing medical care through supervisors, based on the Clinical Site Regulations. The Clinical Site Department, through the approval of individual training plans, ensures that the master's programme component involving student participation in providing medical care does not dominate.

If a master's student is forced to interrupt their studies (due to pregnancy, maternity leave, illness or military service), the educational institution provides the following: According to the Regulation, academic leave may be granted to students of higher educational institutions in the following cases:

- during military service;
- for health resumption;
- during pregnancy and childbirth;
- for childcare;
- for care of a sick family member (father, mother, or persons in loco parentis, spouse, child).

A student's application for academic leave is reviewed within one week and formalized by order of the rector (director) of the higher education institution. According to this order, at the student's discretion, their studies may be transferred to part-time, distance learning or external studies for the duration of the academic leave.

Granting students an academic leave of absence is not considered their expulsion from the institution of higher education. During an academic leave of absence, students are not paid scholarship allowances https://www.norma.uz/novoe_v_zakonodatelstve/komu_predostavyat_akademotpusk. For this purpose, an individual study plan is developed for the master's student in accordance with the curriculum and approved master's educational programme. Currently, there are no such students, including no students in an accredited programme.

4.5 Master's student safety

The legal status of a master's student regarding the provision of medical care to patients is defined in the Master's Degree Agreement (in the clause stating that the master's student is not a medical professional and is responsible only for the educational objectives and clinical competencies authorized by the teacher). Master's students provide medical care to patients under the guidance of clinical supervisors/teaching staff. While in the first year of study, a master's student may conduct gynecological and obstetric examinations of girls, in the final year, the master's student provides medical care under the guidance of a clinical supervisor. In accordance with Order No.124 of the Ministry of Healthcare of the Republic of Uzbekistan dated April 9, 2024, "On improving the personnel supply system of state medical institutions", master's graduates may be employed in medical institutions in their specialty under a tripartite agreement (<https://lex.uz/docs/>).

The physical safety of master's students during their studies is regulated by the Safety Procedures, which the student signs before beginning their studies, as well as by the clinic's documents, including the occupational safety instructions and the clinic's internal regulations.

Master's students' psychological safety is ensured through free psychological consultations. Master's students can contact department staff and a full-time psychologist if they experience psychological distress. A psychologist has been on staff since the 2018-2019 academic year.

If needed, master's students can receive a free consultation with a psychologist at the institute. Beginning in the 2018-2019 academic year, the institute hired a full-time psychologist. The addition of a psychologist allowed for targeted work with master's students. Any master's student or staff member can come and consult a psychologist with their problems and receive psychological support in the event of personal psychological trauma or a critical situation. The institute's psychologist focuses on master's students, teachers, parents and staff. The institute's psychologist works with the Vice Rector for Youth Affairs, faculties, medical professionals, individual committees, parents and staff.

Areas of activity of the institute's psychologist:

- psychoprophylactic work;
- psychological education and awareness;
- psychodiagnostics;
- mental development and psychocorrection;
- psychological consultation aimed at addressing the physical and psychological safety of master's students in the postgraduate medical education environment

4.6 Master's student remuneration and fees

According to the order of the Minister of Healthcare of the Republic of Uzbekistan dated December 15, 2020 "On approval of the rules for placing state orders, admission to learning and training of medical personnel in master's programmes", master's degree physicians studying under the state educational order are paid a scholarship allowance in accordance with the Rules for the appointment, payment and amount of state scholarship allowances for students in educational organizations, approved by Decree of the Government of the Republic of Uzbekistan dated February 7, 2008 No. 116.

Master's students studying in "Pediatric and Adolescent Gynecology" programme at the institute receive a scholarship allowance of 575,000 sums based on a state grant. Master's students studying on a fee-paying contract basis receive a scholarship allowance of 150,000 sums per month. In addition, they receive a social package of 400,000-500,000 sums.

Master's students may work part-time (0.5 of a full-time position) outside of their studies, as per the Master's Programme Regulations. This year, there are no such master's students in the accredited programme. In special circumstances (e.g., temporary disability, pregnancy or family circumstances), an individual master's programme is applied, which includes adjusting the class schedule, changing the deadlines for assessment assignments and adapting clinical rotations. This is stipulated in the Master's Programme Regulations and the "On Education" document. Experts have determined that in this case, the required duration of study is maintained and is 3 years.

4.7 Master's student health and welfare

Master's students are provided with professional and personal support focused on their physical health, personal welfare and psychological well-being, including "professional burnout" through psychological support. During a meeting with experts, master's students stated that they can obtain legal assistance by contacting the dean or vice-rector for youth affairs.

EEC findings by criteria. Comply with 19 standards: fully - 17, partially - 2, not compliant – 0.

Standard	Standard compliance	Recommendations for improvement
4.4.3	Partially compliant	Include a clause on patient safety in the regulations for the clinical base.
4.5.1	Partially compliant	Implement a system for recording the safety procedures of master's students in a safety log for each master's student individually.

Standard 5: TEACHERS AND CLINICAL SUPERVISORS

5.1 Teacher and clinical supervisor establishment

Total number of teaching staff in the Master's programme for the reporting year was 5 (4 full-time and 1 part-time). The faculty staffing level is 100%, and the proportion of full-time teachers is 80%.

In accordance with Article No.5 of the Law of the Republic of Uzbekistan "On Education", this Regulation determines the procedure for hiring teachers (lecturers) at TashSMU based on their selection <https://lex.uz/docs/973534#997529>.

In order to create and ensure a competitive environment, the most qualified teachers, admitted to training specialists at the level required by the state training programme and possessing professional knowledge and scientific achievements, high intellectual abilities and moral character, are selected through a competition announced in the "Pediatrician" newspaper and on the institute's website <https://tashpmi.uz/>. Employment contracts are concluded with them in accordance with the established procedure. Based on these employment contracts, an order is issued for their employment for a period of 5 years.

The quality of the teaching staff is determined by the potential of personnel holding a doctoral or candidate of science degree, a PhD, a master's degree, the title of associate professor, associate professor or professor, as well as the corresponding specialist certificate. During the reporting period, the academic degree holder rate of teaching staff in the department of master's degree has shown positive dynamics, reaching 100%. Thus, the proportion of Doctors of Science (DSc) is 60%, and the proportion of Candidates of Science (PhD) is 40%. Overall, the academic degree holder rate of teaching staff in the reporting year was 100%. In addition to educational activities, the teaching staff of the clinical departments also provide treatment, diagnostics and consulting services.

The training of master's students in the specialty "Pediatric and adolescent gynecology" is carried out by the following staff: 4 full-time staff, 1 part-time, based in the unit of conservative and operative gynecology, maternity hospital and antenatal clinic.

The experts reviewed the job descriptions of the teaching staff and the regulations for the clinical base.

The experts were familiar with the HR policy (<https://lex.uz/docs/973534#997529>), the Supervisor Regulations (the rights and responsibilities of teaching staff are defined in the job description. <https://tashpmi.uz/>), and the Clinical Supervisor Regulations. The teacher-to-master's student ratio is 9:1.

The motivation system for teachers and clinical supervisors includes the following: various activities to motivate and encourage employees; ensuring working conditions in accordance with the labor legislation of the Republic of Uzbekistan, the employment contract and the collective contract.

The principles of ethics and academic honesty for teachers are reflected in the Code of Ethics. During discussions with teachers, they confirmed their awareness of these principles and their adherence to them.

To verify the data from the self-assessment report for *standard 5*, external experts obtained teachers' opinions on the HR policy through interviews. The conversation with teaching staff included topics such as selection criteria, teachers' qualification requirements and the participation of clinical specialists in the educational process. This enabled the experts to learn about approaches to recruiting clinical site staff for teaching (there are 4 such teachers), the strategy and tactics for enrolling master's students, and the information support for the educational programme. They also identified challenges

in human resource management and development, as most part-time faculty members do not possess the full range of competencies required to implement the educational programme at the master's level.

There are technical and administrative staff to support the educational programme (**ESG II Part 1.5**), including a registrar's office and a research and innovation department.

A meeting was held with employees of auxiliary divisions such as the Digital and Innovative Technologies Center.

A survey of teachers revealed that the majority (87.93%) were completely satisfied with the organization of work and the workplace at this educational institution, while 6.9% were partially satisfied. At this educational institution, teachers have the opportunity to engage in research and publish their research results – 93.1% completely agree, 5.1% - partially. 70.69% completely agree, 22.41% partially satisfied with the HR service. 56.9% completely agree, 3.45% partially satisfied with the salary.

5.2 Ethics and conduct of teachers and clinical supervisors

The personnel policy defines the responsibilities and obligations of teachers in the high-quality education of master's students. The Institute's Code of Educational Activities for Teaching Staff is implemented in accordance with the provisions of the Law of the Republic of Uzbekistan "On Education". The current law establishes similar scientific and pedagogical standards for all teaching staff involved in the educational process in main, general, social, humanitarian and specialized fields, totaling 1,200 astronomical hours for the entire academic year.

The responsibilities and duties of clinical supervisors are described in the Clinical Site Regulations. The rights and duties of the teaching staff are defined in the job description. (<https://tashpmi.uz/>).

The principles of ethics and academic honesty for teachers are described in the Code of Ethics and the Code of Educational Activities of Teaching Staff. Teachers interviewed confirmed that they are aware of the Code of Educational Activities of Teaching Staff. The official publication of the documents is available at <https://lex.uz/docs/-3967278> "On Approval of the Rules for Determining the Academic Workload of Teaching Staff of Higher Education Institutions, as well as Educational, Methodological, Research and Supervising-Student Work". An annex with an individual plan is attached to this order (<https://lex.uz/docs/-3967278>). The individual plan, which covers the provision of services, is compiled for the entire academic year, in accordance with the department's activity plan.

The monitoring system and process for improving the performance of teachers (**ESG II Part 1.5**) and clinical supervisors is regulated by document "_____." Evaluation of the performance of teaching staff is part of the quality assurance system; it is conducted periodically and takes into account teaching, research and other criteria. The research and teaching activities carried out by academic staff throughout the year are monitored by the head of the department. At the end of the academic year, the teaching staff reports on the implementation of individual plans for the fulfillment of working time standards by research and teaching staff. Subsequently, the head of the department submits an annual report on the department's activities. Monitoring of the fulfillment of research and teaching standards is carried out by the faculty deans' offices, the Department for Work with Appeals from Individuals and Legal Entities, Control and Monitoring, and the Department of Educational and Methodological Work based on annual reports submitted by educational institutions. A survey of teachers is conducted annually by the graduate academic office and the Education Quality Assurance Department. *According to the results of the 2025 survey for teachers, more than 86% report career advancement.*

5.3 Continuing professional development for teaching and clinical supervisory staff

During a meeting with the head of the HR department and interviews with teachers, experts obtained opinions on approaches to developing teachers' pedagogical competence, motivation to work with master's students, and supervising, which includes regular advanced training, participation in

methodological seminars, mastering modern learning methods and sharing experiences within the department.

The experts determined that teachers and master's students have sufficient time for teaching, supervising and learning. Teachers' work schedules are set forth in their job descriptions and the approved class schedule. Hours: 8:00 AM - 3:40 PM. Teachers conduct daily seminars lasting 2 academic hours. Time for clinical discussions, clinical rounds – 2 academic hours. Calls are scheduled at the clinical site, typically 1-2 times a week, lasting 8 hours. The experts received feedback on the annual teachers' advanced training programme, and 5 teachers participating in the programme completed training in 2024, including 4 teachers from the accredited educational programme in "Pediatric and Adolescent Gynecology". These activities are funded by the educational organization. The expert verified the certificates of the teachers who completed training at the following organizations: 1. St. Petersburg State Pediatric Medical University. 2. Scientific Center for Children's Health. 3. Tomsk Center of Orthopedics and Vertebrology. 4. Ulyanov's State University Faculty of Medicine. In addition to their official salary, teachers receive incentive payments, qualification category bonuses, academic degree bonuses, and, according to working conditions, bonuses for hazardous working conditions.

The teaching staff of the graduate academic office undergoes continuing professional development, both in pedagogy and in their specialty, at the Main Scientific and Methodological Center of the Republic of Uzbekistan (<https://bimm.uz/ru>) and at the advanced training center at the Tashkent Center for Professional Training of Medical Workers and the NIPS RU. Furthermore, to support the continuing professional development of the teachers of the graduate academic office, training is provided at educational institutions in neighboring and distant countries through grants, contracts and agreements. To foster a cohesive and competitive teaching staff, the HR policy provides for the effective development of each employee's human resources. Teaching staff recruitment is carried out through a selection process in accordance with the Regulation "On the Procedure for the Admission of Teaching Staff to Higher Education Institutions".

Funding for supervisors is carried out in accordance with the Regulation "On the procedure for hiring teaching staff in higher education institutions".

Experts have found that teachers initiate research topics for master's students, stimulate the need for additional training and independent work with literature and medical documentation, and motivate them to critically analyze clinical cases, develop research skills and apply acquired knowledge in practical activities.

The human resources policy (**ESG II Part 1.5**) and approaches to engaging clinical supervisors are reviewed annually in accordance with the changing needs in postgraduate medical education, as per the Regulation "On the Procedure for Recruiting Teaching Staff to Higher Education Institutions". The management of TashSMU and the graduate academic office in Pediatric and Adolescent Gynecology determine the qualification requirements, performance criteria and scope of activities for the teaching staff in accordance with the latest advances in medical science in the relevant discipline, the needs of healthcare in the Republic of Uzbekistan, changes to the Mission of Educational Activities for Residency, the internal needs of TashSMU and other objective factors.

The educational institution offers opportunities for career growth and development of teachers' competencies: 86.21% of surveyed teachers responded, and 12.07% partially agreed. 37.93% attended professional advanced training programmes less than 1 year ago, 32.76% - during the current year, 15.52% - more than 3 years ago, 3.45% - more than 5 years ago, and 10.34% answered "I don't remember when that was". The institution implements social support programmes for teachers: 63.79% answered "yes, such programmes exist", 3.45% "I have already taken advantage of them", 1.72% answered "no such programmes exist" and 24.14% of respondents were unaware of them.

EEC findings by criteria. Comply with 8 standards: fully - 8, partially -0, not compliant – 0.

Standard 6: EDUCATION AND TRAINING RESOURCES

6.1 Physical facilities for teaching and learning

Master's degree students are trained at TashSMU (The total area of the institute's territory is 15.2 hectares, of which 56,130 m² is allocated for all buildings. The area of improvement and landscaping is 6.3 hectares. On the territory of the institute there are 8 buildings, including 3 educational, a sports complex, an information and resource center, Training and Simulation Center, a library and 3 dormitories (the total number of places is 800, including 350 for the first year), including master's degree students of the accredited educational programme in the specialty "Pediatric and Adolescent Gynecology" at City Maternity Complex No.6, the Republican Perinatal Center, City Clinical Hospital No.4 named after Ergashev. There are 340 beds in total. There are 15 clinical units of the inpatient department, including 18 beds for general resuscitation, 6 beds for cardiac resuscitation, as well as 9 operating rooms. There are auditoriums, a conference hall for seminars and journal clubs, laboratories, a library, a computer room and a testing center.

1. Computer labs: There are 15 computer labs equipped with the latest software and hardware. Each lab has 10-12 computers, plus 2 computer rooms with 60 and 25 computers, providing each student with access to a computer, as well as printers and scanners. All computers are connected to high-speed internet, allowing students to access online resources and conduct research online.

2. Laboratory: in-house laboratory is equipped with modern facilities for practical classes and experiments (151 microscopes, chemical reagents, 5 analyzers (biochemical, immunoassay, etc.), and other equipment for studying biology, chemistry and other medical sciences). All instruments and equipment undergo regular maintenance and are tested for compliance with safety standards.

The Institute's library provides master's students with the academic, research and methodological literature necessary to organize the educational process in all disciplines in strict accordance with standard and working curricula. The library's total floor area is 1,742 square meters, with 380 seats in reading rooms and 5 book lending stations. The total library collection consists of 364,538 volumes.

Learners enrolled in the Master's programme in 70910307 "Pediatric and Adolescent Gynecology" have access to 3 classrooms equipped with computers, printers, televisions and whiteboards. A simulation room with CPR simulators and a library with books designed for master's students are also available.

To support independent study for master's students, TashSMU also operates a library at the Center with a 106-square-meter reading room with 12 seats. The library's collection currently comprises over 12,356 books and journals.

The Center offers internet access via broadband (16 Mbps, 8 Mbps), ADSL (8 Mbps), and mobile (4G) technologies.

The corporate Wi-Fi network provides 100% coverage of the academic and administrative buildings. Access to the corporate Wi-Fi network is provided to master's students and staff of TashSMU registered on the Center's corporate network.

Before beginning the relevant course of the educational programme, master's students receive a syllabus from their teacher, indicating the skills they are expected to acquire and develop during their studies.

The educational organization provides master's students with opportunities for practical and theoretical training through clinical rounds, simulation training, clinical case studies, participation in research and interactive classes.

Access to the latest professional literature and international sources is provided through the following databases: 1. Science Direct – a collection of books and articles from Elsevier in English;

2. Scopus (Elsevier) – an abstract database of articles with a citation index and h-index;

3. Web of Science (Clarivate Analytics) – a database of articles and periodicals in medicine, the sciences and other fields;

4. Book-UP – a Russian resource with a collection of electronic publications in Russian on the main disciplines of medical education;

5. PUBMED – an English-language text database of medical and biological publications.

6. British Medical Journal Best Practice – partners with more than 8,000 healthcare organizations worldwide to provide their users with the best available resources. Available in 14 languages, it creates evidence-based subscription products to help clinicians better address today's most important healthcare challenges.

7. Springer is a leading global science, technology and medical portfolio company, providing researchers in academia, research institutions and corporate R&D with quality content through innovative information, products and services.

Access to simulation equipment is scheduled according to the visit schedule. A safe learning environment in the functional/instrumental diagnostics laboratories/rooms (**ESG II Part 1.6**) is ensured by familiarizing master' students with safety and health regulations before the start of classes, as well as through verbal communication. The experts reviewed the safety regulations; there was no logbook, and this point is recommended for improvement.

The educational institution plans to conduct research in areas such as pediatric and adolescent gynecology. Over the past 5 years, progress has been made in developing scientific potential, with master's students having published and presented at local and international conferences. Master's students are expected to be involved in the completion of the research project (or parts thereof). All information about the research project will be included in the master's student portfolio, the structure of which is based on the Master's Programme Regulations.

The curriculum includes topics where master's students study medical research methods (Research Methodology). The total number of hours is 60.

If master's students conduct scientific and practical research, they are provided with access to instrumental and laboratory equipment.

For example, in the Pediatric and Adolescent Gynecology specialty, a research project is planned on the topic of "Analysis of Brucellosis Diseases in Adolescent Girls". This information was obtained through interviews with teachers and master's students.

The physical facilities, including its library collection, are updated periodically, as needed, and according to a planned schedule every 5 years. Over the past 5 years, the center has updated its furniture, acquired hard and soft furnishings, computer and office equipment, office supplies, dummies, phantoms, laboratory and medical equipment, consumables and other items, using allocated funds.

The Scientific Library's collection is updated annually by 5-10%, in accordance with literature purchase requests received from teaching staff. The library's collection comprises over 12,356 items, including books, dissertations, author's abstracts and periodicals in the national, Russian and foreign languages.

Continuous efforts are underway to improve the institute's IT technologies and infrastructure. Uninterrupted internet access is ensured, and a local computer system has been created. In recent years, the computer equipment has been updated, and computer rooms have been modernized. (**ESG II Part 1.6**)

An interview with 4 teachers, including 3 full-time ones, revealed that there are both successes and problems in educational management, depending on the specific base (conducting cosmetic repairs, for example, at the clinical base of City Maternity Hospital No.6).

6.2 Postgraduate medical education based on clinical training

Experts assessed the record-keeping skills of master's students, including the medical records: filling out medical cards; all medical records are kept on paper.

A review of resources showed that they are aligned with the goals and objectives of educational activities. For example, the following clinical sites were visited: City Maternity Complex No.6, the Republican Perinatal Center, and City Clinical Hospital No.4 named after Ergashev, which has pediatric and adolescent beds. The educational institution's staff ensures collegial and ethical relationships with medical staff and clinical site management to achieve master's degree students' intended outcomes. A sufficient number of specialized patients (e.g., pediatric and adolescent patients)

are provided, modern equipment is demonstrated to be accessible to students, and teachers ensure high-quality education while adhering to ethical and deontological principles.

The institute's clinical sites are located in 105 medical institutions across the Republic of Uzbekistan, where classes are taught by qualified and scientifically-potential teachers. These clinical sites include 21 specialized national centers, equipped with modern diagnostic equipment and offering high-tech treatment procedures that meet international standards.

Clinical sites are also located in 25 city clinical multidisciplinary hospitals, 32 private clinics, 23 family clinics and 4 diagnostic centers. All the institute's clinical sites are equipped with all necessary resources (internet, modern diagnostic equipment, an electronic library, the required number of beds, and easy access to patients and high-tech diagnostic and treatment procedures).

During visits to clinical sites (City Maternity Complex No.6, the Republican Perinatal Center, and City Clinical Hospital No.4 named after Ergashev), experts assessed resources, their compliance with learning programmes, accessibility for teachers and master's students, and the extent to which this equipment is modern and meets the needs of students and practical healthcare.

To validate the self-assessment report and obtain evidence of programme quality, interviews were conducted with master's degree students. Experts asked questions about satisfaction with the learning, sufficient time for patient management, working with medical documentation, satisfaction with teaching methods and teachers' qualifications, social and moral support for students who need it, participation in "case reviews/updated international data", and access to international databases of professional literature. Overall, master's degree students were satisfied with the learning and assessment methods. They specifically enrolled in this organization because they believe the educational institution has good resources, a strong reputation and international connections with universities. At the same time, they would like more autonomy in patient management, conducting international events and research.

The center has a simulation center with equipment, including obstetrics and gynecology. Master's students in the "Pediatric and Adolescent Gynecology" programme can practice their obstetrics and gynecology skills. Emergency care for children and adolescents is also included in the curriculum. Thus, master's students' learning in the simulation center is an integrated part of their clinical education.

The master's students demonstrated their commitment to the educational organization, were proactive in answering questions from external experts, and provided their views on the organization of learning, assessment of their skills, advisory support, opportunities to participate in research projects and funding. They also demonstrated a broad range of knowledge. The experts reviewed the master's students' documents (portfolios, student assessment checklists and student survey results).

To develop teamwork experience among master's students, the educational organization conducts activities such as community service and volunteering. Clinical case studies and updated clinical data are discussed at the department. During the visit, experts recommended organizing a journal club for master's students. Interprofessional interaction is also achieved through interdisciplinary team clinical rounds, simulation training and joint research projects. Collegiality among master's students is demonstrated through their participation in interdisciplinary clinical rounds, joint presentation preparation and simulation training. Master's students can conduct health education events for patients and training sessions for interns. For example, master's students, under the guidance of teaching staff, conducted field trips to the regions to conduct population screenings.

In the questionnaire, master's students noted that they have free access to patients and clinical sites and all the conditions for improving their practical skills - 92% of teachers completely agree with this, 6.5% partially agree, 1% found it difficult to answer.

Regular updates to clinical facilities and equipment, as well as other educational resources, are conducted in accordance with the changing needs of master's degree training. The planned and current number of master's degree students is taken into account to ensure a 3:1 ratio of master's degree students to teachers. The profile of clinical supervisors is determined by the Department of Obstetrics and Gynecology, and the graduate academic office, and Education Quality Assurance Department

evaluates their compliance with the goals and objectives of the master's degree programme, their level of education, and their proficiency in teaching methods. Thus, during 2024, 2 clinical supervisors were trained at the following universities: 1. Asia University; 2. Bundang Hospital, Seoul National University; 3. Yonsei University College of Medicine. Clinical supervisors are provided with the following materials for training master's degree students: clinical case study guides, simulation scenarios, skill checklists and current clinical protocols.

Educational assessment encompasses the following areas: educational process quality assessment, student achievement analysis, and monitoring of teaching activities, which are formalized through research, including analysis of clinical rounds, case studies and simulation training.

The educational organization participates in educational projects such as the development of simulation education. As a result of these projects, simulation technologies have been integrated into the educational process.

The Education Quality Assurance Department conducts annual monitoring of the quality of educational programmes, and the results are included in the internal educational programme quality assessment report to improve educational quality.

Sociological surveys, including education quality issues, could become one of the mechanisms for educational assessment. However, this mechanism is used irregularly at the educational organization and is not included in the ongoing quality monitoring system.

The assessment includes an analysis of specialist needs and master's degree learning methods, and the results allow conclusions to be drawn about the quality of innovative changes in postgraduate education. For example, it was noted that the introduction of simulation technologies and interdisciplinary approaches has a positive impact on the quality of clinical training for master's degree students.

Mechanisms for motivating and developing staff and teachers' interest in postgraduate research include an incentive system, participation in grants, support for publication activity and access to scientific resources. This is documented in the organization's research regulations and internal regulatory documents.

6.3 Training master's students at alternative clinical bases

The academic policy for master's degree students includes the opportunity to study at institutions if existing clinical bases do not cover all the topics of the educational programme. At the same time, master's degree students in the specialty "Pediatric and Adolescent Gynecology" are trained at several clinical bases, which include both surgical and conservative treatment units. The institute's clinical bases are located in 105 medical institutions across the Republic of Uzbekistan, where classes are taught by qualified and highly qualified faculty. These clinical bases include 21 specialized national centers, with modern diagnostic equipment and offering high-tech treatment procedures that meet international standards.

Clinical bases are also located in 25 city clinical multidisciplinary hospitals, 32 private clinics, 23 family clinics and 4 diagnostic centers. All the institute's clinical bases are equipped with all necessary resources (internet, modern diagnostic equipment, an electronic library, the required number of beds, and easy access to patients and high-tech diagnostic and treatment procedures).

Master's students study disciplines such as scientific methodology during their preparation. The preparation of scientific publications is conducted under the supervision of a teacher and does not require additional learning. However, master's students can participate in academic mobility within the country. For example, an agreement has been signed with the following educational organizations: 1. St. Petersburg State Pediatric Medical University; 2. Scientific Center for Children's Health; 3. Tomsk Center of Orthopedics and Vertebrology; 4. Ulyanov's State University Faculty of Medicine; and abroad, as there is an agreement on international cooperation with these organizations.

The policy and system for transferring and recognitions of learning outcomes between educational organizations and the use of academic credits became possible thanks to the transition to a credit-modular system of education. It is based on the principles of summative assessment, which

allows determining the level of achievement of educational goals and competencies necessary for successful work in the medical field. According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020, No. 824 - Resolution of the Cabinet of Ministers of the Republic of Uzbekistan on measures to improve the system related to the organization of the educational process in higher education institutions. Effective date: December 31, 2020. <https://www.lex.uz/uz/docs/-5193564/>. (ESG II Part 1.2)

5 agreements and 10 memorandums have been signed with organizations, universities and associations, including the DAAD Foundation and UNICEF. This collaboration allows for the introduction of the following learning methods and technologies into master's degree programmes: training medical personnel through joint educational programmes within an international faculty; For example, international collaboration is underway with Yonsei University College of Medicine for the specialty of the accredited educational programme.

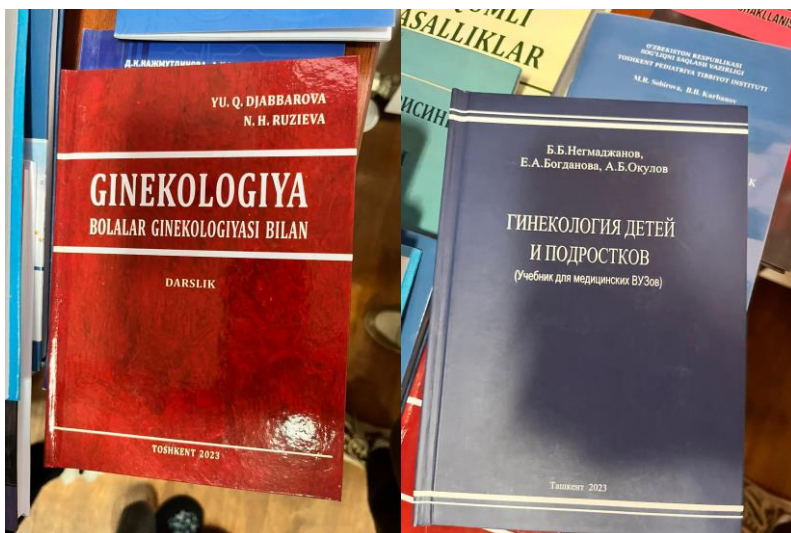
The educational institution's teachers actively participate in national and international events. 5 teachers participated in local conferences. This participation allows for the application of acquired information in the educational process. For example, the "Pediatric and Adolescent Gynecology" educational programme has held scientific and practical events such as "Current Issues in Obstetrics and Gynecology", the IV International Forum "Women's Health" and "Traditions and innovations in obstetrics and gynecology", dedicated to the 100th anniversary of Professor Anna Semenovna Mordukhovich. Over the past 5 years, уфёрукы have received training abroad on the following topics: training medical personnel through joint educational programmes within the international faculty; and advanced training for teachers.

6.4 Information sources, resources and use

Experts assessed master's students' and teachers' access to essential web resources, including the "Electronic Library" as well as access to electronic media. The following websites were created and developed: <http://e-lib.tpmi> (a local network), which is constantly updated with new educational materials; a Telegram bot for students and teachers <https://telegram.me/edubooksbot>; a Telegram channel for students and teachers https://t.me/arm_tpmi ; and a remote access module <https://mt.tashpmi.uz/course/index.php>). Master's students confirmed that they can use the e-library, including when preparing for classes.

The experts visited the library, which provides access to electronic literature for master's students and staff. The current electronic library collection for the accredited specialty comprises 57,519 printed copies, 974 textbooks and 1,090 teaching materials.

The main monographs in the specialty "Pediatric and adolescent gynecology" are the following: Gabbaova Y.Q., Aupova F.M. Obstetrics; Zhabbarova Yu.K., Ayupova F.M. Obstetrics 4; Ayupova F.M., Zhabbarova Yu.K. Gynecology; Gynecology. Ed. by M. Savelyeva; Aylamazyan E.K. - Obstetrics and they are available in the library. In Uzbek - 128 copies - 100%; In Russian - 168 copies - 100%.



There is access to international databases: Cochrane Library - <http://search.ebscohost.com> . To use the resource from home computers, smartphones, tablets, etc.; Web of Science - www.webofknowledge.com . To use the resource from home, you must register with the IRC of TashSMU; MEDLINE Complete - <http://search.ebscohost.com> . To use the resource from home computers, smartphones, tablets, etc.; EBookCollection (EBSCOhost) - <http://search.ebscohost.com> ; SpringerLink. Journals - link.springer.com. To use the resource from home, you must register with the IRC of TashSMU. Master's students are aware of this.

Information and communication technologies are represented by the following: an electronic educational platform, an electronic library, a distance learning system and corporate information systems. The educational programme uses technologies such as interactive lectures, problem-based learning, project-based methods and case studies. During independent study, master's students use electronic educational resources, educational and methodological literature and access to online libraries. Access to patient data and the healthcare information system is provided through paper medical documentation, provided by the responsible clinical base employee in accordance with established procedures. Master's students manage 5 patients per day, including completing the necessary documentation under the supervision of a teacher.

Distance learning methods such as video lectures, online seminars and electronic assessments are used to teach master's students topics on the theoretical foundations of the specialty and current issues in clinical practice.

Ethics, as documented in the university's code of ethics and internal organizational regulations, are adhered to.

Thus, the educational organization ensures that master's students, teachers and clinical supervisors have access to information and the use of innovative and information and communication technologies. **(ESG II Part 1.8)**

Over the past 2-3 years, the following information and communication technologies have been implemented: access to the Russian publishing house "GEOTAR-Media" (<https://www.studentlibrary.ru>), as well as access to the digital resources of the universal database (<https://dlib.eastview.com/>). To organize independent study for master's students, the Information Resource Center has one 250-seat classroom, a 20-seat computer lab and a 20-seat foreign literature room. Researchers, doctoral students and master's students can upload their work free of charge to Scopus and Web of Science. Access to relevant patient data and healthcare information systems is provided via paper media **(ESG II Part 1.6)**.

The experts reviewed the following documents regulating these processes: memorandums-agreements between universities, department reports, and participation in international and local conferences.

EEC findings by criteria. Comply with 15 standards: fully -13, partially -2, not compliant - 0

Standard	Standard compliance	Recommendations for improvement
6.2.3	Partially completed	Incorporate TBL technology into the learning process
6.2.5	Partially completed	Purchase robotic mannequins to practice practical skills in conditions close to real life

Standard 7: QUALITY ASSURANCE AND IMPROVEMENT IN POSTGRADUATE EDUCATION

7.1 The quality improvement system

A quality improvement system has been implemented, documented in the Charter by the head of the State Inspectorate for Supervision of the Quality of Education and approved by the rector <https://lex.uz/ru/docs/3273612?ONDATE=08.06.2019%2000> (the Act was approved as of 08.06.2019) and which includes the Regulation on the State Inspectorate for Supervision of the Quality of Education under the Cabinet of Ministers of the Republic of Uzbekistan in accordance with [Annex No.1](#); the structure of the State Inspectorate for Supervision of the Quality of Education under the Cabinet of Ministers of the Republic of Uzbekistan in accordance with [Annex No.2](#).

The decision-making process and change management related to master's degree programmes are regulated in the Monitoring of educational programmes for master's degree programmes and the results of their development is carried out on the basis of the Regulation on the main professional educational programme, the Regulation on the work programme, the Regulation on the point rating system, and the Regulation on the state final certification <https://tashpmi.uz/obrazovanie/bakalavriat/i-pediatricheskij-fakultet/materialy-dlya-kachivaniya/>. This document was developed by the Education Quality Assurance Department and approved <https://tashpmi.uz/obrazovanie/bakalavriat/i-pediatricheskij-fakultet/materialy-dlya-kachivaniya/>. (ESG II Part 1.1)

The experts evaluated the programme for monitoring the processes and results of the educational programme, which includes a stage of reviewing the educational programme (familiarized with the review from Zufarov Sh.A. - Director of the Republican Center for Reproductive Health of the Population, Doctor of Medical Sciences, Associate Professor, date (July 2020), discussions of the programme at a meeting. The module programme was approved by Protocol No.2 dated August 25, 2020 of the Interdepartmental Coordination Council for Continuing Professional Education of Medical and Pharmaceutical Institutions under the Ministry of Healthcare of the Republic of Uzbekistan, as well as collecting feedback on various elements of the master's programme by surveying master's students.

A survey of master's students is conducted annually and focuses on topics such as assessing the effectiveness of administrative divisions. The results of the 2024 master's student survey, conducted by the Education Quality Assurance Department, showed that the majority (approximately 78%) expressed their opinion.

The Department of Education Quality Assurance also conducts a survey of teaching staff, and the career center surveys employers (<https://instagram.com/career.centre.tpmi?igshd=YmMyMTA2M2Y=>).

A 20-question questionnaire was developed to survey teachers, including questions on the quality of the educational process, learning methods and the organization of practical classes.

The selection and matching of teachers and teaching methods is also based on feedback from master's students. For example, survey results from 20 master's students in 2024 and 2025 showed that teachers actively use modern learning methods, provide feedback and promote the development of independent student work.

Programme evaluation takes into account the goals and objectives of the learning, as well as the intended learning outcomes (through master's student assessment and independent examination). The programme's implementation is assessed through feedback from master's students and teachers, as well as the achievements of graduates. For example, a survey of first-year master's students in Pediatric and

Adolescent Gynecology demonstrated that feedback is provided. A survey of department teachers, conducted in 2024, demonstrated the effectiveness of clinical practicums and simulation training, as well as the need for further development of interdisciplinary collaboration.

The assessment of approaches to master's degree admissions is conducted through a systematic review of selection criteria, analysis of competitive rankings, feedback from applicants, and monitoring of compliance with ethical and legal standards during admissions.

The assessment of master's degree knowledge and skills assessment methods is conducted through analysis of final and summative assessments, feedback from teachers and master's degree students, and demonstrates the validity, fairness and transparency of the assessment system.

The assessment of the adequacy and quality of educational resources is conducted by the Education Quality Assurance Department and shows that the existing resources are sufficient to implement the educational programme, but some educational literature and digital materials require updating.

During the process of assessing the quality of master's degree educational programmes, it was found that, along with achievements (high level of teaching, use of modern educational technologies, positive feedback from master's students), there are a number of problems and shortcomings, including the lack of participation of master's students in scientific research.

Feedback from clinical supervisors includes monitoring of clinical skills, assessment of the master's student's participation in practical procedures, and an analysis of compliance with ethical standards, which is carried out by the clinical supervisor.

Thus, stakeholders are involved in the monitoring programme and activities for evaluating the educational programme (**ESG II Part 1.9**), including clinical bases, department teachers, master's students, patients (through feedback) and representatives of professional communities.

The results of the clinical practice assessments for master's students and graduates of the master's programme are communicated through publication of reports on the university's official website and in corporate information systems, as well as at department and academic board meetings. Therefore, stakeholders such as master's students and teaching staff are informed of the monitoring results and provide feedback to those responsible for master's student admissions and educational programme planning.

Interviews with 13 employers were conducted online (11 offline or 2 online) and included questions such as: knowledge of the university's mission, participation in the development of the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of master's degree students, participation in the training of master's degree students through supervising, providing the department and master's degree students with the necessary resources for practical training and the development of clinical thinking, problems of interaction with departments and universities in general, 100% employment of master's degree graduates, etc.

Employers valued graduates' knowledge and skills. However, they also noted weaknesses, such as their level of practical skills. The employment rate over 5 years was 100%.

The results of master's students and graduates are indicators of the quality of educational programmes. The intended assessment outcomes for master's students in various specializations in 2024 demonstrate the following: a high level of theoretical knowledge acquisition, the development of practical skills in accordance with educational standards and positive dynamics in the acquisition of professional competencies. For example, the results of the independent assessment of master's students in 2025 showed that 75% of master's students received an "excellent" grade, while 25% received a "good" grade.

Teachers assessed the level of clinical training for master's degree students in 2024 and 2025, noting positive trends in mastering skills in patient examination, performing procedures and making clinical decisions. The experts noted the following successes in the master's degree students' clinical training: adherence to patient safety standards and confident application of theoretical knowledge in

practice. At the same time, the experts also identified shortcomings in the master's degree students' clinical training, including a lack of independence in practical skills.

Since the entire training and monitoring process for master's students is concentrated in the Department of Obstetrics and Gynecology, the results of the clinical practice assessments of master's students and graduates are immediately reported to the responsible officials. The graduate academic office is responsible for master's programmes. To improve the educational process over the past two to three years, the following measures have been taken: strengthening feedback for master's students, updating teaching materials and improving interdisciplinary collaboration.

The educational organization initiates procedures for regularly reviewing and updating its organizational structure through analytical reports on educational and clinical activities, discussions at departmental meetings and consultations with key stakeholders. The current organizational structure of the postgraduate education sector (Master's programmes) was approved in 2024. The following changes are new: the introduction of a system of regular internal quality control of education and the assignment of responsibility for the implementation of the educational programme to specific officials.

The master's degree programme's curriculum, programme structure and content, master's degree competencies, and methods for assessing knowledge and skills are subject to annual analysis based on examination results, midterm and final assessments, and feedback from master's degree students and teachers.

The master's degree student portfolio form was approved at a meeting of the Department of Obstetrics and Gynecology (dated 2024). The experts reviewed the portfolios of first-year master's degree students.

The assessment of educational resources and the compliance of clinical sites with the goals and objectives of the master's programme in the specialty "Pediatric and Adolescent Gynecology" is carried out by the education quality assurance department in conjunction with the heads of clinical sites and is documented in annual reports on monitoring the educational programme.

Deficiencies identified during the quality monitoring of the educational programme are documented in reports, and the Department of Obstetrics and Gynecology develops a plan to address them.

The curriculum update process is based on prospective studies, including regular feedback analysis, as well as an analysis of the results of master's student feedback (**ESG II Part 1.10**). Over the past two to three years, the following changes have been made to the master's programme: the integration of simulation training, enhanced clinical practice at hospital sites, updated assessment formats and the introduction of distance learning methods. Benchmarking of postgraduate education (master's programmes) is underway with educational organizations such as universities and clinical sites in the CIS and Europe, specialized medical schools and international educational centers. As a result of the 2024 benchmarking, academic mobility has been introduced into the educational process within the master's programme.

Teachers participate in international and national educational events. For example, as a result of their participation in international internships, new learning technologies have been introduced into the master's programme.

7.2 Patient safety

A quality assurance system has been implemented, including analysis of master's student errors and patient safety, and is reflected in the "Code of Conduct". Analysis of master's student errors is the responsibility of clinical supervisors and teaching staff.

The clinical practice coordinator and clinical site heads identify risks to patient safety, and this is reflected in procedural reviews, control rounds and training seminars for master's students.

EEC findings by criteria. Comply with 10 standards: fully -9, partially -1, not compliant - 0

Standard	Standard compliance	Recommendations for improvement
7.2.2	Partially completed	Include an elective course on legal protection of physicians (based on interviews with graduates)

Standard 8: GOVERNANCE AND ADMINISTRATION

8.1 Governance

The experts reviewed the postgraduate medical education governance structure, which includes the master's programme head, educational process coordinators, the clinical training department, the education quality assurance department and administrative staff. The structure was approved in 2024. The Clinical Sites Department is responsible for supervising. The Clinical Sites Department is responsible for selecting clinical sites for training and concluding contracts with them.

During the meeting with management, the following evidence was obtained regarding the coordination of clinical and theoretical training for master's students, ensuring patient safety, the participation of clinical teachers and adherence to educational standards. The experts reviewed the strategic development plan for 2024, which outlines 6 development areas, including integrated higher education and master's and residency training; continuing education for physicians and medical personnel; scientific research; human resource development; institutional management; and international cooperation.

The department also has a work plan for the current year. Having reviewed the annual reports of the Department of Obstetrics and Gynecology, the experts concluded that work is underway in several areas, including teachers' development, research and clinical work.

The university's leadership (the rector and vice-rectors), with whom the experts met, is responsible for reputational risks and the educational institution's image.

Master's degree programmes are conducted in accordance with the requirements of regulatory rules for the admission of master's students, such as the Master's Programme Regulations. Knowledge and skills are assessed through tests, practical assignments, clinical reviews and final exams. To implement the educational programme, the educational institution has an organizational structure in which the educational sector is represented by clinical training departments, a graduate academic office, practical training units and academic supervisors. The experts reviewed the master's degree completion documents, including the final assessment results and graduates' master's theses. A certificate of completion of the master's programme is issued as a state-issued document conferring the qualification of a physician in specialty 70910307 - "Pediatric and Adolescent Gynecology".

An internal document for the postgraduate education quality assurance programme has been developed and approved by the Academic Board. 88 people participated in the programme's development. The Academic Board is comprised of the rector, vice-rectors, faculty deans, directors of independent organizations and branches, department heads, and heads of public organizations. The number of members on the Academic Board is determined by the rector's order. The Academic Board may also include leading scientists and specialists working on specific issues. The term of office is 5 years. Currently, the Academic Board consists of 88 people. All interested parties are informed about the programme through its posting on the TashSMU website. The educational programme in "Pediatric and Adolescent Gynecology" is supported by relevant learning and teaching documents and teachers. Completion of master's students is documented by the issuance of a specialist diploma certificate without a category in specialty 70910307 - "Pediatric and Adolescent Gynecology", which is recognized by the national authorized healthcare authorities. Thus, the educational organization complies with the recommendations of national authorized bodies, including the order of the Ministry of Education and Science of the Republic of Uzbekistan dated January 28, 2015 No.39 "On approval of the types and forms of state-issued educational documents and the Rules for their issuance", in accordance with subparagraph 6-3) of Article 5 of the Law of the Republic of Uzbekistan "On Education" dated July 27, 2007, a certificate of completion of the master's degree is issued, also after passing the FSA.

8.2 Shared governance

The responsibilities and obligations of the management and staff of postgraduate medical education are defined and assigned to the university's leadership, educational programme management, clinical supervisors and administrative staff involved in monitoring the quality of education. These responsibilities are codified in the document "Regulations on the Master's Programme". Transparency in governance and decision-making in the educational process is ensured through department meetings, curricula coordination with clinical sites, internal monitoring and feedback from master's students and teachers, as reflected in the document "On the Academic Board of Higher Education Institutions".

The educational organization evaluates the management of the educational process and employees in relation to the achievement of the mission of the master's programme, the expected intended learning outcomes by providing feedback to master's students and teachers (see section 7.2 of the report).

In response to the survey question "Do the organization's management listen to your opinion regarding issues related to the educational process, R&D and clinical work?", 75.86% of teachers answered that they do so systematically, 15.52% answered - "sometimes," 3.45% - "quite rarely", and 1.72% - "never."

Funding for master's programmes comes from the educational institution's budget and the state budget. Since gaining academic and financial independence in accordance with Presidential Decrees No.60 and No.61 (<https://lex.uz/uz/docs/5793256>), the institute has made many changes since the beginning of 2022. The most notable change is the approval of the Supervisory Board, the authorized body that makes decisions on structural, financial and other changes.

- The structural divisions of TashSMU have been changed and reorganized;
- The teaching load for teachers has been reduced, while the workload for scientific research, the development of scientific and educational methodological work, joint international collaborations and the spiritual and educational workload for teachers have been increased;
- At the same time, the independent workload for master's students has been increased, meaning that master's students are spending more time on independent study;
- Subject and area laboratories have been created where master's students practice and refine their practical skills, simulating real-world conditions;
- We have implemented a KPI-based salary system for both administrative and academic staff, including additional bonuses for the Institute's employees' merits. <https://tashpmi.uz/institute/struktura-instituta/> The Accounting and Financial Planning Department of the Faculty of Postgraduate Education is responsible for planning and allocating funds for the master's programmes. The scope of duties, responsibilities and authorities are reflected in the job descriptions of the master's degree education sector staff, approved by the university rector. A financial plan is prepared annually, including a target budget for learning. The financial plan is aligned with the strategic plan for 2025-2026.

An annual financial report is submitted and approved by the university's rector. It demonstrates, among other things, the distribution of educational resources in accordance with needs and the coverage of all expenses (teachers' salaries, logistics, clinical facilities and administrative costs) for the implementation and development of the master's programme.

Today, experts are confident that the educational institution is financially and organizationally sustainable, as resource allocation is transparent, the financial report is annually approved by management, and the educational and clinical modules are provided with the necessary equipment and personnel.

The university's management is implementing a process to update its organizational structure based on an analysis of the effectiveness of its educational programmes and stakeholder feedback. In 2023, changes were introduced, including streamlining the organizational structure of departments,

strengthening supervising functions, and introducing new positions to coordinate the educational process.

Master's degree student education has been updated with increased practical training at clinical sites, the use of simulation training, and the introduction of interdisciplinary seminars and case problems.

These updates are being implemented through an analysis of feedback from master's degree students and teachers, monitoring clinical practice, and the implementation of modern educational technologies. These changes are accompanied by the development of methodological recommendations, simulation scenarios and assessment materials.

To specifically improve the educational process, sociological research is being conducted, including surveys of master's students and teachers, interviews with clinical supervisors and employers, and a review of literature on postgraduate medical education (scientific articles, monographs, and international guidelines for master's and postgraduate training of medical specialists). This analysis led to a review of teaching approaches in master's programmes, and the introduction of methods such as simulation training, interdisciplinary seminars, case-based clinical exercises and active learning methods (case studies and problem-based learning)

8.3 Master's student and staff representation

The following consultative and advisory bodies operate within the educational institution: Master's students are involved in the activities and governance of the educational institution. For example, in 2017, the institute organized a primary organization of the Youth Union of Uzbekistan <https://tashpmi.uz/rabota-s-molodezhyu-duhovnosti-i-prosvetitelstva/soyuz-molodezhi-uzbekistana/>. Its main goal is to support student initiatives, protect their rights and freedoms, study problems related to the quality of education, subject mastery, attendance, use of textbooks and libraries, assist in the consideration and resolution of youth appeals, etc. <https://tashpmi.uz/rabota-s-molodezhyu-duhovnosti-i-prosvetitelstva/soyuz-molodezhi-uzbekistana/devatelnost-podrazdeleniya/>. Currently, the number of members of this student organization exceeds 2,000. Students, in whose work master's students participate. Since 2020, the institute has created another student organization – the Student Council <https://tashpmi.uz/rabota-s-molodezhyu-duhovnosti-i-prosvetitelstva/studencheskij-sovet/sostav-soveta/>. The main objectives of the Student Council are to engage students in developing proposals to improve the quality of the educational process in Pediatric and Adolescent Gynecology, taking into account the scientific and professional interests of master's students, to develop students' self-governance skills and abilities, to prepare them for competent and responsible participation in society, to promote the realization of master's students' personal and professional qualities, etc.

It is worth noting that the chairperson of this student organization is also the deputy advisor to the rector on youth issues and a member of the institute's council.

In addition, the leaders of the student council of the institute are members of the student incentive council and have the right to vote recommending <https://tashpmi.uz/rabota-s-molodezhyu-duhovnosti-i-prosvetitelstva/soyuz-molodezhi-uzbekistana/?hilite=%D1%81%D0%BE%D1%8E%D0%B7+%D0%BC%D0%BE%D0%BB%D0%BE%D0%B4%D0%B5%D0%B6%D0%B8>

8.4 Administration

There is an appropriate administrative and teaching staff (The institute's structure includes 11 departments. The teaching staff includes 565 employees, of which 96 are doctors of science and professors, 219 are candidates of science and associate professors), including management: 6.

Assessment of the faculty's teaching staff's performance is part of the quality assurance system. It is conducted periodically and takes into account teaching, research and extracurricular activities, as well as other criteria. The academic staff's research and teaching activities throughout the year are monitored by the department head. At the end of the academic year, the teaching staff reports on the implementation of individual plans for the fulfillment of working time standards by research and

teaching staff. Subsequently, the department head submits an annual report on the department's activities. Monitoring of the fulfillment of research and teaching standards is carried out by the faculty deans' offices, the Department for Handling Appeals from Individuals and Legal Entities, Control and Monitoring, and the Department of Educational and Methodological Work, based on annual reports submitted by the academic institutions.

An assessment of the overall administration and management of the educational process and the educational programme for the Master's degree programme in "Pediatric and Adolescent Gynecology" is conducted through an internal audit, documentation review, teachers' and master's students' surveys, and meetings with clinical supervisors. The results demonstrate achievements such as effective organization of the educational process, transparent distribution of responsibilities and resources, high teacher and supervisor engagement, and positive master's student feedback on the quality of clinical and theoretical training. **(ESG II Part 1.9)**

EEC findings by criteria. Comply with 8 standards: fully - 7, partially -1, not compliant - 0

Standard	Standard compliance	Recommendations for improvement
8.3.2	Partially completed	Provide opportunities for the involvement of master's students in the work of responsible advisory bodies for decision-making and operational activities

CONCLUSION: During the external assessment of the educational programme, it was determined that 98 of the 109 accreditation standards demonstrated full compliance. 11 standards were partially compliant. No non-compliance was found.

The analysis revealed that the educational programme ensures effective management of the educational process, sufficient material, technical and personnel resources, and that its content complies with current requirements for postgraduate medical education and clinical practice. Partially compliant standards address aspects that could be further improved, but they do not have impact on the overall level of compliance with mandatory accreditation requirements. The absence of non-compliance indicates that all critical educational quality indicators are met, and that internal control, monitoring and assessment mechanisms for master's degree students are functioning effectively.

Thus, it can be reasonably concluded that the educational programme meets accreditation requirements and can be recommended for successful accreditation, ensuring the training of highly qualified specialists in the field of "Pediatric and Adolescent Gynecology".

The EEC concluded that, along with the achievements in master's degree training, the expected learning outcomes for the accredited educational programme "Pediatric and Adolescent Gynecology" are also met.

5. Recommendations for improving the educational programme "Pediatric and Adolescent Gynecology":

Standard	Recommendations for improvement
2	
2.3.2	Include the number of required practical skills in the syllabus by year of study.
2.4.2	Include a component in the curriculum on physician legal literacy (results of interviews with graduates). Furthermore, graduates commented on the need to include a component in the curriculum on medical statistics. At the same time, master's students have a need to improve their communication skills.
2.4.3	Increase the number of credits in scientific research methodology (results of

	interviews with graduates).
2.5.1	Organize a journal club for master's students.
2.5.2	Plan the purchase of robotic mannequins for practical skills training for master's students majoring in "Pediatric and Adolescent Gynecology".
2.6.4	Professional bodies, stakeholders and employers must be involved in the development of educational programmes.
2.7.2	Envisage opportunities for master's students to participate/complete their master's thesis as part of a scientific grant project.
3	
3.1.2	Standardize checklists for calculations and assessment results
3.1.4	Automate test validation
3.2.2	Implement regular feedback
4	
4.4.3	Include a section on patient safety in the clinical site regulations.
4.5.1	Introduce a system for recording master's degree students' safety procedures in a safety log for each master's degree student individually.
6	
6.2.3	Incorporate TBL technology into the learning process
6.2.5	Purchase robotic mannequins for practicing practical skills in conditions similar to real-life ones
7	
7.2.2	Include an elective course on legal defense for physicians (based on interviews with graduates)
8	
8.3.2	Provide opportunities for master's degree students to participate in advisory bodies responsible for decision-making and operational activities


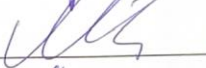
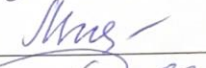


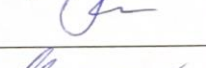
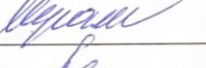


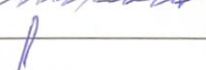
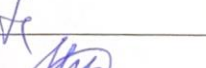
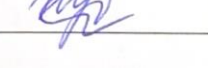
6. Recommendation to the ECAQA Accreditation Council

The EEC members established the compliance of the Master's degree educational programme of the Tashkent State Medical University in specialty 70910307 "Pediatric and Adolescent Gynecology" with the Standards for Programme Accreditation: Postgraduate Medical Education (Master's Degree) and came to a unanimous opinion to recommend that the ECAQA Accreditation Council accredit this programme for a period of 5 years.

	Full name	Signature
Chairperson	Turgunov Yermek Meiramovich	/signed/
International expert	Milena Staneva Staneva	/signed/
Academic expert	Myrzabekova Gulshara Turebekovna	/signed/
Academic expert	Burkutbayeva Tatyana Nuridenovna	/signed/
Academic expert	Trynkin Alexey Viktorovich	/signed/
Academic expert	Kudabayeva Khatimya Ilyassovna	/signed/
Academic expert	Mukhambetova Gulnar Amerzayevna	/signed/
Academic expert	Akhenbekova Aida Zhaksybayevna	/signed/
Academic expert	Doshakanova Assel Baidauletovna	/signed/
Academic expert	Marat Aizada	/signed/
Employer expert	Ermetov Aziz Tashmetovich	/signed/
Student expert	Sartay Nurila Nurmakhankyzy	/signed/

6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК установили соответствие образовательной программы магистратуры Ташкентского Государственного Медицинского Университета по специальности «70910307 – Детская и подростковая гинекология» Стандартам аккредитации программы последипломного медицинского образования (магистратура) и пришли к единогласному мнению рекомендовать Аккредитационному совету ЕЦА аккредитовать данную программу на период 5 лет.

	ФИО	Подпись
Председатель	Тургунов Ермек Мейрамович	
Международный эксперт	Милена Станева Станева	
Академический эксперт	Мырзабекова Гулшара Туребековна	
Академический эксперт	Буркутбаева Татьяна Нуриденовна	
Академический эксперт	Трынкин Алексей Викторович	
Академический эксперт	Кудабаева Хатимия Ильясовна	
Академический эксперт	Мухамбетова Гульнар Амерзаевна	
Академический эксперт	Ахенбекова Аида Жаксыбаевна	
Академический эксперт	Дошаканова Асель Байдаулетовна	
Академический эксперт	Марат Айзада	
Эксперт-работодатель	Эрметов Азиз Ташметович	
Эксперт-обучающийся	Сартай Нурила Нурмаханкызы	

Профиль качества и критерии внешней оценки образовательной программы (обобщение)

Стандарт	Критерии оценки	Количество стандартов	Оценка		
			Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И ЦЕННОСТИ	6	6	0	-
2.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА	28	25	3	-
3.	ОЦЕНКА МАГИСТРАНТОВ	15	12	3	-
4.	МАГИСТРАНТЫ	19	17	2	-
5.	ПРЕПОДАВАТЕЛИ И КЛИНИЧЕСКИЕ НАСТАВНИКИ	8	8	0	-
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	15	13	2	-
7.	ОБЕСПЕЧЕНИЕ И УЛУЧШЕНИЯ КАЧЕСТВА ПОСЛЕДИПЛОМНОЙ ПОДГОТОВКИ	10	9	1	-
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	8	7	1	-
	Всего:	109	98	11	-
			109		

Список документов, изученных членами ВЭК в рамках проведения внешней оценки образовательной программы магистратуры

№	Наименования документов/дата утверждения	Количество
1.	Каталог элективных дисциплин	1
2.	Документы кафедры акушерства и гинекологии	Папки
3.	Кодекс этики	1
4.	Документы департамента контроля качества	Папки
5.	Документ отдела финансов	1
6.	Положение о магистратуре	1
7.	Результаты анкетирования ППС и магистрантов	Папка
8.	Списки участников на интервью	Папки
9.	Академическая политика	1
10.	Госстандарт «Об образовании»	1
11.	Общая информация про университет	1
12.	Положение о клинических базах	1
13.	Порядок контроля и оценки знаний студентов	1
14.	Порядок утверждения тестовых заданий	1
15.	ППС по университету	1
16.	Рабочие программы	Папка
17.	Список научных журналов ТашГМУ	Папка
18.	Список соглашений с зарубежными ВУЗами	Папка
19.	Список главных специалистов	1
20.	Отчет по самооценке	1