

To the Accreditation Council  
of the Eurasian Center for Accreditation  
and Quality Assurance  
in Higher Education and Health Care  
27.11.2025

**REPORT  
OF THE EXTERNAL EXPERT COMMISSION  
ON THE RESULTS OF THE ASSESSMENT OF THE EDUCATIONAL  
PROGRAMME OF MASTER'S DEGREE IN SPECIALTY  
(70910202) - "ENDOCRINOLOGY"  
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**

**Almaty, 2025**

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## LIST OF DESIGNATIONS AND ABBREVIATIONS

| Abbreviation | Designation  |
|--------------|--|
| BD           | Basic Disciplines  |
| VC           | Videoconferencing  |
| WHO          | World Health Organization  |
| WFME         | World Federation for Medical Education   |
| SAC          | State Attestation Commission   |
| SCS RU       | State Compulsory Standard of the Republic of Uzbekistan  |
| STC          | State Testing Center   |
| ECAQA        | Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care                |
| EHEA         | European Higher Education Area   |
| ECAQA        | Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care                |
| ICT          | Information and Communication Technologies   |
| IRC          | Information Resource Center  |
| IT           | Information Technology   |
| ELISA        | Enzyme-Linked Immunosorbent Assay  |
| QC           | Qualified Characteristic   |
| MPI          | Medical and Preventive Institution   |
| MHESI        | Ministry of Higher Education, Science and Innovation   |
| MHSSE        | Ministry of Higher and Secondary Specialized Education   |
| MH RU        | Ministry of Healthcare of the Republic of Uzbekistan   |
| MH RU        | Ministry of Healthcare of the Republic of Uzbekistan   |
| NCMC         | National Children's Medical Center   |
| RW           | Research Work  |
| SRW          | Student Research Work  |
| RLA          | Regulatory and Legal Acts  |
| TD           | Total Disciplines  |
| EP           | Educational Programme  |
| EP           | Educational Programme  |
| BPEP         | Basic Professional Educational Programme   |
| ARI          | Acute Respiratory Infections   |
| OSCE         | Objectively Structured Clinical Examination  |
| MS           | Midterm Survey   |
| TS           | Teaching staff   |
| PCR          | Polymerase Chain Reaction  |
| RSSPC        | Republican Specialized Scientific and Practical Center   |
| RSC EMC      | Republican Scientific Center for Emergency Medical Care  |
| RPC          | Republican Perinatal Center  |
| RSSPMC       | Republican Specialized Scientific and Practical Medical Center   |
| RSSPMCPRU    | Republican Specialized Scientific and Practical Medical Center of Pediatrics of the Republic of Uzbekistan |
| RU           | The Republic of Uzbekistan   |
| WC           | Working Curricula  |
| RF           | Russian Federation   |
| SSC          | Student Scientific Society   |

|          |  |
|----------|--|
| ISW      | Independent Student Work   |
| ISWT     | Independent Student Work with a Teacher  |
| ISW      | Independent Student Work   |
| TashIAMS | Tashkent Institute for Advanced Medical Studies  |
| TashSMU  | Tashkent State Medical University  |
| TMA      | Tashkent Medical Academy   |
| SC       | Standard Curricula   |
| EMC      | Educational and Methodological Council   |
| Cm       | Curriculum   |
| FI       | Field Internship   |
| CMC      | Central Methodological Council   |
| EJ       | Electronic Journal   |
| ECTS     | European Credit Transfer System  |
| ESG      | Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area |
| KPI      | Key Performance Indicators   |
| PBL      | Problem-Based Learning   |
| RBL      | Research-Based Learning  |
| TBL      | Team-Based Learning  |

### 1. Composition of the External Expert Commission

In accordance with the order of the ECAQA under No.24 dated 16.10.2025, 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 (70910202) - "ENDOCRINOLOGY" in the period from 03 to 05 November 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<br>YERMEK<br>MEIRAMOVICH          | Doctor of Medical Sciences, Professor of the Department of Surgical Diseases at the 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 | ΠΡΟΦPROFESSOR<br>MILENA STANEVA<br>STANEVA | PhD, Honorary Professor of the Faculty of Medicine at Sofia University "St. Kliment Ohridski". Expert, member of the Standing Committee for 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 of Tokuda University, Sofia, Bulgaria. |
| 3   | Academic expert      | MYRZABEKOVA<br>GULSHARA<br>TUREBEKOVNA     | Doctor of Medical Sciences, Associate Professor, Professor of the Department of Childrens' Diseases named after N.A. Barlybayev, NJSC "S.D. Asfendiyarov Kazakh National Medical University", Almaty, Kazakhstan   |
| 4   | Academic expert      | BURKUTBAYEVA<br>TATYANA<br>NURIDENOVNA     | Doctor of Medical Sciences, Associate Professor, Professor, Head of the Otolaryngology Department of the Kazakhstan Medical University "Higher School of Public Healthcare" in Almaty  |
| 5   | Academic expert      | TRYNKIN ALEXEY<br>VIKTOROVICH              | Doctor of Medical Sciences, Professor of the Department of Surgical Diseases with a Course in Anesthesiology and Resuscitation of the NEI "Kazakh-Russian Medical University", Full Member of the Russian and European Association of Angiologists and Vascular Surgeons   |
| 6   | Academic expert      | KUDABAYEVA<br>KHATIMYA                     | Candidate of Medical Sciences, Professor of the Department of Internal Diseases No.1 of  |

|    |                 |                                       |  |
|----|-----------------|---------------------------------------|--|
|    |                 | ILYASSOVNA                            | NJSC “Marat Ospanov West Kazakhstan Medical University”  |
| 7  | Academic expert | MUKHAMBETOVA<br>GULNAR<br>AMERZAYEVNA | Candidate of Medical Sciences, Professor of the Department of Nervous Diseases, NJSC “S.D. Asfendiyarov Kazakh National Medical University”, Almaty, Kazakhstan              |
| 8  | Academic expert | AKHENBEKOVA<br>AIDA<br>ZHAKSYBAYEVNA  | Candidate of Medical Sciences, Associate Professor of the Department of Childrens’ Diseases, NJSC “S.D. Asfendiyarov Kazakh National Medical University”, Almaty, Kazakhstan |
| 9  | Academic expert | DOSHAKANOVA<br>ASSEL<br>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” |
|    | Academic expert | MARAT AIZADA                          | PhD, Associate Professor of the Department of Obstetrics and Gynecology No.1 of the NJSC “Astana Medical University”, obstetrician-gynecologist in Astana.                   |
|    | Employer expert | ERMETOV AZIZ<br>TASHMETOVICH          | Doctor of Medical Sciences, Director of the Tashkent Regional Branch of the Republican Scientific Center for Emergency Medical Care, Tashkent                                |
| 10 | Student expert  | SARTAY NURILA<br>NURMAKHANKYZY        | 3rd year postgraduate doctor in the specialty "Obstetrics and Gynecology" of the NEI "Kazakh-Russian Medical University" in Almaty   |

The EEC report includes a description of the results and conclusion of the external assessment of the educational programme "Endocrinology" 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 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 70910202 "Endocrinology"

|  |   |
|--|---|
| Organization name, legal form of ownership | Tashkent State Medical University   |
| Governing body                             | Ministry of the Republic of Uzbekistan  |
| Full name of the first head                | Boimuradov Shukhrat Abdujalilovich<br>Position: Rector of the Institute<br>Academic Degree, Academic Title: Doctor of Medical Sciences, Professor |
| Location and contact information           | Republic of Uzbekistan,<br>Tashkent, Almazar District,<br>Farobiy Street, 2,  |

|  |  |
|--|--|
|  | postal code: 100109<br>Phone: +998 (78) 150 78 01<br>Fax: +998 (78) 250 78 28  |
| State license for educational activities in master's programmes (date, number)         | State Registration Certificate No. 002624 dated January 5, 2007 - Tashkent Pediatric Institute<br>State Registration Certificate No. 10 dated October 23, 2019 (Master's degree).<br>5-year validity |
| Year of commencement of the accredited educational programme (EP)                      | 2005   |
| Duration of study  | 3 years  |
| Total number of graduates since the beginning of the EP                                | 2  |
| Number of master's students in the EP since the beginning of the current academic year | 26   |
| Full-time/part-time faculty involved in the EP   | Total number of teachers: 5, including 4 full-time and 1 part-time.<br>Academic degree holder rate, % - 100<br>Category, % - 100   |
| Website<br>Instagram<br>Facebook with active pages                                     | E-mail: <a href="mailto:info@tma.uz">info@tma.uz</a><br>Website: <a href="http://www.tma.uz">www.tma.uz</a>  |

## 2.2 Information about previous accreditation

To date, the accreditation of the Master's degree educational programme 70910202 "Endocrinology" has not been carried out.

## 2.3 Brief description of the analysis results of the self-assessment report of the educational programme of the master's degree in specialty 70910202 "Endocrinology" and conclusions on its completion.

The self-assessment report for the Master's degree educational programme in "Endocrinology" is presented on 122 pages of the main text, 20 pages of annexes, copies or electronic versions of 57 documents located at the link <https://drive.google.com/drive/folders/1594p2b31C3jURDGwytbwip1h0l3oOvHA?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 Programmes provided to the educational organization by the accreditation center - ECAQA, and internal unity of information. A cover letter signed by Rector Sh. A. Boimuradov, confirming the accuracy of the quantitative information and data included in the self-assessment report, is attached to the report.

The report contains a list of 38 members of the internal self-assessment commission, indicating the responsibilities of each employee, and information about the representative of the organization responsible for conducting the self-assessment of the educational programme – Khaitov K.N., Vice-Rector for Academic Affairs, Doctor of Medical Sciences, Professor.

Self-assessment of the educational programme "Endocrinology" was carried out on the basis of the order of the rector of the university No.84 dated February 10, 2025 "Self-assessment of master's degree programmes".

All standards outline the University's actual practices for training master's students in "Endocrinology", taking into account the start of student admission in 2005. 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 and 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, and more.

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 and diagrams contained references in the text and were numbered continuously.

### **3. Description of the external expert assessment**

The external expert work within the framework of the assessment of the educational programme of the Master's degree in "Endocrinology" was organized in accordance with the Guidelines for the external assessment of educational organizations and educational programmes of the ECAQA. Dates of the visit to the organization: November 3 - 5, 2025. The sequence of the visit over 3 days is presented in detail in Annex 3 to this report.

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

- Interviews with 200 master's students, including 38 endocrinologists.
- Study of the website [www.tma.uz](http://www.tma.uz)
- Interviewing 28 staff members, 10 teachers and 6 supervisors;
- Surveys of 58 teachers and 200 master's students, respectively;
- Observation of master's student learning: attendance at a seminar on "Pasqualini syndrome" (the so-called "fertile eunuch syndrome"): etiology, pathogenesis, clinical features, diagnosis and treatment," and the course "Endocrinology and pediatric endocrinology". The seminar was conducted using interactive learning methods: a multimedia presentation and demonstration material, discussion questions to encourage active master's student engagement, discussion of clinical cases, practical skills exercises, interpretation of clinical laboratory data, and clinically oriented bedside teaching under the guidance of a moderator in the unit. A total of 5 third-year master's students participated: Sh. Perdebayeva, S. Sodikova, S. Sadriyeva, Yu. Marupova, and A. Ruzmatova. The class was led by Nodira Vakhidovna Khodjayeva, Candidate of Medical Sciences, Assistant in the Department of Endocrinology with Pediatric Endocrinology. The class lasted for 1 academic seminar, as scheduled.
- Review of resources in the context of meeting accreditation standards: 2 practice/clinical training sites were visited, including:
  1. Republican Specialized Scientific and Practical Medical Center of Endocrinology named after Academician Yo. Kh. Turakulov (56 Mirzo Ulugbek Street, Mirzo Ulugbek District, Tashkent), where training in the "Endocrinology" EP is conducted with the participation of 4 full-time teachers;
  2. Private clinic "Nano Medical Clinic" located at the following address: Almazar District, Chimboy Street, 2-A;

- review of 20 learning and teaching documents both before and during the visit to the organization's divisions (the list of documents reviewed is in **Annex 2**).

The 3-day visit schedule is detailed in the Visit Programme.

The accredited organization's staff ensures the presence of all individuals specified in the visit programme and the interview and conversation site lists (Table 1).

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

| No. | Position   | Quantity |
|-----|--|----------|
| 1   | Meeting with the Rector  | 1        |
| 2   | Vice-Rector for Research and Innovation  | 1        |
| 3   | Head of the Finance and Economics Department   | 2        |
| 4   | Career and Employment Center   | 2        |
| 5   | Curriculum & Instruction Department  | 2        |
| 6   | Training Simulation Center   | 5        |
| 7   | Department for the Training of Scientific and Pedagogical Personnel  | 2        |
| 8   | Chief Physician of the Tashkent Multidisciplinary Clinic   | 1        |
| 9   | Center for Digital and Innovative Technologies   | 2        |
| 10  | Interviews with Master's students in the following specialties Therapeutic: pediatrics, pediatric neurology, pediatric cardiology and rheumatology, endocrinology. | 37       |
| 11  | Interviews with teachers in therapeutic specialties: Therapeutic: pediatrics, pediatric neurology, pediatric cardiology and rheumatology, endocrinology            | 21       |
| 12  | Department for Complaints, Control and Monitoring  | 1        |
| 13  | Interviews with graduates of master's programmes   | 6        |
| 14  | Interviews with representatives of practical healthcare (employers of master's programme graduates) (+ online employers from the regions)                          | 13       |
| 15  | Testing Center   | 1        |
| 16  | Information and Resource Center  | 1        |
| 17  | Social Assistance Center   | 2        |
| 18  | Human Resources Department   | 2        |
| 19  | Department of Infrastructure Maintenance and Development   | 1        |
| 20  | Tashkent State Medical University Museum   | 1        |
| 21  | Sports Complex   | 1        |
| 22  | Department of Public Healthcare and Healthcare Management No.2   | 1        |

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 assessments results were summarized. The experts individually completed the "Quality Profile and Criteria for External Assessment of the "Endocrinology" Educational Programme for Compliance with the ECAQA Accreditation Standards". The EEC members made no comments. Recommendations for improving the educational programme were discussed, and Chairman Yermek Meiramovich 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.

*In a survey conducted among 200 master's students, 38 of whom were endocrinologists, rated the work of the External Expert Commission on Accreditation as positive. Master's students noted that*

*the most important external expert assessment tool for accreditation, which allows them to draw conclusions about the quality of teaching, is a review and external assessment of the resources and conditions of the clinical facilities for master's degree training and practice (51.5%).*

*The majority of respondents (93%) believe that educational organizations or educational programmes should be accredited; 2 master's students participated in the accreditation process. All master's students highly praised the work of the EEC, commenting, "Favorable conditions for expert potential", "Thank you, it was interesting working with us. We wish you good health and success! You worked professionally, with the utmost ethics and tact!" and "Thank you for your work," among other things.*

*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 educational organization's management and staff 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 70910202 "Endocrinology".**

##### **Standard 1: MISSION AND VALUES**

###### **1.1 Stating the mission**

The institute's mission is to train physicians to provide qualified medical care to the public, integrating the latest advances in education, science and medicine to improve the quality of medical care and overall public health.

During the programme's implementation, specifically, following conversation with the organization's first head, members of the advisory body, administrative staff, vice-rectors, graduate academic office and clinical residency, department representatives, and dean's offices, and interviews with master's students and teachers, compliance with the criteria of *standard 1* was established.

The mission of the "Endocrinology" master's programme is to train endocrinologists, including pediatric endocrinology, with the goal of providing highly qualified medical personnel capable of providing specialized care to patients of all ages (<https://tashpmi.uz/institute/missiya-instituta/>).

All participants in the educational process are aware of the educational programme's mission and participated in formulating proposals for its formulation. The mission is communicated to potential master's degree students through the website, social media and informational letters to medical organizations. The strategic plan of Tashkent State Medical University for 2025–2027 was reviewed, including the following areas: improving the quality of medical education; international accreditation and cooperation; development of research activities; digitalization and telemedicine; human resources policy; financial sustainability and transparency, etc., confirming compliance with accreditation standards and demonstrating the organization's goals, objectives and prospects. Interviews with master's degree students revealed that before classes, teachers inform students about the mission and work plans of the educational organization and provide information on the educational programme, teachers and training facilities.

During their visits to TMU's educational institution divisions, experts noted the educational institution's strengths in relation to the accredited educational programme, including: strong human resources, international cooperation and research potential.

The educational institution has divisions directly related to the "Endocrinology" educational programme, which can be recognized as best practices in education. These include the Dean's Office of Master's Degree and Clinical Residency, the Department of Scientific Research and Innovation, the Training Simulation Center, and the Department of Endocrinology headed by the Vice-Rector for Academic Affairs. It is especially noteworthy that the university has established a Department for the Organization of Research Activities of *Talented Students*, which enables successful implementation of

the university's Strategic Plan and innovative learning methods. Postgraduate doctor training and supervision are provided at leading clinics in the region, which facilitates a patient-centered and holistic approach to patient care and treatment.

This conclusion was reached based on clinical visits and conversations with postgraduate doctors and graduates, which highlighted active interaction with leading clinical sites where the trinity of education, research and practice is fully realized. The EP outlines the core competencies of master's students providing effective patient-centered care, including measures aimed at treating and preventing diseases. The concept of a patient-centered approach in the EP is a key element of the quality of medical care provided to patients.

The results of the documentation review demonstrate that the organization's mission, the mission of the “Endocrinology” educational programme, and the educational process are built in accordance with the State Educational Standards and current regulatory legal acts (RLA) in postgraduate education and healthcare: the Law of the Republic of Uzbekistan "On Education" (No.ZRU-637, 2020); Academic Policy approved by Order No.226 dated July 10, 2024. <https://tashpmi.uz/institute/akademicheskaya-politika/> .

The main clinical site for the master's programme is the Ya. Kh. Turakulov Republican Specialized Scientific and Practical Medical Center of Endocrinology, which includes 14 specialized units (with 288 beds) and is equipped with modern diagnostic and therapeutic equipment. In a conversation with the Director of the Endocrinology Center, Kh. K. Nasyrova, it was noted that the clinical sites provide master's students with the opportunity to complete their internship programme, create the necessary conditions, and have physical facilities that complies with current sanitary and technical standards and ensures all types of theoretical and practical training stipulated by the curriculum, as well as the effective implementation of master's research work. To achieve the goals of the master's programme, virtually all healthcare resources are effectively used, including on-the-job training (in the form of rotations and night calls for students as physician assistants at the medical facility).

The multidisciplinary medical center NANO Medical Clinic is also one of the clinical sites for training master's students in the specialty of “Endocrinology”. Master's students complete academic and work experience internship at the multidisciplinary clinics, participate in clinical rounds, patient management, analysis of diagnostically complex cases, medical documentation, and treatment planning. The clinics offer both outpatient consultations and surgical treatment.

Training at a multidisciplinary center develops master's students' medical judgment, interdisciplinary collaboration skills and the ability to assess patients holistically, rather than focusing solely on an endocrine diagnosis. Furthermore, the clinic's facilities are used for master's theses, providing access to a diverse range of clinical materials and real-world research and practice.

These clinical sites are equipped with classrooms where master's students, under the guidance of moderators and in collaboration with practicing physicians, manage patients, participate in diagnostic and therapeutic procedures, including surgical interventions and conduct research.

The educational process is structured in accordance with the State Educational Standard and current regulatory legal acts (RLA) in postgraduate education and healthcare. The university defines key areas for the implementation and application of innovative learning technologies. The EP actively uses modern learning methods (CBL, small group work, RBL, interdisciplinary learning with case discussions) and assessments, and implements innovative learning technologies.

The analysis showed that the educational programme was implemented at a high level: master's students demonstrated consistently high academic performance, deep theoretical knowledge, and developed practical skills in clinical endocrinology. The master's students' active participation in research - their dissertations, publications, conference presentations, and grant projects - confirmed their high level of professional preparation, research initiative and commitment to integrating into the international scientific community.

At the same time, during meetings with employers, the experts noted that not all interviewees were fully aware of the University's Mission and how it was implemented.

## 1.2 Participation in mission formulation

The EP mission and goals are implemented taking into account the opinions and suggestions of other stakeholders: patients, employers, physician associations, representatives of healthcare trade unions and the general public. Analysis and integration of the suggestions and wishes of all stakeholders in the educational process, a study of the needs and expectations of all categories of university consumers, and interaction between structures ensure internal and external independence in the development and implementation of the EP mission. Postgraduate doctors have a real opportunity to participate in the organization of the specialty's curriculum through direct discussions of the educational programme.

During conversation with postgraduate doctors and employers, experts did not receive a clear answer to the question, "Are you involved in formulating the mission and goals of the organization and educational programme?", endocrinology postgraduate doctors indicated that they were aware of the content of this document. When asked, "What personal contribution do postgraduate doctors make to improving the educational programme?", students responded that a survey on satisfaction with the educational process is conducted after completing each course. For example, postgraduate doctors proposed introducing topics on scientific research methodology into the elective courses for the next academic year.

*In a survey of 200 master's students (on <https://webanketa.com/>), several of the 27 questions focused on the quality of the educational process and EP. 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% yet could not answer this question, and 2% were willing to believe so.*

*The 58 teachers surveyed (question 26 in the survey) also responded that 87.93% were satisfied with the work organization and workplace at this educational institution, and 6.9% partially agreed with this statement. The experts determined that the organization has a healthy working environment, as the head is readily accessible to both master's students and staff and responds promptly to requests. In the survey, 81.03% of teachers were satisfied with the organizational working environment, and 3.45% were partially satisfied. According to 87.93%, teachers at the educational institution have the opportunity to realize themselves as professionals in their specialty. A total of 58 people responded, with 20.69% having up to 5 years of teaching experience, 27.59% having up to 10 years, and 51.72% having over 10 years of teaching experience.*

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

## Standard 2: CURRICULUM

### 2.1 Curriculum and certification

Experts determined that the educational model for the Master's degree programme in "Endocrinology" is based on the intended learning outcomes of postgraduate doctors and therefore includes the following: mandatory and elective courses. The duration of study is 3 years. Postgraduate doctors undergo full-time training in the Master's degree programme in "Endocrinology". According to the duration of study, it comprises 5,400 academic hours, or 180 credits (at a rate of 30 academic hours per credit). Of these, 2,700 hours (50%) are classroom hours, and 2,700 hours (50%) are independent study. The curriculum is developed by the Vice-Rector for Academic Affairs, the Head of the graduate academic office and the Head of the Department of Endocrinology and Pediatric Endocrinology and is approved by the university Rector.

Master's studies complete the training with the defense of their master's theses, which is scheduled within the timeframe established by the State Attestation Commission. The final state

attestation is conducted in accordance with the established procedure, as reflected in the Regulations on the Master's Programme dated September 15, 2025-y., 09/25/578/0826-son, and the University's Academic Policy. After defending their theses, graduates are employed in the healthcare system. The final state attestation was conducted in accordance with the established procedure: master's students take state exams, conduct a pre-defense (a research seminar), and present an open defense before the commission.

In the 2024–2025 academic year, a total of 26 master's students were enrolled in the Department of Endocrinology of master's programme (as of the beginning of the year), of which 2 successfully completed the programme and graduated in the summer of 2025. Thus, at the end of the reporting period, 24 students are still studying. The master's student population is distributed among courses as follows:

- First-year: 15 master's students (intake 2024). This is the largest group, formed from medical school graduates who successfully passed the entrance examinations. During the year, they were joined by 1 additional master's student, admitted through the winter intake.
- Second-year: 6 master's students (intake of 2023). This group has decreased compared to the initial intake, as some students transferred to an accelerated path or graduated early (winter intake).
- Third-year (main cohort): 2 master's students (intake of 2022). This is the final graduating group, having successfully completed their studies in the reporting year.
- Third-year (winter intake): 3 master's students (early 2023 intake). This group of third-year students began their studies with a delay of one semester and will complete the programme in the following academic period.

Third-year (main graduating cohort, 2 master's students): Demonstrated the highest academic performance, with an average score of 94%, equivalent to an "excellent" grade. Graduating master's students demonstrated strong results in all areas of training, particularly in research and teaching. Both graduates successfully passed their state exams and defended their final theses with excellent grades. Experts examined documents confirming the fulfillment of this criterion of the accreditation standard: State Educational Standard, Curriculum, Work Plan, Table of the Educational Process, Syllabuses and Portfolio.

The qualification obtained as a result of mastering the educational programme in the specialty "Endocrinology" corresponds to level 7 of the national qualifications framework in medical education and the Framework for Qualifications in the European Higher Education Area (**ESG 1.2**).

## **2.2 Intended learning outcomes**

The intended learning outcomes are defined and included in the State Educational Standard, the Curriculum, and the Work Plan, which were developed by Associate Professor of the Department of Endocrinology, Sh.U. Akhmedova, and approved by the Head of the graduate academic office, Sh.S. Abdullayeva, dated August 30, 2024. Stakeholders are informed about the intended learning outcomes of master's students in "Endocrinology" by publishing final attestation reports, presenting results at department meetings, sending official notifications to clinic management, and posting information on educational and institutional platforms ([www.tma.uz](http://www.tma.uz)).

Experts confirmed that master's degree students' professional behavior and communication skills are developed through participation in clinical discussions, interprofessional teamwork, role-playing simulations, patient communication training and supervising from experienced teachers and clinical supervisors. These are reflected in the relevant document - Academic Policy approved by Order No.226 dated July 10, 2024. <https://tashpmi.uz/institute/akademicheskaya-politika/>. Teachers and master's degree students are informed of the Code of Ethics (Approved by Scientific Council No.2 dated August 27, 2025) (**ESG II Part 1.2**).

It was established that the expected learning outcomes comply with the requirements of national professional standards in the specialty "Endocrinology" and international recommendations for the training of specialists in the field of endocrinology.

A review of the accredited educational programme was provided by Z.Yu. Khalimova, Deputy Director for Research at the Republican Specialized Scientific and Practical Medical Center of the Ministry of Healthcare of the Republic of Uzbekistan. Thus, the requirements of the professional community in the field of "Endocrinology" were taken into account.

The educational programme defines learning outcomes for the specialty of "Endocrinology", which include knowledge, skills and professional behavior. Each skill can be assessed and measured, for example, through clinical scenarios, objective structured practical examinations (OSCEs), master's student observation checklists, and theoretical knowledge assessments.

Master's students receive regular oral feedback after each class and are surveyed weekly. A survey of master's students in various specialties, including endocrinology, found that the overwhelming majority are satisfied with the university's educational organization. To improve the "Endocrinology" EP, the educational organization implemented the following measures in 2024: updated training modules, introduced simulation classes and distance learning technologies, and expanded opportunities for master's students to participate in research and practical events and academic mobility.

Participation in providing medical care to the public is a mandatory component of master's degree training. For example, master's degree students participate in the clinical examination of patients with diabetes and thyroid disease, conduct consultations, screenings, and health education events, and, together with their supervisors, monitor patient treatment in clinics and outpatient clinics.

Master's professional conduct is ensured through supervising from experienced teachers and clinical supervisors, participation in interdisciplinary team case reviews, adherence to ethical norms and standards for patient care, and participation in communication and professional ethics training. Master's degree students are familiar with the Code of Ethics, which was developed and approved by Scientific Council No.2 dated August 27, 2025.

When surveying employers, the experts asked how satisfied they were with the behavior of master's students. Overall, master's students maintain ethical behavior toward teachers, fellow students and healthcare staff. There is an ethics council (or disciplinary committee) in place, which any employee of the educational institution can appeal to resolve conflicts. No such situations occurred during the reporting period. During their meetings with the experts, the master's students themselves confirmed that teachers maintain ethical behavior toward them.

When determining the intended learning outcomes, the staff of the graduate academic office and Clinical Residency, the Curriculum & Instruction Department, and the Department of Education Quality Assurance considered previous learning outcomes in the undergraduate and internship programmes, as well as the goals and objectives of subsequent continuing professional development in the chosen specialty. The educational institution provides training in CPD, including programmes in the specialty of the accredited educational programme. For example, the Department of Endocrinology and Pediatric Endocrinology systematically improves the qualifications of general practitioners. The department organizes short-term and thematic learning courses (36 and 72 hours) for general practitioners, general practitioners, family doctors and outpatient physicians.

Advanced training is provided in the following areas:

- Primary hyperparathyroidism (PHPT)
- Diffuse toxic goiter (DTG)
- Metabolic syndrome (MS)

These programmes include master classes, practical sessions and training sessions aimed at improving knowledge and practical skills in the diagnosis and treatment of endocrine diseases. Particular attention is paid to:

- timely diagnosis and interpretation of clinical and laboratory data;
- selection of rational treatment strategies based on clinical guidelines;
- management of patients with comorbid conditions;
- individualization of the therapeutic approach and prevention of complications.

The implementation of these courses contributes to the improvement of the professional level of primary care physicians and the quality of medical care provided to the population.

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 university operates the "Center for the Development of Professional Qualifications of Medical Workers" (TIPME), where continuing medical education courses are held annually. According to the 2024-2025 calendar plan, 25 continuing education programmes for the specialty "Endocrinology" have been developed and are being implemented. Master's students are informed about these programmes.

The overwhelming majority (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 learning programme, and 18.97% partially agree with this.

*The teachers surveyed during the external assessment responded that 53.45% were fully satisfied with the level of prior training of master's students, while 36.21% were partially satisfied.*

The qualification obtained by completing the educational programme in "Endocrinology" corresponds to level 7 of the National Qualifications Framework (ESG 1.2) and has the code 70910202. Completion of the master's programme results in a diploma of higher education and a master's degree in "Endocrinology", which is in demand for professional work in clinical and scientific institutions, as well as for continuing an academic and research career.

### **2.3 Curriculum organization and structure**

The educational programme organization for the specialty "Endocrinology" is based on the intended learning outcomes of master's students and therefore includes the following: learning goals, professional competencies (knowledge, skills and abilities), course structure and content, learning methods and formats, performance evaluation criteria, and monitoring and education quality assurance mechanisms. The programme lasts 3 years.

The intended learning outcomes, including knowledge and understanding of behavioral and social sciences, enable students to determine their contribution to improving public health, assess their social role as a physician with effective communication skills, and plan their further professional development. The above skills are reinforced through the integration of basic and clinical disciplines using modern learning technologies (integrated, interdisciplinary learning). The mandatory component of the curriculum, the names of the academic disciplines, their volume and content comply with the requirements of the State Educational Standard (1st year of the 2022-2023 academic year - State Educational Standard of 2022, 2nd year of the 2021-2022 academic year - State Educational Standard of 2021, 3rd year of the 2020-2021 academic year - State Educational Standard of 2020) of the standard curriculum.

The structure of the Working Curriculum (WC) in the field consists of the following disciplines: 1st year general endocrinology and elective courses; 2nd and 3rd years specializing in private endocrinology and work experience internship. Master's degree graduates must successfully complete the State Final Attestation and receive a master's degree diploma, which is a prerequisite for admission to practical work in the specialty, as well as continuing research in doctoral studies.

The consistency and transparency of the curriculum are guaranteed by the clearly defined structure of the educational programme, the explicitly stated goals and expected learning outcomes, the use of standardized methods for assessing master's students' knowledge and competencies, and the availability of all information on the course of study and assessment criteria to students and teachers.

The responsibility of the administration and teaching staff in developing the EP for the specialty "Endocrinology" is ensured through a procedure for developing, reviewing and approving the programme sequentially through the hierarchy in accordance with the established procedure. This includes the development by department teachers based on the State Educational Standard, clinical protocols, WHO recommendations and recommendations from specialized medical associations. This is then reviewed at a department meeting and approved by the Faculty Methodological Council and the Institute Academic Board, which has the appropriate authority and approved by University's Rector.

All educational programmes at TashSMU undergo internal and external review in accordance with established procedures and are included in the national Register of Educational Programmes.

For the implementation of the educational programme in the specialty 70910202 "Endocrinology", the organization's documents include the Curriculum (MHESRU 2024.01.08, No.277), the Working Curriculum of the disciplines studied, and syllabuses that define the goal, take into account the integration of practical and theoretical components, and independent work. Compliance with the State Educational Standard and standard requirements has been established, including the structure and content of educational programmes; requirements for graduate competencies; minimum volume of academic workload; requirements for staffing; requirements for the physical facilities; requirements for the content of practical training; requirements for final attestation; requirements for the quality and control of mastering the educational programme.

While attending a practical lesson on "Pasqualini Syndrome (Fertile Eunuch Syndrome)" (one academic seminar session as scheduled), the experts received convincing evidence that the training was being conducted as planned. Before the lesson, master's students completed quizzes, received feedback from the teacher, and had the opportunity to hone their skills in pediatric endocrinology. The organization ensures ethical compliance in the educational programme, as the experts reviewed the Code of Ethics dated August 27, 2025, and during interviews, the master's students indicated that they were aware of the document's contents.

An analysis of educational activities revealed that the scientific foundation and all scientific advances in relevant disciplines have been taken into account, supplements have been made to the bibliographies of the Curriculum, Work Programme and syllabuses, and teachers use them in the classroom.

The supervising system, described in the documents "Academic Policy" and "Regulations on the Master's Programme" was evaluated. A total of 2 supervisors are aimed at strengthening the corporate culture of the master's student body, promoting supervising practices, and sharing professional experience.

Teachers use both traditional and progressive methods (virtual and simulation) to teach master's students. A list of learning methods is described in the Curriculum and Work Programmes and Syllabuses. These methods enable master's students to participate in providing medical care to patients. Teachers can provide master's students with management of approximately 2-3 specialized patients per day and at least 20 per month. For example, master's students in the "Endocrinology" EP can perform procedures outlined in the State Educational Standard upon completion of their studies.

The experts determined that the principles of academic honesty and anti-plagiarism are fully implemented at the educational institution. This is reflected in the following documents: the Master's Programme Regulations, the Code of Ethics (August 27, 2025), and the University Academic Policy (July 10, 2024). Academic honesty applies at these stages of master's students' education. Anti-plagiarism applies when master's students are engaged in research. Master's students are trained to promptly obtain informed consent from patients for any 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 physician - endocrinologist, which will allow them to work in institutions of higher and postgraduate education, the research sector and practical healthcare, with in-depth scientific and pedagogical training (**ESG 1.2**).

Experts have not identified any violations of the principle of equality in postgraduate education and continuing professional development, as the educational institution complies with the Constitution of the Republic of Uzbekistan, the Law on the Languages of the Peoples of the Republic of Uzbekistan, other regulatory legal acts in education and healthcare, and the Law of the Republic of Uzbekistan "On Education" (No. ZRU-637, 2020).

The university has a mechanism to regularly adapt teaching methods to modern scientific advances and practical healthcare requirements. This includes an annual review of educational

programmes, the introduction of modern teaching technologies and an analysis of feedback from students, departments and employers. The data obtained is used to promptly update the content and methods of learning.

This demonstrates compliance with Standard 2 regarding the adaptation of learning to the needs of master's students. At the same time, along with the principles of quality and academic honesty, which are described in the documents: "Regulations on Academic Honesty", "Internal Policy for Education Quality Assurance", "Code of Academic Ethics", "Standards of Education Quality", the organization lacks a fully functional system for checking academic works for plagiarism.

## 2.4 Curriculum content

There are documents containing requirements for the structure and content of educational programmes, including the State Educational Standard (SES) for Master's degree programmes. Responsibility for the selection and implementation of innovations in the educational process rests with the university's management, together with the Curriculum & Instruction Department (the vice-rector, divisions and the registrar's office).

The curriculum and catalog of elective courses reflect the needs of the healthcare system, including endocrinology, as well as the specific research and scientific development of teachers. These include topics related to diabetes, disorders of sexual development and pituitary diseases. The organization has resources for assessing the practical skills of master's students (clinical sites equipped with the necessary equipment, a practical skills center, laboratories and simulators for practicing clinical competencies, and resource centers of clinical departments).

The theoretical component of the educational programme is 2,700 hours (90 credits), including 3 mandatory courses (1,920 hours) and 6 elective courses (780 hours). The practical component of the educational programme consists of 1,300 hours (48%). Potential future roles for master's degree graduates, namely, medical experts and managers, are developed through courses such as "Healthcare Management" and "Improving the Quality of Medical Care". Legal aspects of physician activities are not discussed in this course, which can lead to students' insufficient development of legal competencies and reduced readiness for practical clinical work.

The scientific component of master's degree training is developed through the course "Research Methodology".

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, mechanisms exist: regular monitoring, evaluation and updating of educational programmes; expert assessment and updating of educational programmes; internal quality assurance of education, including programme revision; and coordination of changes with departments, employers and the Curriculum & Instruction Department.

*Teachers provide master's students with methodological and didactic materials, additional literature to prepare for classes, with 86% being fully satisfied, 10% being partially satisfied, and 2.5% being dissatisfied.*

The organization provides master's degree training in "Endocrinology" at clinical sites with 288 beds and 250 outpatient visits per day. It also has agreements with other medical organizations (the private multidisciplinary medical center NANO Medical Clinic). *In response to the survey question, "Is there sufficient time for practical training (patient management, etc.)?", 92% of master's degree students fully agreed, 6.5% partially agreed, and 1% disagreed. Furthermore, 91.5% of master's degree students stated that the teacher provides feedback after classes (listening to their opinions, conducting a mini-survey and an error analysis session). At the same time, in response to the question, "Are master's degree students' representatives involved in the development of educational programmes?", the experts received the following response: master's degree students rarely participate in the development of educational programmes. 92.5% of the surveyed master's degree students are completely satisfied with the class schedule.*

The master's programme includes 120 hours of courses in the fundamentals and methodology of scientific research, including clinical research and clinical epidemiology. Teachers use a critical assessment of scientific literature and medical research data, which is supported by the study of documents such as course curricula, course syllabuses and learning and teaching support kits.

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 the educational institution has access to student participation in research, and students are completely satisfied with this. Master's students should engage in research, and in their responses to the survey, 84% indicated they are already engaged in research, 14% plan to begin, and 1% are searching for a research topic.*

## **2.5 Learning methods and experiences**

The primary learning methods in the master's programme include lectures, seminars, practical and laboratory classes, independent master's student work, project-based research, work with scientific literature, and participation in scientific seminars and conferences.

Supervising is provided in accordance with the following provisions: "Academic Policy" and "Regulations on the Master's Programme" (approved on September 13, 2025).

In conversations with master's students, experts found that teachers most often organize individual meetings and general clinical rounds. The clinical supervisor is responsible for skills training. Feedback is provided daily, and master's students can ask their supervisors any question 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: digital and distance learning – webinars, video lectures, online courses and interactive platforms for self-study; e-learning; medical simulation.

Simulation-based learning is provided at the Simulation Training Center. Master's students in the accredited educational programme have access to simulation equipment designed to practice emergency care skills. Simulation learning is included in the first-year curriculum.

The principles of quality, academic honesty and anti-plagiarism (**ESG II Part 1.3**) are documented in the Academic Policy developed on 31.08.2022 and reflected in paragraph 3 "Academic Honesty".

The experts asked master's students, "What do they understand by academic honesty?" and received the following answer: "It is adherence to the principles of integrity and the prohibition of plagiarism". The experts concluded that the principles of academic honesty in master's programmes primarily relate to areas such as independent completion of academic and research work, the prohibition of plagiarism, accurate citation of sources, adherence to research ethics and honesty in presenting results.

Master's students are informed of their rights and responsibilities through official university information resources and through consultations with teaching staff and curators. The programme head is responsible for this. Master's students' adherence to ethics is based on their conscious acceptance of the principles of academic ethics, respect for participants in the educational process, and adherence to established standards of conduct.

The experts conclude that the educational organization provides master's students with the necessary skills and abilities that can influence their personal development and can be applied in their future careers (**ESG II Part 1.3**). This is confirmed by the results of studying documents such as curricula and course syllabuses, internship and research reports, competency monitoring results, and timely dissertation defenses. It is also confirmed by the results of class visits, meetings with master's students, and a master's student survey.

Principles of equality, including gender, cultural and religious ones, are observed with respect to master's students and teachers, as enshrined in the documents "Academic Policy" and "Regulations on the Master's Programme". No instances of non-compliance with these principles were identified during the visit to the educational institution. The primary documents for the educational institution are the

Constitution of the Republic of Uzbekistan (Article 50) and the Law of the Republic of Uzbekistan "On Education" (Article 4), which 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, simulation exercises are used to develop clinical skills, interactive seminars and case studies are implemented, distance learning platforms are used for theoretical material, and practical internships in specialized medical institutions are also used to develop professional competencies.

*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 at the university's clinical sites and departments, including training at the primary, secondary and tertiary levels of healthcare. Master's students have access to on-site laboratories, equipped with modern equipment for practical classes and experiments. Master's students also have access to modern laboratories and medical equipment at the clinic.

The university is provided with clinical sites through official agreements with the relevant healthcare organizations, defining the responsibilities of each party regarding the learning programme. For the specialty of "Endocrinology", the following agreements have been signed: the Ya.Kh. Turakulov Republican Specialized Scientific and Practical Medical Center of Endocrinology; and the "NANO Medical Clinic" Multidisciplinary Medical Center. The Department of "Endocrinology", under the direction of the Vice-Rector for Clinical Affairs (Department of Clinical Training Sites), is responsible for this.

The experts visited the following clinics: the Ya.Kh. Turakulov Republican Specialized Scientific and Practical Medical Center of Endocrinology, which has 5 classrooms and 2 supervisors involved in the educational process. Currently, the accredited programme enrolls 15 first-year master's students, 6 second-year master's students, and 5 third-year master's students, who are fully provided with clinical training (a sufficient number of patients in their specialty).

The selection of clinical sites was based on the structure of the educational programme and related disciplines. The authority to select/determine the clinical site for master's students' training is free to rotate among other medical institutions. This medical organization is accredited (Ministry of Healthcare of the Republic of Uzbekistan, Order PP-5199 (July 28, 2021).

Experts ensured that master's degree students have access to the resources of medical organizations. During the survey, master's degree students confirmed that they have unhindered access to all specialized patients, diagnostic equipment and laboratories.

The following employees and stakeholders participated in the planning, development, discussion and approval of the educational programme (**ESG II Part 1.2**): Head of the Department, Nasyrova Kh.K. (Doctor of Medical Sciences, Associate Professor) - also Director of the Master's Degree Educational Programme; Muminova S.U. (Candidate of Medical Sciences, Associate Professor); Khodzhayeva N.V. (Candidate of Medical Sciences); Mukhtarova Sh.Sh. (Candidate of Medical Sciences). The master's degree programme has been approved. The educational programme for the master's degree in "Endocrinology" was developed collectively and approved at a meeting of the Central Methodological Council (CMC).

A review was received from S.U. Muminova, Associate Professor of the Department of Endocrinology and Pediatric Endocrinology at TashSMU, and Z.Ya. Khalimova, Deputy Director for Research at the RRIAEM, Doctor of Medical Sciences and Professor.

The educational process management reflected in the self-assessment report (*Standard 2*) and general management approaches were confirmed during a meeting with Vice-Rector for Academic Affairs, K.N. Khaitov; Head of the graduate academic office, A.A. Imamov; and staff of the

Curriculum & Instruction Department (F.Kh. Azizova, N.Kh. Isakhanova). Verification of *Standard 2* also revealed that endocrinology master's students are trained at the department's clinical sites.

In a conversation with D.A. Parpibayeva, Head of the Clinical Sites Department, it was noted that there were agreements with all medical institutions in the republic, which are updated annually, and a Regulation on the clinical work of the university's clinical departments has been developed. The main clinical site for the master's programme is the Ya.Kh. Turakulov Republican Specialized Scientific and Practical Medical Center of Endocrinology, which includes 14 specialized units (with 288 beds) and is equipped with modern diagnostic and treatment equipment. The experts met with the Deputy Director of the Endocrinology Center, Professor Z.Yu. Khalimova, and the heads of the pediatric and adult endocrinology units, M.A. Shariksiyeva and N.V. Khodzhayeva.

The experts then visited the main training center for master's students NANO Medical Clinic, where they met with Director Ya. B. Nasirkhodzhayev. 5 meetings were held in total, including with the clinic's chief physicians and the heads of the adult and pediatric endocrinology units, the nuclear medicine unit and the neurosurgery unit. A cross-sectional interview revealed that training at a multidisciplinary center develops master's students' medical judgment, interdisciplinary collaboration skills, and the ability to assess patients holistically, rather than focusing solely on endocrine diagnoses. Furthermore, the clinic's facilities are used for master's theses, providing access to a variety of clinical materials and real-world research and practice.

The training of master's students in "Endocrinology" is aimed at meeting the needs of practical healthcare. An analysis of graduate employment revealed that graduates of the "Endocrinology" Master's programme are in demand, with a 100% employment rate. Thus, during a discussion with R.I. Turakulov, Director of the Career and Employment Center, experts noted the high demand for graduates in practical healthcare. Annual feedback from employers, based on surveys and their participation in meetings, allows us to identify the needs of the practical healthcare system to formulate the programme's mission.

Teachers confirmed that master's degree students are trained directly in the clinical units of the Endocrinology Center and NANO Medical Clinic. In addition to endocrinology units, the center also includes radiology, cardiology, neurology, nephrology, surgery, orthopedic and traumatology, ophthalmology, dentistry, gynecology, otorhinolaryngology and rheumatology units, creating conditions for an interdisciplinary approach to patient treatment. Of particular importance is the master's degree student work in the Nuclear Medicine Unit, where  $^{99m}\text{Tc}$ -sestamibi scintigraphy is used to assess myocardial perfusion and diagnose parathyroid gland pathology, as well as the therapeutic and diagnostic use of  $^{131}\text{I}$ -MIBG in pheochromocytomas and paragangliomas. Mastering these technologies develops in master's students the skills to accurately visualize functional processes and optimally select treatment strategies, which is especially important given the growing number of complex clinical cases.

During a seminar on "Pasqualini Syndrome (Fertile Eunuch Syndrome): Etiology, Pathogenesis, Clinical Features, Diagnosis and Treatment", which is part of the "Endocrinology and Pediatric Endocrinology" course, and a discussion with master's students, experts noted that the organization promotes the development of master's students' practical competencies, including using simulation equipment. At the same time, master's students deepen their theoretical knowledge and develop communication skills in pediatric endocrinology.

## **2.7 Opportunities for higher degrees and research**

The educational institution offers the following research opportunities: a Department for Scientific Work with Talented Students is operating; research is conducted both in departments and at clinical sites; the department has doctoral students (PhD), and master's students can collaborate with them on research; opportunities for collaboration with foreign universities can provide access to research grants, publications and international projects.

Research work is a key component of master's degree training. During the reporting year, the department's master's degree students conducted research on approved master's degree theses topics.

The topics of the master's degrees theses were formulated in accordance with current problems of endocrinology and approved by the University Academic Board; each master's degree student was assigned an academic supervisor and advisors. In the 2nd year of study, the master's degree students began to carry out the experimental part of their research, and by the beginning of the 3rd year, all work was fully completed and submitted for defense. Master's degree theses topics: Early diagnosis of hypogonadism in men with type 2 diabetes mellitus; The influence of thyroid function on the course of chronic kidney disease in patients with type 2 diabetes mellitus; Management of women with habitual first-trimester miscarriage with hyperprolactinemia; Monitoring the use of insulin pump therapy in children and adolescents with type 1 diabetes mellitus; Frequency of endocrine infertility in obese women of reproductive age; Clinical and epidemiological aspects and quality of life of women with menopausal metabolic syndrome.

Master's students participated in over 30 international and national scientific conferences, forums and symposia. The events were diverse in geography and subject matter, allowing them to present their research findings to a broad scientific audience. During the reporting period, master's students (co-authored with their academic advisors) published over 40 scientific articles and theses in various journals, including those indexed in international scientometric databases (Scopus, Google Scholar, etc.). Third-year master's students complete their research by defending their master's dissertations within the prescribed timeframe before the State Attestation Commission.

The master's programme includes research and thesis preparation (45 credits (675 hours)), research and teaching (20 credits (300 hours)), and practical research (25 credits (375 hours)).

The interviewed master's students confirmed that they are provided with access to research equipment and scientific events held at the training facilities.

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

### **Standard 3: ASSESSMENT**

#### **3.1 Assessment policy and system**

The policy and procedure for assessing learning outcomes within the educational programme in “Endocrinology” are conducted in strict accordance with current regulatory documents and regulations: <https://tashpmi.uz/obrazovanie/polozhenie-o-rejtinge/>. Assessing the knowledge, skills and practical abilities of master's students is carried out at several levels, including formative (daily) assessment, midterm assessment, final assessment (written or oral), and state final attestation upon completion of all courses.

A review of the control and measurement equipment (200 tests, 50 problems and 5 case studies) revealed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of master's students' academic achievements. The experts reviewed the Order "On the Procedure for the Formation and Approval of a Database of Subject Test Assignments at Tashkent State Medical University" dated September 17, 2025, Issue 560.

During interviews, master's students discussed the assessment methods they use, such as formative assessments (testing, case problems), midterm examination, practical skills assessments (including OSCEs), and final attestation. Master's students noted that these assessment methods are transparent, understandable, and that everyone is satisfied with them. They also receive regular feedback from teachers. The assessment appeal system is reflected in the Academic Policy, developed on August 31, 2022, and the "Regulations on the Master's Programme" (approved on June 20, 2017). There have been no appeals since the educational institution's operation.

Assessment covers not only knowledge and skills but also professional behavior and communication skills, as evidenced by the following: it uses assessment methods that ensure objective and fair measurement of learners' knowledge and competencies; and it evaluates validity, reliability and effectiveness. This approach facilitates the quality assessment of learners' knowledge and development (**ESG II Part 1.3**).

Validation and reliability assessment of master's student assessment methods (tests, tasks and cases) are carried out as follows: A preliminary review of assessment materials by subject-matter teachers is conducted to ensure compliance with the stated learning outcomes; pilot testing is performed to calculate the internal consistency of the tests. For practice-oriented assessment methods (OSCE, mini-CEX and cases), the university uses standardized checklists. The results of the analysis are reviewed annually at meetings of the Methodological Committee and are used to update the assessment tool bank.

The educational institution has a practice of engaging external examiners in the assessment of master's students, which is documented in the Academic Policy and the Regulation on the Master's Programme. Each academic year, the rector issues orders regarding the composition of examination committees for disciplines and for the state examination. Over the years, the practice of third-party representatives participating as observers has become established. External monitoring is carried out by the Ministry of Healthcare of the Republic of Uzbekistan and the State Inspectorate for Quality Supervision in Education under the Cabinet of Ministers of the Republic of Uzbekistan. Furthermore, during the final attestation, an external expert - professors from leading higher medical educational institutions and specialized scientific and practical centers - is appointed as the Chair of the committee, ensuring the independence and objectivity of the assessment results (**ESG II Part 1.3**).

Thus, to verify the data in Standard 3, the experts posed questions to the Head of the Curriculum & Instruction Department, F.Kh. Azizova and N.Kh. Isakhanova. *To the question, "Do postgraduate doctors have the right to retake the exam if they receive an unsatisfactory grade? If so, how often?"* The answer was that if they receive an "unsatisfactory" grade, the student has the *opportunity to retake the final assessment without repeating the course/module. During the midterm assessment period, a student is allowed to retake the exam for an academic discipline (module) no more than once. If they receive an "unsatisfactory" grade, the student repeats the course. The question was: "Are students allowed to retake the final attestation?"*, The answer was: *"Individuals who received an "unsatisfactory" grade on the final attestation are not allowed to retake the comprehensive exam in the current academic year in the Master's programme"*.

During a meeting with the head of the Endocrinology Department, Kh.K. Nassyrova, it was revealed that overall academic performance remains consistently high at all stages of study, with positive progress toward graduation. No master's degree student has outstanding academic debt.

Assessment methods and control and measurement equipment for postgraduate doctor performance are reviewed and approved annually at department meetings and undergo expert review by representatives of the practical healthcare.

Student performance assessment criteria for endocrinology, which use a 100-point system and can be converted to a 5-point system.

Master's degree student assessment results are documented in assessment reports, entered into the university's electronic system, and formalized in examination committee minutes.

Document analysis revealed that all master's degree students were successfully certified at the end of their semesters and year; Grade-Point Average for the entire master's degree cohort was approximately 90 out of 100, demonstrating the students' solid knowledge and excellent preparation. In the 1st year, the grade point average at the end of the year was 84.4%, in the 2nd year - 91.88%, in the 3rd year - 89.2%.

To provide feedback, a sociological survey of teachers and master's students is regularly conducted on the following topics: 1) satisfaction with the quality of the educational process in master's programmes; 2) satisfaction of master's students with the quality of teaching in these disciplines; 3) satisfaction of teachers with their work. The results are summarized and analyzed by the Education Quality Assurance Department and shared with the entire staff (rectors' meetings, academic board) <https://tashpmi.uz/kachestvo-obrazovaniya/>.

The Appeals Committee is established by order of the Rector. It is headed by the Vice-Rector for Academic Affairs and includes faculty deans, the head of the graduate academic office and

representatives of student self-government. The appeals procedure is detailed in the Academic Policy, approved by Order No.226 dated July 10, 2024. <https://tashpmi.uz/institute/akademicheskaya-politika/>

During a visit to organization and interviews with employees from the graduate academic office and Clinical Master's Degree Department (A.A. Imamov) and the Curriculum & Instruction Department (V.Kh. Azizova), the commission 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, division regulations, contracts with teachers and postgraduate doctors, and learning and teaching documentation (work programmes, working curricula, syllabuses and journals), assessment tools (checklists, reports), certificates, verifications and credentials. A review of the [www.tma.uz](http://www.tma.uz) website revealed that its pages contain the necessary documents for postgraduate doctors and regularly updated information.

During interviews with 21 teachers regarding assessment methods, experts obtained convincing evidence that assessment methods and control and measurement equipment for assessing postgraduate doctor performance are reviewed annually and approved at department meetings and undergo expert review by representatives of practical healthcare. Master's students also shared their opinions on the timeliness of testing, pre-exam counseling and the clarity and fairness of the entire assessment process.

During a visit to the organization, management was asked, "Are external examiners involved to improve the fairness, quality and transparency of the assessment process?" The answer was that representatives from practical healthcare are required to participate in the midterm assessment. The portfolio defense is conducted by a committee consisting of the head of the EP, department teachers, clinical supervisors and representatives from practical healthcare. During the midterm assessment at the 2<sup>nd</sup> stage, the patient's bedside, the examination committee includes the head of the endocrinology unit, Z.M. Tutkushbayeva, and freelance pediatric endocrinologist Sh.T. Sultanova.

The 13 employer representatives surveyed also noted that graduate training is aligned with current developments in medical practice and science, as a competency-based approach and practice-oriented focus ensure successful mastery of competencies. Employers stated that they themselves participate in postgraduate doctor assessments, as they are included on the midterm and final assessment committees.

### **3.2 Assessment in support of learning (formative assessment)**

The assessment system identifies the strengths and weaknesses of master's students through continuous assessment and feedback. Formative assessment is conducted weekly after a seminar using tests or assignments. It also includes self-assessment and individual feedback.

Formative assessment is recorded in the Gradebooks, which are reviewed by experts. Teachers regularly provide feedback to master's students following their assessments. Feedback from master's students following their assessments is collected in the form of a survey and published on the educational institution's internal portal.

In interviews, master's students confirmed that they receive feedback after completing their learning.

The experts inspected the resources for organizing the assessment of knowledge and practical skills, specifically a visit to the Testing Center. In a conversation with the Center's director, B.A. Abdurakhimov, it was noted that the university has 20 computers for every 100 master's students. There are 11 computer labs equipped with the latest software and hardware. Each classroom has 10-12 computers, plus 2 computer rooms with 60 and 25 computers, ensuring accessibility for every master's student. Specifically, each student can use computers to complete practical assignments, work independently and access electronic educational resources without queues and restrictions.

Experts determined that the selection of assessment methods for master's students is based on a competency-based approach, as practical training is central to the curriculum. For example, process grade methods such as clinical case studies and case problem discussions promote interprofessional learning. A method such as the OSCE 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 degree students includes a final exam, defense of the master's thesis and assessment of practical skills. The criteria for admission to the final attestation are completion of all types of continuous assessment and achievement of the minimum threshold values for the discipline. This is documented in the curriculum and the regulations on the final attestation. Master's students who have not scored a sufficient number of points in the continuous assessment are not admitted to the final exam. Assessment systems in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No.824 dated December 31, 2020 (on improving the educational process in universities); Order of the Ministry of Higher and Secondary Specialized Education No.3069 dated September 26, 2018 "On approval of the regulation on the system of monitoring and assessing students' knowledge in higher educational institutions" <https://lex.uz/ru/docs/3921757?ONDATE=28.07.2021&action=compare> ; Annex 1 to Order No.432 dated September 11, 2025 "Procedure for monitoring and assessing students' knowledge at Tashkent State Medical University" are updated periodically.

Admission to the independent examination of master's students is based on successful completion of all compulsory courses in the programme, practical and laboratory work, and a positive midterm assessments, as confirmed by the relevant reports and protocols. In the educational organization's practice, master's students (including those in other specialties) pass the independent examination 100% of the time.

Assessment of master's students' clinical decision-making is conducted through clinical discussions/case studies and reflects their ability to apply knowledge in practice and to reasonably select patient management strategies. The fairness and objectivity of the summative assessment is confirmed in examination committee reports and documented in the final attestation regulations. The reliability and validity of quantitative data from master's students' assessments is ensured by the Department of Endocrinology and the Education Quality Assurance Department, headed by Zh.B. Sattarov **(ESG II Part 1.3)**.

### **3.4 Quality assurance of the assessment system**

The mechanisms **(ESG Part 1.3)** that guarantee the quality of all assessment methods applied and the existing system of assessment of master's students as a whole are ensured by the following: transparency and prior information to students about the assessment criteria, regular internal and external reviews of assessment tools, ensuring the fairness and comparability of results, systematic monitoring and analysis of students' achievements, involvement of all stakeholders in the assessment process, and the use of feedback for continuous improvement of assessment methods and policies. The educational organization engages independent examiners to evaluate master's students. Each academic year, the rector issues orders regarding the composition of examination committees for disciplines and for the state examination. Over the years, the practice of third-party representatives participating as observers at examinations to assess academic, practical and research achievements has become established.

This is stated in the Academic Policy dated July 10, 2024 (<https://tashpmi.uz/institute/akademicheskaya-politika/> ) and the Regulation on the Master's Programme dated June 20, 2017.

The results of formative and summative assessment are discussed at a department meeting (cycle methodological commission), followed by the preparation of a protocol and the adoption of decisions on improving the educational process and assessment methods.

The assessment of master's students includes questions on patient safety and is aimed at developing responsibility and independence in clinical practice. For example, extensive use of simulators at the training simulation center.

The department is revising its formative and summative assessment methods based on an analysis of their effectiveness, the results of student monitoring, expert assessment of the quality of assessment tools, and taking into account ESG requirements and the university's internal regulations. A 2024 employer survey showed that graduates of the master's programme in endocrinology demonstrate a high level of professional competence, the ability to make independent clinical decisions, and a readiness for practical work (ESG II Part 1.3).

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

## **Standard 4: MASTER'S STUDENTS**

### **4.1 Selection and progression policy**

First Vice-Rector for Academic Affairs, K.N. Khaitov, explained the university's master's admissions policy. He stated that approaches to postgraduate doctor admissions are based on national requirements and internal regulations, allowing for the university's autonomy in key areas such as postgraduate doctor selection and admission. The Academy's admissions policy for Master's students complies with Article 50 of the Constitution of the Republic of Uzbekistan, the Law of the Republic of Uzbekistan "On Education", 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. The Admissions Committee is an independent structural division, established annually by order of the Rector and functioning only during the student admissions period.

The Admissions Committee's work is regulated by the Admission Policy for Master's Degrees, which is uniform across the Republic of Uzbekistan and can be found at <https://gov.uz/ru/advice/65/document/2043>. The admissions policy and procedures are clear, consistent with the mission and goals of TashSMU, and are officially published and accessible to all prospective students (online website: <https://tashpmi.uz/informacziya-dlya-abiturientov/magistratura/>). The document takes into account the requirements for master's degree applicants regarding their previous achievements in undergraduate studies and internship (e.g., successful completion of relevant disciplines, positive grades in clinical and practical modules, participation in research projects or conferences), and also describes safety requirements (e.g., compliance with laboratory work regulations, use of personal protective equipment, and completion of safety and biosafety briefings).

Section 6 of the University's Academic Policy "Admission Policy" reflects approaches to the admission of master's students with disabilities and equal access to admission procedures for individuals with special educational needs.

During the 2024-2025 period, 26 master's students were accepted into the "Endocrinology" EP, of which 2 successfully completed the programme and graduated in the summer of 2025. Thus, at the end of the reporting period, 24 students are continuing to study. Additional state requirements include the absence of contraindications for admission to the academy (Form 086/y, "List of medical contraindications for admission of applicants to universities").

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

In the University's Academic Policy (<https://tashpmi.uz/institute/akademicheskaya-politika/>), approaches to the admission of master's students are reflected in Section 6 of the Institute's Admissions Policy; Section 7 addresses the transfer of master's students from other educational institutions (7.2), as well as the Rules for Transfer, Readmission (7.6), Expulsion of Students (7.6), and Granting Academic Leave (7.7).

The appeal procedure for admission to the master's programme is outlined in the "Regulations

on the Master's Programme" dated September 13, 2025. Applications are registered with the graduate academic office and Clinical Residency. To date, there have been no appeals. **(ESG II Part 1.4)**

The Appeals Committee is established by order of the Rector. It is chaired by the Vice Rector for Academic Affairs and includes faculty deans, the Head of the graduate academic office and representatives of the student self-government. Feedback is provided to master's students on this matter.

Feedback from students on the admissions policy is provided through a questionnaire, where students, by answering questions, can leave their comments or recommendations regarding the admissions policy (<https://goo.su/WF8eV/>).

Admission and selection policies, including the number of master's students, are reviewed annually, and the University is responsible for this. TashSMU regularly reviews its admissions policy based on current social, demographic and professional data, consistent with ESG 1.1 and ESG 1.2 principles, which aim to align educational activities with the university's mission and stakeholder needs. Analysis of data on healthcare staffing needs, trends in medical service development and institutional capabilities enables the formulation of informed recommendations for admissions plans, ensuring the transparency and fairness of procedures (ESG 1.4). Considering public demand and the need to expand the range of medical services, TashSMU initiates the development of new educational programmes, ensuring timely updates and relevance of the educational offering in accordance with **ESG 1.7**.

Admission to the Master's programme is based on equality for all (both grants and fee-based studies), uniform admission rules and a unified competition, ensuring the right of priority admission to applicants with the highest scores in the test on state grants.

Between 2021 and 2025, 26 master's students were admitted to the "Endocrinology" programme. The admissions policy for the master's programme is reviewed annually based on established quotas for a given year, taking into account the need for specialists in the regions and provinces of the Republic of Uzbekistan, as reported by the Ministry of Healthcare of the Republic of Uzbekistan. The personnel training programme is also updated based on the desired quality of specialists and trends in this field. <https://lex.uz/ru/docs/6937335> .

Thus, the experts validated the self-assessment report data according to Standard 4. The experts reviewed the master's degree admissions documentation, including the Admissions Policy, the rules for conducting entrance examinations, information materials for applicants and the minutes of Admissions Committee meetings.

#### **4.2 Performance improvement and exit from the programme**

Processes and opportunities for improving the academic performance and professional training of master's degree students, as well as the conditions under which a master's degree student may be excluded from their programme, are documented in paragraph 5. "Organization of the Academic Process" and paragraph 5.1. "General Provisions for the Organization of the Academic Process" (Academic Policy dated August 31, 2022) and in the "Regulations on the Master's Programme" dated September 13, 2025.

Academic advising of master's students is carried out on the basis of a document, which is detailed in paragraph 5.3.2. "Academic Advising".

The practice of academic advising and personal support for master's students was assessed by experts through document analysis and interviews. During the interviews, master's students and graduates reported accessibility of teachers and adequate academic support, while also noting the need for more career support.

Teachers prevent unexpected incidents involving master's students that could potentially cause harm to patients. This is accomplished through instruction, supervision of clinical procedures, gradual initiation of supervised practice, and mandatory supervision of master's students in situations that pose a risk to patients.

According to teachers, no such situations were observed during the period. At the same time, the department has developed a "Department Policy", which sets forth requirements for master's students regarding adherence to clinical protocols, ethical standards, safe procedures and responsibility when working with patients. Each master's student is familiar with and applies informed patient consent for examination, treatment and medical procedures in their clinical work. Before classes, master's students are instructed by their teacher on the rules of conduct in a medical organization. Clinical site physicians, heads of units and on-call physicians, who directly manage patients, also participate in ensuring patient and student safety. This responsibility is enshrined in bilateral agreements between the university and the clinical site. This was confirmed by the master's students during their meeting with experts.

Social, financial and personal support for master's degree students is provided in accordance with the Decree of the President of the Republic of Uzbekistan dated December 24, 2021, No.60 "On additional measures to ensure the academic and organizational-managerial independence of state higher educational institutions" (<https://lex.uz/docs/5793264?ONDATE=25.12.2021%2000>); Academic Policy and is documented in the Regulation on the Master's Programme. The university and department management pays special attention to supporting the most successful and talented students. In the reporting year, three master's degree students in the Department of Endocrinology received high incentives. By order of the Rector of Tashkent State Medical University dated December 5, 2024, the following master's degree students were awarded personal scholarships for excellent academic success, active participation in scientific activities and high academic achievements:

- Sevara Sadriyeva – Scholarship named after Professor M.Kh. Kariyev (for outstanding academic and research achievements).
- Yulduz Marupova – Scholarship named after Professor A.S. Suleimanov (for excellent academic performance and active participation in scientific research).
- Sanobar Samizhonova – Scholarship named after Professor S.I. Ismailov (for exemplary academic performance and leadership in scientific work).

Since the 2018–2019 academic year, the institute has employed a full-time psychologist, which has facilitated targeted psychological support for master's students. The university provides support in the event of professional crises and engages endocrinology postgraduate doctors in resolving their challenges. Any disagreements with colleagues are resolved by discussing the issues privately with the supervisor of the EP or a teacher, maintaining confidentiality. Postgraduate doctors also have the opportunity to contact the university's full-time psychologist in the event of a professional crisis. The Department of Social Assistance is responsible for this. A conversation with the supervisor, R.B. Pavlonov, revealed that he is the creator of the online platform "Phisiognomica.uz" (registered with the Department of Internal Affairs of the Republic of Uzbekistan). The application creates a psychological profile of master's students and assesses their personality qualities, motivation and emotional stability through standardized tests and digital psychological diagnostic tools.

The EEC members met with staff of the Career and Employment Center (**ESG II Part 1.4**). Head R.I. Turakulov outlined the department's responsibilities in detail. Issues related to the formation of state procurement orders for specialties, career guidance, monitoring graduate employment and satisfaction with the quality of graduate training were discussed. The following government platforms are used to analyze graduate employment: Argos.uz; Careercentre.uz; and Karera.tashmegiuni.uz. The university platform "HEMIS" is also actively used.

The employment rate for graduates of all master's programmes was 100%, reflecting the high level of compliance of trained specialists with labor market requirements and the needs of the healthcare system.

### **4.3 International medical graduates**

The University provides graduates with proof of completion of their studies in the form of diplomas. This document serves as the basis for official recognition of a specialist in their chosen field of medicine at the national level. Section 7 of the Academic Policy, "Rules for Transfer,

Readmission, Expulsion of Students and Granting of Academic Leave" regulates the recognition policy for master's degree qualifications. Admission of international applicants to the master's programme is carried out in accordance with the Tashkent State Medical University Admissions Policy and the requirements of the Republic of Uzbekistan's educational legislation, including regulations on the admission of foreign citizens and stateless persons, as well as the University's internal regulations.

Transfers from foreign universities to state universities in Uzbekistan to inappropriate and unrelated fields of study are not permitted. Transfers from foreign universities (including those in the top 1000 international rankings) to relevant and related fields of study at state universities (<https://davlat.uz/en/advice/616/document/2505>).

A contract is signed with master's students, a copy of which is given to each student and one copy is kept in the university's Legal Department. The contract describes the content of the educational programme, the rights and responsibilities of the master's student and the university, the tuition payment procedure (if applicable), attendance and programme completion rules, the responsibilities of the parties, and the terms of amendments and termination.

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

#### **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 of their supervisors. Currently, 2 clinical supervisors at 2 clinical sites are involved in the training of master's students in the accredited programme. Master's students are informed of the number and timing of process assessments and final examinations. Information about the examinations is published on the website: [www.tma.uz](http://www.tma.uz).

Master's students participate in events organized by clinical sites, in accordance with the Comprehensive Plan for the Joint Activity of the Clinic's Educational Organization. Experts reviewed this plan for 2004-2025 and found that master's students participate in all events. The Department of "Endocrinology" is responsible for developing the plan. The master's clinical training programme includes management of approximately 20 inpatients and 40 outpatients per month, as well as 4 night calls per month. All of this is regulated by the "Regulations on the Master's Programme" dated September 13, 2025.

Department teachers inform master's students of the conditions for their participation in providing medical care through supervisors, based on the Master's Programme Regulations. The Curriculum & Instruction Department, through the Registrar's Office, ensures that the programme component involving master's 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 for the suspension of studies while retaining the right to continue the programme on an individual schedule and with all necessary academic and administrative provisions. For this purpose, an individual study plan is developed for the master's student in accordance with the university's internal regulations and the approved educational programme. Currently, there are no such students, including those in the accredited programme.

#### **4.5 Master's student safety**

In accordance with Article 352 "Occupational Health Requirements" of the Labor Code of the Republic of Uzbekistan dated October 28, 2022, and Article 53 "Safety and Health Protection of Students" of the Law of the Republic of Uzbekistan "On Education" (No. ZRU-637, 2020), TashSMU is committed to providing healthy and safe conditions for master's students studying at clinical sites. Favorable working conditions for high-quality education have been created at the department's clinical sites teaching master's students in the "Endocrinology" programme.

Medical care for patients is provided by master's students under the supervision of a curator. Medical care is provided annually by the TashSMU counselling outpatient clinic, where master's students undergo medical examinations. This activity is coordinated by the Clinical Sites Department.

The physical safety of master's students during training is regulated by the Safety Procedures, which master's students sign before beginning their studies, as well as by clinic documents. The psychological safety of master's students is ensured by the Department of Social Assistance (under the direction of R.B. Pavlonov). During the discussion, it was noted that master's students can contact department staff and the dean if they experience psychological stress. The Department of Social Assistance has 6 specialists: psychologists and physicians, who provide specialized assistance when needed.

#### **4.6 Master's student remuneration and fees**

Master's students studying in "Endocrinology" 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.

The following master's students have been awarded scholarship allowances for outstanding academic merits, active participation in research and high academic achievements:

- Sevara Sadriyeva – Scholarship named after Professor M.Kh. Kariyev (for outstanding academic and research achievements).
- Yulduz Marupova – Scholarship named after Professor A.S. Suleimanov (for excellent academic performance and active participation in scientific research).
- Sanobar Samizhonova – Scholarship named after Professor S.I. Ismailov (for exemplary academic performance and leadership in scientific work).

#### **4.7 Master's student health and welfare**

The university provides master's students with professional and personal support in accordance with their needs, focusing on their physical health, personal welfare and psychological well-being. Beginning in the 2018-2019 academic year, the institute hired a full-time psychologist. This position allowed for targeted work with master's students.

The institute's psychologist works with the Vice-Rector for Youth Affairs, faculties, medical professionals, individual committees, parents and institute employees.

During a meeting of master's students with experts, they stated that they can obtain legal assistance by contacting the Legal Department.

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

### **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 at the department was 5 (4 full-time and 1 part-time). The faculty staffing level is 100%, with 80% of full-time teachers. The average age is 39 years. Teachers' recruitment is the responsibility of the educational institution's management, most often the rector's office or dean's office of the relevant faculty, in conjunction with the department to which the teacher is being appointed, in accordance with established personnel and qualification requirements (Regulation "On the Procedure for Recruiting Teaching Staff at Higher Education Institutions").

During the reporting period, the percentage of teaching staff at the department of master's degree holding academic degree holder rate showed positive dynamics, reaching 100%. The proportion of Doctors of Science (DSc) is 34%, and the proportion of Candidates of Science (PhD) is 66%. Overall, the academic degree holder rate of teaching staff in the reporting year was 100%. 2 faculty members (40%) held the highest category, and 3 - (60%) held the first category. Master's students in

“Endocrinology” are trained by the following staff: the Endocrinology Unit at the Ya.Kh. Turakulov Republican Specialized Scientific and Practical Medical Center of Endocrinology and the NANO Medical Clinic Multidisciplinary Medical Center.

The experts reviewed the job descriptions of clinical supervisors and teachers, as well as the regulations governing the educational process in the master's programme.

The experts were familiar with the Regulation "On the procedure for hiring Teaching Staff in higher educational institutions" appended to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No.20 dated February 10, 2006 (<https://lex.uz/docs/973534>). 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>).

The current personnel policy allows us to maintain a balance between medical and non-medical teachers and between full-time and part-time teachers.

The master's degree students/teachers ratio is 6:1, enabling the successful implementation of educational programmes. This is based on the Decree of the President of the Republic of Uzbekistan dated December 24, 2022, No.60 "On additional measures to ensure the academic and organizational-managerial independence of state higher education institutions".

Qualification requirements for employees are determined in accordance with the goals and objectives of each structural subdivision based on the current Regulation on Clinical and Non-Clinical Departments. <https://tashpmi.uz/>.

To motivate employees to produce high-quality work and to reward them for their work, incentive payments are provided in addition to their basic salary. Personnel incentives are regulated by the institute's bylaws, in particular <https://tashpmi.uz/>. In accordance with current legislation, teaching staff and other categories of employees are entitled to additional wages based on their qualification category, academic degree, and, depending on working conditions, for hazardous working conditions.

A rating system for assessing the performance of teaching staff has been implemented as part of the employee incentive programme. It annually evaluates all areas of teachers' activity, and based on these assessments, differentiated pay is established. The principles of ethics and academic honesty for teachers are reflected in the Code of Ethics (approved by Scientific Council No.2 dated August 27, 2025) and the Academic Policy approved by Order No.226 dated July 10, 2024. <https://tashpmi.uz/institute/akademicheskaya-politika/> During interviews with teachers, they confirmed their awareness of this issue.

To verify the data from the self-assessment report for standard 5, external experts obtained the teachers' opinion on the HR policy. To verify the data from standard 5, external experts interviewed Z.Yu. Khalimova, Professor of the Department of Endocrinology; Sh.Sh. Mukhtarova, Deputy Director of the Center and Clinical Supervisor; and Kh.K. Nassyrova, Head of the “Endocrinology” EP. The interview included questions such as: "How is clinical supervisors selected?", "Are their activities monitored?", and "What is the term of the contract with supervisor?". The experts learned about approaches to recruiting clinical site staff for teaching (there are 2 such teachers in total), the strategy and tactics for enrolling postgraduate doctors, and the information support for the educational programme. They also identified issues related to human resource management and development, as well as the strategy and tactics for enrolling master's students and the information support for the educational programme (**ESG II Part 1.5**).

*The experts reviewed the survey results. The survey revealed that the majority of teachers (87.93%) were completely satisfied with the work and workplace organization at this educational institution, while 8.62% were partially satisfied. At this educational institution, teachers have the opportunity to engage in research and publish their research results – 93.1% completely agree, 5.17% - partially. 70.69% were completely satisfied with the HR service, 22.41% were partially satisfied. 56.9% were completely satisfied, 10.34% were 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 ensuring the high-quality education of master's students. This is described in Section 5. Organization of the Academic Process in the Academic Policy and Regulations on the Master's Programme.

The principles of ethics and academic honesty for teachers are described in the Academic Policy and the Honor Code. Knowledge of and adherence to the rules of pedagogical ethics are criteria that determine the quality of a teacher's performance in their professional duties and their work discipline. Violation of the rules of pedagogical ethics by a teacher is grounds for disciplinary action under labor legislation (<https://lex.uz/docs/6786403>). The interviewed teachers confirmed that they were aware of the document. The official publication of these documents is located in Section 3. Academic Honesty and Section 4. Regulation on the Monitoring System and Performance Improvement Process for Teachers (**ESG II Part 1.5**) and Clinical Supervisors, which is governed by the document "Regulation on Monitoring and Evaluating the Quality of Performance of Teachers and Clinical Supervisors".

Monitoring of the implementation of the academic and pedagogical standard is carried out by the graduate academic office, 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 educational institutions. In the event of failure to meet the planned annual academic and pedagogical standard, the relevant employee's salary may be adjusted to reflect the actual standard achieved.

An internal audit and certification of divisions under the quality management system is conducted annually.

The responsibilities of teachers and the criteria for assessing their performance are outlined in the following regulatory documents: Academic Policy, Personnel Policy and Internal Labor Regulations.

According to a 2024 teacher survey, over 87.9% reported satisfaction with the organization of the educational process and the conditions for methodological and research work.

## 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, the experts obtained opinions on approaches to developing faculty pedagogical competence, motivation to work with master's students and supervising. Teaching staff undergo continuing professional development in both "Pedagogy" and "Specialty" at the Main Scientific and Methodological Center of the Republic of Uzbekistan (<https://bimm.uz/ru>), the Center for Advanced Training at Tashkent State Medical University, the Tashkent Center for Professional Training of Healthcare Workers and Research Institute of Pedagogical Specialties of the Republic of Uzbekistan.

The experts determined that teachers and master's students have sufficient time for teaching, supervising and training. For example, Sh.Sh. Mukhtarova completed advanced training in a clinical discipline within the framework of the professional retraining programme in the specialty "Cardiology" (code 1.05) at the Center for Advanced Training of Medical Workers of the Ministry of Healthcare of the Republic of Uzbekistan (504 credits), following which the learner successfully completed the course and received a certificate of the established form (No. I 020935).

The experts received responses regarding the annual teacher advanced training programme. 3 teachers participating in the educational programme completed the training in 3 years, including teachers from the accredited educational programme in the specialty "Endocrinology".

These activities are funded by the educational organization. The experts verified the teachers' certificates. For example, S.U. Muminova completed a 288-hour professional retraining course at the TTA under the Center for Advanced Training of Pedagogical Personnel from September 4, 2023, to September 30, 2023, in the "Davolaş İşi (Therapy)" programme, successfully mastering the approved curriculum. She defended her dissertation before the committee and received a positive evaluation, for which she was awarded Malaka Certificate No. MA 045297 date September 30, 2023.

Teachers' salaries consist of a base salary, additional payments for academic and methodological workload, research bonuses and incentive payments.

Funding of supervisors is provided in accordance with the organization's internal regulations and the incentive payment policy.

Experts have found that teachers initiate research topics for master's students, stimulating the need for additional training and independent work with literature and medical documentation. Topics for master's theses, conducted under the supervision of teaching staff, include: "Early Diagnosis of Hypogonadism in Men with Type 2 Diabetes Mellitus"; "The Impact of Thyroid Function on the Course of Chronic Kidney Disease in Patients with Type 2 Diabetes Mellitus"; and "Management of Women with Recurrent First-Trimester Miscarriage with Hyperprolactinemia". Each of the presented theses is practice-oriented and corresponds to priority areas of modern endocrinology (reproductive endocrinology, diabetology, thyroid disease, metabolism, etc.).

The HR policy (**ESG II Part 1.5**) and approaches to engaging clinical supervisors are reviewed annually in line with the changing needs in postgraduate medical education.

The educational institution provides opportunities for career growth and competency development for teachers: 86.21% of surveyed teachers responded, and 12.07% partially agreed. 37.93% attended advanced professional 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 0% answered "I don't remember when this happened".

The institution implements social support programmes for teachers: 63.79% responded "yes, such programmes exist", 3.45% - "I have already taken advantage of them", 1.72% responded "no such programmes exist" and 24.14% were unaware of them.

**EEC findings by criteria.** Compliant 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 students are trained at the Ya.Kh. Turakulov Republican Specialized Scientific and Practical Medical Center of Endocrinology (RSSPMC), including master's students in the accredited educational programme in "Endocrinology". The center comprises 14 special care units (with 288 beds) and is equipped with modern diagnostic and therapeutic equipment.

The Center's structure includes units of thyroid pathology, diabetic nephropathy and hemodialysis, neuroendocrinology, pediatric endocrinology, endocrine surgery, diabetic foot, neurosurgery, nuclear medicine, clinical thyroidology and metabolic disorders, as well as a clinical diagnostic laboratory and units of functional diagnostics and physiotherapy. The outpatient unit includes offices for specialized specialists and a patient education programme called "Self-Monitoring for Diabetes".

The Center has classrooms, a conference room for holding seminars and journal clubs, laboratories (clinical, biochemical and hormonal), and a library providing access to specialized literature and modern information resources.

Before beginning the relevant course of the educational programme, master's students receive a syllabus from their teacher and are informed of 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 learning through clinical sites, simulation classes, lectures, seminars and independent work.

Access to the latest professional literature and international sources is provided through the online library, subscriptions to international databases and access through the university portal. Access to simulation equipment is provided in the Simulation Training Center.

The multidisciplinary medical center NANO Medical Clinic is one of the clinical sites for training master's students in the specialty "Endocrinology". Of particular importance is the work of master's students in the Unit of Nuclear Medicine, where  $^{99m}\text{Tc}$ -sestamibi scintigraphy is used to

assess myocardial perfusion and diagnose parathyroid gland pathology, as well as the therapeutic and diagnostic use of <sup>131</sup>I-MIBG in pheochromocytomas and paragangliomas. A safe learning environment in the functional/instrumental diagnostics laboratories/rooms (**ESG II Part 1.6**) is ensured by familiarizing master's students with safety and health regulations before classes, as well as through regular briefings, monitoring compliance with safety requirements and documented follow-up briefings throughout the semester.

Experts reviewed the Safety Regulations and the Visit Registration Log for Master's Degree Endocrinology Students located in the Nuclear Medicine Unit. The Master's Degree students interviewed confirmed their awareness of these documents.

The educational institution conducts research that aligns with priority areas of modern endocrinology (reproductive endocrinology, diabetology, thyroid disease, metabolism, etc.).

In their 2<sup>nd</sup> year of study, master's students begin the experimental portion of their research, and by the beginning of their 3<sup>rd</sup> year, all work is fully completed and submitted for defense. The experts reviewed the master's theses topics of the 2025 master's students: Early diagnosis of hypogonadism in men with type 2 diabetes. The influence of thyroid function on the course of chronic kidney disease in patients with type 2 diabetes. Management of women with recurrent first-trimester miscarriage with hyperprolactinemia. Monitoring the use of insulin pump therapy in children and adolescents with type 1 diabetes. The incidence of endocrine infertility in obese women of reproductive age. Clinical and epidemiological aspects and quality of life in women with menopausal metabolic syndrome. All information about the research work is included in the master's student's portfolio, the structure of which is based on the Academic Policy in paragraph 8 "Registration of students' academic achievements".

The total number of hours is 2,700, which includes research and practical training (internship).

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

For example, in the "Endocrinology" specialty, research is planned on the topics "Early Diagnosis of Hypogonadism in Men with Type 2 Diabetes" and "The Influence of Thyroid Function on the Course of Chronic Kidney Disease in Patients with Type 2 Diabetes". Students have access to all hormonal and morphological laboratories.

The Department of Endocrinology regularly updates its clinical facilities and educational resources in line with current medical education requirements. These updates take into account the number of master's students, the profile and number of clinical teachers, and the structure of the educational programme, ensuring a modern level of specialist training (**ESG II Part 1.6**).

Interviews with teachers of the educational programme, including 21 full-time, revealed that there are both successes and challenges in educational management, depending on the specific framework (master's students' access to equipment, a sufficient number of specialized patients, time for maintaining medical records and the organization of independent work).

## **6.2 Postgraduate medical education based on clinical training**

Experts assessed the master's degree students' record-keeping, including clinical notes, practical training reports, patient observation logs and individual portfolios.

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: the Ya.Kh. Turakulov Republican Specialized Scientific and Practical Medical Center of Endocrinology (with 220 beds); NANO Medical Clinic, with a total capacity of 24 beds. The educational institution's staff ensures collegial and ethical relationships with medical personnel and clinical site management to achieve master's degree students' intended outcomes. A sufficient number of specialized patients with all endocrine diseases (neurosurgery, diabetic retinopathy, diabetic foot, etc.) is provided, and modern equipment is demonstrated to be accessible to students. Teachers ensure high-quality education while adhering to ethical and deontological principles.

During a visit to clinical sites (the Ya.Kh. Turakulov Republican Specialized Scientific and Practical Medical Center of Endocrinology; NANO Medical Clinic), 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 master's students who need it, and access to international databases of professional literature. Overall, master's degree students were satisfied with the learning and assessment methods. They specifically entered this institution because they believed the educational institution had good resources, a strong reputation and international connections. At the same time, they would have liked more autonomy in patient management and the organization of international events.

During the 2024–2025 academic year, master's students in the Department of Endocrinology demonstrated high scientific activity, resulting in numerous publications and conference presentations, including the Scientific and Educational Seminar "Tireo Academy"; the Annual Scientific Conference "Turakul Readings"; the International Forum "Diabetes Mellitus: An Interdisciplinary Approach to Cardiological and Neurological Aspects" and others. Master's students participated in more than 30 scientific conferences, forums and symposia at the international and national level. The geography and topics of the events were diverse, allowing the master's students to present their research results to a wide scientific audience.

There's a simulation center which is equipped, including cardiopulmonary resuscitation. Master's students in the "Endocrinology" EP can practice emergency care skills. Thus, master's students' training in the simulation center is an integrated part of their clinical education.

The master's students demonstrated their commitment to the educational organization, were active 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, master's student assessment checklists, and master's student survey results).

To develop master's degree students' teamwork experience, the educational organization conducts activities such as joint clinical case discussions, group research projects, simulation training and interdisciplinary seminars.

Interprofessional collaboration is also achieved through the joint participation of master's degree students from various specialties in clinical case discussions, simulation training, joint research projects, seminars and conferences.

Collegiality in master's degree students' work is demonstrated through joint discussions of clinical cases, participation in team consultations, assignment of roles in patient management and joint practical assignments in clinical units.

Master's students can conduct health education events for patients and training sessions for interns. For example, master's students participate in organizing and implementing issue-related events, such as World Diabetes Day and Thyroid Day at Tashkent Medical University, where they conduct short lectures, provide patient consultations, conduct rapid screenings and distribute informational materials.

In the questionnaire, master's students noted that they have free access to patients at clinical sites and all the conditions for improving their practical skills - 91.38% of teachers completely agreed with this, 5.17% partially agreed, 0% found it difficult to answer.

Regular upgrades to clinical facilities and equipment and other educational resources are carried out 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 the relevant

clinical discipline, and the Education Quality Department evaluates their compliance with the goals and objectives of the master's programme, their level of education, and their proficiency in teaching methods.

During the reporting period, 5 faculty members, including 1 department supervisor, completed the Young Teachers' School. Clinical supervisors are provided with work programmes, syllabuses, clinical protocols, skills assessment checklists and methodological recommendations.

Furthermore, the teachers participate in various seminars and trainings addressing medical education issues. For example, in May and September of this year, the Korea International Cooperation Agency and Yonsei University Healthcare System organized seminars on "Expanding the Educational and Research Capabilities of the Tashkent Pediatric Medical Institute".

Master's students have the opportunity to participate in academic mobility through the Erasmus+ programmes, including study and internships at foreign universities.

Sociological surveys that include questions about education quality could become one of the mechanisms for assessing education. This assessment involves analyzing specialist needs and master's degree students' learning methods, and the outcomes allow for conclusions about the quality of innovative changes in postgraduate education. For example, the introduction of simulation modules and expanded academic mobility for master's degree students have improved practical skills and final attestation results.

Mechanisms for motivating and developing staff and teachers' interest in conducting research in postgraduate education include grants and internal research project competitions, incentive payments, and support for participation in conferences and publication activities. This is documented in the educational institution's research regulations and local regulations.

### **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. Meanwhile, master's degree students in "Endocrinology" specialty are trained at the private NANO Medical Clinic, which has units with a total of 24 beds. The institution includes a nuclear medicine unit that uses <sup>99m</sup>Tc-sestamibi scintigraphy to assess myocardial perfusion and diagnose parathyroid gland pathology, as well as the therapeutic and diagnostic use of <sup>131</sup>I-MIBG for pheochromocytomas and paragangliomas, creating the conditions for an interdisciplinary approach to patient treatment.

Master's students study subjects such as "Special Endocrinology" (1,200 hours) at NANO Medical Clinic. Scientific publications are prepared under the supervision of a teacher and do not require additional training.

An agreement has been signed with the Oxford Center, the Unit of Diabetes and Endocrinology, and the S.D. Asfendiyarov Kazakh National Medical University for International Cooperation for the Master's programme in "Endocrinology".

Section 7.2 of the Academic Policy, "Transfer/Readmission Procedure from Another Organization" details the procedure for transferring and recognition of prior learning outcomes between educational organizations, including transfers from an institute to another educational organization (**ESG II Part 1.2**). There were no such cases during the reporting period.

A total of 153 agreements and memorandums have been signed with organizations, universities and associations, including Sungsim Hospital (Korea); Webster University (USA); and Bashkent University (Turkey). According to the agreement between the Ministry of Healthcare of the Republic of Uzbekistan and the St. Petersburg State Pediatric Medical University dated August 26, 2018, "On the creation of a joint international educational programme", students are enrolled in dual-degree programmes for specialty in "Pediatrics", "General Medicine" and "Dentistry".

The institution's teachers actively participate in national and international events. 2 teachers participated in the IDF Congress (2021) and ECE-2020, Germany. This participation allows the acquired information to be applied in the educational process. For example, the "Endocrinology" educational programme hosts scientific and practical events such as master classes on modern

diagnostic and treatment methods, clinical case discussions, diabetes and thyroidology schools, and interdisciplinary seminars.

#### **6.4 Information sources, resources and use**

The university provides relevant access to virtual and information and communication resources. The Information and Resource Center has 40 computers for teachers and master's students, and 21 computers for staff use, all are equipped with internet system. Everything is in excellent condition and fully functional. The TMU IRC's transformable reading room seats 250 people and also hosts the institute's Academic Board, meetings and conferences.

In the "Electronic Library" office for teachers and master's students, 20 computers with an Internet network with a speed of 30 Mbit/s and the electronic library website <http://e-lib.tpmi> (local area network) are installed.

The following websites were created and developed: <http://e-lib.tpmi> (local network), which is constantly updated with new educational literature, a Telegram bot for master's students and teachers <https://telegram.me/edubooksbo/>, a Telegram channel for master's students and teachers [https://t.me/arm\\_tpmi/](https://t.me/arm_tpmi/), and a module for remote use <https://mt.tashpmi.uz/course/index.php/>. The website of the Ministry of Higher Education, Science and Innovation <https://unilibrary.uz/> is also constantly updated with educational literature, monographs by the teaching staff of TashSMU, fiction and scientific literature.

The "MOODLE" and "HEMIS" platform systems are installed on all available computers of the Information Resource Center to ensure fast and high-quality user service based on information and communication technologies.

The educational literature required for the endocrinology master's degree programmes is fully available at the Institute's Information and Resource Center, ensuring 100% access to educational materials. The center also offers monographs, methodological recommendations, dissertations, as well as local and international scientific and practical periodicals related to this field. In accordance with the approved plan, the department's teaching staff published 2 textbooks and 4 teaching aids in 2022, and 4 more teaching aids were published in 2023. The Institute's website ([www.tashpmi.uz/](http://www.tashpmi.uz/)) offers electronic versions of textbooks, teaching aids and other materials from the Information and Resource Center's collection, as well as specialized educational resources. Furthermore, the Institute's Moodle platform ([mt.tashpmi.uz](http://mt.tashpmi.uz)) offers materials on various disciplines and specialties. Under the agreement between the Institute and the GEOTAR-Media publishing house (Russia), teachers, master's students, clinical postgraduate doctors and students have free access to more than 4,500 medical electronic publications through the "Shifokor Consultants" (<https://www.rosmedlib.ru>) and "Talaba Consultants" (<http://www.studmedlib.ru>) platforms.

The experts assessed master's students' and teachers' access to essential web resources, including scientific databases (PubMed, Scopus, Web of Science), subject-specific medical portals and online libraries, as well as access to electronic media (medical journals, news resources, professional blogs). The master's students confirmed that they could use these resources and tools, including when preparing for classes and completing research assignments.

The experts visited the library. The library has a total area of 1,742 square meters, with 380 seats in reading rooms and 5 book lending points. The total book collection is 364,538 books, accessible to master's students and employees. The key monographs in the specialty "Endocrinology" are: "Endocrinology" (Jameson, De Groot); "Williams Textbook of Endocrinology"; "Clinical Endocrinology"; "Endocrine Diseases in Children and Adults"; "Practical Endocrinology and Diabetes" (Stewart), and they are available in the library.

The Information and Resource Center provides access to electronic resources from the Russian publishing house "GEOTAR-Media" (<https://www.studentlibrary.ru>), as well as to the digital resources of the universal database (<https://dlib.eastview.com/>). Master's students are aware of this.

The master's student manages 5 patients per day, including completing the necessary documentation under the supervision of a teacher.

Distance learning methods such as video lectures, webinars, virtual clinical reviews and online testing are used in training master's students in the topics of "Diabetes Mellitus", "Thyroid Pathology", "Adrenal Insufficiency" and other areas of endocrinology.

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

Over the past two to three years, the following information and communication technologies have been implemented: electronic learning platforms, video conferencing, virtual clinical discussions, interactive webinars and online testing systems. Electronic courses, digital libraries, simulation programmes and online tests are used to organize independent learning for master's students. Electronic collaboration platforms, instant messaging apps, forums and groups in educational information systems are used to ensure seamless information exchange with fellow students. Access to relevant patient data and healthcare information systems is organized through secure electronic medical registries, specialized clinical information systems and personal accounts with access rights appropriate to the master's student's role **(ESG II Part 1.6)**.

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

## **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 Academic Policy developed on August 31, 2022 (<https://tashpmi.uz/institute/akademicheskaya-politika/>), which includes Section 2 "Policy on Quality Assurance in the Educational Process", Section 2.2. "Principles of Quality Assurance" and Section 2.3. "Responsibility for Quality Assurance".

For internal quality assessment and analysis of medical education, a regulatory document is prepared in advance and approved by the rector. This regulatory document outlines the focus and schedule of the working group, as well as assessment tools and reporting forms **(ESG II Part 1.1)**.

Experts evaluated the programme for monitoring the processes and results of the educational programme, which includes a programme review phase, programme discussions at department meetings, and feedback on various elements of the master's programme through student and graduate surveys. Assessment of the educational programmes by master's programme specialties is conducted on an ongoing basis by EP heads, the Academic Quality Department, and feedback from employers and teachers.

Monitoring of the implementation of the educational programme is carried out by the responsible divisions (deans' offices, educational and methodological department, department for monitoring the quality of education) based on the results of midterm assessment, final attestation, final state attestation, and a survey with all interested parties - master's students, teaching staff, employers, which allows for an assessment of the achievement of the intended learning outcomes of the educational programme **(ESG II Part 1.9)**.

Learning outcomes are assessed through competency monitoring and a repeat survey of graduates, demonstrating their level of practical skills and satisfaction with the programme. The results of the surveys of master's students, clinical supervisors, master's teachers and supervising physicians are analyzed at a meeting of the Educational and Methodological Council, where the survey results are discussed and areas for improvement are identified.

Master's degree admissions approaches are assessed through documentation analysis, admissions statistics and applicant surveys.

Knowledge and skills assessment methods are evaluated through examination materials and practical observations, demonstrating transparency and compliance with programme competencies.

The Curriculum & Instruction Department assesses the adequacy and quality of educational resources and demonstrates that they meet programme requirements, ensure the full acquisition of competencies by master's degree students, and support the quality of the educational process.

The evaluation of master's programmes revealed that, along with achievements (high levels of competencies and adequate resources), there are challenges, including uneven assessment and limited career support opportunities.

Therefore, stakeholders are involved in the educational programme's monitoring and evaluation activities (**ESG II Part 1.9**), including teachers, master's students, graduates and employers (<https://tashpmi.uz/kachestvo-obrazovaniya/oprosnik-dlya-professorov-prepodavatelej/>).

Interviews with 13 employers were conducted in a mixed format (offline and 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 students, participation in the training of master's students through supervising, providing the department and master's 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 graduates.

An analysis of the survey results from master's degree students, clinical supervisors, master's degree teachers and supervising physicians is being reviewed at a meeting of the Educational and Methodological Council, where the results are discussed and areas for improvement are identified. Employers rated the graduates as competent and communicative, but noted a lack of practical experience and project management skills. The employment rate over 5 years ranged from 71% to 100%.

Thus, the results of an independent assessment of master's students in 2025 showed that graduates demonstrated high results in all areas of training, with a score of 94 points.

The experts noted the following achievements in the master's students' clinical training: a high level of practical skills, the ability to make independent clinical decisions, the ability to work in an interdisciplinary team, and the use of modern diagnostic and treatment methods.

Since the entire process of training and monitoring master's students is concentrated in the Department of Clinical Training, the results of the clinical practice assessments of master's students and graduates are immediately reported to the responsible officials. The head of the relevant department or the head of the educational programme is responsible for master's programmes. To improve the educational process, the following measures have been taken over the past two to three years: updating the curricula, introducing modern practical training methods, expanding cooperation with clinical sites, and conducting trainings and master classes for teachers and master's students.

Deficiencies identified during the quality monitoring of the educational programme are documented in the minutes of the meetings of the educational and methodological commission and in internal audit reports, and the department responsible for the educational programme develops a plan to eliminate them.

The process of updating the educational programme is based on prospective studies, including an analysis of scientific literature, clinical trials, monitoring of healthcare development trends, as well as an analysis of the results of collecting feedback from master's students, teachers, graduates and employers (**ESG II Part 1.10**).

The process of updating the educational programme is based on prospective studies, including benchmarking with leading medical universities, analysis of scientific and clinical trends, as well as an analysis of the results of collecting feedback from master's students, teachers, graduates and employers (**ESG II Part 1.10**).

Benchmarking of postgraduate education (master's programmes) is being conducted with educational institutions such as the Samarkand State Medical University, the International School of Medicine of Kyrgyzstan and 153 foreign partner medical universities. As a result, updated clinical modules, modern competency assessment methods and expanded simulation training formats have been introduced into the educational process since 2024.

Teachers participate in international and national educational events. Based on their participation in international educational and professional projects/seminars/conferences, updated clinical module content, modern assessment methods and elements of a competency-based approach have been incorporated into the master's programme.

## 7.2 Patient safety

A quality assurance system has been implemented, which includes analysis of master's student errors and patient safety assurance, and is reflected in the "Policy for Quality Assurance in Clinical Education and Patient Safety". Analysis of master's student errors is the responsibility of the department and clinical supervisor. Risks to patient safety are identified by the head of clinical practice in collaboration with the responsible teacher, and this is expressed through regular incident analysis, clinical case assessment and preventive briefings.

A quality assurance system has been implemented, which includes analysis of master's student errors and patient safety assurance, and is reflected in the "Regulations on the Master's Programme". In a conversation with university graduates, in response to the questions "Do you believe that the organization provides sufficient legal protection for physicians in the performance of their professional duties?" and "Do you feel legally protected when making clinical decisions?", the answers were as follows: "Yes, mechanisms are in place to resolve conflict situations and protect physician interests". "Overall, legal protection is insufficient". There are no clear mechanisms for legal support in complex clinical situations", "In some cases, there is insufficient regulatory support, and there is a lack of timely clarification on controversial issues, which creates a feeling of vulnerability when making clinical decisions".

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

| Standard | Recommendation for improvement   |
|----------|--|
| 7.2      | Include in the educational process elements of legal protection of physician in practical activities |

## Standard 8: GOVERNANCE AND ADMINISTRATION

### 8.1 Governance

The Institute was founded in 1972 and initially served as the leading institution specializing in "Pediatrics". However, over time, the educational areas expanded, and a programme in "General Medicine" was added (<https://tashpmi.uz/institute/istoriya-instituta/>).

To create the necessary conditions for mastering the educational programme, the educational programme's management structure was determined in accordance with the needs for training personnel with higher and postgraduate medical education (<https://tashpmi.uz/institute/struktura-instituta/>).

The Institute is a specialized, state-run higher education institution that implements basic and professional educational programmes of higher education, particularly in General Medicine, as well as learning and teaching, and scientific activities in accordance with the legislation of the Republic of Uzbekistan (<https://tashpmi.uz/institute/normativnye-pravovye-dokumenty/zakony/>).

In accordance with the Decrees of the President of the Republic of Uzbekistan dated December 24, 2021 No.PP-60 "On additional measures to ensure the academic and organizational-managerial independence of state higher educational institutions" and No.PP-61 "On measures to ensure the financial independence of state higher educational institutions", the Institute has transitioned to financial and academic independence. <https://lex.uz/uz/docs/5793256>

The rector is the chairperson of the academic board - exercises leadership based on the principles of collegiality, ensures the quality of training of master's students, compliance with the state compulsory standard of higher and postgraduate education, financial discipline, labor rights

of employees and the rights of master's students stipulated by the terms of the contract and acts on behalf of the institute without a power of attorney, represents its interests in all bodies, disposes of property in the manner prescribed by legislation, concludes contracts, issues powers of attorney, opens bank accounts and carries out other transactions, issues orders and instructions that are mandatory for all employees, teachers <https://tashpmi.uz/institute/normativnye-pravovye-dokumenty/normativno-metodicheskie-i-ispolnitelnye-dokumenty-prinyatye-vysshim-uchebnym-zavedeniem>.

The university comprises 11 departments. The teaching staff consists of 565 members, including 96 doctors of science and professors, and 219 candidates of science and associate professors.

The training of academic and teaching staff (Doctor of Philosophy), Doctor of Science and one of the most important areas of activity <https://lex.uz/docs/4759202> and teachers of the institute (general medicine) must conduct successful research activities, i.e. obtain high-quality scientific results recognized by the scientific community and implement them in practice in the direction of general medicine <https://lex.uz/docs/4545884>.

To ensure highly qualified training of highly qualified academic and teaching staff, as well as to provide them with the necessary scientific and methodological assistance in conducting dissertation research, problem committees were established in the following areas: medical and biological, pediatrics, surgery and therapy. The main mission of the problem committees is to provide methodological assistance and proper guidance to applicants on the topic of their chosen topic, assist in selecting a supervisor, and ensure that the dissertation topic complies with the relevant specialty codes. After the problem committees have been reviewed, the final decision is made by the Institute Council.

The graduate academic office offers programs in 33 specialties: <https://tashpmi.uz/informacziya-dlya-abiturientov/magistratura/>

Based on the Resolutions of the President of the Republic of Uzbekistan dated December 24, 2022 No.60 "On additional measures to ensure the academic and organizational-managerial independence of state higher educational institutions", "On measures to ensure the financial independence of state higher educational institutions" No.61, established by the Supervisory Board for the 2022-2023 academic year.

According to the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, the Ministry of Labor, the Ministry of Finance dated February 21, 2017, No.1-2017, No.4 pp. and No.13 (registered in the Ministry of Justice on February 21, 2017 No.2859), the number of positions of management, service, technical and educational support personnel of the Institute for 2019-2021 was approved on the basis of the decision "On approval of the standard staffing structure of management, technical, service and educational support personnel" of higher educational institutions". Starting from 2022-2023, by the Resolution of the President of the Republic of Uzbekistan dated December 24, 2022 No.60 "On additional measures to ensure the academic and organizational managerial independence of state higher educational institutions", Resolution No.61 "On measures to ensure the financial independence of state higher educational institutions", regardless of the standards established for higher educational institutions, approve the structure of the institute and determine the number of staff members. Approved by the Resolution of the Supervisory Board dated September 27, 2022 No.3. <http://lex.uz/docs/3120811>; <http://lex.uz/ru/docs/3307517>.

The contract amount for admission to bachelor's and master's programmes and clinical residency specialties is introduced based on the protocols of the State Commission for the Coordination of Admission Processes to State Higher Education Institutions of the Republic of Uzbekistan for 2021–2024.

The experts reviewed the management structure of postgraduate medical education, which includes the Rector's Office and Vice-Rectors for Academic and Clinical Affairs, faculty deans, departments,

Curriculum & Instruction Department, the Accreditation and Education Quality Assurance Department, and clinical units providing practical training for master's students.

The Dean's Office for Master's Studies and Clinical Residency, the Curriculum & Instruction Department and the Department of Endocrinology are responsible for supervising. The Clinical Training Site Department is responsible for selecting clinical training sites and concluding agreements with them.

The participants reviewed the strategic plan of Tashkent State Medical University for 2025–2027, which includes the following areas: improving the quality of medical education; international accreditation and collaboration; development of research activities; digitalization and telemedicine; human resources policy; financial stability and transparency, etc., confirming compliance with accreditation standards and demonstrating the organization's goals, objectives and prospects.

The department also has a work plan for the current year. After reviewing the annual reports of the Endocrinology Department, experts concluded that work is underway in several areas, including teachers' advanced training, research and clinical work.

Master's degree programmes are conducted in accordance with the requirements of such regulatory rules regarding the admission of master's students as the Law of the Republic of Uzbekistan "On Education" (No.ZRU-637, 2020); Resolution of the President of the Republic of Uzbekistan dated December 24, 2021 No.60 "On additional measures to ensure the academic and organizational-managerial independence of state higher educational institutions" <https://lex.uz/docs/5793264?ONDATE=25.12.2021%2000>; Academic Policy of the University.

Assessment of knowledge and skills is carried out on the basis of the Order of the Ministry of Higher and Secondary Specialized Education No.3069 dated September 26, 2018 "On approval of the regulation on the system of monitoring and assessing students' knowledge in higher educational institutions" <https://lex.uz/ru/docs/3921757?ONDATE=28.07.2021&action=compare> ; Annex 1 to Order No.432 dated September 11, 2025 "Procedure for monitoring and assessing students' knowledge at Tashkent State Medical University"; Academic Policy of the University (clause 9. Organization of formative assessment, midterm assessment of students; 9.1. Procedure for conducting formative assessment of students; 9.2. Procedure for organizing and conducting midterm attestation of summative assessment of students' knowledge).

To implement the educational programme, the educational institution has an organizational structure, including the Educational and Methodological Council, the Dean's Office of the Master's Programme and Clinical Residency, the STC and the Registrar's Office headed by the First Vice-Rector for Academic Affairs. The experts reviewed the master's degree completion documents, including academic transcripts, final attestation reports and diploma projects/thesis. A certificate of completion is issued to master's degree students upon successful completion of all educational and practical modules and contains information about the programme title, the qualification awarded, the list of competencies acquired, grades and the duration of study.

The educational programme in the specialty "Endocrinology" is provided with relevant learning and teaching documents and teachers.

Completion of master's degree programmes is documented by the issuance of a certificate of completion and final attestation protocols, which confirm mastery of the programme and achievement of established competencies recognized by national authorized healthcare bodies. Thus, the educational organization complies with the recommendations of national authorized bodies, including the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan and the Ministry of Healthcare of the Republic of Uzbekistan.

## 8.2 Shared governance

According to the current regulatory documents of the Institute, the Laws "On Education" (Bulletin of the Oliy Majlis of the Republic of Uzbekistan, No.9, 1997, Art. 225) and "On the National Programme for Personnel Training" (Bulletin of the Oliy Majlis of the Republic of Uzbekistan, 1997, No.11-12, Art. 295), the Regulation "On Higher Education", "On Approval of the Standard Procedure

and Regulations" approved on December 3, 2011, No.487 by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan of the standard regulation "On the Academic Board of Higher Educational Institutions" and the order of the Rector of the Institute, the developed procedure for organizing the activities of the Academic Board of the Institute is determined. This regulation is one of the main regulatory documents of the Academic Board of the Institute.

Every month, an academic board chaired by the rector is established to address current issues related to the Institute's activities.

The educational organization evaluates the educational process management and staff in relation to the achievement of the master's programme mission and expected intended learning outcomes through feedback from master's students and teachers.

In response to the survey question "Do the organization's management listen to your opinions regarding educational process issues, research and clinical work?", 75.86% of teachers responded "systematically", 15.52% answered "sometimes", 3.45% - "rarely" and 1.72% - "never".

The Institute's income and expenditure estimates (<https://tashpmi.uz/finansovaya-deyatelnost/byudzhetye-sredstva/?hilite=%D1%81%D0%BC%D0%B5%D1%82%D0%B0>) are based on the Law on Approval of the Budget Code of the Republic of Uzbekistan dated December 26, 2013, the Ministry of Finance of the Republic of Uzbekistan dated November 14, 2014 "On Approval of the Regulation on the Procedure for Compiling, Approving and Registering Budgetary Organizations and Recipients of Budgetary Funds, Expense Estimates and Staffing Tables" Order No.74 (registered with the Ministry of Justice of the Republic of Uzbekistan dated December 15, 2014, list No.2634) was mainly developed and registered by the Ministry of Healthcare [https://docs.google.com/spreadsheets/d/182aVKOHpAtcDDC3v1XwKJAV3OSuW\\_6HT/edit#gid=933894045](https://docs.google.com/spreadsheets/d/182aVKOHpAtcDDC3v1XwKJAV3OSuW_6HT/edit#gid=933894045).

A financial plan is prepared annually, including a target budget for education, which amounts to 8,629,919.00 thousand sums. During a meeting with financial sector employees and Head of Finance and Economic Sector Department, A.A.Suvonov, experts determined that the salary fund is 4,832,737.00 sums, and the scholarship fund is 872,660.00 sums.

A financial report is submitted annually and approved by the Rector and the Supervisory Board. It demonstrates, among other things, the distribution of educational resources in accordance with needs and the coverage of all types of expenses for the implementation and development of the master's programme.

Today, experts are confident that the educational institution is financially and organizationally sustainable, as it has stable funding, effective internal planning and control mechanisms, a transparent resource allocation system, and the ability to quickly respond to changes in the educational and social environment.

Having achieved 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 is the approval of the Supervisory Board, the authorized body that makes decisions on structural, financial and other changes.

According to Presidential Decrees No.60 and No.61 dated 2021 (<https://lex.uz/uz/docs/5793264>, <https://lex.uz/uz/docs/5793256>), the institute received academic and financial independence. As a result of the self-assessment, areas for improvement were identified:

1. Develop a transparent process and results of educational programme assessment for management and all stakeholders.
2. Engage international experts and partners to assess educational programmes.
3. Enhance the qualifications of experts for internal education quality assessment, taking into account...

In the future, it is planned to create a research support center, which will include positions such as a medical statistician, a medical designer and an editor of scientific publications.

### 8.3 Master's student and staff representation

Since 2020, the university has established a master's 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, taking into account their academic and professional interests, to develop students' self-governance skills and abilities, to prepare them for competent and responsible participation in society, to promote the development of students' personal and professional qualities, and more.

In addition, the leaders of the student council are members of the student encouragement council and have the right to vote (<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>).

To address issues of appropriate mechanisms and procedures for the inclusion of master's students in activities, the leader of the Youth Union organization, which represents the interests of master's students, has been included in the Institute Council and the Public Council.

### 8.4 Administration

TashSMU has a sufficient and appropriate administrative staff to support the achievement of its goals in postgraduate medical education and the quality of the medical education learning environment. The Institute operates through a management system and decision-making process. This is ensured through the participation of teaching staff, employees of academic divisions, master's students, employer representatives and other stakeholders in the discussion and decision-making process regarding the content of the educational programme, the organization of the educational process in the field of general medicine, and its assessment. The results of these discussions are documented in the minutes of advisory body meetings and subsequently communicated to all employees by posting them on the website, by issuing orders/instructions approving internal regulations, by completing a familiarization form, and by subsequent monitoring of their implementation by the head of the division.

The experts reviewed the organizational structure of TashSMU, headed by the Supervisory Board, which plays a key role in the development, approval and implementation of academic, scientific and clinical processes in accordance with the Institute's Development Strategy. The university is actively developing its corporate governance structure, ensuring a balance of diverse interests and adherence to strategic priorities.

The governance of the educational process and the master's programme in “Endocrinology” is assessed through internal monitoring and surveys. The results demonstrate effective administration, timely provision of resources and high student satisfaction. **(ESG II Part 1.9)**

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

**CONCLUSION:** During the external assessment of the educational programme, it was determined that 108 of the 109 accreditation standards demonstrated full compliance. 1 standard was partially compliant. No non-compliance with the standards was identified.

**5. Recommendations for improving the educational programme 70610202 "Endocrinology":**

| <b>Sstandard</b> | <b>Recommendations for improvement</b>   |
|------------------|--|
| 7.2              | Include in the educational process elements of legal protection of physician in practical activities |

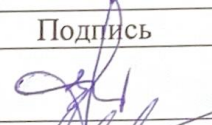
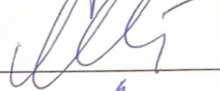
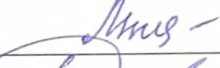
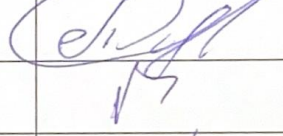
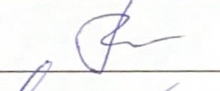
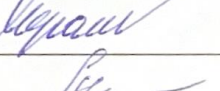

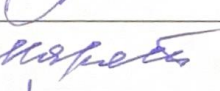
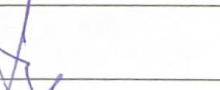



**6. Recommendation to the ECAQA Accreditation Council**

The EEC members established the compliance of the Master's degree educational programme of the Tashkent State Medical University in specialty "70910202 - Endocrinology" 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.

|                      | <b>Full name</b>                 | <b>Signature</b> |
|----------------------|----------------------------------|------------------|
| 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 «70910202 - Эндокринология» 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<br>Мейрамович       |    |
| Международный эксперт | Милена Станева<br>Станева          |    |
| Академический эксперт | Мырзабекова Гулшара<br>Туребековна |    |
| Академический эксперт | Буркутбаева Татьяна<br>Нуриденовна |    |
| Академический эксперт | Трынкин Алексей<br>Викторович      |   |
| Академический эксперт | Кудабаева Хатимья<br>Ильясовна     |  |
| Академический эксперт | Мухамбетова Гульнар<br>Амерзаевна  |  |
| Академический эксперт | Ахенбекова Аида<br>Жаксыбаевна     |  |
| Академический эксперт | Дошаканова Асель<br>Байдаулетовна  |  |
| Академический эксперт | Марат Айзада                       |  |
| Эксперт-работодатель  | Эрметов Азиз<br>Ташметович         |  |
| Эксперт-обучающийся   | Сартай Нурила<br>Нурмаханқызы      |  |

Профиль качества и критерии внешней оценки образовательной программы (обобщение)

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

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

| <b>№</b> | <b>Наименования документов/дата утверждения</b>  |
|----------|--|
| 1.       | Трудовой кодекс Республики Узбекистан утверждён <b>Законом № ЗРУ-798</b> от 28 октября 2022 года.  |
| 2.       | Закон Республики Узбекистан «Об образовании» (№ ЗРУ-637, 2020 г.)  |
| 3.       | Приложение 1 к приказу №432 от 11 сентября 2025 г. «Порядок контроля и оценки знаний студентов в Ташкентском государственном медицинском университете».  |
| 4.       | Приказ Министерства высшего и среднего специального образования №3069 от 26.09.2018. «Об утверждении положения о системе контроля и оценки знаний студентов в высших образовательных учреждениях»<br><a href="https://lex.uz/ru/docs/3921757?ONDATE=28.07.2021&amp;action=compare">https://lex.uz/ru/docs/3921757?ONDATE=28.07.2021&amp;action=compare</a> . |
| 5.       | <a href="https://tashpmi.uz/obrazovanie/polozhenie-o-rejtinge">https://tashpmi.uz/obrazovanie/polozhenie-o-rejtinge</a>  |
| 6.       | Постановление Президента Республики Узбекистан от 24 декабря 2021 года за №60 «О дополнительных мерах по обеспечению академической и организационно-управленческой самостоятельности государственных высших образовательных учреждений» <a href="https://lex.uz/docs/5793264?ONDATE=25.12.2021%2000">https://lex.uz/docs/5793264?ONDATE=25.12.2021%2000</a>  |
| 7.       | Постановления Президента Республики Узбекистан за №61 «О мерах по предоставлению финансовой самостоятельности государственным высшим образовательным учреждениям» (приложение №12 и №13) <a href="https://lex.uz/uz/docs/5793256">https://lex.uz/uz/docs/5793256</a> .   |
| 8.       | Кодекс этики (Утвержден на Научном совете № 2 от «27» августа 2025 года)   |
| 9.       | Академическая политика утвержденные приказом №226 от 10 июля 2024 года.<br><a href="https://tashpmi.uz/institute/akademicheskaya-politika/">https://tashpmi.uz/institute/akademicheskaya-politika/</a>   |
| 10.      | Положение об учебно-методическом совете, утверждённый приказом №124-ОД от 18.07.2019 г.  |
| 11.      | «Положение о магистратуре» от 13.09.2025   |
| 12.      | Приказ «О порядке формирования и утверждения базы тестовых заданий по предметам в Ташкентском государственном медицинском университете» от 17 сентября 2025 г. Выпуск 560.   |
| 13.      | Положения «О порядке приема на работу в высшие учебные заведения профессорско-преподавательского состава», приложенного к Постановлению Кабинета Министров РУз № 20 от 10 февраля 2006 года. <a href="https://lex.uz/docs/973534">https://lex.uz/docs/973534</a>   |
| 14.      | Положение «О порядке приема на работу в высшие учебные заведения профессорско-преподавательского состава»,   |
| 15.      | Положение об учебно-методическом совете, утверждённый приказом №124-ОД от 18.07.2019 г.  |
| 16.      | «Положением об оплате труда, премировании и иных социальных выплатах» Трудового Кодекса РУз.   |
| 17.      | Приказ № 416 ТашГМУ «Система оценивания»   |
| 18.      | Постановлением Кабинета Министров Республики Узбекистан № 824 от 31.12.2020 (о совершенствовании образовательного процесса в вузах)  |
| 19.      | <a href="https://tashpmi.uz/informacziya-dlya-abiturientov/magistratura/">https://tashpmi.uz/informacziya-dlya-abiturientov/magistratura/</a> .  |
| 20.      | Политика приема по направлению образования «Магистратура» РУз<br><a href="https://gov.uz/ru/advice/65/document/2043">https://gov.uz/ru/advice/65/document/2043</a> .   |
| 21.      | <a href="https://www.norma.uz/novoe_v_zakonodatelstve/komu_predostavyat_akademotpusk">https://www.norma.uz/novoe_v_zakonodatelstve/komu_predostavyat_akademotpusk</a>  |

|     |   |
|-----|---|
| 22. | Миссия магистратуры <a href="https://tashpmi.uz/institute/missiya-instituta/">https://tashpmi.uz/institute/missiya-instituta/</a> .   |
| 23. | Миссия кафедры «Эндокринологии" <a href="https://tashpmi.uz/obrazovanie/bakalavriat/fakultet-mediko-pedagogicheskij-i-lechebnoe-delo/kafedry/endokrinologiya-s-detskoj-endokrinologiej/uchebnaya-i-uchebno-metodicheskaya-rabota">https://tashpmi.uz/obrazovanie/bakalavriat/fakultet-mediko-pedagogicheskij-i-lechebnoe-delo/kafedry/endokrinologiya-s-detskoj-endokrinologiej/uchebnaya-i-uchebno-metodicheskaya-rabota</a> |
| 24. | Каталог элективных курсов   |
| 25. | Критерии оценки знаний.   |

ECAQA