

To the Accreditation Council  
of the Eurasian Centre for Accreditation  
and Quality Assurance  
in Higher Education and Health Care  
28.12.2025

**REPORT  
OF THE EXTERNAL EXPERT COMMISSION  
ON THE RESULTS OF THE EVALUATION OF THE EDUCATIONAL  
PROGRAMME 70910210 "GENERAL ONCOLOGY" OF ANDIJAN STATE  
MEDICAL INSTITUTE FOR COMPLIANCE WITH THE ACCREDITATION  
STANDARDS FOR PROGRAMME ACCREDITATION POSTGRADUATE  
MEDICAL EDUCATION (RESIDENCY SPECIALTIES) OF THE EURASIAN  
CENTRE FOR ACCREDITATION AND QUALITY ASSURANCE IN HIGHER  
EDUCATION AND HEALTH CARE**

**Period of external expert evaluation: 25–27 November 2025**

**Andijan, 2025**

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## LIST OF TERMS AND ABBREVIATIONS

<b>Abbreviation</b>	<b>Definition</b>
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care
EEC	External Expert Commission
ASMI	Andijan State Medical Institute
EHEA	European Higher Education Area
WFME	World Federation for Medical Education
MoH RUz	Ministry of Health of the Republic of Uzbekistan
NLA	Normative Legal Acts
EP	Educational Programme
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
CED	Catalogue of Elective Disciplines
TS	Teaching staff
WSP	Working Study Plan
NCIE	National Centre for Independent Examination
QMS	Quality Management System
EMC	Educational and Methodological Council
GPA	Grade Point Average - the arithmetic mean of grades obtained for all completed courses, weighted by workload
SES	State Educational Standard
CT	Computed Tomography
PHC	Primary Health Care

## 1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 30 dated 29 October 2025, an External Expert Commission (hereinafter – the EEC) was established to conduct the external evaluation of the Master’s degree educational programme in specialty 70910210 “General Oncology” during the period 25–27 November 2025, with the following composition:

<b>№ п/п</b>	<b>Status within the EEC</b>	<b>Full Name</b>	<b>Academic Degree/Title, Position, Place of Work/Study</b>
1	Chairperson	Almagul Kurmanova Medeubaevna	Doctor of Medical Sciences, Professor, Head of the Department of Obstetrics and Gynaecology, Al-Farabi Kazakh National University; Science Adviser, JSC “Scientific Centre of Obstetrics, Gynaecology and Perinatology”
2	International Expert	Laszlo Csiba	Professor, Department of Neurology, University of Debrecen; Member of the Hungarian Academy of Sciences; Member of the Editorial Boards of “Neurosonology (Japan)” and “Clinical Neurosciences”; Associate Editor, Frontiers in Stroke; Laureate of the Széchenyi Presidential Award of the Republic of Hungary for Scientific Achievements
3	Academic Expert	Lyazzat Zhanteliyeva Asanovna	Doctor of Medical Sciences, Deputy Chair of the Management Board for Research, JSC “B. U. Dzhharbusynov Scientific Centre of Urology”
4	Academic Expert	Karibaeva Dina Orynbasarovna	Candidate of Medical Sciences, Associate Professor, Department of General Medical Practice, Kazakhstan-Russian Medical University; Cardiologist of the Highest Category
5	Academic Expert	Duisenbaeva Bakyt Serzhanovna	Doctor of Medical Sciences (PhD), Head of the Diagnostic Radiology Department, Clinical Academic Department of Radiology and Nuclear Medicine, University Medical Center Corporate Fund
6	Academic Expert	Shakirova Aida Fazylovna	Candidate of Medical Sciences, Associate Professor, Head of the Women’s Health Centre, LLP “National Research Oncology Centre”; Oncologist of the Highest Qualification Category
7	Expert - Employer	Khalilov Azizjon Marufzhonovich	Director, Margilan Medical Treatment and Diagnostic Centre; Cardiologist, Margilan, Fergana Region, Republic of Uzbekistan
8	Expert - Student	Makhambayeva Nurila Duysenbekkyzy	Third-Year Resident in “Adult and Paediatric Obstetrics and Gynaecology”, NJSC “Asfendiyarov Kazakh National Medical University”

The EEC Report contains a description of the findings and the conclusion of the external

evaluation of the educational programme 70910210 “General Oncology” for compliance with the Accreditation standards for programme accreditation: postgraduate medical education (residency specialties), developed on the basis of the WFME Global Standards for Quality Improvement of Postgraduate Medical Education (2023), as well as the EEC’s conclusions (hereinafter – the Accreditation Standards), recommendations for further improvement of the approaches and conditions for the implementation of the above-mentioned educational programme, and accreditation recommendations to the ECAQA Accreditation Council.

## 2. General part of the final report

### 2.1 Overview of the Master’s Degree Educational Programme in Specialty 70910210 "General Oncology"

Name of the organisation, legal form of ownership, BIN:	Andijan State Medical Institute, BIN
Governing body:	Supervisory Board, Academic Council
Full name of the first Director:	Madizimov Madamin Muminovich
Year of establishment	1955
Location and contact details	Republic of Uzbekistan, Andijan, 1 Y. Otabekova Street Telephone: (0-374) 223-94-60 E-mail: <a href="mailto:info@adti.uz">info@adti.uz</a> Official website: <a href="https://adti.uz/">https://adti.uz/</a>
Year of commencement of the accredited educational programme (EP)	2020
Duration of study	3 year
Total number of graduates since the launch of the EP:	11
Number of residents enrolled in the EP since the beginning of the current academic year	10
Full-time / part-time academic staff involved in the implementation of the EP:	Total number of academic staff - 4, including full-time - 4, part-time - 0. Degree-holding staff, % - 100 Qualification category, % - 100
Website Instagram Facebook Telegram	<a href="https://adti.uz/">https://adti.uz/</a> <a href="https://www.instagram.com/adtiuz/">https://www.instagram.com/adtiuz/</a> <a href="https://www.facebook.com/adtiuz/">https://www.facebook.com/adtiuz/</a> <a href="https://t.me/adtiuz_rasmiy">https://t.me/adtiuz_rasmiy</a>

### 2.2 Information on Previous Accreditation

To date, the educational programme 70910210 "General Oncology" has not undergone accreditation.

### 2.3 Summary of the Analysis of the Self-Assessment Report of the Master’s Educational Programme in Specialty 70910210 "General Oncology" and Conclusions on Completeness

The self-assessment report of the Master’s educational programme in specialty 70910210 "General Oncology" (hereinafter – the Report) was submitted in the form of 109 pages of main text, accompanied by 19 appendices, including copies and electronic versions of supporting documents accessible via the following link: <https://ftp.adti.uz/user.php>

The Report is characterised by comprehensive coverage of all 8 principal accreditation standards and criteria, a structured presentation consistent with the guidelines of the Self-Assessment Manual provided by the accreditation body (ECAQA), and strong internal consistency of the information presented. The Report is signed by the Head of the Institution, Rector M. Madizimov, thereby confirming the accuracy of the quantitative data and information contained in the self-assessment materials.

The Report identifies two members of the internal self-assessment commission, with clearly defined responsibilities. The responsible representatives are: Chair of the Internal Self-Assessment Commission – Botirjon K. Tursunov, Candidate of Medical Sciences, Associate Professor, Head of the Master's Department; Representative of the Department of General Oncology – Dilfuza Z. Mamarasulova, Doctor of Medical Sciences, Professor, Head of Department.

The self-assessment of the Master's programme 70910210 "General Oncology" was conducted in accordance with Order No. T-01/08/1362 dated 12.06.2025, "On the Conduct of International Accreditation of Master's Specialties at Andijan State Medical Institute".

Across all standards, the Report reflects the Institute's actual practices in the training of Master's degree candidates in specialty 70910210 "General Oncology", taking into account that student admission commenced in 2020. The Report provides substantiated data, examples of programme implementation, descriptions of national and international activities, and evidence of methodological support, thereby demonstrating alignment with accreditation requirements. The content is sufficiently detailed and current with respect to the number of Master's students, academic staff, administrative structures, admission policies, learning outcomes, assessment results, material and technical resources of the Institute and its clinical bases, partnership agreements, financial information, and development plans.

The Report was submitted to ECAQA in a complete form, incorporating revisions based on prior recommendations. The document is written in clear, professional language; the descriptions under each standard are precise and coherent; tables are properly referenced in the text and follow continuous numbering conventions.

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

The external expert activities conducted within the framework of the evaluation of the educational programme 70910210 "General Oncology" were organised in accordance with the Guidelines for External Evaluation of Educational Organisations and Educational Programmes of ECAQA. Dates of the site visit to the institution: 25–27 November 2025. The sequence of the visit over the three days is described in detail in Appendix 3 to this Report.

To obtain objective information, the members of the External Expert Commission applied the following methods:

- interviews with management and administrative staff – 40 participants;
- interviews with Master's students – 55 participants;
- review of the official website <https://adi.uz/>
- interviews with 24 staff members and 30 academic staff / clinical mentors;
- survey of academic staff and Master's students – 72 and 152 respondents, respectively;
- observation of the educational process, including attendance at four practical sessions: two sessions at the Simulation Training and Assessment Centre (Andijan, Z. Babur Avenue 6, ASMI Clinic), conducted by Associate Professor Zarnigor Sh. Madumarova with five first-year Master's students; two sessions at clinical bases, including the Department of Oncology at the Andijan Branch of the Republican Specialised Scientific-Practical Medical Centre of Oncology and Radiology (Andijan, 5 Y. Otabekova Street), conducted by Professor Dilfuza Z. Mamarasulova, and the Department of Medical Radiology (Andijan, Okhravon Street 45A);
- review of resources in the context of compliance with accreditation standards: the Andijan Branch of the Republican Specialised Scientific-Practical Medical Centre of Oncology and

Radiology was visited, where training under the educational programme is delivered with the participation of full-time academic staff;

- review of 53 educational and methodological documents prior to the visit and during the site evaluation (the list of reviewed documents is provided in **Appendix 2**).

The accredited institution ensured the participation of all individuals specified in the visit programme and interview schedules.

**Table 1 – Number and Categories of Participants in Meetings and Interviews with the External Expert Commission**

<b>№</b>	<b>Position</b>	<b>Number</b>
1	ASMI Management, Heads of Departments	40
2	Master's Department	3
3	Registrar's Office	12
4	Career Centre	2
5	Department for Youth Affairs, Spirituality and Enlightenment; Department for Work with Gifted Students; Youth Union; Student Scientific Society	4
6	Information Technology Centre	3
	Human Resources Department	1
7	Planning and Finance Department	3
8	Education Quality Assurance Department	1
9	Monitoring and Internal Control Department	2
10	Clinical Bases Coordination Unit	1
11	Compliance Control / Anti-Corruption Unit	1
12	Research, Innovation and Academic Staff Development Department	2
13	Academic Council, Secretary	1
14	Simulation Training and Assessment Centre	8
15	Sports Complex	2
16	Head of Library and Library Staff	6
17	Academic Staff (interviews)	30
18	Academic Staff at Clinical Bases	5
19	Clinical (Training) Bases Unit	1
20	Department of Social Sciences and Humanities, Academic Staff	3
21	Master's Students in Specialty 70910210 "General Oncology"	12
22	Psychologist	1
23	Student Affairs Educator	1

On the final day of the visit to the organisation, a meeting of the External Expert Commission (EEC) was held to summarise the outcomes of the external evaluation. A concluding discussion was conducted covering the results of the external evaluation of the educational programme, the review of documentation, and the findings from meetings, interviews, and questionnaires. The members of the EEC proceeded with drafting the final report. The results of the external evaluation were consolidated.

The experts individually completed the document titled "Quality Profile and Criteria for the External Evaluation of Specialty 70910210 'General Oncology' for Compliance with the ECAQA Accreditation Standards". No comments or objections were raised by the members of the EEC. Recommendations for the improvement of the educational programme were discussed, and the Chair, Aigul Zhunusova, conducted the final open vote regarding the recommendations to be submitted to the ECAQA Accreditation Council.

Comfortable working conditions were ensured for the EEC members, and full access to all necessary informational and material resources was provided. The Commission notes the high level of

corporate culture of ASMI and the strong degree of openness demonstrated by the staff in providing information to the EEC members.

*According to 72% of the academic staff, the questionnaire conducted by ECAQA is considered useful for developing recommendations aimed at improving the key areas of activity of the accredited educational organisation.*

At the conclusion of the visit programme, the Chair of the EEC presented the recommendations resulting from the external evaluation to the management and staff of the educational organisation within the framework of specialised accreditation.

#### **4. Analysis of Compliance with Accreditation Standards Based on the Results of the External Evaluation of the Residency Educational Programme in Specialty 70910210 "General Oncology"**

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

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

The mission of the Master's educational programme in 70910210 "General Oncology" at ASMI is to train physicians capable of providing qualified medical care to the population, integrating the latest achievements in education, science, and medicine to improve the quality of healthcare services and overall public health. At the Master's level within the system of continuous education, the programme aims to prepare competitive, highly qualified specialists whose knowledge meets international standards and who demonstrate high ethical principles and professional culture.

The mission is published on:

1. The official ASMI website: <https://adti.uz/ru/magistratura-bolimi/#table2>.
2. The HEMIS portal for students, academic staff, and administrative personnel working with the student body: <https://hemis.adti.uz/>. This platform is used for student surveys on teaching quality as well as surveys for academic staff.
3. The institute's social media platforms:  
<https://www.instagram.com/adtiuz/>  
<https://www.facebook.com/adtiuz/>  
[https://t.me/adtiuz\\_rasmiy](https://t.me/adtiuz_rasmiy)

During meetings with the ASMI leadership (Rector and Vice-Rectors), the Master's Department administration, other supporting administrative units, academic staff, students, and employers, the experts confirmed that the mission is well known to all participants in the educational process.

The review of documentation demonstrates that the mission of the educational programme 70910210 "General Oncology" aligns with the institutional mission, and that the educational process is organised in accordance with the State Educational Standards (SES) and current regulatory legal acts governing postgraduate education and healthcare in the Republic of Uzbekistan.

The programme mission follows the institutional mission of training healthcare professionals capable of responding to the challenges and intellectual demands of the 21st century through innovative teaching methods and the integration of education and science.

The objective of the Master's educational programme in 70910210 "General Oncology" is clearly defined and aimed at training a competitive, qualified oncologist with professional knowledge and skills in diagnostics and patient treatment based on the principles of evidence-based medicine and the use of modern medical technologies. The graduate is expected to provide effective and timely oncological care to patients of all age groups, applying and advancing innovative, information, and communication technologies, and generating new knowledge in healthcare to improve medical services for patients and the population as a whole.

All key competencies were formulated in accordance with the State Educational Standards 2021, based on Order No. 311 of the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan dated 16 July 2021 "On Approval of State Educational Standards of Higher Education".

During visits to ASMI units, the experts identified several strengths of the institution in relation to the accredited educational programme, including: The historical reputation of the institute. ASMI being the only higher medical education institution in the Fergana Valley; Continuous improvement of material and technical resources; Availability of a modern, well-equipped institute clinic with a convenient location; Institutional policy of financial support for Master's students; Full access of Master's students to all clinical base resources relevant to their specialisation; Implementation of international projects; Enhancement of the prestige of the medical and academic professions; Development of a staff reserve.

ASMI has organisational units directly related to the educational programme 70910210 “General Oncology”, which can be considered best practice in education. In particular, the Academic Policy of ASMI, approved by the decision of the Academic Council, states that the development of educational programmes is carried out by the Central Methodological Committee (CMC), composed of experienced academic staff, competent methodologists, employer representatives, and students. All ASMI educational programmes undergo mandatory internal and external evaluation/expertise, ensuring their compliance with the needs of stakeholders (students, employers, the state) and external qualification requirements. After review by the CMC, the educational programme is approved by the Academic Council of the Institute.

The author team (leading specialised experts involved in the training of scientific and pedagogical staff, as well as representatives of practical healthcare) formulates the mission and objectives based on the achievements of modern science and medical education, the needs of students, and employer expectations. The educational programme in 70910210 “General Oncology” was discussed and approved at the department meeting, then at meetings of the CMC and the Academic Council, and signed by the Rector of ASMI on 30.08.2024.

For continuous monitoring, evaluation, and documentation of progress in achieving the objectives and tasks of educational programmes, the CMC operates on a permanent basis and includes all stakeholders—experienced academic staff, students, and employers. The experts reviewed the Regulations of the CMC on the Quality of Teaching and Learning of the Master's Department, approved by the Rector on 02.09.2024.

For the continuous monitoring of the implementation of educational programmes, in addition to classroom instruction and analysis of the current situation in real clinical practice, surveys of students, employers, and clinical mentors are conducted. This was confirmed during meetings with academic staff, students, and employers.

The experts established that Master's students are provided with appropriate working and learning conditions that support their own health. The educational organisation has created all necessary conditions for high-quality training, taking into account the individual needs of Master's students, including those related to health. The allocated space, temperature conditions, lighting, and equipment of classrooms used by Master's students comply with sanitary and regulatory standards. Conditions are also available for independent study, supervised work under academic staff (mentors), rest during breaks, and the provision of first aid. At the clinical bases of the department, Master's students have access to hot meals, opportunities for rest during free time, and work with specialised educational and scientific literature.

Core competencies of Master's students in the accredited specialty—such as the development of knowledge and skills in clinical examination, laboratory and instrumental investigations, differential diagnosis, and the selection of effective patient treatment—together with specialised competencies, including the acquisition of practical professional skills, enable the educational organisation to implement innovative teaching approaches. This contributes to the development of professional qualities among Master's students and achievement of the final learning outcomes declared in the mission of the educational programme, in accordance with national and international requirements and the needs of the healthcare sector.

ASMI encourages Master's students to participate in research within their chosen specialty through involvement in grant-funded projects and ensures their participation in academic events such as scientific-practical and clinical conferences.

At the same time, during the site visit, the experts confirmed compliance with the basic criteria of the accreditation standard: the presence of a mission and strategic objectives of the programme; involvement of stakeholders (staff, academic personnel, and active Master's students) in mission development; students being informed of their intended learning outcomes from the first day of study; and provision of resources and a practice-oriented educational programme.

The experts determined that the development of professionalism includes theoretical knowledge, sustainable practical skills, and work with scientific literature. The educational organisation supports the professional autonomy of Master's students by providing them with academic freedom. Freedom in shaping the educational trajectory is provided and is achieved through independent selection of dissertation research topics; a bank of research topics has been developed with consideration of the specificity and focus of the specialty, as well as the strengths of academic staff/mentors in the specialty "Oncology".

At the same time, the experts found that institutional autonomy is not fully exercised with regard to the selection of Master's students for the accredited specialty "Oncology", development of the educational programme, and determination of approaches to student assessment. However, ASMI possesses financial and academic autonomy in determining the content and format of the entrance examination in the specialty, selecting members of the examination and appeals committees, while complying with requirements concerning the number of examiners and their profile relevance to the Master's specialty. These procedures are regulated by the state document "Regulations on Admission to Master's Programmes" (Appendix to the Resolution of the Cabinet of Ministers dated 02.03.2015 No. 36), which defines the admission procedure.

Responsible staff demonstrated to the experts the document defining requirements for academic staff delivering the Master's programme (reference: Regulations on Master's Programmes, Appendix to the Resolution of the Cabinet of Ministers dated 02.03.2015, No. 36). Employment of residents is regulated.

For the verification of Standard 1, a meeting was held with the Head of the Master's Department, Tursunov Botirjon Kodirovich; the Vice-Rector for Youth Affairs, Salakhidinov Sarvarjon Zaynabidinovich; the Head of the Department for Youth Affairs, Spirituality and Enlightenment, Abdurakhmon Abdumuminovich Abduhalimov; heads of departments; and educational programme coordinators. During the discussion, the experts asked the following questions: what is the vision for implementing the educational programme in the context of its scientific component; what are the resource provisions of the programme; and whether the mission of ASMI and of the programme 70910210 "General Oncology" meets the needs of practical healthcare at the regional level. The responses confirmed that ASMI has established the necessary conditions for the implementation of the educational programme 70910210 "General Oncology".

The Head of the Master's Department, B.K. Tursunov, confirmed that, based on the principle of integration of education, science, and clinical practice, Master's students in oncology, following a patient-centred approach, receive professional training under the supervision of clinical mentors at ASMI clinical bases, where all necessary conditions for the educational process are available.

The academic freedom of Master's students is expressed in their choice of elective disciplines. The submission of proposals for updating the educational programme is ensured by ASMI through mechanisms such as round-table discussions with employers. On this basis, the catalogue of elective disciplines is updated annually, as stipulated in the document "Academic Policy".

*Of the 72 teachers surveyed (27 survey questions), 88.89% were satisfied with the work and workplace organisation at this educational institution, and 9.72% partially agreed. Experts determined that the organisation has a healthy working environment, as the director is readily accessible to both graduate students and staff and responds promptly to requests and suggestions. In the survey, 81.94% of teachers were satisfied with the organisational working environment, and 1.39%*

were partially satisfied. According to 91.67%, teachers at the educational institution have the opportunity to develop as professionals in their field. Of the 72 respondents, 34.72% had up to 5 years of teaching experience, 27.78% had up to 10 years, and 37.5% had over 10 years of teaching experience.

## **1.2 Participation in mission formulation**

The intended learning outcomes are defined and included in the document of the educational programme 70910210 “General Oncology”, which was developed by the author team (leading specialised experts involved in training scientific and pedagogical staff, and representatives of practical healthcare). The programme was discussed and approved at a department meeting, then at meetings of the Central Methodological Committee and the Academic Council, and signed by the Rector of ASMI on 30 August 2024. Stakeholders are informed about the intended learning outcomes of residents in the specialty 70910210 “General Oncology” through publication on the official website: <https://adti.uz/>. The experts confirmed that the professional behaviour and communication skills of Master’s students are developed through knowledge and adherence to the Ethical Rules of Andijan State Medical Institute, approved by the decision of the Academic Council on 28 May 2022. Academic staff and Master’s students are informed about these ethical rules, which serve as the basis for fostering appropriate moral standards within the institution, respectful relationships among colleagues, and respectful attitudes towards patients.

When defining the intended learning outcomes, staff of the Master’s Department took into account prior learning outcomes at the Bachelor’s level, as well as the goals and objectives of subsequent continuous professional development in the chosen specialty.

Surveyed academic staff reported that 79.17% were fully satisfied with the level of prior training of residents, while 18.06% were partially satisfied.

The experts established clear continuity between the intended learning outcomes of prior education (prerequisites), the Master’s training, and subsequent continuing professional development programmes.

At ASMI, all stakeholders (institute staff, Master’s graduates, healthcare and education authorities, healthcare organisations, employers, and professional medical associations) participate in the formulation of the mission and intended learning outcomes, taking into account their proposals.

The mission and intended learning outcomes of the Master’s programme in 70910210 “General Oncology” are formulated based on the Standard for Organisation of Oncological Care to the Population of the Republic of Uzbekistan.

In developing the mission, goals, and objectives of the educational programme 70910210 “General Oncology”, participation was ensured by the leadership and staff of the Andijan branch of the Republican Specialised Scientific and Practical Medical Centre of Oncology and Radiology, the Chief Physician Toshpulatov Akhror Mirkhalimovich, as well as third-year Master’s students. This was confirmed through surveys of academic staff, students, and employers. During discussions with Master’s students and employers, experts received a clear response to the questions: “Do you participate in the formulation of the mission and goals of the organisation and the educational programme?” and “What is the personal contribution of Master’s students to improving the educational programme?” A Master’s student stated that her opinion regarding academic mobility to other higher education institutions had been taken into account. The educational programme is oriented towards employer expectations and labour market needs. Elements of the programme and the catalogue of elective disciplines are agreed upon with employers. Employers and members of professional associations are involved in reviewing the educational programme and in discussing outcomes at meetings of the programme quality assurance committee.

The following proposals were introduced: strengthening the intended learning outcomes of Master’s students in clinical skills, knowledge of legal aspects, ability to work with information systems, and development of communication skills. When updated regulatory legal acts and orders in the fields of education and healthcare are issued, the developers of the educational programme take

into account proposals from employers and Master's students and introduce corresponding changes. For example, based on employer recommendations, the elective discipline "Artificial Intelligence in Visual Diagnostics" was included in the programme. During discussions with Master's students and employers, experts received clear responses to the questions: "Do you participate in the formulation of the mission and goals of the organisation and the educational programme?" and "What is the personal contribution of residents to improving the educational programme?" Master's students reported that they had submitted proposals regarding elective disciplines and academic mobility. Employers stated that, in order to achieve the intended learning outcomes, Master's students have the opportunity at clinical bases to practise clinical skills through direct participation in diagnostic and treatment procedures using modern equipment under the supervision of clinical mentors. The psycho-emotional status of Master's students is excellent; they are satisfied with the clinical bases and mentors.

**Conclusions of the EEC according to the criteria:** Out of 6 standards: fully compliant – 6; partially compliant – 0; non-compliant – 0.

## **Standard 2. CURRICULUM**

### **2.1 Curriculum and certification**

The educational programme in specialty 70910210 "General Oncology" was developed in accordance with the State Educational Standards 2021, based on Order No. 311 of the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan dated 16 July 2021 "On Approval of State Educational Standards of Higher Education".

The experts established that there is alignment between the programme content and the required qualification of the Master's graduate upon completion of the programme 70910210 "General Oncology." Upon graduation, Master's students are eligible for certified clinical practice within the framework of the legislation of the Republic of Uzbekistan and in accordance with international professional training standards. ASMI has developed advanced training courses in oncology subspecialties, such as oncological surgery, oncogynecology, radiotherapy, chemotherapy, and others, which support the objectives of specialist training.

In 2024, 100% of graduates of the Master's programme in specialty 70910210 "General Oncology" passed the independent assessment with scores of 60% or higher. No candidates failed the examination.

The model of the educational programme in specialty 70910210 "General Oncology" is defined based on the intended learning outcomes of Master's students and therefore includes the following: training consists of a compulsory component and an elective component. The content of disciplines in the compulsory component is strictly regulated by the State Educational Standards and the standard curriculum of the Ministry of Health of the Republic of Uzbekistan and is reflected in the standard curricula of the educational programme disciplines.

For the implementation of the educational programme in specialty 70910210 "General Oncology", the institution's documentation includes EMCD, which define the objectives, ensure the integration of practical and theoretical components, and include independent work. Compliance with the State Educational Standards and standard requirements has been established, including alignment with the needs of practical healthcare.

The organisation ensures adherence to ethical aspects in the implementation of the educational programme. The experts reviewed the Code of Ethics set out in the document Ethical Rules of Andijan State Medical Institute, approved by the decision of the Academic Council of the Institute on 28 May 2022.

Analysis of educational activities showed that the scientific basis and recent achievements in science relevant to the disciplines are taken into account; however, updates to the bibliographic references within the EMCD are insufficient. At the same time, academic staff use the latest scientific achievements and current clinical protocols of the Ministry of Health of the Republic of Uzbekistan during teaching.

When assessing the mentoring system in the Master's programme, it was identified that there is no official document regulating the goals, objectives, functions, rights, and responsibilities of clinical mentors, as well as the procedures for organising mentorship, mentor selection criteria, mechanisms for evaluating the effectiveness of mentoring activities, and the system for providing feedback to Master's students during the performance of clinical tasks and acquisition of practical skills. Upon admission, Master's students are familiarized with the Academic Policy of ASMI and commit to complying with its rules.

The procedure for informing Master's students about their rights and responsibilities is reflected in the document "Regulations on Master's Programmes". The qualification obtained upon completion of the educational programme in specialty 70910210 "General Oncology" corresponds to Level 8 of the National Qualifications Framework (ESG 1.2) and is assigned code 70910210.

Academic staff use such teaching methods as interdisciplinary seminars, practice-based sessions built on clinical cases (CBL), and situational tasks during practical classes. The list of teaching methods is described in the syllabi of disciplines. Thanks to these methods, Master's students can participate in the provision of medical care to patients. Academic staff ensure that Master's students supervise approximately five thematic patients per day and 20 patients per month. For example, upon completion of training in the educational programme "General Oncology", Master's students are able to perform procedures such as diagnosis and treatment of precancerous conditions, diagnosis of malignant neoplasms, development of treatment strategies for oncology patients, dispensary observation, making professional decisions based on the analysis of the rationality and effectiveness of research results, and organising and conducting multidisciplinary team meetings for patient management, including in emergency and planned situations, with attention to safety and rationality in effective interaction with other specialists. Moreover, in the third year, Master's students begin pedagogical activities by teaching the discipline "Oncology" to fourth-year ASMI students. The experts established that the principles of academic integrity and anti-plagiarism are fully implemented in the educational organisation. This is reflected in the document Academic Policy of ASMI (approved by the Rector, Minutes No. 1 dated 29 August 2024). Academic integrity applies at stages such as clinical training in hospitals and polyclinics, while anti-plagiarism procedures apply when Master's students engage in research activities. Master's students are trained to obtain informed consent from patients in a timely manner for any diagnostic and therapeutic procedures. Experts noted that patient medical records include the corresponding signed consent forms.

Thus, by the end of the three-year programme, Master's students acquire the core professional competencies necessary to work as oncologists in specialised departments within primary healthcare institutions, oncology hospitals, and research centres (ESG 1.2).

The experts did not identify any violations of the principle of equality in access to postgraduate education and continuing professional development, as the educational organisation complies with the Constitution of the Republic of Uzbekistan, the Law on Languages of the Peoples of the Republic of Uzbekistan, and other regulatory legal acts in education and healthcare.

The institution has a mechanism for regular adaptation of teaching and learning methods to the requirements of modern science and education, as well as to the current needs of practical healthcare. This mechanism includes the work of the Master's Department of ASMI. According to the approved schedule, academic staff are trained in modern teaching methods, and the quality of educational programme implementation is evaluated once every three years.

This confirms compliance with Standard 2 in terms of adapting training to the needs of Master's students. ASMI uses the anti-plagiarism system StrikePlagiarism.com (Contract 2023).

## **2.2 Intended learning outcomes**

The educational programme 70910210 "General Oncology" was discussed and approved at a meeting of the Academic Council of the Andijan State Medical Institute and signed by the Rector on 30 August 2024. Stakeholders are informed about the intended learning outcomes of Master's students in the specialty "General Oncology" through the publication of reporting materials, presentation of the

results of the final state attestation, provision of graduate employment data, and interaction with employers. The experts confirmed that the professional behaviour and communication skills of Master's students are developed through systematic involvement in clinical practice, mentorship, participation in interdisciplinary case conferences and teamwork, as well as through regular assessment and feedback from academic staff. These aspects are reflected in the document Ethical Rules of Andijan State Medical Institute, with which both academic staff and Master's students are familiar. The document is available on the official website.

The ethical rules serve as the foundation for fostering appropriate moral standards within the institution, respectful relationships among colleagues, and respectful attitudes towards patients.

When defining the intended learning outcomes, ASMI staff took into account prior learning outcomes at the Bachelor's and internship levels, as well as the objectives of subsequent continuing professional development in the chosen specialty.

100% of surveyed academic staff believe that students of this educational organisation demonstrate a high level of knowledge and practical skills upon completion of the programme.

In implementing the Master's programme in specialty 70910210 "General Oncology", ASMI clearly defines, documents, and explains the level of qualification awarded in accordance with the requirements of: the National Qualifications Framework of the Republic of Uzbekistan (NQF); the European Qualifications Framework for Higher Education (EQF/HE); the State Educational Standard for Master's training in Medicine; international quality standards in medical education (WFME, ESG Part II).

Upon completion of the programme 70910210 "General Oncology", graduates are awarded the academic degree Master of Medical Sciences (MSc) in General Oncology. Graduates receive a State Diploma of Master's Degree specifying the specialty. The obtained qualification is recognised by the Ministry of Health of the Republic of Uzbekistan and is entered into the national qualifications register. It enables graduates to hold positions as oncologists, lecturers, and researchers; ensures academic mobility and access to doctoral (PhD) programmes both in the Republic of Uzbekistan and in countries of the European Higher Education Area; and meets the requirements of international certification and accreditation bodies, as evidenced by graduates' successful participation in international internships, double-degree programmes, and academic exchange schemes.

Information about the awarded qualification is published on the official website of the institute and the Department of Oncology, as well as in admission office guides. Applicants and Master's students are thoroughly informed about the programme structure, competencies, employment prospects, and opportunities for academic advancement at all stages of training (including during the adaptation period and in consultations with tutors).

Thus, the qualification awarded to graduates of the Master's programme in "General Oncology" fully complies with the requirements of the National and European qualification frameworks, is documented in accordance with international standards, and ensures the competitiveness of graduates both nationally and globally.

### **2.3 Curriculum organisation and structure**

The content, volume, and sequence of courses in the Master's educational programme 70910210 "General Oncology" strictly comply with the State Educational Standards 2021. Achievement of the training objectives in this specialty is based on Master's students acquiring the necessary knowledge and key competencies through disciplines of the compulsory component and the elective component.

Documents containing requirements for the structure and content of educational programmes are available, including the standard programme in specialty 70910210 "General Oncology" (2024). Responsibility for the selection and implementation of innovations in the educational process lies with the department and academic staff of the profile disciplines.

The content of course syllabi and the catalogue of elective disciplines reflects the needs of the healthcare system in training oncologists. For the successful implementation of the programme, the

institution has resources for assessing Master's students' practical skills (simulation room, assessment of practical skills using archived images from visual diagnostic methods, and bedside assessment).

According to the State Educational Standards of the MoH RUZ and the working curriculum, the total workload amounts to 5,400 hours, of which 2,700 hours (50%) are allocated to the study of disciplines within the compulsory and elective components, and 2,700 hours are allocated to research work followed by the defence of the Master's thesis. For the compulsory component, 1% of hours are allocated to lectures, 49% to practical classes, and 50% to independent work. For the elective component, 10% of hours are allocated to lectures, 40% to practical classes, and 50% to independent work.

During the review of the programme 70910210 "General Oncology," experts identified that there is no single consolidated programme document; instead, separate working programmes exist for all disciplines of both the compulsory and elective components across all years of study. However, a curriculum for specialty 70910210 "General Oncology" covering the entire three-year period, with full distribution of hours by disciplines and years of study, approved by the Rector of ASMI, is available. Three curricula were presented: Year 1 (2025–2028), Year 2 (2024–2027), and Year 3 (2023–2026).

Academic staff provide Master's students with methodological and didactic materials and additional literature for class preparation; 80% of respondents are fully satisfied, and 20% are partially satisfied.

In response to the question "Do representatives of Master's students participate in the development of educational programmes?," experts received the answer: Yes, they participate in forming the catalogue of elective disciplines.

## **2.4 Curriculum content**

The educational programme in specialty 70910210 "General Oncology" was developed in accordance with the State Educational Standards 2021, based on Order No. 311 of the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan dated 16 July 2021.

The model of the educational programme is defined based on intended learning outcomes and includes a compulsory component and an elective component. The content of compulsory disciplines is strictly regulated by the State Educational Standards and the standard curriculum of the Ministry of Health of the Republic of Uzbekistan and is reflected in standard discipline curricula.

The working curriculum contains a complete list of disciplines grouped into modules, with workload specified in credits and academic hours.

Experts identified that the programme does not include the following modules/disciplines: Visual Diagnostics in Oncology; Molecular-Genetic Research in Oncology; Radiation Oncology; Nuclear Medicine in Oncology; Palliative Medicine in Oncology; Oncological Rehabilitation; Psycho-oncology. During discussions with academic staff, it was clarified that these disciplines are not included due to insufficient clinical base resources. However, considering the mission of the programme and ASMI to train highly qualified and competitive specialists, it is necessary to expand programme content in favour of innovative diagnostic and treatment methods in oncology. Therefore, experts recommended including these areas in the compulsory component during programme revision.

ASMI ensures ethical compliance in programme implementation; experts reviewed the Code of Ethics and Academic Integrity Policy, and during interviews Master's students confirmed they are informed about these documents.

ASMI guarantees revision of the structure, content, and duration of the educational programme in response to developments in science, demographic changes, and healthcare system needs. A mechanism for programme review is in place.

Academic staff provide methodological and didactic materials and additional literature; 82.89% of students are fully satisfied, 10.53% partially satisfied, and 3.95% not satisfied.

The organisation has its own clinical base for the programme 70910210 "General Oncology" with 200 beds and 1,000 outpatient visits. In response to the survey question "Is there sufficient time

for practical training (patient supervision, etc.)?”, 90.13% of Master’s students fully agreed, 6.58% partially agreed, and 3.29% disagreed. Additionally, 88.16% of students stated that academic staff provide feedback after classes (listening to students’ opinions, mini-surveys, error analysis). To the question “Do representatives of Master’s students participate in the development of educational programmes?”, experts again received the answer: Yes. Surveyed Master’s students are fully satisfied with the class schedule (90.13%).

The Master’s programme includes components on the fundamentals and methodology of scientific research (120 hours), including clinical research and clinical epidemiology. Academic staff apply methods of critical appraisal of scientific literature and medical research data, which was confirmed through the review of discipline syllabi. This form of training is organised as a journal club, conducted four times per month.

Master’s students confirmed that evidence-based medicine is incorporated into their training. In particular, during patient supervision, students apply clinical protocols and become familiar with bibliographic sources based on evidence-based medicine.

A survey of Master’s students showed that the institution provides opportunities for participation in research activities: 83.55% are fully satisfied, 14.47% are partially satisfied, and 0.66% are not satisfied. Master’s students are expected to engage in research; 83.55% reported that they are already involved in research, 14.47% plan to start, 0.66% are searching for a research topic, and 0% are not engaged in research.

## **2.5 Learning methods and experiences**

The primary teaching methods in the Master’s programme are practical classes and independent work. Experts were not provided with a document regulating the mentoring process. During interviews, Master’s students reported that academic staff most frequently organise clinical case discussions. Clinical mentors are responsible for the daily development of practical skills. Feedback is provided daily, and Master’s students may ask any questions of their mentors, as well as access medical documentation and the patient information system through the mentor’s account under supervision.

Simulation-based training is conducted at stations in the Simulation Centre of the Andijan State Medical Institute. For Master’s students in the accredited programme, the available simulation equipment includes breast models and laparoscopic simulators. These are used for practising palpation and detection of breast masses and for developing skills in minimally invasive surgery. Simulation training is included in the programme across Years 1–3.

Principles of quality, academic integrity, and anti-plagiarism (**ESG Part I, Standard 1.3**) are documented in the Academic Integrity Policy within the Academic Policy of ASMI (approved by the Rector on 26 July 2024). When asked what they understand by academic integrity, Master’s students responded: “a set of moral and ethical principles (honesty, trust, fairness, responsibility) for all participants in the educational process, requiring independent and conscientious work, avoidance of cheating, plagiarism and falsification, as well as respect for authors’ rights and fellow students, to ensure the authenticity of knowledge and results.” Experts confirmed that academic integrity principles in the Master’s programme primarily relate to student assessment and research activities.

Master’s students are informed about their rights and responsibilities through publication of the Regulations on Master’s Programmes on the official ASMI website <https://adti.uz/ru>. Responsibility for this lies with the Master’s Department.

Students’ adherence to ethical standards is based on the Ethical Rules of ASMI. Ethical conduct requirements are reflected in the document “Rules of Ethics” for Master’s students of Andijan State Medical Institute. The Code establishes standards of dress, as well as norms for maintaining a healthy spiritual and socio-psychological climate and mutual respect for the profession. The Code was developed in accordance with the Code of Conduct approved by Order No. 160 of the Ministry of Health of the Republic of Uzbekistan dated 28 May 2022 (Rules of Ethics - Andijan State Medical Institute).

Experts concluded that the institution provides Master's students with the necessary competencies and skills that support their personal development and future professional careers (**ESG Part I, Standard 1.3**). This was confirmed through class observations, meetings with Master's students, and student surveys.

Principles of equality, including gender, cultural, and religious aspects, are observed for both students and academic staff, as established in the Regulations on Master's Programmes. No violations of these principles were identified during the site visit. The Institute operates under the Development Concept and Programme for 2017–2030, developed on the basis of Presidential Decrees of the Republic of Uzbekistan “On Measures for Further Development of the Higher Education System” No. UP-2909 dated 20 April 2017 and No. RP-3151 dated 27 July 2017, and approved by a joint resolution of the Ministry of Higher and Secondary Specialised Education and the Ministry of Health of the Republic of Uzbekistan (<https://lex.uz/docs/3286194>).

Teaching and learning methods are regularly adapted to changing conditions (**ESG Part I, Standard 1.5**) and the needs of practical healthcare.

*Out of 152 surveyed Master's students, 82.89% reported that academic staff frequently use active and interactive teaching methods in classes, while 11.18% indicated that such methods are used rarely or occasionally.*

## 2.6 Curriculum delivery and training facilities

Training of Master's students in the educational programme 70910210 “General Oncology” is carried out at the Andijan branch of the Republican Specialised Scientific and Practical Medical Centre of Oncology and Radiology, which provides training at the primary, secondary, and tertiary levels of healthcare. Master's students receive training in specialised departments and laboratories. A contract with this clinical base is in place for the period 2023–2028. Responsibility for this lies with the Department of Oncology.

Experts visited this clinic, where teaching rooms are available and four clinical mentors are involved in the educational process. At present, 21 Master's students (Years 1–3) are enrolled in the accredited programme, all of whom are fully provided with clinical training (a sufficient number of patients corresponding to the specialty profile).

The selection of the clinical base was based on the structure of the educational programme and associated disciplines.

Experts confirmed that Master's students have access to the resources of medical organisations. During interviews, students confirmed access to all resources of the clinical base.

In the planning, development, discussion, and approval of the educational programme (**ESG Part I, Standard 1.2**), the following staff and stakeholders participated: academic staff of the Department of Oncology and Master's programme graduates who are currently employers. The Master's programme was approved at a meeting of the Academic Council.

Management of the educational process, as reflected in the self-evaluation report (**Standard 2**), and general management approaches were confirmed during the visit to the Master's Department and discussions with its head and staff. At the same time, verification of **Standard 2** showed that no document regulating mentorship was presented. Experts recommended developing and implementing a “Regulation on Clinical Mentors” governing the goals, objectives, functions, rights, and responsibilities of clinical mentors, procedures for organising mentorship, mentor selection criteria, mechanisms for evaluating mentoring effectiveness, and systems for providing feedback to Master's students during clinical tasks and acquisition of practical skills.

Experts reviewed the work of various units, including inpatient departments, diagnostic units, and operating theatres. A total of six meetings were conducted, and cross-interviews confirmed that Master's students are provided with the necessary resources to complete the programme.

Training in specialty 70910210 “General Oncology” is oriented towards the needs of practical healthcare. Analysis of the specialist shortage in 2024 showed that ASMI trains specialists for the entire Fergana Valley region. During discussions with institutional leadership, experts received

information about training across all departments of the oncology centre, and academic staff confirmed that Master's students are trained directly in clinical departments. Students in this specialty may supervise patients with all types of oncological diseases both in outpatient settings and inpatient departments.

During observation of a practical session involving presentation of research work at the pre-defense stage before a problem commission, and during discussions with Master's students, experts observed that the institution supports the development of practical competencies, including through simulation equipment. At the same time, students deepen theoretical knowledge and develop communication skills.

### 2.7 Opportunities for higher degrees and research

ASMI provides full opportunities for conducting research. Within the accredited Master's programme in 70910210 "General Oncology," academic staff of the Department of Oncology conduct research in various areas, and 21 Master's theses are currently in progress. Master's students may be informally involved in research projects. For example, Master's student D.Sh. Khasanov is conducting research titled "Assessment of Outcomes of Surgical Treatment of Locally Advanced Gastric Cancer" under grant funding. During 2024–2025, Master's students prepared two articles, one abstract, and delivered one presentation at a scientific conference. Research results are formalised in the form of a Master's thesis. Weekly journal clubs are held where students present the progress of their research.

The Master's programme allocates 2,700 hours for research work. Surveyed students confirmed that they are provided with access to research equipment and scientific events at the training bases.

**Conclusions of the EEC according to the criteria:** Out of 28 standards: fully compliant – 26; partially compliant – 2; non-compliant – 0.

Standard	Level of compliance	Recommendations for improvement
2.4.2	Partially compliant	When updating the educational programme, include the following modules in the compulsory component: 1) Visual Diagnostics in Oncology; 2) Molecular-Genetic Research in Oncology; 3) Radiation Oncology; 4) Nuclear Medicine in Oncology; 5) Palliative Medicine in Oncology; 6) Oncological Rehabilitation; 7) Psycho-oncology. These modules are necessary to achieve the mission of the educational programme in terms of preparing competitive, highly qualified Master's graduates within the system of continuous education, whose knowledge corresponds to international standards and who demonstrate high ethical and cultural values.
2.5.1	Partially compliant	Develop and implement a "Regulation on Clinical Mentors" governing the goals, objectives, functions, rights, and responsibilities of clinical mentors, as well as procedures for organising mentorship, mentor selection criteria, mechanisms for evaluating the effectiveness of mentoring activities, and systems for providing feedback to Master's students during clinical tasks and the acquisition of practical skills.

## Standard 3. ASSESSMENT

### 3.1 Assessment policy and system

The review of assessment instruments (a test bank consisting of 600 multiple-choice questions (MCQs), predominantly A-type / SBA – single best answer, covering all areas of oncology; 50 situational tasks; questions for oral examinations; patient presentations for clinical case discussions; and 10 checklists for the assessment of practical skills) demonstrated that the institution has implemented an appropriate assessment policy enabling comprehensive evaluation of student achievements. The assessment policy, including its principles, objectives, methods, and assessment practices, is described in the Academic Policy of Andijan State Medical Institute, approved by the Rector on 26 July 2024.

During interviews, Master's students described the forms of assessment, including evaluation of practical skills upon completion of disciplines, as well as assessment of the quality of medical record documentation. Students expressed satisfaction with the assessment system and confirmed that they receive regular feedback from academic staff. The appeals procedure for assessment results is also defined in the Academic Policy of Andijan State Medical Institute (26 July 2024).

Throughout the institution's operation, no appeals of assessment results have been recorded. Assessment covers not only knowledge and practical skills but also professional behaviour and communication competencies. This is evidenced by the planned implementation of 360-degree assessment upon completion of the discipline "Oncology".

Eligibility criteria for intermediate assessment include successful completion of coursework in accordance with the academic calendar, working curriculum, and educational programme. Admission to intermediate assessment is based on the admission rating, which must be at least 55% for each discipline. The purpose of the final examination is to control students' academic achievements, with the primary objective being evaluation of the level of discipline mastery. These procedures are documented in the Regulations on Master's Programmes.

Admission to the final state attestation requires full completion of the curriculum. Students without academic задолженности and without outstanding tuition payments are admitted. Final state attestation of Master's graduates consists of two stages: Independent comprehensive testing, Mini-Clinical Evaluation Exercise (Mini-CEX) conducted at ASMI clinical bases. Based on the results of both stages, the final grade (calculated as the arithmetic mean) is assigned using the institutional rating system.

Validation and reliability assurance of assessment methods (tests, situational tasks, clinical cases) are carried out through review and analysis of the assessment fund, including examination questions and situational tasks.

The institution applies the practice of involving external examiners in student assessment. This is documented in the Regulations on Master's Programmes and in Order No. 3069 of the Ministry of Higher and Secondary Specialised Education dated 26 September 2018, "On Approval of the Regulations on the System of Knowledge Control and Assessment of Master's Students in Higher Education Institutions". This approach ensures independence and objectivity of assessment outcomes.

For the verification of Standard 3, experts interviewed academic staff and clinical mentors and reviewed assessment documentation and procedures. Academic staff demonstrated full awareness of assessment methods and approaches used for Master's students.

ASMI has developed the following assessment tools: Mini-Clinical Examination (Mini-CEX), Medical Record Evaluation (Chart Evaluation Tool), Patient Presentation Rating, Direct Observation of Procedural Skills (DOPS), Practical Skills Assessment Sheets

Assessment results are documented through entry into the electronic system HEMIS (<https://hemis.adti.uz/>), ensuring transparency of the assessment system. The assessment procedure is comprehensive, accessible, and facilitates automated calculation of student ratings.

During visits to the structural units of ASMI and interviews with academic staff, the commission confirmed the existence of a documentation system that is transparent and accessible to all academic and administrative personnel. The system includes a full range of educational and methodological documentation (educational programmes, working curricula, syllabi, academic records), assessment instruments (checklists, grade sheets), as well as supporting documents such as certificates and

credentials. A review of the official website demonstrated that the necessary EMCD are available for Master's students and that the information is regularly updated.

*During the site visit, the management was asked: "Are external examiners involved in order to enhance fairness, quality, and transparency of the assessment process?" A positive response was received.*

*Interviews with 30 academic staff members regarding assessment methods provided convincing evidence that assessment is conducted using a 100-point grading system, with results recorded in the electronic platform HEMIS (<https://hemis.adti.uz/>). Master's students also shared their views on the timeliness of test administration, the availability of pre-examination consultations, the clarity of assessment procedures, and the overall fairness of the system. For example, students explained that final discipline grades are calculated as the average of continuous assessment, intermediate assessment, and final assessment components, and that these results are visible on the platform.*

*The 12 surveyed employers confirmed that the preparation of graduates corresponds to modern developments in medical practice and science, noting that ASMI Master's graduates demonstrate a high level of qualification. Employers also reported their direct involvement in student assessment through participation in examination committees.*

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

During the site visit, members of the External Expert Commission confirmed that the assessment methods applied to Master's students are aligned with teaching and learning approaches and cover evaluation of all required competencies during both practical training and examinations.

Differentiated assessment methods are used to evaluate various learning outcomes. Theoretical knowledge is primarily assessed through testing, while practical skills are evaluated using structured assessment sheets corresponding to specific areas of practical training.

Interviews with 30 academic staff members confirmed that knowledge assessment includes multiple methods, such as tests, situational tasks, and practical skills assessment using checklists. Master's students also expressed satisfaction with the timeliness of assessments, examination consultations, clarity of procedures, and fairness of evaluation. Students reported that achievement of intended learning outcomes is supported by a sufficient number of patients at clinical training bases, as well as continuous guidance from clinical mentors and academic staff. Master's students are provided with appropriate access to patient management, medical documentation, participation in clinical consultations and case discussions, and involvement in multidisciplinary teamwork.

During visits to clinical bases, experts reviewed the resources supporting assessment of knowledge and practical skills, including an adequate patient load, student access to clinical procedures and equipment, and the presence of highly qualified academic staff and clinical mentors.

Experts determined that the selection of assessment methods is largely based on daily clinical practice, as practical training constitutes the core component of the programme. For example, assessment methods such as the clinical case promote interprofessional learning, while practical skills assessment demonstrates the integration of training and emphasis on clinical competencies. The applied assessment methods ensure that students achieve programme requirements and acquire the necessary practical skills.

The HEMIS <https://hemis.adti.uz/> platform provides a comprehensive set of surveys enabling students to provide constructive feedback. Surveys are also conducted among students, clinical mentors, and academic staff regarding programme implementation and assessment processes.

Surveyed 12 employer representatives confirmed that student training aligns with contemporary medical practice and labor market needs, emphasizing the demand for highly qualified specialists. Employers also reported their participation in student assessment through involvement in examination committees.

The development of new assessment instruments is carried out by academic staff through the study of international best practices in Master's-level assessment and subsequent departmental

implementation. However, examples of formal validation of test items were not provided to the experts.

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

ASMI has implemented a comprehensive assessment system designed to support informed decision-making regarding Master's students' progression within the postgraduate clinical training programme and the completion of their training. This system includes structured summative (final) assessments aimed at the objective measurement of academic and clinical progress.

The assessment system is designed to:

- monitor and analyze master's student progress at all stages of training;
- decision making on progression to subsequent stages of the programme;
- determine readiness for final attestation and eligibility for independent clinical practice.

Assessment covers all key components of professional training, including knowledge, clinical skills, and professional behaviour. Summative assessment is conducted using validated and standardised instruments, including:

- final examinations (written and oral);
- Objective Structured Clinical Examinations (OSCE);
- evaluation of clinical portfolios;
- simulation-based tasks;
- case-based discussions and presentations;
- assessment of professional conduct and clinical maturity.

Each assessment format is supported by clearly defined criteria and scoring rubrics approved by the relevant methodological committees.

To ensure reliability and validity:

- unified assessment standards are applied;
- external experts are involved in the assessment process;
- regular analysis of results and assessor calibration is conducted.

These measures minimize subjectivity and enhance the credibility of assessment outcomes. The results of summative assessment serve as the basis for decisions on student progression and admission to state final attestation and certification. Assessment is not limited to intermediate outcomes but is also oriented towards the development of long-term clinical competencies aligned with certification requirements and real clinical practice. All stages of assessment are formally documented. Master's students receive feedback on assessment outcomes.

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

ASMI has approved and implemented a sustainable quality assurance system for assessment, covering both individual assessment methods and the assessment system as a whole. These mechanisms are aimed at improving the credibility, validity, reliability, and objectivity of assessment outcomes, including the active involvement of qualified examiners with diverse professional backgrounds. The institution has adopted internal regulatory documents (standards, regulations, guidelines) governing the development, administration, and analysis of all assessment formats. A unified quality standard applies to all assessment methods, with emphasis on alignment with educational and professional competencies. The involvement of different categories of examiners is formally regulated. The assessment process includes participation of academic staff, clinical mentors, representatives of relevant departments, and external independent experts. A system ensuring examiner rotation and independence is implemented at final assessment stages (for example, OSCE and state attestation). Examiners undergo preparatory training on assessment criteria, which contributes to objectivity and consistency of evaluation results.

Through the implementation of internal and external quality control mechanisms, engagement of multiple examiners, and systematic standardization of assessment procedures, the institution ensures

the quality and reliability of the assessment system. This supports objective evaluation of Master's students' achievements and enhances trust in postgraduate medical education outcomes.

**Conclusions of the EEC according to the criteria:** Out of 15 standards: fully compliant – 15; partially compliant – 0; non-compliant – 0.

## **Standard 4: POSTGRADUATE DOCTORS**

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

The admission policy is comprehensively described in Appendix 2 “On the Procedure for Admission to Master's Programmes of Higher Education Institutions” to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 393 dated 20 June 2017, “On Approval of the Regulations on Admission to Higher Education Institutions, Student Transfer, Reinstatement, and Expulsion”, as amended by Resolution No. 578 dated 13 September 2025, “On Approval of Regulatory Legal Acts Governing Admission to Higher Education Institutions”.

Advisory and counselling services for Master's students are provided by the Admission Committee, the Registrar's Office, academic supervisors, and clinical mentors. The Head of the Master's Department provided explanations regarding the admission policy. Admission procedures are governed by national regulatory requirements and internal institutional regulations. Specifically, admission to Master's programmes is conducted in accordance with Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 578 dated 13 September 2025.

Admission to Master's programmes is carried out on a competitive basis according to the results of entrance examinations, which include: testing in specialised subjects assessing knowledge in the chosen specialty (0–100 points); a foreign language examination (0–50 points); the calculation of the applicant's overall academic rating (grade point average), expressed as the average score of previously completed disciplines, calculated to two decimal places within the range of 55–100 points.

Applicants who submit internationally recognized foreign language certificates (TOEFL  $\geq$  72, IELTS  $\geq$  5.5, or CEFR B2 or higher), or a certificate issued by the State Testing Centre under the Cabinet of Ministers of the Republic of Uzbekistan confirming language proficiency at B2 or C1 level, are awarded 50 points for the foreign language component and are exempt from the foreign language entrance examination. The maximum possible score for Master's admission is 250 points.

Candidates seeking admission to Master's programmes must register by 30 July through the Unified Portal of Interactive Public Services or via the electronic platform of the Ministry of Higher Education, Science and Innovation: <https://my.edu.uz>.

Decisions of the State Admission Commission regarding Master's enrolment are made no later than 20 August and serve as the basis for Rector's orders on student enrolment under state grants, issued no later than 25 August.

The regulatory framework also specifies admission procedures for applicants with disabilities, as outlined in Appendix 2.

Procedures for student transfer are defined in Appendix 3 to Resolution No. 393 dated 20 June 2017, “On the Procedure for Student Transfer, Reinstatement, and Expulsion.” At ASMI, no transfers of Master's students from other higher education institutions have been recorded since 2020.

In addition to the Admission and Examination Committees, an Appeals Committee is established.

Student representatives are not involved in the development of admission and selection policies.

The institution has established a barrier-free learning environment, including ramps, emergency call buttons, lifts, and accessible sanitary facilities.

Thus, experts conducted validation of compliance with Standard 4. Overall, all criteria were found to be compliant, and no deficiencies were identified. Experts reviewed the documentation governing Master's admissions, including the Regulations on Master's Programmes. Regarding academic advising practices, personal support mechanisms, and the development of both professional and transferable skills, experts interviewed clinical mentors. The institution has implemented a

Master's student development framework, which includes student participation in advisory bodies such as the Educational and Methodological Council, the Council of Young Scientists, and the Academic Council.

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

The number of Master's students admitted is regulated by the State Order of the Ministry of Health of the Republic of Uzbekistan for the training of medical personnel, taking into account the institution's clinical training capacity, practical training opportunities, maximum permissible academic staff workload, availability of educational, methodological, and scientific literature, as well as material and technical resources of higher education institutions.

Since 2020, a total of 28 Master's students have been admitted to the ASMI Master's programme in specialty 70910210 "General Oncology": 2020–2021 academic year – 8 students, 2021–2022 academic year – 7 students, 2022–2023 academic year – 4 students, 2023–2024 academic year – 4 students, 2024–2025 academic year – 5 students. The institution analysed the needs of practical healthcare for oncology specialists and determined that the annual admission quota for the programme should be five students per year, which corresponds to available institutional resources. Sources of information on workforce needs include requests from healthcare authorities and targeted training allocations.

ASMI has an officially published policy defining processes and mechanisms for improving academic performance and professional development, as well as conditions under which a Master's student may be dismissed from the programme. These provisions are outlined in Appendix 3 to the Resolution of the Cabinet of Ministers No. 393 dated 20 June 2017, "On the Procedure for Student Transfer, Reinstatement, and Expulsion".

Practices related to academic advising, personal support, and the development of both professional and transferable skills were evaluated by experts through analysis of student feedback, interviews with academic supervisors and academic staff, and monitoring of student participation in educational and clinical activities. Interviews with Master's students and programme graduates indicated a high level of satisfaction with training quality, positive evaluations of interactions with academic staff and mentors, active involvement in clinical work, relevance of educational content, and the initiation of teaching activities during the third year of training.

The institution implements a Master's student development framework encompassing the enhancement of clinical skills, research engagement, competency development, and psychological and social support. Master's students are included in advisory and collegial bodies, including the Educational and Methodological Council, the Council of Young Scientists, and the Academic Council.

For example, social support measures for Master's students include benefits related to student catering services, access to cultural, sporting, and health-promoting activities, support for individuals with disabilities, and the provision of a barrier-free learning environment. Financial support mechanisms include scholarship provision (academic and named scholarships, including presidential and state scholarships), awards for research achievements and publications, one-time financial assistance in cases of hardship, and flexible tuition payment arrangements where necessary.

The Institute provides psychological support services for Master's students through a dedicated psychological counselling centre offering confidential consultations on stress, burnout, anxiety, and conflict management. Anonymity and full confidentiality are ensured. Psychological training sessions, lectures on stress management, and individual consultations are conducted upon request or referral.

To support graduate career development, the institution organizes professional orientation and employment support activities, including career guidance meetings, participation in job fairs, and targeted training initiatives. The ASMI Career Development and Employment Centre provides individualized graduate placement support based on employer requests, monitors graduate employment outcomes, maintains alumni engagement, and organizes job fairs.

Experts validated compliance with Standard 4.2 through review of institutional documentation, visits to relevant structural units (including the Planning and Finance Department, Career Centre, and

Sports Complex), and interviews with representatives of youth organisations and psychological services. Overall, all criteria were found to be compliant, and no deficiencies were identified.

### **4.3 International medical graduates**

Appendix 2 “On the Procedure for Admission to Master’s Programmes of Higher Education Institutions” to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 393 dated 20 June 2017 “On Approval of the Regulations on Admission to Higher Education Institutions, Student Transfer, Reinstatement, and Expulsion”, as amended by Resolution No. 578 dated 13 September 2025 “On Approval of Regulatory Legal Acts Governing Admission to Higher Education Institutions”, contains Chapter 2 “Admission of Foreign Citizens”. Admission of foreign citizens to Master’s programmes is carried out in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 169 dated 4 August 2008 “On Improving the Procedure for Admission and Education of Foreign Citizens in Educational Institutions of the Republic of Uzbekistan” and international treaties of the Republic of Uzbekistan.

At ASMI, since 2020, no foreign citizens have been enrolled in the Master’s programme under the accredited educational programme “General Oncology”. Considerable experience in the admission of foreign citizens exists within the Bachelor’s degree educational programmes. ASMI carries out admission and support of international graduates of medical universities to Master’s programmes, taking into account their educational, linguistic, and cultural diversity. In order to improve the quality of integration of foreign students, the Institute systematically identifies and analyses challenges encountered by them at various stages of training and implements a policy of comprehensive support and adaptation.

ASMI has developed a roadmap for supporting foreign Master’s students, which includes informational and orientation measures, language support, integration into the clinical environment, and support for mental and cultural well-being, including psychological assistance, regular meetings with the International Department, and the organisation of cultural and extracurricular activities.

Foreign students have the opportunity to complete anonymous feedback forms, submit requests through the electronic student support platform, participate in quarterly meetings with the Master’s programme administration and the International Department, and discuss academic and organisational matters with the designated coordinator for foreign students. All requests are documented and submitted to the Coordination Council for Work with Foreign Students. Where necessary, individual corrective and support plans are developed, and requests and feedback are regularly analysed for the purpose of systemic improvement.

The following official documents have been approved: “Policy on Academic and Social Adaptation of Foreign Master’s Students”, “Regulations on Recognition of Foreign Medical Diplomas”, and “Regulations on Tutoring Support of International Students”.

### **4.4 Postgraduate doctor work and study**

Master’s students are provided with a programme that defines the objectives, tasks, overall workload and working hours, areas of responsibility, and intended learning outcomes. Master’s students are informed about their mentors. At present, four clinical mentors are involved in the training of Master’s students within the accredited programme at one clinical base. Master’s students are informed about the number and timing of continuous assessments and final examinations. Information regarding examinations is published on the platform <https://hemis.adti.uz/>. The experts reviewed the information available on the platform <https://hemis.adti.uz/> through the Master’s student’s personal account.

Master’s students participate in activities organised at the clinical bases in accordance with the Comprehensive Plan of Joint Activities between the educational organisation and the clinic. The experts reviewed such a plan for 2024–2025 and observed that Master’s students are involved in research projects. Responsibility for the development of this plan lies with the Department of Oncology of ASMI. The clinical training programme provides for the supervision of 20 patients per

month, participation (assisting) in 10 surgical procedures, and five on-call duties. This information was obtained by the experts during interviews with Master's students in Years 1 and 3; however, no official document regulating the clinical workload of Master's students was provided. The document "Regulations on Master's Programmes" contains detailed provisions only regarding research activities.

Academic staff of the department inform Master's students about the conditions of their participation in patient care through clinical mentors; however, there is no official document regulating the procedures and conditions of Master's students' involvement in the provision of medical care, which would also ensure an appropriate balance between educational objectives and clinical responsibilities.

If a Master's student is required to interrupt training due to circumstances such as pregnancy, parental leave, illness, or military service, the institution provides the possibility of academic leave. For this purpose, an individual study plan is developed in accordance with the documents "Regulations on Academic Leave and Reinstatement in Master's Programmes" and "Regulations on Adaptation and Compensatory Training", as well as individual schedules agreed upon by the department, dean's office, and the Master's student. At present, no such cases exist within the accredited programme.

#### **4.5 Postgraduate doctor safety**

At ASMI, a Master's student is regarded as a trainee specialist who has the right to participate in clinical procedures and decision-making under the supervision of academic staff or clinical mentors. The status of Master's students is regulated by the Law of the Republic of Uzbekistan "On Education", orders of the Ministry of Health and the Higher Attestation Commission, and the agreement between the Institute and the clinical base, namely the Andijan branch of the Republican Specialised Scientific and Practical Medical Centre of Oncology and Radiology.

Prior to admission to clinical practice, Master's students undergo medical examination and vaccination, including protection against HBV, tuberculosis, and COVID-19, become familiar with documents defining their rights and responsibilities in the clinical environment, and sign agreements on compliance with medical ethics and confidentiality requirements. ASMI has implemented a comprehensive quality and safety system including the following components.

Physical safety measures include the provision of personal protective equipment (gloves, masks, gowns), training in infection control procedures and post-exposure prophylaxis algorithms, and admission only to certified clinical bases that comply with sanitary and technological standards.

Psycho-emotional safety is supported through the functioning of a psychological counselling and anti-stress support centre, regular seminars addressing emotional burnout, anxiety management, and clinical communication, and protection against all forms of discrimination, harassment, and inappropriate treatment by academic or clinical staff. An anonymous complaints and appeals system is in place.

Feedback and response mechanisms include the maintenance of incident and safety reporting logs, review of reported issues by quality assurance bodies, and, where necessary, involvement of legal or ethics committees.

#### **4.6 Postgraduate doctor remuneration and fees**

ASMI implements a policy of academic flexibility and a personalised approach within the Master's programme, including the possibility of combining postgraduate training with professional employment in medical institutions. This practice is permitted in exceptional cases where the Master's student's employment corresponds to the profile of training and does not compromise the quality standards of education. A Master's student may be officially employed in an accredited medical institution whose profile aligns with the area of specialisation. Professional activities are carried out within a medical specialty of clinical relevance and with potential educational or research value for the Master's programme. The workload must not exceed reasonable limits that would prevent full participation in the educational process, for example, employment not exceeding 0.5 full-time equivalent.

#### 4.7 Postgraduate doctor health and welfare

Master's students are provided with professional and personal support aimed at maintaining physical health, personal well-being, and psychological health, including prevention of professional burnout. Support mechanisms include the Psychological Support Centre operating on a confidential basis, the Master's Department implementing policies of academic and personal guidance, the tutoring system providing individualized academic support, the Ethics Committee reviewing cases related to psychological pressure, violations of academic rights, and discrimination, as well as academic mentoring and soft skills development initiatives designed to strengthen time management, communication, and emotional intelligence competencies. During meetings with the experts, Master's students stated that they may obtain legal assistance through the Master's Department.

**Conclusions of the EEC according to the criteria:** Out of 19 standards: fully compliant – 18; partially compliant – 1; non-compliant – 0.

Standard	Level of Compliance	Recommendations for Improvement
4.4.3	Partially compliant	In order to strengthen guarantees of patient and Master's student safety and to ensure an appropriate balance between educational objectives and Master's students' participation in the provision of medical care, it is recommended to develop and approve an internal regulatory document governing the procedures and conditions of Master's students' involvement in clinical practice.

### Standard 5: TEACHERS AND CLINICAL SUPERVISORS

#### 5.1 Teacher and clinical supervisor establishment

The implementation of the Master's educational programme in specialty 70910210 "General Oncology" involves four academic staff members, all of whom hold academic degrees, including one Doctor of Medical Sciences, one Candidate of Medical Sciences, and two PhD degree holders. All are full-time employees of the Institute. Requirements for academic staff involved in Master's programmes include the presence of relevant базовое education aligned with teaching responsibilities, academic and pedagogical experience, academic degrees, and academic titles, in accordance with the document "Regulations on Master's Programmes", approved by Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 36 dated 2 March 2015.

The proportion of degree-holding staff is 100%, and all academic staff members (100%) hold the highest professional qualification category. Academic staff, under the leadership of Dilfuza Zakirovna Mamarasulova, Doctor of Medical Sciences and Head of the Department of Oncology of Andijan State Medical Institute, have actively participated in international congresses of ESMO (European Society for Medical Oncology) since 2010, as well as in national oncology organisations.

Experts reviewed the Charter of ASMI, approved by Order of the Minister of Health of the Republic of Uzbekistan, the document "General Qualification Requirements for Academic Staff Involved in Master's Programmes" contained within the "Regulations on Master's Programmes", and academic staff job descriptions.

Experts were also familiarised with the кадровая policy reflected in the Academic Policy of Andijan State Medical Institute for the 2024–2025 academic year, approved by the Rector on 26 July 2024. The academic staff to Master's student ratio is 3:1.

For academic staff of clinical departments, a mandatory requirement is the possession of specialist certification and professional врачебные qualification categories, along with other provisions established in accordance with the Labour Code of the Republic of Uzbekistan and institutional regulations.

The motivation system for academic staff and clinical mentors includes various incentive mechanisms, such as personal allowances, performance-related payments provided in addition to the базовое salary to recognise achievements and encourage continued professional development, and bonuses awarded for the attainment of specific performance outcomes.

Principles of professional ethics and academic integrity for academic staff are defined in the documents “Code of Ethics” and “Academic Integrity Policy”, as outlined in the Academic Policy of Andijan State Medical Institute for the 2024–2025 academic year. During interviews, academic staff confirmed their awareness of these principles.

For the verification of Standard 5, external experts obtained academic staff perspectives on the кадровая policy, including recruitment and selection procedures for academic staff and clinical mentors, as well as mechanisms for motivating specialists from practical healthcare. Discussions with the Head of the Human Resources Department addressed issues related to recruitment, engagement, and motivation of clinical specialists for educational activities. These discussions enabled experts to assess approaches to involving clinical base staff in teaching, recruitment strategies, programme information support, and challenges in human resource management and development. It was noted that many part-time staff members lack formal training in teaching methodology. At the same time, ASMI was found to have a sufficient number of full-time academic staff and clinical mentors to ensure effective implementation of the Master’s programme in specialty 70910210 “General Oncology”.

*Survey results among academic staff indicated that the majority (88.89%) are fully satisfied with working conditions and workplace organisation, while 9.72% are partially satisfied. Academic staff confirmed opportunities to engage in research and publish results, with 95.8% expressing full agreement and 2.78% partial agreement. Satisfaction with salary levels was reported by 68.06% of respondents, while 15.28% expressed partial satisfaction.*

## **5.2 Ethics and conduct of teachers and clinical supervisors**

Principles of professional ethics and academic integrity of academic staff are reflected in the documents “Code of Ethics” and “Academic Integrity Policy”. During interviews, academic staff confirmed their awareness of these provisions.

For the verification of Standard 5, external experts obtained academic staff perspectives on the кадровая policy, which includes recruitment and selection procedures for academic staff and clinical mentors, as well as mechanisms for stimulating and motivating specialists from practical healthcare. Discussions with the Head of the Human Resources Department addressed issues related to the engagement and motivation of specialists for educational activities. These discussions enabled experts to review approaches to involving clinical base personnel in teaching, recruitment strategies, information support of the educational programme, and challenges in human resource management and development. It was noted that many part-time staff members lack formal training in teaching methodology. At the same time, ASMI was found to have a sufficient number of full-time academic staff and clinical mentors to ensure effective implementation of the Master’s programme in specialty 70910210 “General Oncology”.

The monitoring system and performance improvement processes for academic staff and clinical mentors (ESG Part I, Standard 1.5) are regulated by the document “Academic Policy of Andijan State Medical Institute”. Academic staff certification is conducted in accordance with the approved plan every three years. Academic staff also participate in continuing professional development activities aimed at enhancing pedagogical competencies in accordance with orders of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan.

## **5.3 Continuing professional development for teaching and clinical supervisory staff.**

For the verification of Standard 5, during meetings with the Head of the Human Resources Department and interviews with academic staff, experts obtained information regarding approaches to the development of pedagogical competencies, staff motivation for working with Master’s students, and material incentive mechanisms, including performance-based bonuses.

Experts determined that academic staff and Master's students have sufficient time allocated for teaching, mentorship, and learning activities. Academic staff working schedules are defined in accordance with the кадровая policy. Working hours are established from 8.00 to 16.00. Academic staff conduct weekly seminars with a duration of six hours. Time allocated for clinical case discussions and clinical rounds is provided on a daily basis.

One of the priority areas of academic staff development is the enhancement of pedagogical competencies. Academic staff have opportunities to participate in scientific and practical training programmes and professional internships. For example, academic staff presented certificates confirming professional training experiences in Russia, the United States, and Turkey.

Experts observed that academic staff initiate research topics for Master's students and encourage engagement in independent learning and work with scientific literature and medical documentation.

*Opportunities for academic staff career development and competency enhancement were confirmed by 87.5% of surveyed academic staff, while 8.33% expressed partial agreement. Participation in professional development programmes was reported as follows: 58.33% within the current year, 20.88% one to five years ago, 11.1% more than five years ago, and 8.33% responded "do not recall".*

*The institution implements social support programmes for academic staff. 72.22% of respondents confirmed the existence of such programmes, 5.56% reported having utilised them, 1.39% indicated that no such programmes exist, and 20% of respondents were not aware of these provisions.*

**Conclusions of the EEC according to the criteria:** Out of 8 standards: fully compliant – 8; partially compliant – 1; non-compliant – 0.

## **Standard 6: EDUCATION AND TRAINING RESOURCES**

### **6.1 Physical facilities for teaching and learning**

Training of Master's students in the educational programme 70910210 "General Oncology" is conducted at the Andijan branch of the Republican Specialised Scientific and Practical Medical Centre of Oncology and Radiology and at the Department of Oncology. The total bed capacity is 200. The department is equipped with four classrooms, one conference hall for seminars and journal clubs, one clinical diagnostic laboratory, and one cytopathomorphological laboratory.

Regular updating of equipment and educational resources at the clinical base and other learning facilities in accordance with evolving educational needs is not systematically carried out.

Prior to the commencement of each дисциплина within the educational programme 70910210 "General Oncology", the Master's student receives a syllabus from the academic staff member and is informed about the competencies and practical skills to be acquired during the course of training.

The institution provides Master's students with opportunities for both practical and theoretical learning. Access to up-to-date professional literature and international information sources is ensured through the ASMI library. Access to simulation equipment is provided through the ASMI Simulation Centre.

A safe learning environment in laboratories and functional or instrumental diagnostic units (where applicable) (**ESG Part I, Standard 1.6**) is ensured by familiarising Master's students with occupational safety and health regulations prior to the commencement of training activities. Experts reviewed safety regulations and student registration logs available in laboratories, restricted-access rooms, and operating theatres. Interviewed Master's students confirmed their awareness of these documents.

Research activities at the Department of Oncology include topics such as "Evaluation of Surgical Treatment Outcomes in Locally Advanced Gastric Cancer", "Improvement of Early Diagnosis of Breast Cancer and Precancerous Conditions Associated with Thyroid Pathology", "Approaches to Early Diagnosis, Treatment, and Prognosis of Trophoblastic Disease", and "Assessment of the Role of Hyperthyroidism in the Development of Precancerous Breast Conditions", among others. Many research topics are presented in the Uzbek language. Over the past five years, 15 Master's theses have

been successfully defended. Master's students from all years of study are involved in research activities or their отдельных components, including literature review, primary data collection, and statistical data analysis. All research activities are documented within the Master's student portfolio, the structure of which is defined by the "Regulations on Master's Programmes".

The educational programme 70910210 "General Oncology" includes components dedicated to research methodology in medicine during the first year of training, with a total workload of 120 academic hours.

Where Master's students engage in scientific and practical research, they are provided with access to laboratory and instrumental equipment. For example, within specialty 70910210 "General Oncology", research activities are planned in areas related to surgical treatment of gastric cancer, bladder cancer, and other oncological conditions. This information was confirmed during interviews with academic staff and Master's students.

Updating of material and technical resources, including library collections, is carried out annually. Over the past five years, this has included access to international databases such as PubMed and UpToDate (ESG Part I, Standard 1.6).

Interviews with four academic staff members, including four full-time employees, indicated the absence of significant challenges in educational management related to the clinical base, including student access to equipment, availability of relevant patients, time allocation for medical documentation, and independent learning opportunities.

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

The experts evaluated the documentation maintained by Master's students, including patient medical records. The review of resources demonstrated their alignment with the objectives and tasks of the educational process. In particular, the clinical base, the Andijan branch of the Republican Specialised Scientific and Practical Medical Centre of Oncology and Radiology, with a total bed capacity of 200, was visited. Representatives of the educational organisation maintain collegial and ethical relationships with clinical staff and the administration of the clinical base in order to ensure the achievement of the intended learning outcomes of Master's students. A sufficient number of relevant patients is available across various areas, including oncological surgery, oncogynecology, chemotherapy, and radiology. The clinical base is equipped with modern medical technologies and provides accessible learning opportunities. Academic staff ensure high-quality clinical training in compliance with ethical and deontological principles.

During the site visit, the experts assessed the clinical resources, their compliance with the educational programme, accessibility for academic staff and Master's students, and the extent to which the equipment meets contemporary standards and the needs of both learners and practical healthcare. The clinical base is equipped with the following technologies: the gamma therapy unit "TERABALT-80", cobalt-60 source; the Flexitron Cobalt-60 brachytherapy system; the deep X-ray therapy system "Xstrahl-200"; the 64-slice MSCT scanner "Siemens"; the immunohistochemistry system (Leica Bond Max Immunohistochemistry Stainer); the video endoscopic complex "Karl Storz Image-1 HD LVS"; the cystoscopic system "AOKACE"; and endoscopic systems (video bronchoscope, video colonoscope, video endoscope, video duodenoscope) manufactured by Fujifilm "FUJINON".

For the purpose of validating the self-assessment report and obtaining evidence regarding the quality of the Master's programme in specialty 70910210 "General Oncology", interviews with Master's students were conducted. The experts raised questions concerning satisfaction with training, adequacy of time allocated for patient supervision, work with medical documentation, teaching methods and academic staff qualifications, social and moral support mechanisms, participation in journal clubs, and access to international professional literature databases. Overall, Master's students expressed satisfaction with the training process and assessment methods. Students indicated that they intentionally chose ASMI due to its educational resources, institutional reputation, and international engagement. At the same time, Master's students expressed the desire for greater autonomy in patient management and broader participation in international academic activities.

Learners have unrestricted access to patients at the clinical base and are provided with conditions necessary for the development of practical competencies, as confirmed by academic staff.

The institution operates a Simulation Centre equipped with relevant training technologies, including models for breast examination and palpation, as well as laparoscopic simulators. Master's students enrolled in specialty 70910210 "General Oncology" are able to develop competencies in minimally invasive surgical techniques. Training in emergency care, including cardiopulmonary resuscitation, management of anaphylactic shock, and acute coronary syndrome scenarios, is incorporated into the curriculum. Simulation-based training is therefore integrated into the clinical education framework.

Master's students demonstrated strong engagement during interviews, actively responding to expert inquiries and presenting well-reasoned perspectives on training organisation, assessment procedures, academic support, research opportunities, and funding mechanisms. Experts reviewed learner documentation, including portfolios, assessment results, checklists, and survey data.

Teamwork competencies are fostered through full integration of Master's students into the clinical environment, including participation in multidisciplinary team activities, collaborative documentation practices, and discussion of clinical cases in accordance with diagnostic and treatment protocols.

Master's students are also involved in health education activities for patients and educational activities for interns.

Survey responses indicated that learners have adequate access to clinical resources and opportunities for practical skills development.

The planned and actual number of Master's students is considered to maintain an academic staff to student ratio of 3:1. The qualification profile of clinical mentors is determined by the Department of Oncology, while the Master's Department evaluates their compliance with educational objectives, academic background, and teaching competencies. During the 2023–2024 period, clinical mentors participated in pedagogical development seminars in accordance with the approved institutional plan.

### **6.3 Training residents at alternative clinical bases**

The academic policy governing Master's education provides opportunities for training at additional organisations where existing clinical bases do not fully cover curriculum requirements. At present, training in specialty 70910210 "General Oncology" is conducted exclusively at the Andijan branch of the Republican Specialised Scientific and Practical Medical Centre of Oncology and Radiology, which includes specialised clinical departments with a total bed capacity of 200. All disciplines of the educational programme are delivered at this clinical base. Preparation of research publications is conducted under academic staff supervision and does not require additional clinical facilities.

According to representatives of the Master's Department and academic staff, Master's students may participate in academic mobility programmes within the country; however, no formal agreements with alternative clinical bases, either nationally or internationally, were presented to the experts.

Experts were not provided with evidence of formal cooperation agreements or memoranda with other institutions, universities, or professional associations. Such collaborations could facilitate the introduction of advanced educational components, including molecular-genetic research in oncology, innovative radiation therapy methods, and nuclear medicine in oncology. Development of these areas requires the establishment of international academic and clinical partnerships within specialty 70910210 "General Oncology".

Academic staff actively participate in national and international scientific events. Three academic staff members reported participation in national and international scientific and practical conferences. Such engagement contributes to the enhancement of educational practices. Over the past five years, one academic staff member completed international professional training in modern oncology diagnostics and treatment approaches.

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

The experts evaluated access of Master's students and academic staff to relevant web-based educational resources, including electronic libraries and professional platforms, such as "UpToDate", "Complete Anatomy", "Lecturio", "Geeky Medics", "AMBOSS", "USMLE.com", "Medscape", "MedicalStudyZone", "Medicine Live", "Systems-based Anatomy (ANAT 403) for Undergraduate and Graduate Students", "Histology-World!", and others, as well as access to electronic media sources, including professional medical journals, electronic scientific publications, and specialised information portals in healthcare and education. Master's students confirmed that they are able to use all available informational resources, including those required for preparation for academic activities.

Information and communication technologies are represented by computer and multimedia equipment, interactive panels and projectors, online learning platforms, electronic library systems, simulation technologies, telemedicine tools, and videoconferencing systems. The educational programme utilises technologies including distance and blended learning formats, webinars, simulation-based training, electronic testing systems, digital learning modules, and electronic academic progress tracking systems. During independent study, Master's students use electronic educational resources, including scientific databases, video lectures, and online courses, as well as mobile applications for academic preparation and self-assessment, clinical reference tools, and medical calculators. Master's students supervise approximately five to six patients per day, including the completion of medical documentation under academic staff supervision.

ASMI provides conditions and encourages learner participation in research activities. Research work constitutes a mandatory component of the programme, with a total workload of 2,700 academic hours allocated. Supervision of Master's student research within specialty 70910210 "General Oncology" is conducted by academic staff of the Department of Oncology holding academic degrees and possessing a minimum of three years of research experience.

Interviews with academic staff indicated that no significant challenges related to educational management were identified. Access of Master's students to clinical equipment and a sufficient number of relevant patients were confirmed.

**Conclusions of the EEC according to the criteria:** Out of 15 standards: fully compliant – 10; partially compliant – 0; non-compliant – 0.

Standard	Level of Compliance	Recommendations for Improvement
6.1.1	Partially compliant	In order to ensure the comprehensive development of clinical competencies of Master's students in radiation oncology, targeted therapy, immunotherapy, and innovative surgical treatment methods, it is recommended to consider establishing agreements with clinical bases fully equipped with modern radiation therapy technologies, immunohistochemistry facilities, and molecular-genetic laboratories.
6.1.2	Partially compliant	
6.1.3	Partially compliant	
6.3.1	Partially compliant	It is recommended to develop a policy governing Master's student training at clinical bases with comprehensive material and technical resources implementing advanced surgical, radiation, radionuclide diagnostic, and radionuclide therapy technologies. This may include the establishment of cooperation agreements with specialised oncology or nuclear medicine centres at national or international levels and the expansion of academic mobility opportunities.
6.4.2	Partially compliant	It is recommended to develop a policy governing

		<p>Master’s student training at clinical bases with comprehensive material and technical resources implementing advanced surgical, radiation, radionuclide diagnostic, and radionuclide therapy technologies. This may include the establishment of cooperation agreements with specialised oncology or nuclear medicine centres at national or international levels and the expansion of academic mobility opportunities.</p>
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## **Standard 7. QUALITY ASSURANCE AND IMPROVEMENT IN POSTGRADUATE EDUCATION**

### **7.1 The quality improvement system**

A formal quality assurance system has not been fully implemented at ASMI. Processes related to decision-making and change management concerning Master’s programmes are not sufficiently regulated (ESG Part I, Standard 1.1).

The experts evaluated the monitoring procedures for educational processes and programme outcomes. The monitoring framework includes the review of the educational programme 70910210 “General Oncology”, examination of the external review dated 29 August 2024, discussion of the programme at the Department meeting (Minutes No. 1 dated 30 August 2024), and the collection of feedback on various elements of the Master’s programme through surveys of programme graduates.

Surveys of Master’s students are conducted annually and address topics related to general and specialised oncology, as well as elective components. Results of the Master’s student survey conducted by the Department of Oncology in 2024 indicated that students expressed interest in participating in academic mobility programmes at other higher education institutions.

The Master’s Department also conducts annual surveys, while the Career Centre collects feedback from employers. Analysis of employer survey results led to adjustments emphasising the application of evidence-based diagnostic and treatment approaches.

A structured survey instrument consisting of 30 questions has been developed for academic staff, including items addressing satisfaction with the prior educational preparation of Master’s students. Results of the academic staff survey conducted by the Master’s Department in 2025 demonstrated overall satisfaction with the level of student preparation (ESG Part I, Standard 1.9).

Selection and alignment of academic staff and teaching methods are additionally informed by feedback from Master’s students. For example, survey results from 151 Master’s students in 2023 and 2024 indicated that academic staff are perceived as professional role models combining clinical expertise and research competence.

Programme evaluation mechanisms consider the objectives of training and intended learning outcomes, including student assessment results and independent examination outcomes. The implementation of the educational programme is evaluated through feedback from learners and academic staff, as well as graduate achievements. For instance, the 2025 Master’s student survey for specialty 70910210 “General Oncology” indicated that educational and methodological resources were provided, recommended literature lists were available, research topics were defined, and individual study plans were followed within established timelines. A survey of academic staff conducted in 2024 confirmed that Master’s students perform clinical duties according to approved schedules and conduct research activities related to their Master’s theses.

During the evaluation of quality assurance practices for Master’s programmes, experts identified several challenges associated with the absence of a comprehensive institutional document defining the quality assurance system, including mechanisms for monitoring, programme evaluation, administrative support procedures, and continuous improvement processes aimed at achieving institutional mission objectives.

Information on the outcomes of assessment of clinical practice and graduate performance is communicated through publication on the official ASMI website and presentation at Department

meetings and Academic Council sessions. Consequently, relevant stakeholders, including Master's students and employers, are informed about monitoring outcomes and feedback processes, as well as responsible institutional units involved in admissions and programme planning.

Interviews with 12 employers were conducted online and included questions concerning awareness of the university's mission, participation in the development of the mission and contributions to the strategic plan, involvement in advisory and collegial bodies, satisfaction with the fundamental knowledge and competencies of Master's graduates, participation in Master's student training through mentorship, provision of necessary resources to departments and learners for practical training and the development of clinical reasoning, challenges in collaboration with departments and the institution overall, and graduate employment outcomes. Employers evaluated graduate attributes positively, highlighting high professional competence, strong qualifications, and well-developed communication skills. Graduate employment rates over the five-year period for the educational programme 70910210 "General Oncology" ranged from 85% to 100%.

Academic performance of Master's students and graduates serves as an indicator of programme quality. Final assessment outcomes for specialty 70910210 "General Oncology" in 2024 demonstrated that all seven Master's students successfully defended their theses and passed the state final attestation. Experts noted the following strengths in clinical training: upon completion of the Master's programme 70910210 "General Oncology", graduates are qualified to work as oncologists at various levels of healthcare delivery, from primary healthcare settings to specialised oncology institutions. Graduates may also pursue academic careers at oncology departments and enrol in doctoral programmes.

As the processes of training and monitoring of Master's students are centralised within the Master's Department, information on clinical training outcomes and graduate performance is communicated directly to responsible units. Responsibility for Master's programmes lies with the Head of the Master's Department. The educational process, programme structure and content, learner competencies, and assessment approaches are subject to annual analysis based on programme review. Experts reviewed Department meeting minutes covering the past five years, as well as records of the Central Methodological Committee. These documents reflected discussions on teaching methodologies, assessment approaches, and approval of elective components at the levels of the Department, Central Methodological Committee, and Academic Council.

The Master's student portfolio format was approved at the Department of Oncology and Central Methodological Committee meetings dated 30 August 2024. Experts reviewed portfolios of 15 Master's students from different years of study. Evaluation of educational resources and alignment of clinical bases with programme objectives for specialty 70910210 "General Oncology" is not systematically conducted.

The process of educational programme revision is informed by prospective analysis, including consideration of international clinical guidelines such as ESMO, NCCN, and ASCO, as well as feedback obtained from Master's students, graduates, and employers (ESG Part I, Standard 1.10). No substantial revisions have been introduced into the Master's programme 70910210 "General Oncology" in recent years, and the programme structure reflects the current healthcare context of the Republic of Uzbekistan. Academic staff participate in national and international educational activities; however, no direct curricular changes resulting from such participation were documented.

## **7.2 Patient safety**

At Andijan State Medical Institute, there is no official document regulating the quality assurance system that includes the analysis of master's students' errors and the provision of patient safety.

Risk identification related to patient safety is conducted; however, the document of informed patient consent for the participation of a master's student in the delivery of medical care was not provided.

The skills and professional behaviour of master's students in the provision of medical care in emergency and life-threatening conditions are assessed both in a simulation environment through the modelling of urgent scenarios and in real clinical practice.

Requirements concerning patient safety and risk assessment during examination and treatment are discussed in the course of each assignment performed by the master's student (both in formative and summative assessment).

Recommendations on the delineation of responsibilities and supervision of learners' activities are taken into account in accordance with clinical standards and legal requirements. Patient safety briefings are conducted at all clinical bases prior to the commencement of practical training. The practice of signing agreements on responsibility and professional ethics has been implemented. Direct supervision is ensured, whereby all invasive and potentially hazardous procedures are permitted only under the supervision of a certified specialist.

Risk management measures are undertaken through the organisation of seminars on clinical safety and complication management within the module 'Oncology of Critical Conditions'; the use of simulation stations for practising critical skills prior to patient contact; the inclusion of the topic 'Human error in oncology' in training on clinical ethics and medico-legal aspects; and the assessment of individual risk and competence of the master's student prior to rotations in highly specialised units (intensive care, chemotherapy, radiology).

**Conclusions of the EEC according to the criteria:** Out of 10 standards: fully compliant – 5; partially compliant – 5; non-compliant – 0.

<b>Standard</b>	<b>Level of compliance</b>	<b>Recommendations for improvement</b>
7.1.1	Partially compliant	For the purpose of further improvement of the internal quality assurance system of postgraduate medical education, it is recommended to update and further elaborate the official written document describing the quality assurance system, reflecting mechanisms for monitoring, evaluation of programme outcomes, administrative support procedures, as well as methods for continuous improvement of the educational process and achievement of the organisation's mission.
7.1.7	Partially compliant	In order to enhance the flexibility and quality of postgraduate medical education, it is recommended within the framework of regular programme review and updating processes (in accordance with ESG II Part 1.10): <ul style="list-style-type: none"> <li>• to consider the positions and proposals of various stakeholders (master's students, teaching staff, clinical bases, employers);</li> <li>• to provide master's students with greater freedom in selecting the catalogue of elective disciplines, ensuring variability, alignment with professional interests and individual educational trajectories, as well as transparency of selection criteria.</li> </ul>
7.1.8	Partially compliant	
7.2.1	Partially compliant	To increase the effectiveness of the quality assurance system in terms of patient and master's student safety, it is recommended to develop and implement a patient safety assurance system at the level of programme management within the master's students' training environment.
7.2.2	Partially compliant	To formalise procedures for the identification, assessment, and management of risks associated with potential errors by master's students (for example,

		informed consent or a relevant clause in the standard agreement with the clinical base).
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## **Standard 8. GOVERNANCE AND ADMINISTRATION**

### **8.1 Governance**

The governance of the Institute is carried out in accordance with the legislation of the Republic of Uzbekistan, the Model Regulations for Higher and Secondary Specialised Education Institutions, and the Charter of the Institute <https://adti.uz/adti-nizomi/>, based on the principles of single-person management and collegiality. The structure of the Institute is approved by the Rector on the basis of the decision of the Expert Council dated 11 September 2025. The structural unit of the Institute responsible for the control and management of the educational process in master's and residency programmes is the Department of Master's and Residency Studies.

The Department of Master's Studies of the Institute has an approved management structure related to postgraduate medical education. The structure includes the Head of the Department, the Deputy Head for Academic and Methodological Work, as well as specialists and methodologists who maintain continuous interaction with the teaching staff and students on all matters related to the educational process and clinical training.

At the Institute, the processes related to admission, selection criteria for master's programmes, organisation and planning of the academic process, assessment of knowledge, skills, professional attitudes and behaviour of master's students, expected learning outcomes, and independent assessment of competencies are regulated by the Regulation on Master's Studies approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 2 March 2015 No. 36.

The master's educational programme in the speciality 70910210 "General Oncology" has been developed in accordance with the State Educational Standard 2021 and fully reflects the requirements for postgraduate training. The content of the programme fully complies with the professional standard for the speciality 70910210 "General Oncology". Master's students are fully involved in the clinical and diagnostic process at all stages, including diagnostics, treatment monitoring, the first stage of rehabilitation, and prevention of secondary complications. The Institute has a significant number of clinical bases and affiliated departments in Andijan. The Institute has concluded 35 cooperation agreements with various clinics, including 14 agreements related to the master's programme in the speciality 70910210 "General Oncology", of which one is a branch of a Republican specialised centre. The clinical bases provide opportunities for training across therapeutic, surgical, and radiation treatment profiles. The implementation of the master's programme is ensured by the academic staff of the department and experienced clinical mentors. The selection of teaching staff is aligned with the mission and objectives of the educational programme, as well as the needs of postgraduate education and practical healthcare.

During meetings with the management, the experts were provided with supporting evidence, including the Institute's structure approved by the Rector. The experts visited structural units, reviewed the regulations governing their activities, staffing tables, annual plans, and reports for the past three years. The Strategic Development Plan for 2025–2028 was also reviewed. The department has an annual work plan. Analysis of departmental reports over the past five years demonstrated activities in multiple areas, including staff development, research, and clinical work.

Training in the master's programme is conducted in accordance with regulatory requirements governing admission and organisation of master's studies, as defined by the Regulation on Master's Studies approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 2 March 2015 No. 36. The assessment of knowledge and skills is carried out based on the Regulation on the Implementation of the Credit-Module System at the Institute, approved by the Vice-Rector for Academic Affairs dated 26 August 2024. The experts reviewed documents confirming programme completion, including the results of final state attestation and master's theses. A state-recognised diploma is awarded to master's graduates who have successfully completed the programme and

contains information on the conferral of the academic degree of Master in the speciality 70910210 "General Oncology".

The Planning and Finance Department is responsible for financial planning and resource allocation. The scope of duties, responsibilities, and authority is defined in the relevant job descriptions. An annual financial plan is developed in alignment with the Strategic Development Plan. The development programme is determined within the framework of the national budget planning process.

Graduates who have completed the master's programme in the speciality 70910210 "General Oncology" and successfully passed the state attestation are awarded a state-recognised qualification document confirming the qualification of Oncologist.

## 8.2 Shared governance

In accordance with the organisational structure of the Institute, the master's educational process is supervised by the Vice-Rector for Academic Affairs, the Vice-Rector for Research, the Vice-Rector for Clinical Activities, and the Department of Master's Studies. The implementation of the master's educational programme also involves the following administrative units: the Academic and Methodological Department, the Registrar's Office, the Department for Quality Assurance in Education, the Department of Monitoring and Internal Control, the Department for Youth Affairs, Spirituality and Enlightenment, as well as other support services, including financial and economic divisions. The management of the Institute annually analyses the achievement of target indicators of the Strategic Plan and Operational Plan, as well as the results of students' final attestation. These issues are reviewed and discussed within collegial advisory bodies at different institutional levels, with subsequent consideration by the Academic Council.

The quality of the educational programme is continuously monitored through internal audit mechanisms and collegial bodies, including the Central Methodological Commission, whose members include all stakeholders involved in the implementation of master's programmes and who possess equal rights.

The implementation of the master's educational programme is ensured by qualified academic staff meeting the requirements of the Law of the Republic of Uzbekistan on Education, the State Educational Standards for master's programmes, the Academic Policy of the Institute, and the policies governing recruitment, appointment, and motivation of teaching staff and clinical mentors, as defined by the Regulation on Master's Studies dated 2 March 2015: "Rules for Competitive Appointment of Academic Staff Positions". The responsibilities of academic staff are regulated by job descriptions, individual work plans, and the Regulation on Departments. In their professional activities, academic staff are guided by the Institute's Charter, Development Programme, institutional orders and regulations, internal rules, and the Code of Corporate Ethics.

*In response to the survey question, "Do the management representatives consider your opinion regarding the educational process, research, and clinical work", 76.9% of academic staff responded "systematically", 15.28% responded "sometimes", 1.39% responded "rather rarely", and 0% responded "never".*

The Institute operates an electronic document management system within the HEMIS platform <https://hemis.adti.uz/>, providing personalised accounts for department heads with monitoring and extended access functions, as well as accounts for academic staff and students. The platform ensures access to internal regulatory and administrative documents. The full set of educational and methodological complexes is available in accordance with the Catalogue of Disciplines for the academic year 2025–2026, approved by Academic Council Decision No. 1 dated 30 August 2024.

A significant role in the implementation of master's programmes is assigned to the Institute's Library, which functions as a structural unit supporting educational and research activities for students and academic staff. Library users are granted unlimited access to electronic books from leading international publishers through databases such as EBSCO, Springer, and Elsevier, as well as the Polpred full-text database and the IPRbooks electronic library system. Continuous Wi-Fi coverage

across the campus and student residences ensures round-the-clock access to electronic information resources. Clinical bases are also equipped with internet connectivity, supplemented by mobile internet solutions to ensure stable access. Library resources and electronic information systems are integrated into the HEMIS platform, for example Oxford UPSO <https://academic.oup.com/journals>. Students are provided with extended access to educational information resources, including UpToDate, Complete Anatomy, Lecturio, Geeky Medics, AMBOSS, USMLEcom, Medscape, Medicalstudyzone, Medicine Live, Systems-based Anatomy (ANAT 403) for Undergraduate and Graduate Students, Histology-World! and others. References to relevant resources are included in syllabi and duplicated within course modules in HEMIS.

Students have continuous access to the entire library collection and receive regular informational support through the library website and the HEMIS system <https://hemis.adti.uz/>.

The library has implemented an automation system based on RFID technology, enabling integration of the automated library information system and the use of unified institutional identification cards (ID cards) for academic staff and students as library cards.

### **8.3 Postgraduate doctor and staff representation**

The evaluation of administration and governance of the educational process in general, as well as of the master's educational programme in the speciality 70910210 "General Oncology", is carried out through regular surveys of academic staff and employees. These surveys are conducted at the level of departments and the Department of Master's Studies with the aim of assessing the satisfaction of stakeholders' needs and expectations. The results demonstrate a high level of master's students' satisfaction with the quality of educational programmes, the accessibility of learning materials, and the effectiveness of interaction with teaching staff. The findings also indicate a positive assessment of the organisation of the educational process, including clinical training and research activities. This was confirmed during meetings with master's students and academic staff, reflecting the direct engagement of learners in the implementation of the educational programme. Master's students systematically participate in feedback mechanisms, including surveys such as "The Teacher through the Eyes of Students", as well as other questionnaires addressing expectations, acquired competencies, the learning environment, and the accessibility of information resources. The results of these surveys are subsequently taken into account in programme monitoring and improvement processes.

The evaluation of the educational programme within the broader educational process is also conducted based on annual reports, internal reviews, and attestations of structural units and academic departments. Annual departmental reports reflect activities aimed at improving the material and technical base, clinical training sites, educational resources, technical teaching aids, office equipment, and access to academic literature. Based on discussions at the Academic Council, corrective and improvement measures are formulated to enhance programme implementation.

Within the Institute, master's students, academic staff, administrative personnel, and employers are represented in collegial advisory bodies responsible for the development and improvement of educational programmes, including the Academic Council and the Central Methodological Commission. The participation of stakeholders in these bodies was confirmed by experts during interviews and institutional meetings.

### **8.4 Administration**

The Institute maintains an adequate and appropriate administrative staff within the Department of Master's Studies to support the achievement of postgraduate medical education objectives and ensure the quality of the learning environment. The structure includes the Head of the Department, the Deputy Head for Academic and Methodological Affairs, specialists and methodologists, heads of clinical departments, and departmental staff.

At the same time, a formal Quality Management System (QMS) is not fully operational within the Institute. Such a system would regulate educational, research, innovation, social, and academic processes through documented procedures, including a Quality Policy. The Quality Policy should

reflect the institutional vision and mission and form an integral part of strategic management. Documented QMS procedures would contribute to continuous improvement and ensure internal quality assurance across all areas of activity.

The Quality Assurance Policy, approved by the Academic Council, regulates the processes of regular evaluation aimed at ensuring the adequacy and effectiveness of administrative staffing and budgetary support for all operational activities related to quality assurance and enhancement.

Recruitment of personnel at the Institute is carried out in accordance with standard qualification requirements for academic positions and institutional regulations governing competitive appointment to vacant academic staff positions, as well as the strategic objectives of the university as a research-oriented higher education institution.

**Conclusions of the EEC according to the criteria:** Out of 8 standards: fully compliant – 8; partially compliant – 0; non-compliant – 0.

**CONCLUSION:** During the external evaluation of the educational programme, it was established that out of 109 standards, full compliance was demonstrated with 96 accreditation standards, while 13 standards were found to be partially fulfilled. No non-compliance with the standards was identified.

Considering that this is the initial accreditation of the master’s educational programme in the speciality 70910210 "General Oncology", and that admission of master’s students is conducted annually, the task of the External Expert Commission was to assess the entire process of organising the training of master’s students at the Institute. The existing principles and approaches to master’s training, quality assurance mechanisms, and governance of the master’s educational programme were reviewed, including documentation, academic staff, educational resources, and other key aspects related to compliance with accreditation standards.

The External Expert Commission concluded that, alongside the achievements in the training of master’s students, including the effectiveness of learning outcomes within the accredited educational programme 70910210 "General Oncology", several observations and recommendations were identified. The Institute is expected to address these within the first and second quarters of 2026.

#### **5. Recommendations for the Improvement of the Educational Programme 70910210 "General Oncology":**

<b>Standard</b>	<b>Recommendations for improvement</b>
2.4.2	When updating the educational programme, include the following modules in the compulsory component: 1) Visual Diagnostics in Oncology; 2) Molecular-Genetic Research in Oncology; 3) Radiation Oncology; 4) Nuclear Medicine in Oncology; 5) Palliative Medicine in Oncology; 6) Oncological Rehabilitation; 7) Psycho-oncology. These modules are necessary to achieve the mission of the educational programme in terms of preparing competitive, highly qualified Master’s graduates within the system of continuous education, whose knowledge corresponds to international standards and who demonstrate high ethical and cultural values.
2.5.1	Develop and implement a “Regulation on Clinical Mentors” governing the goals, objectives, functions, rights, and responsibilities of clinical mentors, as well as procedures for organising mentorship, mentor selection criteria, mechanisms for evaluating the effectiveness of mentoring activities, and systems for providing feedback to Master’s students during clinical tasks and the acquisition of practical skills.
4.4.3	In order to strengthen guarantees of patient and Master’s student safety and to ensure

	an appropriate balance between educational objectives and Master's students' participation in the provision of medical care, it is recommended to develop and approve an internal regulatory document governing the procedures and conditions of Master's students' involvement in clinical practice.
6.1.1; 6.1.2; 6.1.3	To ensure the full development of clinical competencies of master's students in radiation oncology, targeted therapy, immunotherapy, and innovative surgical methods for oncological patients, it is recommended to consider establishing agreements with clinical training bases that are fully equipped with modern radiation therapy technologies, as well as immunohistochemical and molecular genetic laboratories.
6.3.1; 6.4.2	It is recommended to develop a policy governing the training of master's students in clinics with comprehensive material and technical infrastructure that implement advanced surgical techniques, modern radiation therapy, radionuclide diagnostics, and radionuclide therapy (for example, by concluding memoranda of cooperation for educational activities with oncology or nuclear medicine research centres domestically or internationally, and facilitating master's training through academic mobility).
7.1.1	For the purpose of further improvement of the internal quality assurance system of postgraduate medical education, it is recommended to update and further elaborate the official written document describing the quality assurance system, reflecting mechanisms for monitoring, evaluation of programme outcomes, administrative support procedures, as well as methods for continuous improvement of the educational process and achievement of the organisation's mission.
7.1.7; 7.1.8	Partially compliant   In order to enhance the flexibility and quality of postgraduate medical education, it is recommended within the framework of regular programme review and updating processes (in accordance with ESG II Part 1.10): <ul style="list-style-type: none"> <li>• to consider the positions and proposals of various stakeholders (master's students, teaching staff, clinical bases, employers);</li> <li>• to provide master's students with greater freedom in selecting the catalogue of elective disciplines, ensuring variability, alignment with professional interests and individual educational trajectories, as well as transparency of selection criteria.</li> </ul>
7.2.1	Для повышения эффективности системы обеспечения качества в части безопасности пациентов и магистрантов рекомендуется разработать и внедрить систему обеспечения безопасности пациентов на уровне управления программой в среде обучения магистрантов.
7.2.3	To increase the effectiveness of the quality assurance system in terms of patient and master's student safety, it is recommended to develop and implement a patient safety assurance system at the level of programme management within the master's students' training environment.

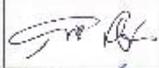
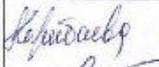
## 6. Recommendation to the Accreditation Council

The members of the External Expert Commission established that the master's educational programme in the speciality 70910210 "General Oncology" complies with the Accreditation Standards and unanimously agreed to recommend that the Accreditation Council grant accreditation to this programme for a period of 5 years.

	Full name
Chairperson	Kurmanova Almagul Medeubaevna
International expert	Laszlo Csiba (Hungarian Republic)
Academic expert	Zhantelieva Lyazzat Asanovna
Academic expert	Karibaeva Dina Orynbasarovna
Academic expert	Duisenbaeva Bakyt Serzhanovna
Academic expert	Shakirova Aida Fazylovna
Expert-employer	Khalilov Azizjon Marufzhonovich (Republic of Uzbekistan)
Expert student	Makhambayeva Nurila Duysenbekkyzy

#### 6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК пришли к единогласному мнению рекомендовать Аккредитационному совету аккредитовать образовательную программу 70910210 – «Общая онкология» Андijanского государственного медицинского института на период 5 лет.

Председатель ВЭК	КУРМАНОВА АЛМАГУЛЬ МЕДЕУБАЕВНА	
Международный эксперт	PROFESSOR LASZLO CSIBA	
Академический эксперт	ЖАНТЕЛИЕВА ЛЯЗЗАТ АСАНОВНА	
Академический эксперт	КАРИБАЕВА ДИНА ОРЫНБАСАРОВНА	
Академический эксперт	ДУЙСЕНБАЕВА БАКЫТ СЕРЖАНОВНА	
Академический эксперт	ШАКИРОВА АИДА ФАЗЫЛОВНА	
Эксперт-работодатель	ХАЛИЛОВ АЗИЗЖОН МАРУФЖОНОВИЧ	
Эксперт-резидент	МАХАМБАЕВА НУРИЛА ДУЙСЕНБЕКҚЫЗЫ	

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	26	2	
3.	<b>ОЦЕНКА МАГИСТРАНТОВ</b>	15	15		
4.	<b>МАГИСТРАНТЫ</b>	19	18	1	
5.	<b>ПРЕПОДАВАТЕЛИ</b>	8	8		
6.	<b>ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ</b>	15	10	5	
7.	<b>ОБЕСПЕЧЕНИЕ И УЛУЧШЕНИЕ КАЧЕСТВА ПОСЛЕДИПЛОМНОЙ ПОДГОТОВКИ</b>	10	5	5	
8.	<b>УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ</b>	8	8		
			96	13	
		109		109	

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

<b>№</b>	<b>Наименование документа</b>	<b>Количество</b>	<b>Дата утверждения</b>
1.	Постановление Кабинета Министров Республики Узбекистан «Об Утверждении порядка финансирования из государственного бюджета РУ подготовки кадров на основе государственного заказа (госгранта) в государственных высших учебных заведениях, обладающих финансовой самостоятельностью»	1	№419, 01.08.2022
2.	О мерах по внедрению совершенно новой системы подготовки и непрерывного профессионального развития кадров в медико-санитарной сфере	1	№ПП-4666, 07.07.2020
3.	О дополнительных мерах по обеспечению академической и организационно-управленческой самостоятельности государственных высших образовательных учреждений.	1	№ ПП-60, 24.12.2021
4.	О мерах по предоставлению финансовой самостоятельности государственным высшим образовательным учреждением	1	№ПП-61, 24.12.2021
5.	Академическая политика АГМИ	1	2024-2025 г.
6.	Положения о магистратуре, Постановление кабинета министров Республики Узбекистан	1	02.03.2015, № 36
7.	Положение о внедрении кредитно-модульной системы обучения в Андижанском государственном медицинском институте.	1	26.08.2024
8.	Справка о бюджете АГМИ за 2025 (общий бюджет)	1	№1098773
9.	Выбор одарённых студентов	4	15.04.2024 (2023-2025)
10.	Справка о Реализации работ по поддержке одаренных студентов института	1	2022
11.	Диссертации (1,2,3 курс) магистрантов	165	2021-2025
12.	Квалификационные требования магистрантам по специальностям (Акушерство и гинекология, Хирургия, Кардиология, Радиология, Онкология)	5	2024-2025
13.	«О мерах по совершенствованию деятельности первичных организаций Союза молодёжи Узбекистана в высших учебных заведениях»	1	от 29 марта 2023
14.	План работы с молодежью в направлении духовно-просветительской и воспитательной деятельности.	1	2025-2026
15.	Справка об обеспечении студентов АГМИ общежитием	1	2022-2023
16.	Положение отдела контроля и мониторинга по работе с обращениями физических и юридических лиц АГМИ	1	№ 161-Т от 31 мая 2022 г.
17.	Об Утверждении положения о порядке приема в высшие учебные заведения, перевода, восстановления и отчисления студентов.	1	20.06. 2017 г., Выпуск 393
18.	Об утверждении нормативных правовых актов,	1	13 сентября

	регулирующих порядок приема в организации высшего образования.		2025, 578-число
19.	О мерах по организации ИГА выпускников организации высшего и профессионального образования.	1	13 декабря 2024, Выпуск 836
20.	Приказ ИГА	1	11.04.2025
21.	Информация о работе с обращениями физических и юридических лиц, контроля и мониторинга.	1	с января по октябрь 2025
22.	Ведомость обращений, поступивших в АГМИ	1	2025
23.	Положение о порядке работы с обращениями физических и юридических лиц в АГМИ	1	Август, 2024
24.	План работы в отдел работы с обращениями физических и юридических лиц, контроля и мониторинга.	1	27 декабря 2024 г.
25.	Организация в 2025 году выездных и личных приёмов ректора АГМИ, проведения массовых приёмов и принятия практических мер по законному решению отраслевых вопросов, поднятых в ходе этих приёмов, проводимых в городах и районах Андижанской области	1	2025
26.	“О дополнительных мерах по повышению качества образования в высших образовательных учреждениях и обеспечению их активного участия в осуществляемых в стране широкомасштабных реформах” Постановление Президента № ПП-3775 от 05.06.2018 г., «Государственный стандарт высшего образования. Основные правила» Приказ министерства высшего и среднего специального образования Республики Узбекистан №35-2021 от 19.10.2021г., № 259 «О совершенствовании процесса разработки нормативно-методических документов высшего образования» от 09.06.2023 г., №284 “О порядке разработки учебной литературы и определение требований для их пользования в высших учебных заведениях” от 22.08.2022 г.	1	2018-2023 г.
27.	Приказ о сдаче ИГА: Выпускник магистратуры 2025 года	1	11.04.2024 г.
28.	Справка об информационно-ресурсном центре АГМИ	1	2025 г.
29.	Список выпускников магистратуры АГМИ, работающих в практическом здравоохранении	1	2025 г.
30.	Закон Республики Узбекистан «Об образовании» Сенат 7 августа 2020 года	1	19.05.2020
31.	Современные информационно-коммуникационные технологии (1 год)	1	27.08.2025
32.	Трудовой кодекс Республики Узбекистан, Положение о высшем образовании, утверждённым постановлением Кабинета Министров РУ, рабочая группа по приёму сотрудников на работу	1	10.02.2006, № 20
33.	О мерах по совершенствованию деятельности первичных организаций Союза молодёжи Узбекистана в высших учебных заведениях	1	04.04.2023
34.	Менеджмент и экономика в здравоохранении (1 курс магистратуры)	1	27.08.2025 г.
35.	Методология научного исследования (1-й курс	1	27.08.2025 г.

	магистратуры)		
36.	Программа выборочных дисциплин: ИКТ, Клиническая фармакология, медицинская помощь, менеджмент и экономика здравоохранения, метод научного исследования, патанатомия, педагогическая технология, повышение качества медицинской помощи	1	27.08.2025 г.
37.	Расписание уроков симуляционного центра	1	02.09.2025 г.
38.	Рабочая программа по акушерству (1 и 3 курс)	1	29.08.2024 г.
39.	Рабочая программа по гинекологии (2 и 3 курс)	1	29.08.2024 г.
40.	Учебные планы по акушерству и гинекологии 1,2,3 курсы 2022 (зимний прием), 2024	5	27.06.2022 г. 29.08.2024 г.
41.	Рабочая программа по Нейрорадиологии 1,2,3 курс и Общей радиологии 1,2,3 курс.	1	29.08.2024 г.
42.	Рабочая программа по общей онкологии 1,2,3 курс и по частной онкологии 1,2,3 курс	1	30.08.2024 г.
43.	Рабочая программа по кардиологии 1,2,3 курсы и ФАДССС 1 курс.		
44.	Рабочая программа по общей (1 и 3 курс) и частной (1 и 3 курс) хирургии.	1	29.08.2024 г.
45.	Рабочая учебная программа «Клиническая фармакология» для подготовки по направлению (2-й курс)	1	27.08.2025 г.
46.	Рабочая программа по предмету Патологическая анатомия (2 курс)	1	27.08.2025г.
47.	Педагогическая технология, педагогическое мастерство (1 курс)	1	27.08.2025г.
48.	Повышение качества медицинской помощи (2 курс магистратуры)	1	27.08.2025 г.
49.	Индивидуальный календарный план (1,2,3 курс)	3	2025 г.
50.	Расписание уроков магистранта (1,2,3 курс)	3	02.09.2025 г.
51.	Оснащение Республиканского специализированного научно-практического медицинского центра онкологии и радиологии Андижанского филиала	1	2025 г.
52.	АГМИ, кафедра мед. радиологии. График ротации студентов магистратуры 1,2,3 курса	1	2025-2026 гг.
53.	Учебно-календарный план	1	2025 г.