

To the Accreditation Council of the
Eurasian Centre for Accreditation
and Quality Assurance
of Education and Health Care
14.10. 2024

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE EVALUATION OF THE EDUCATIONAL
PROGRAMME OF THE BACHELOR DEGREE "GENERAL MEDICINE"
(Uzbek and Russian languages of instruction) OF THE ANDIJAN STATE
MEDICAL INSTITUTE FOR COMPLIANCE WITH THE STANDARDS FOR
ACCREDITATION OF THE EDUCATIONAL PROGRAMME OF BASIC
MEDICAL EDUCATION (BACHELOR DEGREE) OF THE ECAQA**

Period of external expert evaluation: September 24-26, 2024

City of Andijan, 2024

CONTENTS

	List of designations and abbreviations	2
1.	Composition of the external expert commission	3
2.	General part of the final report	5
2.1	Presentation of the educational programme "General Medicine" (Uzbek and Russian languages of instruction) of the Andijan State Medical Institute	5
2.2	Information on the previous accreditation	6
2.3	Brief characteristics of the results of the analysis of the self-assessment report of the educational programme "General Medicine" (Uzbek and Russian languages of instruction) and conclusions on completeness	6
3.	Description of the external expert evaluation and conclusion	7
4.	Analysis of compliance with standards for accreditation based on the results of the external evaluation of the educational programme "General Medicine" (Uzbek and Russian languages of instruction)	8
5.	Recommendations for improving the educational programme "General Medicine" (Uzbek and Russian languages of instruction)	41
6.	Recommendation to the Accreditation Council for Accreditation	41
	Annex 1. Quality profile and criteria for external evaluation and the educational programme of the educational programme "General Medicine" (Uzbek and Russian languages of instruction)	43
	Annex 2. List of documents, studied within the framework of the external expert evaluation	44
	Annex 3. Joint activity agreements	53
	Annex 4. Results of the student survey	57
	Annex 5. Internal quality assurance program of the Andijan State Medical Institute	

LIST OF DESIGNATIONS AND ABBREVIATIONS

Abbreviation	Designation
ASMI	Andijan State Medical Institute
AMS	Administrative and managerial staff
WFME	World Federation for Medical Education
HEI	Higher education institution
EEC	External Expert Commission
SOSCE	State objective structured clinical examination
ECAQA	Eurasian centre for accreditation and quality assurance in education and health care
RW	Research work
PD	Profile disciplines
Academic staff	Academic staff
LO	Learning outcomes
ECC	Educational and clinical center

1. Composition of the External Expert Commission (EEC)

In accordance with the order of the ECAQA No. 30 dated September 6, 2024, the External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external evaluation in the period from September 24 to 26, 2024, within the framework of the accreditation of the educational programme "General Medicine" in the following composition:

Status in the EEC	Full name	Regalia, position, place of work/place of study, year, specialty
Chairman	Shamsutdinova Alfiya Gumarovna	MD, MSc, BA, Fogarty Fellow, Head of the Department of Science, Deputy Director of the Research Institute of Fundamental and Applied Medicine named after B. Atchabarov, President of the Association of Bioethics and Medical Law, Doctor of the highest category in Public Health
International expert	Akhvlediani Leila Teymurovna	Professor, Doctor of Medicine (MD, PhD), Deputy Head of the Department, Doctor of Philosophy (PhD) in biology (immunology, allergology), Tbilisi State University named after Ivane Javakhishvili, Tbilisi, Republic of Georgia
Kazakhstani academic expert	Sharipov Kamalidin Orynbaevich	Doctor of Biological Sciences, Professor, Director General of the RSE on the REM "Scientific Research Institute of Molecular Biology and Biochemistry named after M.A. Aitkhozhin". Associate member of the working group of the UNESCO Institute of Trace Elements. (International Centre for Trace Elements Study created under the auspices of the UNESCO, France, Lyon). Member of the editorial board of the international scientific and practical journals "Trace elements in medicine" (TRACE ELEMENTS IN MEDICINE Moscow, Russia) and "Actual problems of transport medicine" (Odessa, Ukraine)
Academic expert	Zhabborova Feruza Uzokovna	Doctor of Medical Sciences, lecturer in the specialty "Dentistry", Bukhara State Medical Institute.
Academic expert	Yeshonkulova Bakhriniso Dustmurodovna	PhD in the specialty "Paediatrics". Senior lecturer in the department of pathological physiology, anatomy of the Tashkent Paediatric Medical Institute.
Academic expert	Bacheva Irina Viktorovna	PhD in the specialty "Medicine", Associate Professor of the Department of "Internal Medicine" Head of the educational programme of residency in the specialty "Nephrology (adult, paediatric)" of the NJSC "Medical University of Karaganda".
Academic expert	Aldabergenova Taurzhan Kalibekovna	PhD, Associate Professor of the Department of Orthopaedic and Paediatric Dentistry, NAO "Astana Medical University"
Expert-employer	Nasretdinova Shahida Davranbekovna	Chief Physician of the 6th Family Polyclinic of the Andijan City Medical Association

Expert-student	Turgunboeva Rakhshona Murodzhon kizi	3rd year student in the specialty "General Medicine", Central Asian Medical University, Fergana
Expert-student	Akchurin Yevgeny Andreevich	6th year student in the specialty "Dentistry", NJSC "Kazakhstan-Russian Medical University"

Observer from the ECAQA – Amandykov Alibek Begendikovich, Master of Science in Healthcare Management, Head of the International Cooperation and Public Relations Department, NEI “Eurasian Centre for Accreditation and Quality Assurance in Education and Healthcare”

The work of the EEC was carried out in accordance with the Regulation on the EEC.

The EEC report includes a description of the results and the conclusion of the external evaluation of the educational programme “General Medicine” of the “Andijan State Medical Institute” for compliance with the Standards for accreditation of the educational programme of basic medical education (bachelor’s degree) of medical educational organizations and conclusions (hereinafter referred to as the Standards for accreditation), recommendations of the EEC for further improvement of approaches and conditions for the implementation of the above-mentioned educational programme and recommendations for the ECAQA Accreditation Council on accreditation.

2. General part of the final report

2.1 Presentation of the educational programme "General Medicine" (Uzbek and Russian languages of instruction) of the Andijan State Medical Institute.

Name of the organization, legal form of ownership, BIN	Andijan State Medical Institute
Management body	Ministry of Health
Full name of the first director	Madazimov Madamin Muminovich
Date of establishment	Andijan State Medical Institute was established on the basis of the resolutions of the Council of Ministers of the former USSR No. 241 of August 2, 1955 and No. 639 of the Council of Ministers of the former Uzbek SSR of September 21, 1955.
Location and contact details	Andijan city, st. Yu. Otabekova No. 1 (0-374) 223-94-60 info@adi.uz
State license for educational activities in the bachelor's degree (date, number)	2021 July 8 Serial number OT 5000040
Information on branches, subsidiaries (if any)	Not available
Year of commencement of the accredited educational programme (EP)	The Faculty of General Medicine was founded on Resolution No. 639 of the Council of Ministers of the former Uzbek SSR dated September 21, 1955
Duration of study	6 years
Total number of graduates since 2020	Total bachelor's degree graduates - 714 people
Number of students in the EP since the beginning of the current year, studying in Russian	Bachelors - 812 people
Employment	Employment rate, % in dynamics over 5 years: 2020 total 79; 100% 2021 total 77; 100% 2022 total 109; 98.1% 2023 total 130; 98.5%

	2024 total 168; 98.8%
Full-time teachers/ Part-time workers involved in the implementation of the EP, incl. % of degrees	Total number of teachers 345, including 332 full-time and 13 part-time. The degree rate is 46.1%.
Website Instagram Facebook with active pages	Facebook - https://www.facebook.com/adiuz/ Instagram - https://www.instagram.com/adiuz/ VKontakte - https://vk.com/id656405606 Telegram - https://t.me/adiuz_rasmiy Twitter - https://twitter.com/AndijonDavlat LinkedIn - https://www.linkedin.com/in/adiuz/ YouTube - https://www.youtube.com/@adiagmiasmi

2.2 Information on previous accreditation

Until now, the educational programme "General Medicine" (Uzbek and Russian languages of instruction) has not been accredited.

2.3 Brief characteristics of the self-assessment report of the educational programme "General Medicine" (Uzbek and Russian languages of instruction) and conclusions on its completeness

The self-assessment report of the educational programme "General Medicine" (hereinafter referred to as the report) is presented on 106 pages of the main text, appendices on 14 pages, copies or electronic versions of documents located at the link <https://drive.google.com/drive/folders/1OIMHhgfsHboyf1r-URHb8iy6GFswUn9x>.

The report is characterized by completeness of answers to all 9 main standards for accreditation and criteria, structured taking into account the recommendations of the Guidelines for conducting self-assessment of the educational programme, which were provided to the educational organization by the accreditation centre - ECAQA, as well as internal unity of information. Attached to the report is a cover letter signed by the head - Madazimov M.M., rector of the Andijan State Medical Institute, Doctor of Medical Sciences, professor, who confirms the reliability of the quantitative information and data included in the self-assessment report.

The report contains a list of 9 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting self-assessment of the educational programme - Pakirdinov A.S., head of the department for supervision of the quality of education. Self-assessment of the educational programme "General Medicine" was carried out on the basis of the order of the head 35-T dated 06.02.2022 "On preparation for accreditation and organization of the self-assessment process of educational programmes".

All sections of the report provide the actual practice of the Andijan State Medical Institute (hereinafter referred to as ASMI) in training bachelors in the specialty "General Medicine" taking into account the start of admission of students in 2020, substantiated data, examples of the implementation of the objectives of the educational programme, national and international events, methodological support, confirming compliance with the requirements of standards for accreditation. The description in the self-assessment report is quite complete and updated in terms of the number of students, teachers, administration, information on selection and admission, training results, knowledge and skills assessment results, the material and technical base of the university and clinical sites, contractual obligations with partners (universities, associations, bases), financial information, development and improvement plans, etc.

The report was submitted to the ECAQA in its final form, with data adjustments based on the above recommendations, written in a competent language, the wording for each standard is clear and understandable and described in accordance with the criteria of the standards, tables and contain links

in the text and have continuous numbering.

The quality of the self-assessment report served as the basis for moving to the next stage of the accreditation procedure - external evaluation. The experts planned to validate the report data, compare the information from the report with the information that will be obtained during a visit to the educational organization, i.e. verification of quantitative and qualitative indicators.

3. Description of the external expert evaluation

The external expert work within the framework of the evaluation of the educational programme "General Medicine" (Uzbek and Russian languages of instruction) was organized in accordance with the Guidelines for the external evaluation of educational organizations and educational programmes of the ECAQA and according to the program approved in 2024 by the Director General of the ECAQA Sarsenbaeva S.S. and agreed with the rector of ASMI Madazimov Madamin Muminovich, the first head of the educational organization. Dates of the visit to the organization: September 24-25-26, 2024.

The external evaluation is aimed at validating the data of the self-assessment report and verifying the indicators indicating the degree of compliance with the criteria of standards for accreditation.

The sequence of the visit over 3 days is presented in detail in the Visit Program (hereinafter referred to as the program), which is in the documentation of the accreditation centre and in Annex 3 to this report. The program is evidence of the implementation of all planned activities within the framework of the external expert evaluation.

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

- interviews with management and administrative staff - a total of 16 people;
- interviews with students - 70 people;
- studying the adti.uz website;
- interviewing 16 employees, 25 teachers;
- questioning teachers and students - 25 and 70, respectively;

observation of students' training: attendance of 5 practical classes and 1 lecture (Department 1 - Obstetrics and Gynaecology (*Andijan Regional Perinatal Center, 5th year, topic of the lesson "Preeclampsia"*), Department of Psychiatry, Narcology, Medical Psychology and Psychotherapy (*Andijan Regional Psychoneurological Dispensary*), Department of General Practitioner-1 (*ASMI Clinic, 4th year students, topic of the lesson "Infective endocarditis"*), Department of General Surgery and Transplantology (*ASMI Clinic, 5th year students, topic "Surgical management of patients"*), Department of Hospital Therapy and Endocrinology (*ASMI Clinic, 4th year students, topic "Diabetes mellitus"*), Department of Propaedeutics of Internal Diseases (*ASMI Clinic, 3rd year students, topic of the lesson "Symptoms and syndromes"*).

- review of resources in the context of fulfilling standards for accreditation: 3 practice/clinical training bases were visited, including the Andijan Regional Perinatal Centre, the Andijan Regional Psychoneurological Dispensary, the ASMI clinic, where training is conducted under the educational programme "General Medicine" (Uzbek and Russian languages of instruction) with the participation of 345 full-time teachers/part-time workers;

- study of 120 educational and methodological documents both before the visit to the organization and during the visit to the departments (the list of documents studied is in Annex2).

Table1 - Information on the number and category of participants in meetings, interviews, and conversations with members of the EEC

№	Full name	Position
1	Madazimov Madamin Muminovich	Rector of ASMI
2	Abdullazhanov Bakhrom Rustamzhonovich	Vice-Rector for Academic Affairs
3	Salakhiddinov Kamoliddin Zukhriddinovich	Vice-Rector for Research and Innovation

4	Mamatkhuzhaeva Gulnarakhon Nazhmidinovna	Head of the Department of Scientific Research, Innovation, and Training of Scientific and Pedagogical Personnel
5	Rakhmanov Bakhodirjon Zhaffaralievich	Vice-Rector for Medical Affairs
6	Abdurakhmonov Farrukh Saidazim coils	Head of the Department for Work with Clinical (Educational) Bases
7	Bustanov Sherzodbek Yakubovich	Head of the Department for Work with Gifted Students
8	Kuchkarov Khumoyun Ismoilzhon coils	Representative of the Youth Union
9	Rakhmanov Bakhrom Mutalibzhanovich	Director of the Center for Digital Educational Technologies
10	Mamatov Bakhtiyar Yusufovich	Dean's Office of the Faculty of Medicine
11	Ibragimov Zhasurbek Khabibzhanovich	Head of the Admissions Committee
12	Usmonov Umidjon Donakuzievich	Director of the Educational and Simulation Center
13	Yakhshiboeva Gulbakhorkhon Oybek kizi	Dean of the International Faculty of Medical Education
14	Bustanov Sherzodbek Yakubovich	Chairman of the Student Scientific Society
15	Abdurakhmanov Akmalbek Khashimovich	Head of the Personnel Department
16	Jalilov Rakhmanzhon Latibovich	Head of the Monitoring and Internal Control Department

On the last day of the visit to the organization, a meeting of the EEC members was held on the results of the external evaluation. A final discussion of the results of the external evaluation of the educational programme, examination of documents, interview results, and questionnaires was held. The EEC members began drafting the final report of the EEC. Generalizations of the results of the external evaluation were made. The experts individually filled out the "Quality Profile and Criteria for External Evaluation of the Educational programme "General Medicine" for Compliance with the ECAQA Standards for accreditation." The EEC members did not make any comments. Recommendations for improving the educational programme were discussed and the chairperson, Alfiya Gumarovna Shamsutdinova, held a final open vote on the recommendations for the ECAQA Accreditation Council for the accreditation period of five years.

Comfortable conditions were created for the work of the EEC, access to all necessary information and material resources was organized. The Commission notes the high level of the University's corporate culture, the high degree of openness of the team in providing information to the ECAQA members.

While conducting a survey of students, 100% rated the work of the External Accreditation Expert Commission as positive. The majority of respondents (92%) believe that it is necessary to conduct accreditation of an educational organization or educational programmes. The teachers expressed their wishes to "pay more attention to basic courses" and wished for their university "Provision of innovative technologies and the latest innovations in new technologies for specialized training of future specialists"

According to 92% of teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of activity of the accredited educational organization.

At the end of the visit, the chairman of the EEC announced recommendations for the management and employees of the educational organization based on the results of the external evaluation as part of the specialized accreditation.

4. Analysis of compliance with standards for accreditation based on the results of the external evaluation of the educational programme "General Medicine" (Uzbek and Russian languages of instruction).

Standard 1: MISSION AND VALUES

1.1 Mission Statement

The mission of the educational programme "General Medicine" (Uzbek and Russian languages of instruction) is to provide high-quality, accessible, modern education corresponding to the level of leading domestic and foreign medical universities through the development of innovative, practice-oriented educational technologies, fundamental and applied scientific research in the field of healthcare and medical sciences, social, psychological sciences, chemical and biotechnology; creation and implementation of new methods in experimental and clinical medicine; implementation of a social partnership model in the interests of society, the region and the healthcare system as a whole, aimed at improving the health and quality of life of the population. This program is also aimed at developing highly qualified researchers with an active life position. Based on the principles of continuous professional education, they strive to solve problems of protecting health and improving the quality of life of the population not only in the republic, but also on a global scale. The mission of this program also involves the preservation and further development of the achievements of the domestic medical school. <https://adti.uz/davolash-fakulteti-2/>

During the implementation of the activities of the visit program, namely, following the interview with the first head of the organization Madazimov M.M., members of the consultative and advisory body, with the vice-rector for academic work Abdullazhanov B.R., vice-rector for research and innovation Salakhiddinov K.Z., head of the department of scientific research, innovation, training of scientific and pedagogical personnel Mamatkhuzyayeva G.N., vice-rector for medical work Rakhmanov B.Zh., heads of the department for work with clinical (educational) bases Abdurakhmonov F.S., in interviews with students and teachers, compliance with the criteria of **Standard 1** was established. All participants in the educational process know the mission of the educational programme, took part in the formation of proposals for formulating the mission, while the mission was brought to the attention of potential students through the website, social networks, information letters to medical organizations. The Strategic Plan (concept) for the development of the Institute for 2023-2030, developed in 2023, was reviewed; employers and representatives of practical healthcare are the main developers of the strategic plan. The plan was discussed at the Academic Council on September 27, 2022, protocol No. 2 <https://adti.uz/ilmiy-kengash-qarorlari/>.

From interviews with students, it was established that before the start of classes, teachers inform about the mission, work plans of the educational organization, tell where to get the necessary information about the educational programme, teachers, training bases.

During the visit to the ASMI departments, the experts noted the strengths of the educational organization in relation to the accredited educational programme, including: strong leadership and strategic development of the university, student-centred education and support, professionalism and personnel development, practical training and links with medicine, material and technical base and innovation, support for scientific activities and academic mobility, employment prospects and postgraduate education.

During the visit of the EEC to ASMI, the representatives of the commission got acquainted with the departments that are directly related to the educational programme "General Medicine": the Dean's Office of the Faculty of Medicine, the Centre for Digital Educational Technologies, the Educational and Simulation Centre, the Library, the Centre for the Development of Communicative Competence, the Department of Scientific Research, Innovation, Training of Scientific and Pedagogical Personnel, the Department for Work with Gifted Students, the Department of Normal Physiology, the Department of Phthisiology and Pulmonology, Microbiology, Immunology and Virology, the Department of Propaedeutic of Internal Diseases, the Department of Hospital Therapy and Endocrinology, the Department of General Surgery and Transplantology, where they also attended practical classes. It can be noted that these units contribute to the formation of sufficient clinical practice in medical education under the educational programme "General Medicine", the development of interdisciplinary approaches in education, compliance with the principles of evidence-based medicine, the introduction

of innovative diagnostic and treatment methods in the educational and treatment process, and the development of practical skills when working with phantoms and mannequins.

The results of the study of the documentation demonstrate that the mission of the organization and the mission of the educational programme "General Medicine" and the educational process are built in accordance with the Order of the Minister of Secondary Specialized Education of the Republic of Uzbekistan dated October 19, 2021 No. 35-2021 "On approval of the state Standard of the Republic of Uzbekistan "State Standard of Higher Education. Basic Rules" and Protocol No. 4 of the Ministry of Health of the Republic of Uzbekistan dated August 31, 2021 and Order of the Minister of Health of the Republic of Uzbekistan dated June 4, 2021 No. 121 "On approval of regulatory documents on the organization of the educational process in medical and pharmaceutical higher educational institutions."

During meetings with the university administration, experts identified a number of problems: significant centralization of the influence of regulatory legal acts on the formation of the trajectory of the development of the educational programme, which can weaken the academic freedom of the university.

At the same time, experts identified the importance of supporting ASMI students and teaching staff in an effort to introduce innovative methods and technologies into the educational and medical process, the purchase of the necessary equipment for clinical departments and university clinics is carried out, the desire to participate in conferences and congresses is supported. At the same time, domestic scientific and medical schools are supported as fully as possible.

1.2 Participation in formulating the mission of the educational programme

According to the declared policy of ASMI, the following stages exist in the formation of the mission and goal of the educational programme "General Medicine":

1. Preparatory stage, during which the analysis of the influence of external and internal factors on the mission and goals of the programs was carried out.

2. Formulation and definition of tasks, within the framework of which external factors were identified and analysed, such as society's requirements for graduates and postgraduate educational institutions, changes in the labour market, as well as compliance with state standards, and others.

3. Implementation and development, within the framework of which the set tasks are accomplished and the programs are gradually developed.

4. Revision for the purpose of improvement, at this stage the results are analysed and the mission and goals are adjusted to increase their effectiveness.

Students and employers have the right to propose changes, including new disciplines, and make suggestions for improving the organization of training. Such suggestions are carefully discussed and taken into account to improve the quality of educational programmes. The grounds for revision are the opinions of employers expressed at meetings of the councils of the Faculty of General Medicine, as well as the Committee of educational programmes, of which they are members. Annual meetings for program revision and reviews, as well as the results of student surveys and the opinions of teachers at methodological meetings of departments also serve as the basis for adjustments. Taking into account the changes made, the updated educational programmes of General Medicine are provided to the administration of the relevant faculties for review and feedback within their competence. In case of detection of systemic inconsistencies, the issues may be submitted for consideration to the Department of Academic Affairs and the Vice-Rector for Academic Activities. These stages are reflected in the document "Program for Internal Quality Assurance of ASMI", approved by the Rector on September 19, 2023 and in the "Academic Policy of ASMI for the 2024-2025 Academic Year" https://drive.google.com/drive/folders/1JJpu9I8BqFALU1xEmh_Eo7AffNNx2ZCg.

At the same time, during a conversation with students, experts did not receive a clear answer to the question about the possibility of participating in the correction of the Mission and goals of the educational programme. A number of students indicated the possibility of choosing elective disciplines, a base for internship and the possibility of feedback via mail and instant messengers. In a conversation with employers, data was obtained on the possibility of planning student training at their clinical sites, feedback, and participation in the discussion of the development of the final outcomes

among students. During the interview with the faculty, it was noted that to the question "Do the organization's management listen to your opinion regarding issues related to the educational process, research, and clinical work?" 88.75% answered positively, 2.75% - rarely or never, and 8.5% did not give an answer. Among the students, to the question "In your opinion, how adequate is the participation of students in the key committees of the medical school?" 77.25% answered as excellent and good, and 22.7% - satisfactory and below.

1.3 Institutional autonomy and academic freedom

To verify **Standard 1** a meeting was held with the head of the organization, Madazimov M.M. During the conversation, the experts asked questions about the development strategy of ASMI, plans for the reconstruction of the university and clinical sites, the formation of a contingent of students, the adequacy of resource provision, personnel policy, the development of international relations, and social support for the faculty and students. In the course of the answers, the director of the organization confirmed that in ASMI, against the background of maintaining local schools and trends, the administration of ASMI tries to fully promote the implementation of international standards, including accreditation, participate in the discussion of regulatory legal acts, support the teaching staff in their efforts to improve pedagogical and professional competencies, and students - in participating in scientific and social events.

ASMI expresses its vision of institutional autonomy through the definition of autonomous policies that do not contradict the State Educational Standards, policies and procedures for the development and implementation of educational programmes, as well as the use of the institute's resources. The autonomy of the institute includes the development of a general policy for various processes: academic autonomy, covering decisions in the field of disciplines, goals and methods of scientific research; financial autonomy, implying the management of financial resources and making decisions on the cost of education; organizational autonomy, including the conclusion of contracts, the election of officials and governing bodies; personnel autonomy, covering promotion and determination of wages.

As a result, the main principles of institutional autonomy are defined by the Academic Policy and include: development of educational programmes and curricula; ensuring academic mobility of students and teachers; considering education as a lifelong process; increasing the attractiveness of ASMI and the possibility of openness to all regions of the Republic of Uzbekistan; expanding the boundaries of academic freedom of educational programmes in terms of forming curricula oriented towards the opinions of stakeholders
https://drive.google.com/drive/folders/1JJpu9I8BqFALU1xEmh_Eo7AffNNx2ZCg.

While implementing academic independence, ASMI is guided by the following documents: ASMI Charter; ASMI Development Strategy Plan; Regulation on the procedure for assessing students' knowledge; Rules for admission to the bachelor's degree. The academic freedom of the EP "General Medicine" is realized in the ability to manage internal academic issues such as the formation of academic content, quality control, implementation of curricula and the choice of the language of instruction. Faculties have academic freedom: independence in determining the structure and content of educational programmes; selection of curriculum disciplines; formation of the student body and staff.

Employees involved in the development of educational programmes and their components have freedom in determining the content of general, basic and specialized disciplines. Only learning outcomes in general education disciplines are regulated by the Ministry of Education and Science. Competencies and learning outcomes in individual disciplines of the educational programme are given in syllabuses provided to students from the moment they begin studying the discipline
<https://drive.google.com/drive/folders/1OIMHhgfsHboyf1r-URHb8iy6GFswUn9x>.

While conducting a survey of 321 students (on the resource <https://webanketa.com/>), out of 22 questions, a number were devoted to the quality of the educational process and the educational programme. It was found that 76.6% of students are satisfied with the quality of education as good and excellent, 23.4% answered this question as satisfactory and below. And 80.7% of respondents believe

that the Office of the Deputy Dean is aware of the problems of students as good and excellent. To the question "How adequate is the participation of students in the key committees of the medical school?" 77.3% of students noted as good and excellent.

The surveyed 400 teachers (21 questions of the questionnaire) also answered that 95.25% are satisfied with the organization of work and the workplace in this educational organization, and 2.75% completely disagree with this statement. The experts determined that the organization has a healthy microclimate, since the manager is quite accessible to both students and employees, responds promptly to requests, listens to the opinion of the teaching staff regarding issues related to the educational process, research, and clinical work. In the questionnaire, 79.3% of teachers are satisfied with the microclimate of the organization, and 12.3% are partially satisfied. According to 95.5%, a teacher has the opportunity to realize himself as a professional in his specialty in the educational organization. For your information, a total of 400 people responded (there are 345 people on staff), the degree rate is 46.1%.

Conclusions of the EEC by criteria. Comply with 11 standards: fully - 11, partially - 0, do not comply - 0.

Standard 2: EDUCATIONAL PROGRAMME

2.1 Final learning outcomes of the educational programme

The stages of developing the educational programme in the specialty "General Medicine" are reflected in the Academic Policy of ASMI for the 2024-2025 academic year. https://drive.google.com/drive/folders/1JJpu9I8BqFALU1xEmh_Eo7AffNNx2ZCg. It is in development. According to this document, all interested parties must participate: teacher-student-employer. The development of educational programmes is aimed at achieving the expected learning outcomes. The content of the educational programme includes not only specific academic disciplines, but also a structured set of procedures and learning situations that will lead to the achievement of the specified results. The learning outcomes of the EP are specified in the educational programme and are divided into theoretical (basic) and practical components aimed at strengthening the clinical training of students. The learning outcomes are communicated to students before the beginning of the academic year, by informing them at meetings with the faculty, tutors, and in syllabuses on disciplines. When interviewing students, no clear answer was received about knowledge of the final outcomes of the educational programme and how to achieve them. Moreover, among 79 students, only 5 answered that they participate in the R&D of departments and can implement the basic skill in scientific research.

The interviewed teachers answered that 55.3% are fully satisfied with the level of previous training of students, and 33.5% are partially satisfied.

The experts established a clear continuity between the final outcomes of previous student training (prerequisites) and undergraduate training, and subsequent continuous professional development programs. The organization has developed 32 master's programs. Students are informed about this. 75.3% of the teachers-respondents believe that the students of this educational organization have a high level of knowledge and practical skills after completing the training program, and 20% partially agree with this.

2.2 Organization and structure of the educational programme

To implement the educational programme in the specialty "General Medicine", the organization's documents contain educational and methodological documents that define the goal, objectives, take into account the integration of practical and theoretical components, and independent work. Compliance with the State Compulsory Educational Standard and standard requirements was established. Attending a practical lesson on the topic of "Infective endocarditis" at the Department of Hospital Therapy and Endocrinology, the volume of hours is 6, the experts received convincing data that the training is carried out according to plan, before the start of the lesson, students answer questions, receive feedback from the teacher, have the opportunity to improve their skills in diagnostics and differential diagnostics. The organization ensures compliance with ethical aspects in the implementation of the educational programme, since the experts studied the "Ethical Rules of the

Andijan State Medical Institute", approved on 05/28/2022 and during the interview, students responded that they were partially informed about the content of this document.

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

The mentoring system, which is described in the Charter on mentoring, was assessed.

Since September 1, 2021, the institution of "group curator" has been replaced by tutors who will regularly analyze the spiritual and social state of students, solve and eliminate existing problems of students. (<https://lex.uz/docs/5622798>). Currently, the institute has 47 tutors (24 of them in the medical faculty). For every 120-150 students, the position of "Tutor" is appointed, which is included at the expense of 1 full-time unit, the monthly salary of the position is equal to the salary of the main position of "Trainee Teacher". Tutors perform the following tasks based on the tasks specified in the order of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan No. 412 dated September 30, 2021. They hold individual and group meetings with students; hold "Information Hour" once a week. Also, electronic correspondence is conducted with students by mail and personal meetings are held. Students can choose and make decisions on their own. For students experiencing difficulties in their studies, consultations and individual work are organized. Such support contributes to the development of the student, encourages him to receive a quality education and further career growth.

The procedure for informing students about their rights and responsibilities is reflected in the Academic Policy of ASMI. This indicates compliance with standard 2 in terms of adapting training to the needs of students. At the same time, when interviewing students, teachers, and graduates, insufficient data was obtained on the involvement of all stakeholders in the development of the educational programme and the final learning outcomes.

2.3 Contents of the educational programme

There are documents containing requirements for the structure and content of educational programmes, which are specified in the Policy for the Development and Formation of Educational programmes within the framework of the Academic Policy of ASMI. The responsibility for the selection and implementation of innovations in the educational process lies with the Department of Research and Innovation.

The structure of the educational programme "General Medicine" for the first year includes a mandatory module of disciplines for 302 credits, an elective module for 23 credits and practice for 31 credits. For the second and third years, the program structure includes a module of clinical disciplines (223 credits), a module of preclinical disciplines (80 credits), a humanitarian and socio-economic module (11.5 credits), an elective module (9.5 credits) and practice (40 credits).

In the educational programme "General Medicine", students are given a choice of elective disciplines. The catalogue of these disciplines is formed and approved by the educational and methodological department of the institute. The structure and content of the catalogue of elective disciplines are available to students on paper and electronic media provided on the website of the institute, in the tutor's office, the dean's office or at the relevant department or course.

The content of the work programs and the catalogue of elective disciplines reflect the needs of the healthcare system, including the competencies necessary for training highly qualified and competitive new generation medical specialists and the scientific achievements of teachers. For example, a 3D printer capable of printing bones of the required sizes and consistencies has been installed at the Department of Normal Anatomy. For the successful implementation of the educational programme in the specialty "General Medicine", the organization has resources to organize the assessment of students' practical skills at clinical sites, in the university clinic of ASMI, training and simulation centre, and a library. However, there are difficulties in planning, developing and approving educational programmes, including centralization of the development of the educational programme, insufficient involvement of all stakeholders in its development, insufficient use of basic disciplines in the formation of competencies in scientific research of students.

Teachers provide students with methodological and didactic materials, additional literature to prepare for classes, in which 76.3% are fully satisfied, 4.3% are partially satisfied, 5.75% are not satisfied.

The organization has its own clinical base, a university multidisciplinary clinic, which is currently undergoing renovation, and has also concluded 68 contracts with medical organizations. And to the question of the questionnaire *"Quality of practice in the third and fourth years"*, 44.86% and 49.84% of students, respectively, rated 5 points. At the same time, 45.6% of third- and fourth-year students are satisfied with formative feedback by 5 points and claim that after the end of classes, the teacher provides feedback (*listens to your opinion, conducts a mini-questionnaire, works on mistakes*).

At the same time, to the question "Do student representatives participate in the development of educational programmes?", the experts received the following answer: some students have heard about such an opportunity, but most were unable to answer this question. When surveying students about their satisfaction with training at clinical sites and the class schedule, most students expressed approval.

2.4 Basic Biomedical Sciences

The educational programmes "General Medicine" integrate the latest achievements in biomedical disciplines in order to form a basic understanding of scientific knowledge in students. Key modules such as "Morphology and Physiology" (including anatomy, physiology, histology and biochemistry), "Microbiology", "General Immunology", "General Pathology", "Pathology of Organs and Systems", "Fundamentals of Pathological Physiology" and "Pharmacology" are included in the curricula.

https://drive.google.com/open?id=1-ZQG5WpOiszhxzhTdEwy9p_hYqMKJsY&usp=drive_fs.

2.5 Clinical Sciences

The General Medicine program provides for early involvement of students in the professional environment. For example, in the first year, students can take part in the educational practice of "Assistant to a Junior Medical Worker" and the subject "Introduction to the Specialty" to learn how to provide first emergency medical care in pre-hospital settings. Students interact with patients in the process of mastering disciplines, since professional training provides for practice in hospitals, medical centers, clinics and dispensaries. At this stage, they undergo professional orientation, immersion in the work environment, and master the skills of communicating with medical personnel. Under the guidance of teachers, students practice the techniques and manipulations provided for in the curriculum.

Based on the Resolution of the President of the Republic of Uzbekistan No. 3171 of June 20, 2017 "On measures to provide further specialized medical care to the population of the Republic of Uzbekistan in 2017-2021", for the first time in the Republic of Uzbekistan, a simulation training centre was created at ASMI and its opening took place on September 10, 2018. Regulatory documents have been developed for the operation and development of the simulation training centre.

2.6 Scientific method

ASMI has scientific circles that involve students in research. Every year, the institute holds a competition of student research papers, and the winners of this competition are sent to participate in Republican competitions. When performing screening examinations using mobile medical complexes (X-ray, Mammography) in the direction of "Early diagnosis, treatment and prevention of chronic non-communicable diseases in various regions of the Andijan region, student volunteers were sent out, students are involved in consultations with faculty <https://adti.uz/izboskanda-qator-salomatlik-tadbirlari-otkazildi/>, <https://telegra.ph/MARHAMAT-TUMANIDA-TIBBIY-KORIK-OTKAZILDI-01-28>. However, the integration of students into scientific practice remains sporadic and fragmented.

2.7 Behavioral and social sciences and medical ethics

The curriculum includes various categories of sciences, such as social and humanitarian, to ensure comprehensive training of students. For this purpose, disciplines in pedagogy, psychology, modern history of Uzbekistan, philosophy, as well as language training, including foreign, Uzbek (Russian), professionally oriented foreign language and Latin are provided.

Behavioral and social sciences, as well as medical ethics, will be constantly adapted to scientific developments in medicine, changing demographic and cultural conditions, as well as the needs of society and the healthcare system. This is achieved through regular changes and additions to the curricula.

2.8 Educational technologies, teaching methods and practical training

The system of accounting for the academic workload of students and teachers is organized and maintained in accordance with Protocol No. 4 of the Ministry of Health of the Republic of Uzbekistan dated August 31, 2021 https://drive.google.com/open?id=1DTCNCr93R14ShaceRK0y1f6f14vMpgDc&usp=drive_fs. The Dean's Office of the Faculty of General Medicine is responsible for ensuring compliance with educational standards, improving the quality of management in the educational process, including the introduction of innovative teaching methods and assessment of students' knowledge, as well as training staff in the field of ensuring a high level of the educational process.

Teaching methods cover various approaches, including the following when delivering lectures: press conferences, problem-oriented, overview, informational, interactive, binary. Also, lectures are held within the distance format with the participation of professors and associate professors of partner universities. In the field of modern educational technologies using evidence-based practice for clinical and non-clinical training, such methods as TBL, CBL, RBL, PBL, SBL, SCSCCE, case analysis, the use of standardized patients (SP), mixed hybrid simulation, project-based learning at the internship level and the critical analysis method have been introduced.

In 2022, 25 specialists of the institute completed internships at leading foreign institutes of the world. Of these, 15 interned at universities in the Russian Federation, 6 employees in Germany, 2 employees were sent to Turkey, and some of the doctors went to Italy and Slovakia <https://adti.uz/xalqaro-aloqalar/>

In 2023, a group of 24 specialists from the institute, in 4 areas "Surgery", "Therapy", "Paediatrics", as well as "General and Social Hygiene" in accordance with the previously signed memorandum between Kazan Federal University, successfully completed an internship in the Russian Federation. One teacher of the Department of Biological Chemistry completed a four-month internship in Canada at the Faculty of Medicine of Laval University. An associate professor of the Department of General Surgery interned at the leading centre for transplantology and haematology in Minsk, Belarus. Three professors of the Department of Anesthesiology and Resuscitation and Emergency Medical Care in their specialty were trained in St. Petersburg. The total number of teachers who completed the internship in 2023 was 63.

2.9 Management of the educational programme

The management of the educational process, reflected in the self-assessment report (**Standard 2**) and general approaches to management were confirmed during a conversation with the Vice-Rector for Academic Affairs, Professor B.R. Abdullazhanov, the Dean of the Faculty, a visit to the Department of Scientific Research, Innovation, Training of Scientific and Pedagogical Personnel, the Educational and Methodological Department, and employees. The experts familiarized themselves with the organizational structure and regulatory documentation. Cross-interviews were conducted with both the administrative apparatus of ASMI and the teaching staff and students. As part of these activities, it was revealed that the development of the educational programme in the specialty "General Medicine" is based on the regulatory documents of the Republic of Uzbekistan, there is sufficient centralization in this matter, ASMI has a sufficient set of clinical bases, the teaching staff participates in scientific research, a simulation centre has been implemented. At the same time, the verification of **Standard 2** showed that there is insufficient involvement of all stakeholders in the development of the EP. Students are not sufficiently informed about the learning outcomes within the educational programme. There are individual students involved in research.

2.10 Relationship with medical practice and the healthcare system

The training of students in the specialty "General Medicine" is aimed at meeting the needs of practical healthcare, since when analysing the shortage of specialists for 2022-2024, it was found that

the shortage of personnel in regional centres was 50%. In this regard, final-year students travel to the regions, where they provide medical and consultative assistance to the local population under the guidance of an experienced mentor, and the staff from the teaching staff conduct monitoring by visiting the students' workplaces. In addition, ASMI has its own clinic and has concluded agreements with 68 different clinics. The administration regularly holds meetings with representatives of practical health care, which allows for sufficient clinical training for students, starting from the initial courses. Students can participate in the management and supervision of patients of all profiles, in screening programs, consultative appointments, rounds of teaching staff, leading scientists and practitioners. This is facilitated by mentoring, which is carried out in the organization.

Of the 321 students surveyed, 46.11% answered that "The quality of teaching and learning methods (PBL TBL, small group)?" corresponds to five points, 30.2% - four points and 24.6% - three and below.

Conclusions of the EEC by criteria. Compliant out of 38 standards: fully - 35, partially - 3, do not comply - 0.

Recommendations for improvement:

1. To increase the number of students involved in scientific work by introducing a basic course on scientific research skills (2.1.9 and 2.6.1).

2. Within the framework of academic autonomy, to include stakeholders in the development of the educational programme by including them in the faculty council, the CMC (central methodological commission), and the Academic Council of the Institute (2.2.6)

Standard 3: ASSESSMENT OF STUDENTS

3.1 Assessment policy and system

The assessment of knowledge and the policy of assessing students at ASMI are based on the "Regulations on the implementation of the credit-modular education system", approved on June 26, 2023 <https://adti.uz/rejting-nizomi/>. The main internal regulatory documents are the charter developed in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020, dedicated to improving the management system of the educational process in higher educational institutions (link to the resolution: <https://lex.uz/docs/5193564>, Academic Policy of ASMI 2024-2025 academic year, signed by the Rector on August 26, 2024. The knowledge assessment system at the institute is based on a credit-modular system and includes a point system with grades of excellent, very good, good, satisfactory, average, unsatisfactory and absolutely unsatisfactory. The assessment process covers current, intermediate and final monitoring of students' academic performance. Assessment methods, including all types of controls, are published before the start of training in syllabuses and educational and methodological complexes of disciplines available on the educational portal "ASMI". The admission rating and exam are assessed in a ratio of at least 56% and at least 34%, respectively. The end-of-course assessment includes an admission rating and an end-of-course assessment (exam). The number of end-of-course assessments for cycle format disciplines is indicated in the syllabus. Students can view the assessment results through their personal login and password in the "Hemis" electronic journal.

While choosing knowledge assessment methods, the ratio of formative and summative assessments, the number of exams, the forms of assessment of exams are considered, and the ratio of written and oral exams is also taken into account. Specialized types of exams are used, such as OSCE in major disciplines and OSPE in basic disciplines, such as molecular biology and medical genetics, histology, physiology, pathological anatomy, pathological physiology and others.

During the interview, students talked about the assessment forms, for example, how grades are given for the subject "Normal Anatomy", teachers give feedback on the level of the grade given. Students are satisfied with everything and receive regular feedback from teachers. The appeal review procedure is described in detail in the order of the Minister of Health of the Republic of Uzbekistan

approving the "Regulation on the implementation of the credit-modular training system in higher and secondary specialized educational institutions in the field of medicine and pharmaceuticals" (registered by the Ministry of the Republic of Uzbekistan on September 8, 2020). To initiate the appeal process, a student who disagrees with the results of the end-of-course assessment (exam) for a discipline submits an application to the dean's office/department in the prescribed form addressed to the chairman of the appeals commission with the signature of the dean of the faculty/head of the department. The application must contain information about the discipline and the stage of the exam (testing, written, oral or practical skills assessment). During the end-of-course assessment, the dean's office, by order of the dean, forms subject appeal subcommittees (at least 3 people), the composition of which is determined by the discipline. The chairman of the appeals commission coordinates the organization of the commission's work, compliance with the rules for considering appeals and the activities of the commission members. There were no end-of-course assessment appeals at ASMI.

Thus, to verify the **Standard 3**, data, experts asked the head of the Department of Normal Physiology questions about the developers of control and measuring instruments and their review. As a result of the answer, it became clear that the questions and examination are carried out by the faculty of the specialized department. Then the questions are transferred to the Information Technology Centre to load them into the testing program. Similar answers were received at the Department of Propaedeutic of Internal Diseases, Hospital Therapy and Endocrinology, General Surgery and Transplantology. Thus, the policy of assessing the specificity and validity of assessment methods to ensure the quality of training remains unresolved.

During the visit to the organization and interviews with the staff: with the Vice-Rector for Academic Affairs, Professor Abdullazhanov B.R., the Educational and Methodological Department, Isakov K.K., with the Head of the Education Quality Control Department, Pakirdinov A.S., the commission was convinced that there is a documentation system that is transparent and accessible to all teachers and employees, and includes such documents as annual operational plans, annual reports, department regulations, agreements with teachers and students, agreements with clinical bases, Academic Policy, and educational and methodological documentation (work program, working curricula, syllabuses, journals), assessment tools (checklists, statements), certificates and credentials. The website review showed that the electronic journal contains the documents required by students and information about students, teachers, the teaching and methodological kits of the disciplines, the Academic Policy of the University, and the assessment policy, which is updated regularly.

A student survey showed that not all students have information about the assessment system, the location and structure of syllabuses by discipline, and the learning outcomes.

3.2 Assessment that promotes and supports learning (formative assessment)

The results of student assessment are documented in the electronic journal. When choosing assessment methods, the balance between formative and summative assessments, the number of exams, the forms in which they are conducted, as well as the ratio of written and oral exams are taken into account, with specialized types of exams used, such as OSCE in major disciplines and OSPE in basic disciplines (e.g. molecular biology and medical genetics; histology, physiology, pathological anatomy; pathological physiology, etc.). An electronic survey is conducted at the end of each cycle and after studying each discipline. The Quality Monitoring Department organizes anonymous surveys among students to obtain constructive feedback on learning outcomes and assessment methods. The results of the surveys are carefully analysed, discussed at the Academic Council, and sent to the teachers' email addresses to develop measures to improve the educational process and increase the level of teachers' competencies.

During interviews with 41 employees and teachers, 70 students regarding assessment methods, experts received convincing information that the university has an assessment system. Students also shared their opinions on the timeliness of providing tests, conducting consultations before exams, the clarity of the entire assessment procedure and its fairness. However, questions about familiarization with the assessment procedure remain vague and imprecise. During a visit to the organization, the management was asked the question: "Are external examiners involved in order to improve the

fairness, quality and transparency of the assessment process?" And the answer was received that representatives of practical health care and teachers from other universities are involved in the assessment. The experts examined the resources for organizing the assessment of knowledge and practical skills, namely, the Educational and Simulation Centre, the Educational and Methodological Department, and the Information Technology Centre.

The 15 interviewed employer representatives also indicated that the training of graduates corresponds to the modern development of medical practice and science. The employers said that they themselves participate in the assessment of students, since they are included in the Certification Committee for participation in the End-of-course assessment. However, the educational organization did not conduct systematic feedback with them. Employers believe that they do not have full information about the learning outcomes of students graduating from the educational programme "General Medicine". At the same time, there are difficulties in developing control and measuring tools, they are not specific and there is no validation.

3.3 Assessment that facilitates decision-making (summative assessment)

An assessment system has been developed and implemented at ASMI, which is of significant importance in summing up the results of training (summative assessment). Summative assessment is fair to students, corresponds to their level of knowledge and skills, and final grades confirm all areas of students' competence. The grades received correspond to the quality standards of teaching and the objectives of the educational programme. The assessment results are registered in the electronic system and become available to students on the day of the assessment. There is constant open feedback between the teacher and students on academic performance.

For all types of assessment, there is an appeal procedure, as well as the possibility of extending the examination session upon justification of a valid reason. The assessment system is objective and reliable, guaranteeing patient protection, and is available to all interested parties. Students can obtain information about the assessment results through their personal account in the "Hemis" program, where their data, individual curriculum and history of academic achievements are posted. They can view the curriculum, the schedule of classes and sessions, as well as the academic calendar, using their personal password and login to view their current academic performance.

The form and duration of the final assessment are established by the relevant department, taking into account the nature of the module and approved by the council of the educational institution. Assignments for the final assessment are prepared by teachers of the relevant department on the topics covered in the module and are subject to approval by the Council of the educational institution. The final assessment is carried out in accordance with the approved schedule, which is approved by the Deputy Head of Academic Affairs. The list of classroom managers and supervisors will be provided to the structural divisions of the educational institution. During the final inspection for a certain module, teachers from other educational institutions may be involved in accordance with the concluded agreement.

When interviewing the faculty and students, insufficient information was obtained on the instruments for assessing student learning outcomes.

3.4 Quality control

The institute has developed an internal quality assurance program, which lists the educational process and the persons responsible for its quality, as well as their responsibilities. In addition, the institute has a quality control department for education. The quality control department for education as part of the Andijan State Medical Institute was created in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 515 dated July 18, 2017 "On the organization of the activities of the state inspectorate for quality control of education under the Cabinet of Ministers of the Republic of Uzbekistan". <https://adti.uz/ru/ta'lim-sifatini-nazorat-qilish-bolimi/>

The department operates in accordance with the Constitution of the Republic of Uzbekistan, the "Law on Education of the Republic of Uzbekistan", the "National Program for Personnel Training", decrees and resolutions of the President of the Republic of Uzbekistan, decrees and decrees of the Cabinet of Ministers of the Republic of Uzbekistan, the department under the Ministry of Higher

Education, Science and Innovation of the Republic of Uzbekistan on organizing the activities of educational institutions, licensing, ensuring the quality of education on organizing the activities of educational institutions, as well as orders and legal instructions of the rector of the Andijan State Medical Institute, the Regulation on the department on the quality of education.

A round table is held annually with employers of the EP "General Medicine" to assess the quality of student assessment and the quality of the educational programme. It has also become a tradition at the institute to hold a "Job Fair", where employers talk to graduates, receive information about their possession of practical skills, recommend the introduction of treatment methods and clinical protocols into the educational programme.

In addition, every 3 months the educational and methodological department holds seminars to improve the qualifications of teachers, students, residents, and teach them new methods and tools. After completing industrial practice at clinical sites, an analysis of the acquisition of practical skills is carried out, and additions are made to the educational programme.

Conclusions of the EEC by criteria out of 14 standards: fully - 11, partially - 3, do not comply - 0.

Recommendations for improvement:

1. To validate the assessment methods to ensure the quality of training (3.1.4).
2. To improve the awareness of all stakeholders about the assessment system, which is carried out in accordance with the «Academic Policy» (3.1.6)?
3. To improve the examination and system of assessment tools (3.3.3).

Standard 4: STUDENTS

4.1 Student selection and admission policy

The Institute accepts applicants in accordance with the Resolution of the Cabinet of Ministers No. 393 of June 20, 2017 "On approval of the regulations on the procedure for admission to higher educational institutions, transfer, reinstatement and expulsion of students admitted", <https://lex.uz/docs/3244181> developed on the basis of the Law "On Education". <https://lex.uz/ru/docs/5013009>

Persons with general secondary, technical and vocational education for the given year of admission are accepted for training in the EP "General Medicine". Applicants are given an "Open Day", where they are introduced to the educational programme, terms of study, and obtaining qualifications. The procedure for admission to the University itself is reflected and posted on the Institute's website <https://adti.uz/bakalavr/>. Volunteers, from among students and teachers, conduct orientation days in secondary educational institutions, colleges.

Since 2017, in accordance with the Resolution of the Cabinet of Ministers No. 393 of June 20, 2017 "On approval of the regulation on the procedure for admission to higher educational institutions, transfer, reinstatement and expulsion of students of admission", students who have not scored the established passing score (according to the test results) are enrolled in the Institute on a full-time basis on a super-contract fee-based basis.

The quota for admission to the Institute according to the budget and the contract is indicated on the official website of the Institute <https://adti.uz/bakalavr/>. Enrolment in the first year of the EP "General Medicine" is formalized by the order of the rector in accordance with the Model Rules for Admission to Study in an Educational Organization, approved by the protocol of the state admissions committee of the Republic of Uzbekistan, the concluded agreement for the provision of educational services.

The Admissions Committee is a structural subdivision, annually created by the order of the rector and functions only during the admission of students. The work of the Admissions Committee is regulated by the Regulation on the work of the Admissions Committee of the Andijan State Medical Institute. <https://adti.uz/qabul-komissiyasi-tarkibi/>

In addition, in accordance with the Decree of the President of the Republic of Uzbekistan dated March 7, 2022 No. PF-87 "On measures to further accelerate work on systematic support for families and women" <https://lex.uz/uz/docs/5899500> for the 2022-2023 academic year, 25 students were accepted on a budgetary basis. In addition, the institute paid contract fees for 10 female students.

The number of students accepted is regulated by the State order for the training of medical personnel and the material, technical and educational and methodological capabilities of the institute.

Every year, before July 20, the distribution of state grant places for women with a letter of recommendation in higher education institutions and bachelor's programs is approved by the State Commission based on proposals from the State Committee for Family and Women's Affairs, the Ministry of Higher and Secondary Specialized Education, and will also be announced on the official website of the Ministry of Higher and Secondary Specialized Education.

The Department of International Cooperation of ASMI actively participates in the process of admitting students from foreign countries. The rules for admitting foreign students are regulated in the Decree of the President of the Republic of Uzbekistan No. 279 dated June 15, 2022 "On the organization of admission to study in state higher educational institutions". <https://lex.uz/docs/6070837>

The amount of differentiated payment - the agreement is determined by the higher educational institution independently in an amount not less than the amount determined by the State Commission. In accordance with the law, persons entitled to admission to higher education institutions without examinations on the basis of a state grant are admitted to study on the basis of an additional state grant, with the exception of the general admission parameters. Training on a contractual basis is carried out by concluding an agreement with the student and paying for tuition within the timeframes specified in the agreement. Enrolment in the first year of bachelor's degree programs is formalized by the order of the rector in accordance with the standard rules for admission to study in educational organizations implementing professional educational programmes of higher education, in accordance with the Decree of the President of the Republic of Uzbekistan No. 279 dated June 15, 2022 "On the organization of admission to study in state higher educational institutions."

When admitting people with disabilities, the institute is guided by Article 30 of the Law of the Republic of Uzbekistan "On Social Protection of Disabled Persons in the Republic of Uzbekistan" <https://lex.uz/acts/1372498> and "On Approval of the Regulation on the Procedure for Admitting Persons with Disabilities to Higher Education Institutions for Study under Additional Quotas Based on a State Grant" <https://lex.uz/docs/3765162>. The competition for an educational grant for applicants with disabilities is held according to approved quotas from the total volume of the state educational order.

The rules for admission to the institute are annually revised in accordance with changes in the regulatory framework of the Republic of Uzbekistan. In case of revision of the policy and selection of students, we are guided by the regulatory legal acts of the Republic of Uzbekistan. Interested parties, employers, can come up with proposals for individual orders of residents for their region. These can be residents studying under a quota or a grant from the khokimiyat. In addition, the holding of the "Job Fair", which aims to employ graduates, takes into account the wishes of employers during its holding in the format of a "round table".

According to the Resolution of the Cabinet of Ministers of April 9, 2018 No. 261 "On the procedure for improving admission to higher educational institutions" <https://lex.uz/docs/3646570>, if an applicant is dissatisfied with the results of the check upon admission, he can file an appeal against the results of the check.

Applicants who are dissatisfied with the test results have the right to file an appeal in writing or electronically to the appeal commission approved by the state commission for admission to educational institutions of the Republic of Uzbekistan.

Applicants have the right to submit a written or electronic appeal to the appeal commission approved by the state commission for admission to educational institutions of the Republic of Uzbekistan from August 21 to 30 (in accordance with the established working hours). The Appeals Committee has the right to involve members of the Admissions Committee, representatives of the

State Testing Centre and group leaders in the consideration of appeals. Based on applications that have received a positive decision by the Appeals Committee, a register of applications submitted for consideration to the Republican Appeals Committee is formed. The Republican Appeals Commission considers the validity of proposals for a positive decision by the appeal commissions and makes a decision. The decision of the Republican Appeals Commission is made by a majority vote of the total number of commission members.

4.2 Student Counselling and Support

Payment of scholarships to students at the Institute is carried out on the basis of Resolution No. 59 of January 31, 2020 of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to determine the amount of scholarships and the procedure for establishing and paying scholarships to students of higher educational institutions" (<https://lex.uz/docs/4725554>). The Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan and the Ministry of Finance in higher educational institutions pay scholarships to students studying on a contract basis and a grant in the amount of the base amount (517 thousand soums), and also, students studying with excellent academic performance, scholarships are paid in an additional amount of 15% in relation to the base amount. At the request of students studying on a contract basis, a procedure for paying a scholarship in the form of a scholarship or without a scholarship has been introduced, in this case, an annual amount of scholarship payment is provided as part of the basic scholarship amount. Active, gifted and capable students in need of social protection, studying on the basis of a contract and a state grant, are encouraged up to 50% at the expense of the fund in relation to the established scholarships. The higher educational institution has a "Spiritual and Educational Department for Work with Youth" (<https://adti.uz/manaviyat-va-marifat-ishlari/>). The goals of this department include propaganda and explanation of state policy.

According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 563 dated September 9, 2021 "On measures to increase the level of coverage of students of higher educational institutions of the Republic with housing", from September 1, 2021, the institution of "group curator" was replaced by tutors who will regularly analyse the spiritual and social state of students, solve and eliminate existing problems of students. (<https://lex.uz/docs/5622798>). Currently, the institute employs 47 tutors (24 of them in the medical faculty). For every 120-150 students, the position of "Tutor" is assigned, which is included at the expense of 1 full-time unit, the monthly salary of the position is equal to the salary of the main position of "Trainee-teacher". Tutors perform the following tasks based on the objectives specified in the order of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan No. 412 dated September 30, 2021: individual and group meetings with students, once a week they hold an "Information Hour", electronic correspondence by mail and personal meetings. Consultations and individual work are organized for students experiencing difficulties in their studies. Students can receive consultations and assistance at departments, from the deputy dean who oversees the educational process. A permanent working group has been organized under the rector's office to consider complaints and suggestions, and information on the results of the work done and the measures taken is provided at the rector's meetings. Tutoring hours are held with all students. Information about student assistance and counselling programs is communicated to students through the official website of the institute and through social networks such as Facebook, Instagram, VKontakte, Telegram, Twitter, LinkedIn. The university has a psychological support service. In order to support and motivate students, the Institute can provide funding for various conferences (forums), competitions organized by members of student government.

Graduates receive academic support when they are assigned to work. Meetings with employers are organized in the form of a "round table" and a "job fair". The Marketing and Student Practice Department, together with the Dean's Office, appoint tutors and teachers of graduating departments and provide consultations on employment issues. The tab on the official website of the Institute contains data on the planned graduation for the current academic year and the need for medical personnel, taking into account the available information from medical and preventive organizations.

<https://adti.uz/sogliqni-saqdash-boshqarmalari-va-davlat-idoralari-tashkilotlari-va-korxonalari-diqqatiga/>

Every year, the Institute holds a graduate fair together with employers, which helps graduates choose a job. Graduates receive additional information from employers on providing financial and social support to young specialists, according to the State Programs of the Republic of Uzbekistan. Graduates are informed about the State Programs and are provided with electronic resources for access and familiarization <https://adti.uz/karyera-markazi/>. The website of the ASMI contains information on vacancies, announcements of events (master classes, trainings, Job Fair), invitations to seminars of successful figures in the healthcare system <https://adti.uz/karyera-markazi/karyera-kuni>.

The expert commission held a conversation about the work of the admissions committee with Ibragimov Zh.Kh., who described the stages of the commission's work, the rules for allocating grants, admission to grants and on a paid basis. Over the past five years, 714 students have successfully completed their studies in the educational programme in the specialty "General Medicine". Thus, the experts validated the data according to **standard 4**. In general, all criteria are met. The experts familiarized themselves with the documentation on student admission and incentives. Students' achievements are presented on the official website of the institute <https://adti.uz/iqtidorli-talabalarning-ilmiy-tadqiqot-faoliyatini-tashkil-etish-bolimi/>. Regarding the practice of academic counselling, personal support for students and the development of not only professional skills, experts interviewed students, teachers, tutors, the dean of the medical faculty Mamatov B. Yu. The organization has a student support program.

Conclusions of the EEC by criteria. Comply out of 16 standards: fully - 16, partially - 0, do not comply - 0.

Standard 5: ACADEMIC STAFF

5.1 Policy for the formation of academic staff

The composition of the scientific and pedagogical staff is also formed in accordance with the needs and mission of the educational programme. The policy for the selection of the number and composition of scientific and pedagogical staff contains qualification requirements for the composition of the teaching staff for the adequate provision of educational programmes. The selection of candidates for positions is carried out exclusively on the principles of competitiveness and merit, ensuring equal access of candidates to occupy relevant positions, taking into account qualifications, professional indicators, as well as work experience. Competitive selection is carried out on the basis of the current regulation of the Cabinet of Ministers No. 20 of February 10, 2006 "On approval of the regulation on the procedure for hiring teaching staff in higher educational institutions on a competitive basis" <https://lex.uz/docs/973534> and every year at the Academic Council, teachers are selected for 5 years.

In the 2021-2022 academic year, the total number of teaching staff was 831 people, of which 768 were full-time teachers, 63 people were part-time workers. Doctors of Science - 47 people, Candidates of Science - 150 people. PhD doctors - 54 people, masters - 1 person. The average age of the teaching staff is 47.4 years.

In the 2022-2023 academic year, the total number of teaching staff was 937 people, including 828 full-time teachers and 109 part-time workers. There are 56 Doctors of Science; 139 Candidates of Science, 83 PhD doctors, 27 masters. The average age of the teaching staff is 46.3 years.

In the 2023-2024 academic year, the total number of teaching staff was 1008 people, including 885 full-time teachers and 123 part-time workers. There are 56 Doctors of Science; 139 Candidates of Science, 90 PhD doctors, 30 masters. The average age of the teaching staff is 45.4 years. <https://adti.uz/xodimlar-bolimi/>

While forming the Academic staff, the merits of the applicants are taken into account, measured by the level of qualification, professional experience, results of research activities, teaching experience, recognition from colleagues, etc. Priority is given to persons with scientific and

pedagogical, scientific, clinical skills and recognizing the mission of the institute. The educational process is conducted in Uzbek, Russian and English. While hiring, there are no restrictions depending on gender, race, nationality, language. The staff of the institute is multinational.

Methods of motivating the academic staff are an important component of the quality management system, ensuring its effectiveness. Among the most effective methods of motivating teachers to improve the quality of teaching and research are the allocation of cash bonuses, material assistance to teachers for publications in the highest-rated scientific journals and participation in conferences, congresses, conventions, symposia. At the Institute, the most effective methods of motivating young teachers are special training programs in new pedagogical technologies based on other organizations, joint research and organization of publications of young teachers with leading professors of the Institute, as well as material resources allocated to young scientists for participation in conferences, advanced training programs, etc.

Recruitment of personnel is carried out on a competitive basis, in accordance with the requirements of the Regulation on the competition for filling the positions of professorial and teaching staff. All information about vacancies is posted on the website <https://adti.uz/oliy-talim-muassasasidagi-vakant-lavozimlar/>. The criteria for selecting faculty members are an academic or scientific degree, at least 5 years of experience in the medical field, and the ability to conduct scientific analysis with the prospect of scientific growth. The competence of personnel upon hiring is established on the basis of evidence of education, training, skills and experience (diploma, certificate, advanced training certificates, resume). Based on the results of the competitive selection, an employment contract is concluded.

The relationship between academic activity and professional behaviour of the faculty members is reflected in the personnel policy of the institute, students and employees. Both documents are posted on the website of the institute <https://adti.uz/wp-content/uploads/2023/09/Ички-тартиб-қоида-2019.pdf>, <https://adti.uz/odob-axloq-qoidalari/>

The accreditation commission studied documents confirming the policy of ASMI on the formation of the academic staff.

In order to verify the Standard 5 data, external experts obtained the opinion of teachers on the personnel policy that suits the teaching staff. During the conversation with the head of the HR department of ASMI Abdurakhmanov A.Kh questions were asked about regulatory documents, rules for holding a competition for positions, about the competencies of the teaching staff, the practice of advanced training and allowed the experts to learn about approaches to attracting employees of clinical sites for teaching, about the strategy and tactics of student recruitment, information support of the educational programme, and also to identify problems in human resource management and development, since the enrolment of students in three languages of instruction has increased, an increase in full-time teaching staff and their degree is required. For this purpose, the university has developed a program to achieve the set goals.

While questioning teachers, it was found that the majority (86.5%) are completely satisfied with the organization of work and the workplace in this educational organization, but 8.75% are partially satisfied. In this educational organization, teachers have the opportunity to do scientific work and publish the results of R & D - 87.5% completely agree, 8.75% partially. Satisfied with the work of the HR service - 84% fully agree, 11.5% partially. Satisfied with the salary - 78.3% fully agree, 11% partially.

5.2 Academic activity and professional ethics of teachers

The relationship between academic activity and professional behaviour of the Academic staff is reflected in the personnel policy of the institute, students and employees. Both documents are posted on the website of the institute <https://adti.uz/wp-content/uploads/2023/09/Ички-тартиб-қоида-2019.pdf>, <https://adti.uz/odob-axloq-qoidalari/>. The principles and implementation of these documents are carried out by providing the teaching staff of the institute with conditions for professional activity, improving their qualifications in accordance with the established procedure, electing and being elected to the faculty council, the Academic Council of ASMI, taking part in the discussion of issues on

educational, methodological, scientific, creative and industrial activities. The Academic staff takes part in international and national scientific conferences and congresses.

The practice of material rewards for achievements in teaching and scientific activities, awarding certificates, medals and conferring honorary titles has been introduced.

The internal regulatory document "Internal Rules of the Andijan Medical Institute" describes the responsibility of academic staff in teaching, conducting scientific research and clinical activities. <https://adti.uz/wp-content/uploads/2023/09/Ички-тартиб-қоида-2019.pdf>, <https://adti.uz/odob-axloq-qoidalari/>. The competition for filling positions is held annually, in the 2021-2022 academic year, 182 teachers passed the specified competition, in the 2022-2023 academic year, more than 137 teachers passed the competitive selection, and in the 2023-2024 academic year, 43 teachers of departments passed the competitive selection from the position of teacher and assistant to the positions of senior teacher, associate professor, professors and head of department.

At the institute, the procedure for encouraging employees is determined by the regulation of the Cabinet of Ministers of the Republic of Uzbekistan No. 517 of August 26, 2020 "On approval of the regulation on the procedure for material incentives for teachers-professors and other categories of employees of higher educational institutions of the republic at the expense of extra-budgetary funds" <https://lex.uz/docs/4969845>. This provision allows increasing the material interest of employees in improving the results of their own activities, fulfilling established planned tasks, introducing progressive forms and methods of the educational process. Over the past 3 years, 43% of practical healthcare representatives have been accepted into the main staff of the institute. You can work in the institute's clinic as a doctor or a teacher. The number of faculty members is calculated based on the average student-teacher ratio (the average number of students per teacher) of 9.6:1, respectively.

The Institute constantly maintains a personnel reserve and announces a rating of each teacher once a year. Based on the rating results, young professors and teachers who have scored the highest points will be included in the personnel reserve. In general, the average age of employees working in the Institute's management is 45.4 years.

5.3 Continuous professional development of academic staff

The Institute provides teachers with equal opportunities for continuous professional development in their careers, which are consistent with and contribute to the achievement of the mission and final learning outcomes reflected in the Institute's Charter and Personnel Policy. In order to ensure the proper level of qualification of the Academic staff, which is fundamental to the quality of the educational services provided, the Institute has a "Mentor-Student" system, and a system for advanced training and professional development of the Institute's staff.

Annual plans for advanced training for the faculty and administrative staff are being developed https://drive.google.com/open?id=1DQGdNl1KJD4Tv0cB3R7KXlmKpcALcb3F&usp=drive_fs

Advanced training for the Academic staff is carried out through participation in short-term seminars, courses and internships, as well as through training at the Main Scientific and Methodological Centre and leading institutes, including medical organizations.

In order to verify the Standard 5 data, during a meeting with the head of the HR department and during interviews with teachers, experts obtained an opinion on approaches to developing the pedagogical competence of teachers, motivation to work with students, mentoring, which includes internships, advanced training, academic mobility, trips to scientific conferences for both faculty and students. The experts were provided with information on the completion of advanced training: 215 teachers in 2020, 170 teachers in 2021, and 181 teachers in 2022. The Institute organizes courses to improve the level of English proficiency for the teaching staff.

Experts have found that teachers initiate research topics for students, stimulate the need for additional training and independent work with literature, medical documentation: "Prevention of hypertension among the elderly", student Bozorova Nargiza, scientific supervisor is Bustanov Sherzodbek, assistant of the 2nd Department of General Practitioners, "Use of simulation education in the development of medicine as a leading direction in the training system", student Abdurakhmanov Shokhzhakhon Ikromzhanovich, scientific supervisor is Mamatov Bakhtiyarzhon Yusufovich, head of

the department of anesthesiology-resuscitation and emergency care, "Biomarker for early diagnosis of chronic heart failure in patients with type 2 diabetes mellitus", student Solieva Madina, scientific supervisor is Yusupova Shakhnoza Kadirzhanovna, head of the department of Hospital Therapy).

The organization provides opportunities for career growth and development of teacher competencies - 85.8% of the surveyed teachers answered that they completely agree, and 10.3% partially agree with this. To the question about the opportunity to engage in scientific work and publish the results of R&D - 87.5% answered affirmatively, 8.75% - partially. Studied in programs for improving professional qualifications - 46.8% less than 1 year ago, 20.5% during the current year, 17.3% more than 3 years ago, 2.25% over 5 years ago and 1.5% answered "I do not remember when it was".

The organization implements social support programs for teachers - 72.8% answered that "yes, such programs exist", 5.75% "I have already taken advantage of this", 4.75% of respondents answered that there are no such programs, and 13% of respondents do not know about this.

To the question of the questionnaire "What methods of assessing knowledge and skills do you know?" 74.5% noted Essa, 42.8% Portfolio, OSCE 51%, MSF 30.8%, MCQ 17.3%, Extended MCQ 23.8%, OBA 25.3%, Feedback 29.3%, Logbook 11.3%, DOPs 5.5%, MiniCEX 7%. Thus, active teaching and learning methods are used very little in the educational process. The experts were not provided with information on training teachers in innovative teaching methods and methods for their validation.

Conclusions of the EEC by criteria. Comply out of 10 standards: fully - 9, partially - 1, do not comply - 0.

Recommendations for improvement:

1. To ensure training of teachers in innovative teaching and learning methods and approaches to validating methods (5.3.2).

Standard 6: EDUCATIONAL RESOURCES

6.1 Material and technical base for teaching and learning

The material and technical base for the implementation of the educational programme "General Medicine" consists of premises, equipment, information and communication tools, video surveillance, including a library, office equipment and methodological resources, 750 kW of solar batteries are installed. The premises include: 4 educational buildings with a total area of 31,836.81 sq m at the Yu. Atabekov str., bld. No 1, Chorguzar, bld. 6 and Fitrat str., bld. No. 112. The institute has 1 indoor sports hall and 1 football arena, 4 dormitories for 1,554 people at the address Chorguzar, bld. 6. All equipment is located in educational and laboratory premises, educational and laboratory premises meet the requirements of established standards, are used in accordance with the rules of environmental protection and technical safety. The institute has 4 libraries with an area of 1,092.0 sq m, in the main educational building there is a Simulation Centre and an Incubation and Acceleration Centre. The Simulation Centre has training rooms equipped with dummies, robots and phantoms. The Incubation and Acceleration Center has 90 computers that students use during lessons and a vivarium with an area of 720 sq m. The Educational and Clinical Centre (ECC) is located in the Clinic at the Institute, at the address Bobur Shokh Street, Building 8 and occupies an area of 560 sq.m. The ECC has 16 rooms, of which 7 are used for the educational process.

As part of the work of the expert commission, the following were visited: the Center for Digital Educational Technologies, the Centre for Information Technologies, the Centre for the Development of Communicative Competence, the Library, the ASMI Clinic, Andijan City, Tashkent Street, 42, Andijan Regional Perinatal Centre, Andijan City, st. Y. Atabekova No. 3, Andijan Regional Psychoneurological Dispensary, Educational and Simulation Centre. The ASMI Clinic is undergoing renovation stages, which includes treatment, educational centers, catering, self-study rooms, and rest rooms. The area of the rooms corresponds to the normative sanitary and hygienic data.

6.2 Resources for clinical training

Resources for clinical practice include the resources of clinical bases and the Educational and Clinical Centre. Educational rooms are located in the Regional Hospital, Multidisciplinary City Hospital, Psychoneurological Hospital, and Children's Hospital of Andijan.

There are 564 rooms for the educational process at 64 departments. Equipment - 54, including dummies - 25, phantoms - 12.

The clinical work of the institute is based on contracts with clinical bases and hospitals based on such factors as experience in providing medical care in the clinic, the availability of modern equipment, the quality of medical care and the professionalism of the clinical base staff. Before signing a bilateral contract with clinical bases, a special commission of the institute studies the financial security of the clinic, conditions for students, and gets acquainted with the management of the clinic. Over the past 3 years, the number of clinical bases has increased to 68. If in 2020 this figure was 32, and in 2021 it was 45. A new educational base for 1000 study places is being built, with a separate simulation centre.

A review of the resources showed that they meet the goals and objectives of the educational programme "General Medicine". The experts visited the ASMI clinic, the Andijan Regional Perinatal Centre, the Andijan Regional Psychoneurological Dispensary, and the Educational and Simulation Centre. The experts found that the staff of the ASMI ensures collegial and ethical relations with the medical staff, the management of the clinical base. A sufficient number of thematic patients is provided. During the interview, the students said that before the start of the relevant discipline of the educational programme, the student receives a syllabus from the teacher and knows what skills he should acquire and develop during the training.

During the visit to the clinical sites, the experts conducted a survey of the resources, their compliance with the educational programme, and accessibility for teachers and students, how modern this equipment is and meets the needs of students.

In order to validate the implementation of the self-assessment report data and obtain evidence of the quality of the programs, an interview was conducted with students in the specialty. The experts asked questions about satisfaction with training, sufficiency of time for patient supervision, work with medical documentation, satisfaction with teaching methods and the qualifications of teachers, social and moral support for students in need of it, and the availability of resources of international databases of professional literature. In general, students are satisfied with the training, assessment methods, and purposefully entered this organization, as they believe that the educational organization has good resources, image and international connections, at the same time, students would like more independence in managing patients, holding international events.

Students demonstrated their commitment to the organization of education, were active in answering questions from external experts, demonstrated their opinions on the organization of training, assessment of their skills, advisory support, the opportunity to participate in research and development, and financing. The experts studied students' documents (portfolios, student assessment results - checklists, student survey results).

Students have free access to patients at clinical sites and all the conditions for improving their practical skills - 82.3% of teachers fully agree with this, 10.8% partially agree, 2.3% found it difficult to answer.

6.3 Research in the field of medicine and scientific achievements

According to the Strategic Development Plan of ASMI, applied research works are constantly implemented by the teaching staff of departments/courses, students of the institute through temporary research teams created to carry out research projects, the purpose of which is to improve the level of training of future specialists in the university, as a single educational, scientific and industrial complex, by forming in the student the basic research competencies necessary for future professional activity. Scientific achievements over 3 years: publication of 115 monographs, 36 textbooks, 284 teaching aids, scientific articles - 2020 - 619, 2021 - 872, 2022 - 1183.

The Institute held: 84 international conferences, 15 republican scientific and scientific-methodological conferences and seminars. In 650 international symposiums and conferences, 125 seminars were attended by the faculty of the institute, the healthcare system (hospital, clinics, and medical centres) and medical universities of the Republic. <https://adti.uz/konferensiyalar/>

One of the first to hold and organize the international practical summer school "Innovative approach in extreme medicine" with the participation of gifted students from 6 countries (Russia, South Korea, Kazakhstan, Kyrgyzstan, Belarus, Uzbekistan).

Students participate in research. Below are the research topics, full names of the student and teacher: "Prevention of hypertension among the elderly", student Bozorova Nargiza, supervisor is Bustanov Sherzodbek, assistant of the 2nd Department of General Practitioner; "Using Simulation Education in the Development of Medicine as a Leading Direction in the Education System", student Abdurakhmanov Shokhzhakhon, supervisor is Mamatov Bakhtiyarzhon, head of the Department of Anesthesiology-Resuscitation and Emergency Care; "Biomarker for Early Diagnosis of Chronic Heart Failure in Patients with Type 2 Diabetes Mellitus", student Solieva Madina, supervisor is Yusupova Shakhnoza, head of the Department of Hospital Therapy.

Professors and teachers of the institute regularly implement scientific and educational practical projects, for example, in 2023, 3 foreign projects were carried out. Talented students of the institute regularly participate in projects. For example, student Bektashev Islambek took part in the republican grant "Virtual Anatomy", funded in 2021-2022 by the state budget.

Over the past 3 years, teachers have developed 6 scientific and practical projects and won grants. Of these, 3 were conducted within the republic and 3 - in the international framework. In 2023, 3 international grants were implemented. 52 ASMI teachers participate in these 6 grants.

An interview with 25 full-time teachers showed that there are both successes and problems: only isolated results of research have been introduced into the educational process, and these are mainly surgical disciplines. The results of scientific implementations in the educational process have not been presented to the experts.

6.4 Information resources

An interdepartmental document management system <https://Edo.ijro.uz> has been launched at ASMI. In this system, internal document management is carried out through the personal accounts of employees and structural divisions of the institute. In accordance with the credit technology, the educational process is implemented through the HEMIS information system for managing higher education processes.

A centralized video surveillance system has been implemented in all buildings of the institute. In order to ensure security, video surveillance cameras are installed in the internal and external parts of the buildings. Each building of the institute is connected to the Internet via a fibre-optic cable with a speed of 1000 Mbit/s. In the computer room of the centre of digital educational technologies, students have the right to actively use the Internet in their free time. The corporate WI-FI network covers 100% of educational, administrative and student dormitories.

In order to effectively plan distance education programs, manage and evaluate the educational process, as well as improve the quality of education for all students of the institute, the MOODLE distance education system and HEMIS higher education management information systems are used. Professors and teachers organized remote lectures for students via the Zoom platform. There is access to the bibliographic databases MEDLINE, EBSCO, WEB OF SCIENCE, SCOPUS access to electronic resources and reference materials, access to electronic journals

The institute has created online workspaces for students and teachers. To ensure high quality of education, about 1000 video lectures have been prepared and posted on the official YouTube channel of the institute. In order to improve the material and technical base of the institute, 24 touch interactive panels, 4 LCD screens (3x2 m), 5 electronic tribune and other information and communication equipment were purchased.

The work of the institute's library is organized on the basis of documentation regulating all the main areas of reader service, current state standards in the field of librarianship and reader service. The

work of the information resource centre is carried out in accordance with the requirements of the Law of the Republic of Uzbekistan dated 13.04.2011 No LRU-280 "On information and library activities" <https://lex.uz/docs/1769734>.

The information resource centre has links with the National Library named after Alisher Navoi. The unified information and library fund at the beginning of the 2023-2024 academic year is 214,643 thousand storage units. In the state language - 82,462 copies, in Russian - 129,973 copies, in a foreign language - 2,210 copies of publications of all types and kinds. The library fund meets the qualification requirements for educational activities and the list of documents.

The fund of educational literature and educational-methodical literature numbers 113,055 copies, which is 49.9% of the total fund. The fund of fiction is 22,860 copies, including 10,163 copies in the state language. The Institute has strong ties with all universities of the Republic of Uzbekistan.

The Institute provides sufficient financial support for the development of the library and the improvement of information resources, educational and information technologies. The Institute purchased the automated library information system unilibrary.uz. The program has the modules "Registration", "Catalogist", "Purchase", "Issuance of books". On the website of the Institute there is a page "Electronic Library" <http://library.adti.uz/> includes electronic forms and bibliographic records of literature, and users and teachers can use the electronic catalogue.

Information about the library is available on the website of the institute <https://adti.uz/axborot-resurs-markazi/>

For users in the social network Telegram, 1 channel and 5 groups have been created, as well as the official channel ADTI ARM <https://t.me/adtiarm>, Tibbiyot bilimdonlari <https://t.me/armadti>, Family Medical Library <https://t.me/horijkitob>. Tibbiyot zhurnallari <https://t.me/jurnalbook>, a total of 8199 users, 71132 titles of resources - educational, scientific, fiction literature are provided free access to readers.

The EBSCO host information service, together with the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan, has opened the possibility of free access to full-text scientific databases for all universities and institutes of the Republic of Uzbekistan. Currently, the information resource centre has 169,817 resources - 100.10 GB of data.

Sets of textbooks in electronic format have been prepared for students from 1st to 6th years. The Institute provides teachers and students with the opportunity to use existing and new information and communication technologies for: independent learning; access to information; patient management; work in the health care system; optimization of student access to relevant patient data and the health care information system.

The Institute guarantees teachers and students the opportunity to use existing and new information and communication technologies for independent learning through unlimited access to information and educational resources: the official website of "ASMI"; Library; electronic and scientific resources of specialized Institutes of the Republic and foreign universities.

All students are provided with access to the book collection of the "ASMI" library, which includes educational, methodological and scientific literature in Uzbek, Russian and English, as well as domestic and foreign periodicals. Information support for the library is provided within the framework of the "Information and Resource Centre" section on the official website of "ASMI". Students have access to educational materials on disciplines, an academic calendar, an individual plan, a schedule, the results of assessment of knowledge and achievements, and news of the educational process in the system.

The experts visited the Centre for Digital Educational Technologies, the Library, and were able to familiarize themselves with electronic databases and electronic journals. The library in the main building does not correspond to the volume of the library collection, but a new Library building is currently under construction.

6.5 Expertise in the field of education

A group of experts has been formed at the institute to analyse the quality of educational programmes. At the beginning of the academic year, the quality of the educational programme

"General Medicine" is analysed by internal experts. The Department of Education Quality Control conducts an internal analysis of the educational process.

In 2021, the institute passed an external examination of the State Inspectorate for Supervision of Education Quality No. 515 of July 18, 2017 "On the organization of the activities of the State Inspectorate for Supervision of Education Quality under the Cabinet of Ministers of the Republic of Uzbekistan" <https://lex.uz/docs/3273612> is supervised by the Department of Education Quality Control and carries out its work within the framework of job descriptions. Based on the results of the examination, it was recommended to reduce the number of lectures and increase practice. Currently, construction and reconstruction work is underway in the clinic of the institute. The construction of an educational building for 1000 seats, equipped with innovative technologies, new laboratory equipment, and phantoms, is nearing completion. The direction of monitoring the quality of the educational process is approved by the head of the ASMI.

At the institute, assessment in the field of education and in medical education research is carried out by the department for quality control of education and the department of educational and methodological complex <https://adti.uz/ru/ta'lim-sifatini-nazorat-qilish-bolimi/>, <https://adti.uz/oquv-uslubiy-boshqarma/>. These departments define and consistently apply procedures for monitoring, evaluating and revising the EP to ensure that they achieve the goal and meet the needs of stakeholders. For this purpose, participation of students, employers of the Andijan, Fergana, Namangan regions and other stakeholders in the evaluation and revision of the EP is envisaged. The results of these processes are used to improve the EP. Continuous monitoring, evaluation and revision of the EP are aimed at ensuring their effective implementation and creating favourable learning conditions.

From the self-assessment report, the experts received information that the departments successfully use innovative teaching methods, such as "Case Study", CBL, CBL + TBL, work in small groups, passing practical skills on simulators, mini-clinical exam, OSCE, industrial practice. However, when interviewing teachers and visiting 5 practical classes at the Department of Obstetrics and Gynaecology, the Department of Psychiatry, Narcology, Medical Psychology and Psychotherapy, the Department of General Surgery and Transplantology, the Department of Hospital Therapy and Endocrinology and the Department of Propaedeutic of Internal Diseases, the experts found out that interactive teaching methods are rarely used.

The expert commission found that expertise in the field of education is mainly localized in matters of developing an educational programme, its implementation, teaching and methodological materials. Data on research into the pedagogical process in higher medical school is not presented. It remains unclear which active teaching methods allow ASMI to achieve its goals.

6.6 Educational Exchange

ASMI has actively developed and successfully implemented a policy of cooperation both at the national and international levels. This policy includes the establishment of partnerships with other faculties of the institutes, covering the mobility of students, researchers, as well as academic and administrative staff.

ASMI International Cooperation Department actively develops international relations and has signed more than 65 memorandums with various universities in countries such as Italy, Portugal, Russia, Slovakia, Ukraine, Germany, South Korea, Kyrgyzstan, Kazakhstan, Belarus, Iran, India, Poland, Turkey, China, Malaysia, some of which are included in the ranking of the top 1000 world universities.

The International Cooperation Department carries out its activities in accordance with the foreign policy of the state, the activities are aimed at actively integrating the institute into the global educational space, ensuring its full participation in international programs, establishing direct contacts and interaction with research and educational institutions of foreign countries, as well as international organizations <https://adti.uz/en/xalqaro-alloqalar/>.

In 2022, 25 specialists completed internships at foreign institutes, and in 2023, 24 people in 4 areas successfully completed internships in Russia. In addition, teachers and professors completed

training and internships in Canada, Germany and other countries. The total number of teachers who completed internships in 2023 is 58.

The institute actively implements the learning outcomes and innovations obtained during internships and advanced training courses. Professors and teachers who have improved their skills in the field of surgery interact with colleagues from various countries, exchanging experiences and conducting training modules for students. During their studies in paediatrics, students study advanced methods of first aid for children and deepen their knowledge in various areas of paediatrics. Academic mobility of employees at the Institute is carried out in accordance with the Resolution of the Cabinet of Ministers No. 824 of December 31, 2020 "On measures to improve the system related to the organization of the educational process in higher educational institutions", academic mobility of students is carried out in accordance with the Resolution of the Cabinet of Ministers No. 393 of June 20, 2017 "On approval of the regulation on the procedure for admission to higher educational institutions, transfer, reinstatement and expulsion of students admitted", developed on the basis of the Law "On Education" and is formalized by order of the Rector. Payment for travel within the country is carried out at the expense of the Institute; foreign trips are paid for by the resolution of the Rector or the competition committee from 30 to 100 percent of the cost of air or train tickets. Accommodation and food conditions are agreed upon with the partner institution in advance and in most cases are provided on mutually beneficial terms for both parties.

As part of the work of the accreditation committee, data was identified confirming the policy of cooperation and exchange of teachers and students.

Conclusions of the EEC by criteria. Compliant out of 21 standards: fully - 19, partially - 2, do not comply - 0

Recommendations for improvement:

1. To actively integrate the results of scientific research into educational processes (6.3.2).
2. To expand the areas of scientific research in medical education to improve the educational process (6.5.3).

Standard 7: QUALITY ASSURANCE

7.1 Quality Assurance System

The policy of internal quality assurance of educational activities is based on such regulatory documents as: national orders and regulations, the Academic Policy of Andijan State Medical Institute, the Concept (strategy) and development program of Andijan State Medical Institute for 2022-2030, the program of internal quality assurance of Andijan State Medical Institute. The model of the system of internal quality assurance of educational activities includes: resource management and process management, which are constantly measured, analysed and improved, in accordance with the needs of the external competitive environment. The management of the institute ensures the availability of resources necessary for the implementation of the strategy and achievement of the goals of the entire institute, including the EP "General Medicine". They include resources for the operation and improvement of the management system, as well as the satisfaction of consumers and other stakeholders.

ASMI defines the following basic principles of quality assurance:

- 1) Quality assurance meets the diversity of higher education systems, institutions, educational programmes and students.
- 2) Compliance with regulatory documents, ESG recommendations and ISO 9001 requirements;
- 3) The leading role of the Institute's management is to ensure the unity of strategy, policy and order, involve all employees in quality assurance and improvement activities, and provide the necessary resources.
- 4) Consideration of the needs and expectations of external and internal stakeholders and their active involvement in education quality assurance and improvement activities.
- 5) Ensuring equal opportunities and fairness for students.

6) Maintaining academic integrity and freedom, intolerance to any forms of corruption and discrimination.

7) Clear definition of responsibility for processes, quality and standards.

8) Promote a process approach and risk-oriented thinking principles.

9) Making important management decisions based on a comprehensive analysis of data and information.

10) Creating conditions for continuous improvement of the quality assurance system and development of a quality culture.

11) Ensuring external and internal independent control.

12) Ensure regular review of the program and quality assurance standards.

13) Ensure transparency and accessibility of information for stakeholders.

14) Quality assurance and improvement applies to all educational programmes implemented by ASMI.

The right to engage in educational activities of ASMI has been confirmed several times, as the institute passed state certification and accreditation in 2021 (accreditation certificate No. 5000040 dated July 8, 2021). The received accreditation certificate of the State Inspectorate for Supervision of Quality of Education under the Cabinet of Ministers of the Republic of Uzbekistan (SISQE RU) gives the right to issue a diploma. <https://adti.uz/davlat-akkreditatsiyasi-togrisidagi-guvohnomalar/>

According to the results of 2022, ASMI was included in the rating of the international rating agency "Webometrics Ranking of World Universities" https://www.webometrics.info/en/Asia_es/Uzbekistan?sort=desc&order=Excellence%20Rank%2A. The Institute scored 5360 points in 8 areas and took 26th place among 179 universities in Uzbekistan. In this rating, it took 3rd place among medical institutions in Uzbekistan.

During meetings with the administrative staff of ASMI, faculty, and representatives of practical health care, the expert commission received sufficient data that ASMI has developed a system of management and monitoring of educational programmes. *When questioning faculty, 85% responded that they were completely satisfied with the organization of the educational process in this educational institution. 87.3% of faculty noted that this educational organization observes ethics and subordination in relations between colleagues, teachers, and management. 72.8% of teachers noted that the heads of the organization listen to their opinions regarding issues related to the educational process, research, and clinical work.*

7.2 Program monitoring and evaluation mechanisms

The program for monitoring the processes and results of the educational programme includes:

1) the educational and methodological council determines, develops and implements general institute activities aimed at improving the quality of educational programme development and quality control of the educational process and educational provision.

2) the educational and methodological department is responsible for ensuring a systematic approach to the development, approval, control and evaluation of the educational and methodological department's EP, updating internal regulatory documentation on educational activities, updating educational and methodological documentation, for timely approval. Determines the student's academic rating based on credits and repeat credits.

3) at the stage of approving the final EP, which is held at a meeting of the Institute's Kengash;

4) at the stage of implementing the EP through monitoring the quality and effectiveness to achieve the final outcomes of student learning. Thus, annual surveys of students and teachers are conducted, the results of which indicate the quality of the EP;

5) at the stage of making improvements to the EP based on the monitoring results.

In addition, monitoring of the quality of the educational process is regularly carried out by specialized departments through open lectures, open classes, mutual attendance of classes with subsequent discussion at department meetings (<https://adti.uz/ru/psixiatriya-va-narkologiya-kafedrasida-bolib-otadigan-ochiq-maruzaga-marhamat/>).

7.3 Feedback from teachers and students

The institute has a system for collecting feedback from key stakeholders (teachers, administrative workers, students, employers), which is carried out using questionnaires (4 times a year), surveys during meetings and round tables (2 times a year), entries in the rector's blog, individual receptions in the dean's office according to the schedule. The department responsible for collecting information is the dean's office, the student practice marketing department, the department for supervision of the quality of education.

The expert commission was provided with a questionnaire, including 20 questions on such topics as: quality of education, corruption, employment and the results of the student survey. The survey is conducted vertically - starting with the departments (based on the results of classes and lectures), then at the level of the dean's office and the institute (Annex 4). Thus, upon completion of the midterm and end-of-course assessment, a survey of students is conducted to obtain feedback, the results of which are analysed and heard at a meeting of the specialized departments of the Faculty of General Medicine and at a meeting of the Academic Council of the Institute.

For the purpose of feedback, the Marketing and Student Practice Department annually conducted a survey of employers, job fairs, and visits to employers in order to attract young specialists to the regions, taking into account local, national and global conditions. The survey results allow for changes to be made to the training program and take into account the opinion of employers on the quality of student training.

The Institute regularly assesses the degree of employer satisfaction with university graduates to identify the compliance of the educational programme with the real requirements of the labour market, opportunities for its improvement, as well as the degree of compliance of the competencies of students and graduates with positions in the workplace. The Institute takes into account the recommendations received from the medical community when making changes to the educational programme <https://adti.uz/bitiruvchilarni-ishga-joylashganligi/>

While surveying students, 50.16% of students rated the question "In your opinion, how adequate is the participation of students in key committees of the medical school?" at 5 points, 27.1% at 4 points. 49.2% of students rated the question "In your opinion, how aware is the Office of the Deputy Dean of the problems of students?" at 5 points.

7.4 Academic achievements of students and graduates

The academic achievements of students studying in the EP "General Medicine" are analysed according to the mission of the EP: training highly qualified healthcare specialists, contributing to the improvement of the quality of medical services and strengthening the health of the population. Training in our EP takes into account the basic and professional competencies for the implementation of training highly qualified specialists. The indicators of students and graduates studying in the EP "General Medicine" include an analysis of academic achievements, student science and access to clinical practice. The results of student performance allow us to draw conclusions about the achievement of the final learning outcomes, which are spelled out in the syllabuses of the disciplines. In the syllabuses, along with the final learning outcomes and the content of the discipline, the purpose of the discipline, teaching methods, assessment methods and resources are spelled out.

The achievements of students in various areas are considered by faculty councils and institute councils, encouraged at the expense of the institute's extra-budgetary funds.

One of the criteria for evaluating the effectiveness of the EP "General Medicine" is the indicators of the end-of-course assessment of graduates. Adjustment of test tasks or exams is carried out based on the recommendations of the State Certification Commissions, analysis of feedback from students and employers.

Over the past 3 years, the number of students who have won international and national Olympiads has doubled. For example, in 2021, there were 40 Olympiad winners, in 2022 - 45, in 2023 - 55 students became winners of international and republican Olympiads

For the purpose of feedback, the Marketing and Student Internship Department annually conducted a survey of employers, job fairs, and visits to employers in order to attract young specialists to the regions, taking into account local, national and global conditions. The survey results allow for

changes to be made to the training program and take into account the opinion of employers on the quality of student training.

The Institute regularly assesses the degree of employer satisfaction with university graduates to identify whether the educational programme meets the real requirements of the labour market, opportunities for its improvement, as well as the degree to which the competencies of students and graduates correspond to positions in the workplace. The Institute takes into account the recommendations received from the medical community when making changes to the educational programme.

7.5 Stakeholder Involvement

Interviews with 15 employers were conducted online and included questions such as: knowledge of the university mission, participation in the development of the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of students, participation in training students through mentoring, providing the department and students with the necessary resources for practical training and the development of clinical thinking, about the problems of interaction with departments and universities in general. Most employers are satisfied with such cooperation with ASMI, since students participate in the treatment process; the attractiveness of medical organizations improves by attracting patients due to the prestige of the working teaching staff. Final-year students perform outpatient consultations under the supervision of experienced specialists, thereby reducing the burden on the main staff. Meanwhile, employers were unable to answer the question about the possibility of influencing the formation of the EP, its correction, the development of elective disciplines, the implementation of scientific results in practice.

Conclusions of the EEC by criteria. Compliant out of 14 standards: fully - 13, partially - 1, do not comply - 0

Recommendations for improvement:

1. To ensure the involvement of all stakeholders in monitoring, evaluation and improvement of the educational programme, including local methodological commissions (7.5.2).

Standard 8: MANAGEMENT AND ADMINISTRATION

8.1 Management

The Institute is managed in accordance with the legislation of the Republic of Uzbekistan, the Model Rules for the Activities of Higher and Secondary Specialized Education Organizations and the Charter of the Institute <https://adti.uz/adti-nizomi/> on the principles of unity of command and collegiality. The structure of the Institute is approved by the Rector based on the decision of the Kuzatuv Kengashi. In accordance with the Charter of the Institute, the Rector approves the staffing table and distributes job responsibilities. The structure of the Institute's divisions is defined in the regulations of the relevant divisions. The top management of the Institute annually analyses the organizational structure of the Institute in order to update it. When the need for organizational changes arises, the development of a project for a new organizational structure is initiated.

The Institute Council is a collegial governing body that determines the concept for the development of the Institute and makes decisions on all fundamental issues of organizing all types of activities. The Institute Council is responsible for approving the academic policy, the internal quality assurance policy of the EP, and the quality standards of education <https://adti.uz/ilmiy-kengash-garorlari/>

The heads of all departments are responsible for ensuring that the activities of the department comply with the goals, objectives, and functions. The responsibility of officials for ensuring and improving quality is distributed in accordance with the Regulations on structural divisions and in job descriptions. The structural division of the Institute responsible for monitoring and managing the educational process of the bachelor's degree is the educational and methodological department. The following regulatory documents have been developed for the functioning of the departments at the

Institute: Internal regulations; Regulations on the procedure for assessing students' knowledge; Rules for organizing the educational process in the master's program; Rules for admission to the Institute; Regulations on conducting current monitoring of academic performance, midterm and end-of-course assessment of students; Regulations on granting academic leaves to students; Rules for conducting final state certification of students; The provision of transfer and reinstatement of students, etc.

The management of the educational process, including quality control of the provision of educational services, is based on a clear definition of the functions of all activity processes, their clear implementation by all structural divisions (managers, teaching staff and employees) and their interrelation, as well as responsibility for the performance of their functions. For this purpose, the University has developed the "Program for Internal Quality Assurance of the Andijan State Medical Institute". This document clearly defines the tasks and responsibilities for the activities carried out (Annex 5). The Educational and Methodological Department is responsible for ensuring a systematic approach to the development, approval, monitoring and evaluation of educational programmes, updating internal regulatory documents on educational activities, and timely approval of educational and methodological documents. The Monitoring and Internal Control Department is responsible for the quality of teaching by the teaching staff, the educational process and the training of the institute's personnel. The department regularly analyses the quality of teaching of the institute's professors and lecturers, studies and analyses the compliance of students' knowledge with qualification requirements and the level of proficiency in subjects, organizes the quality of internal assessment at the institute, studies the organization of the educational process based on the requirements specified in regulatory legal documents and the effectiveness of using the NEMIS system (Annex 5). During the work of the accreditation committee, a meeting was held with the Vice-Rector for Academic Affairs Abdullazhanov B.R., Head of the Monitoring and Internal Control Department Dzhililov R.L., Dean of the Dean's Office of the Faculty of Medicine Mamatov B.Yu., who were familiarized with the regulatory documents and described the technological processes.

During the survey of the teaching staff, to the question of the questionnaire "Do the heads of the organization listen to your opinion regarding issues related to the educational process, research, clinical work", 72.8% of the teachers answered that they do so systematically, 16% answered "sometimes", 1% "quite rarely", 1.75% "never".

8.2 Representation of students and academic staff

In the structure of ASMI, the First Vice-Rector for Youth Affairs and Spiritual and Educational Affairs manages the spiritual and educational, upbringing and social activities of the institution, is responsible for ensuring the quality of social and living conditions for students (Annex 5). The Youth Union involves students in various events, spiritual and educational activities, also organizes the work of students to help the elderly in the community, protects the interests of students in the Institute Council https://t.me/mediAsmi_uz , <https://adti.uz/yoshlar-ittifoqi/>. All students and employees under the age of 30 can become members. The number of students and employees of the Youth Union of the Institute today is 10,108 people. In total, the union has 11 branches. The goal of the public organization: the formation of a physically healthy, mentally mature and intellectually developed, independently thinking young generation, the protection of youth from external threats and the harmful effects of "mass culture", the protection of the rights and legitimate interests of youth. In addition, the Institute has created a "Trade Union" that protects the activities of the faculty and makes proposals to the Institute Council on protecting the rights of employees, organizing their vacations in various sanatoriums, and encouraging them.

8.3 Administration

The Institute has a number of collegial bodies in its management structure that deal with consultative and advisory issues of its activities. The forms of collegial management are the Institute Council, faculty councils, and supervisory board. All collegial bodies include heads of all levels of the Institute. All members of the collegial bodies of the Institute have equal rights. The Institute Council is a collegial management body that determines the concept of the Institute's development and makes decisions on all fundamental issues of organizing all types of activities. The Institute Council is

responsible for approving the academic policy, the internal quality assurance policy of the EP, and the quality standards of education <https://adti.uz/ilmiy-kengash-qarorlari/>

The main activities of the Institute Council: approval of educational programmes for specialties based on the State Compulsory Education Standards of the Republic of Uzbekistan; approval of the formed specific competencies of undergraduate students (students and clinical residents, master's students) in each discipline within the framework of educational programmes; considers strict compliance with state educational standards, curricula and programs, gives recommendations and instructions on priority issues; hears and makes appropriate decisions on reports on the educational, research and spiritual-educational work of the faculties, on the results of student admission, admissions committees, as well as on the needs for informing the population of the graduate marketing service, on cooperation with customer organizations; discusses issues of scientific research, implementation of plans for spiritual-educational work, advanced training and retraining of the teaching staff and makes appropriate decisions; approves annual and long-term plans for the development of Andijan State Medical Institute, discusses the results of material and technical support and financial and economic activities, makes appropriate decisions on the coordination of educational and methodological work in the departments, hearing and discussing plans and reports of departments/courses on optimization of the educational process.

The Academic staff, administrative and management personnel (AMP), and representatives of practical healthcare participate in the work of the Council of the Institute. In addition, the composition includes deputies and chief physicians of medical institutions: Bakhodir Rakhmonov - chief physician of the clinic of the Andijan State Medical Institute, D.M. Khakimov - director of the Andijan branch of the Republican Centre for Emergency Medical Care, Mirzajanov Azizbek - head of the Andijan department of regional health. The faculty council is the highest collegial body coordinating the work on the development, implementation, maintenance and continuous improvement of the educational part of the faculty, as well as on issues of strategic development of the faculty. The faculty council is a collegial governing body and determines the concept of development of the faculty, departments and EP.

During the work of the accreditation commission, meetings and questionnaires were held by Madazimov M.M., Bakhodir R., Mamatov B.Yu., Abdullazhanov B.R., Dzhalilov R.L., teaching staff and students, representatives of practical health care, who confirmed the stages of administration of the EP, the stages of interaction between departments.

8.4 Budget for training and resource allocation

Management of financial and economic policy and activities is the responsibility of the first head of the institute - the rector. Financial issues are under the jurisdiction of the head of the financial department and the chief accountant of the Institute, whose job responsibilities and powers are established by the job description and internal legal acts of the institute.

To provide the educational process with resources, an annual consolidated planned budget is formed at the Institute based on income. The formation of the consolidated budget, calculation and approval of the budget for the new financial year is carried out by the planning and financial department (PFD), <https://adti.uz/moliyaviy-faoliyat-2/>

The cost of training is determined in accordance with the standards for calculating the cost of training per student adopted in the Republic of Uzbekistan. Ensuring implementation consists of the salary fund of the Professorial and teaching staff, providing students with educational resources (educational and scientific literature, access to the Internet and international information databases of literature, information and communication technologies) and other standards. Every year, the Government of the Republic of Uzbekistan approves a state educational order for the training of specialists with higher and postgraduate education, in accordance with which the financing of educational programmes is determined. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, dated 01.08.2022 No. 419 <https://lex.uz/uz/docs/6138976>

Information on financing and main expenses for training is as follows. The structural division "Accounting" operates at ASMI <https://adti.uz/moliyaviy-faoliyat-2/> The accounting and financial

reporting system is organized on the basis of the Accounting Policy in accordance with the requirements of regulatory documents of the Republic of Uzbekistan. Income and expenses are presented on the institute's website: <https://adti.uz/moliyaviy-faoliyat-2/daromadlar-va-xarajatlar-togrisidagi-malumotlar>.

The institute regularly posts its financial reports on the official website of the institute: <https://adti.uz/moliyaviy-faoliyat-2/byudjet-smetasi>. It shows budget revenues and expenses, contract education funds, government procurement and investment projects.

8.5 Interaction with the healthcare sector

ASMI closely maintains interaction and cooperation with the healthcare sector, in order to provide qualified specialists in accordance with the needs of the population, each year the government allocates targeted entrance quotas for applicants for each region. The clinical departments of ASMI cooperate with leading clinics and healthcare organizations and over the past few years have concluded agreements with leading clinics and private clinics in the amount of 68 agreements. Over the past 3 years, the faculty of the institute has examined more than 170,000 residents of 17 districts and cities of the Andijan region. Also, during the pandemic, 98 employees regularly worked in the headquarters created in the Andijan and Namangan regions and took part in maintaining the health of the population. ASMI has a faculty for advanced training of doctors, which, at the request of health authorities, trains specialists and retrain them in other specialties.

Conclusions of the EEC by criteria. Compliant with 17 standards: fully - 17, partially - 0, do not comply - 0

Standard 9: CONTINUOUS RENEWAL

The process of creating, implementing and improving the educational programme "General Medicine" at ASMU is partially centralized and is built and implemented in accordance with the Order of the Minister of Secondary Specialized Education of the Republic of Uzbekistan dated October 19, 2021 No. 35-2021 "On approval of the state Standard of the Republic of Uzbekistan "State Standard of Higher Education. Basic Rules" and Protocol No. 4 of the Ministry of Health of the Republic of Uzbekistan dated August 31, 2021 and Order of the Minister of Health of the Republic of Uzbekistan dated June 4, 2021 No. 121 "On approval of regulatory documents on the organization of the educational process in medical and pharmaceutical higher educational institutions", the Strategic Plan (concept) for the development of the institute for 2022-2030 and the work plan for the implementation of the strategy (academic year), which are discussed and approved at a meeting of the Academic Council of the Institute with the participation of stakeholders <https://adti.uz/xujjatlar/>. According to these documents, the bachelor's degree programs were revised taking into account the needs of the master's degree programs and the needs of the market, the publication of literature by the University's teaching staff is subsidized, the teaching load of the teaching staff was redistributed, the academic mobility of the Academic staff (Annex 3) and students was increased, quotas for the admission of foreign students were expanded, issues of financial incentives for the teaching staff were developed, a licensing and accreditation system for educational programmes [Davlat akkreditatsiyasi tog'risidagi guvohnomalar – Andijon davlat tibbiyot instituti](#), was introduced, agreements with local and foreign universities were signed (Annex 3), active involvement of foreign scientists in the educational process, the purchase of international literature was increased in accordance with the needs of students and the teaching staff, the electronic document management system is financed, proposals are developed and submitted to the Ministry of Education. One of the indicators of improving the material and technical base for strengthening practical skills is the Urology Training Centre. The centre is located in the Clinic at the Institute, at the address Bobur Shokh Street, Building 8, and occupies an area of 560 sq.m. The TCC has 16 rooms, 7 of which are used for the educational process. Taking into account modern requirements, a remote lithotripsy room has been equipped for practicing endourology skills. In addition, the TCC has a separate entrance, a ward with 3 beds, a meeting room, and a lecture room equipped with the necessary equipment.

The system for assessing all types of activities functions through the following mechanisms: at the department level - an individual work plan for a teacher; at the level of structural divisions - a

survey of students (Annex 4), teachers, employers; at the level of the entire institute - institutional and specialized accreditation of educational programmes. Each stage and level in the quality assurance system is regulated by the relevant regulatory and normative-regulatory documents.

The University has developed the "Program for Internal Quality Assurance of Andijan State Medical Institute". The purpose of this program is to train highly qualified personnel based on modern requirements, international experience, improve the quality of education, trust, recognition of learning outcomes and mobility of students, and provide information. The objectives of this document include: improving the credit-modular training system, methods for assessing students' knowledge, modernizing the educational environment, forming an effective system for training faculty, revising curricula, EP, teaching materials, with an increase in practical training, intensifying cooperation with leading foreign institutions, ensuring transparency of the educational process, providing students with the ability to form an individual learning path, improving the quality of education, strengthening the role of medical university clinics in integrating advanced technologies, modernizing the activities of simulation centres, improving the organizational structure of the Institute, developing students' competencies in the field of creating and implementing medical projects and introducing innovations, forming a sustainable motivation aimed at obtaining new knowledge. Ensuring and improving quality is the shared responsibility of the Institute's management, departments and structural divisions. This document clearly defines the objectives and responsibilities for the activities carried out (Annex 5).

Conclusions of the EEC by criteria. Compliant out of 3 standards: fully -3, partially - 0, do not comply - 0.

Thus, during the external evaluation of the educational programme, full compliance of 134 standards for accreditation was established out of **144 standards for accreditation**, including 115 basic standards and 19 improvement standards. There is partial compliance with 8 basic standards and 2 improvement standards. Non-compliance with standards was not established.

5. Recommendations for improvement of the educational programme "General Medicine" (in Uzbek and Russian languages of instruction):

- 1) To increase the number of students involved in scientific work by introducing a basic course on scientific research skills (2.1.9 and 2.6.1).
- 2) Within the framework of academic autonomy, to involve stakeholders in the development of the educational programme by including them in the faculty council, the CMC (central methodological commission), and the Academic Council of the institute (2.2.6).
- 3) To validate assessment methods to ensure the quality of education (3.1.4).
- 4) To improve the awareness of all stakeholders about the assessment system, which is carried out in accordance with the «Academic Policy» (3.1.6)?
- 5) To improve the expertise and system of assessment tools (3.3.3).
- 6) To ensure training for teachers in innovative teaching and learning methods and approaches to validation of methods (5.3.2).
- 7) To actively integrate research results into educational processes (6.3.2).
- 8) To expand the areas of scientific research in medical education to improve the educational process (6.5.3).
- 9) To ensure the involvement of all stakeholders in monitoring, evaluating and improving the educational programme, including local methodological commissions (7.5.2).

6. Recommendation to the ECAQA Accreditation Council

The members of the EEC established the compliance of the educational programme "General Medicine" with the Standards for accreditation and came to a unanimous opinion to recommend that the ECAQA Accreditation Council to accredit this programme for a period of 5 years.

	Full name	Signature
Chairman	Shamsutdinova Alfiya Gumarovna	
International Expert	Akhvlediani Leila Teymurovna	
Academic Expert	Sharipov Kamalidin Orynbaevich	
Academic Expert	Zhabborova Feruza Uzokovna	
Academic Expert	Yeshonkulova Bakhriniso Dustmurodovna	
Academic Expert	Bacheva Irina Viktorovna	
Academic Expert	Aldabergenova Taurzhan Kalibekovna	
Employer Expert	Nasretdinova Shahida Davranbekovna	
Student Expert	Turgunboeva Rakhshona Murodzhon kizi	
Student Expert	Akchurin Yevgeny Andreevich	

**Quality profile and criteria for external evaluation of an educational programme
(summary)**

Standard	Evaluation criteria	Number of standards	BS/IS*	Grade		
				Fully compliant	Partially compliant	Does not correspond
1.	MISSION AND VALUES	11	11/ 0	11/0	0/0	0/0
2.	EDUCATIONAL PROGRAMME	38	33/5	31/4	2/1	0/0
3.	ASSESSMENT OF STUDENTS	14	12/2	9/2	3/0	0/0
4.	STUDENTS	16	12/4	12/4	0/0	0/0
5.	ACADEMIC STAFF	10	9/1	8/1	1/0	0/0
6.	EDUCATIONAL RESOURCES	21	19/2	17/2	2/0	0/0
7.	QUALITY ASSURANCE	14	11/3	11/2	0/1	0/0
8.	MANAGEMENT AND ADMINISTRATION	17	15/2	15/2	0/0	0/0
9.	CONTINUOUS RENEWAL	3	1/2	1/2	0/0	0/0
	Total:	144	123 / 21	115/19	8/2	
	* BS - basic standards, IS - improvement standards			144		

Список документов, изученных членами ВЭК во время визита в организацию

№	Название документа	Количество	Дата утверждения
1.	Working training program on the subject of Human Anatomy 1,2,3	1	24.06.2024
2.	Рабочая программа по предмету Анатомия человека 1,2,3	1	24.06.2024
3.	«Branch of Physiology Maxillofacial Physiology»	1	24.06.2024
4.	«Отрасль Физиологии, Челюстно-лицевая физиология»	1	24.06.2024
5.	Working program on the subject of Orthodontics	1	24.06.2024
6.	Рабочая программа по программе Ортодонтия	1	24.06.2024
7.	2024-2025 учебный год 1 курс, 60910100-Стоматология. Типовая учебная программа 2024. Рабочий учебный план	1	26.08.2024
8.	2024-2025 учебный год 2 курс, 60910100-Стоматология. Типовая учебная программа 2023. Рабочий учебный план	1	24.06.2024
9.	2024-2025 учебный год 3 курс, 60910100-Стоматология. Типовая учебная программа 2022. Рабочий учебный план	1	24.06.2024
10.	2024-2025 учебный год 4 курс, 60910100-Стоматология. Типовая учебная программа 2021. Рабочий учебный план	1	24.06.2024
11.	2024-2025 учебный год 5 курс, 5510400-Стоматология. Учебный план. Типовой учебный план - 2020.	1	24.06.2024
12.	"PREVENTION OF DENTAL DISEASES" ON SCIENCE SYLLABUS	1	24.06.2024
13.	"PROSTHETICS WITH REMOVABLE DENTAL PROSTHESIS" BY SUBJECT SYLLABUS	1	24.06.2024
14.	FROM THE MODULE OF DISEASES AND INJURIES OF THE MAXILLOFACIAL REGION SYLLABUS	1	24.06.2024
15.	Силлабус по предмету «Заболевания и травмы челюстно-лицевой области».	1	24.06.2024
16.	СИЛЛАБУС По предмету	1	24.06.2024

	“КЛИНИЧЕСКАЯ ЭНДОДОНТИЯ”		
17.	SYLLABUS ON THE MODULE OF ORTHODONTICS 4 - COURSE	1	24.06.2024
18.	СИЛЛАБУС ПО МОДУЛЮ ОРТОДОНТИЯ	1	24.06.2024
19.	«ПРОТЕЗИРОВАНИЕ СЪЕМНЫМИ ЗУБНЫМИ ПРОТЕЗАМИ» ПО ПРЕДМЕТУ СИЛЛАБУС	1	24.06.2024
20.	”ПРОФИЛАКТИКА СТОМАТОЛОГИЧЕСКИХ ЗАБОЛЕВАНИЙ” ПО НАУКЕ СИЛЛАБУС	1	24.06.2024
21.	60910100 – Stomatologiya bakalavriat ta’lim yo’nalishining	1	25.06.2024
22.	60910200 – Davolash ishi bakalavriat ta’lim yo’nalishining	1	25.06.2024
23.	Узбекистон Давлат Стандарт Узбекистон узлуксиз таълимининг давлат таълим стандартлари Олий таълимнинг давлат таълим стандартлари	1	16.06.2021
24.	“OLIY TA’LIMNING DAVLAT TA’LIM STANDARTI. ASOSIY QOIDALAR” O‘ZBEKISTON RESPUBLIKASINING DAVLAT STANDARTINI TASDIQLASH TO‘G‘RISIDA	1	19.10.2021
25.	60910100 – Stomatologiya (yo’nalishar bo’yicha) bakalavriat ta’lim nalistining MALAKA TAVSIFNOMASI	1	16.08.2021
26.	ОТЧЕТ СТОМАТОЛОГИЧЕСКОГО ФАКУЛЬТЕТА О РЕЗУЛЬТАТАХ ОБУЧЕНИЯ СТУДЕНТОВ СТОМАТОЛОГИЧЕСКОГО ФАКУЛЬТЕТА АНДИЖАНСКОГО ГОСУДАРСТВЕННОГО МЕДИЦИНСКОГО ИНСТИТУТА ЗА 2023-2024 УЧЕБНЫЙ ГОД	1	
27.	КОМПЕТЕНЦИИ СТОМАТОЛОГИЧЕСКОГО ФАКУЛЬТЕТА	1	
28.	Результаты пройденных предметов 1-2-3-4-5 курсов стоматологического факультета АГМИ на 2020-2021 учебный год	1	
29.	АДТИ стоматология факультети 1-2-3-4-5 курс талабаларининг 2020/2021 укув йили 2-семестри фанлар буйича кайднома натижалары	1	
30.	ASMI dentistry 1-2-3-4-5 course	1	

	academic year 2020/2021. Results of the 2 nd semester of study in science		
31.	Документ изучения рынка труда Андижанской области - 1.	1	03.04.2024
32.	Документ изучения рынка труда Андижанской области - 2.	1	16.03.2024
33.	Andiion viloyat sog'liqni saqlash boshqarmasi tomonidan Andijon davlat titlniyot instituti bitiruvchilariga bo'lgan malaka talablarini g'uy darajada (1,axshi, qoniqarli, yomon) tomonlari tio'yicha tahliliy ma'lumoti	1	
34.	Андижон вилоят соғлиқни сақлаш бошқармаси томонидан АДТИга мутахассислар бўйича берилган буюртмалар (мурожаатлар) юзасидан	1	
35.	Документ изучения рынка труда Наманганской области - 1.	1	16.03.2024
36.	Документ изучения рынка труда Наманганской области - 2.	1	20.03.2024
37.	Namangan viloyati sog'liqni saqlash boshqarmasi tomonidan Andijon davlat tibbiyot instiitutervchilariga bo'lgan malaka talablarini qay darajada (yaxshi, qoniqarli, yomon) tomonlari bo'yicha tahliliy ma'lumoti	1	
38.	Наманган вилояти соғлиқни сақлаш бошқармаси томонидан АДТИга мутахассислар бўйича берилган буюртмалар (мурожаатлар) юзасидан	1	
39.	Документ изучения рынка труда Ферганской области - 1.	1	16.03.2024
40.	Документ изучения рынка труда Ферганской области - 1.	1	20.03.2024
41.	Фарғона вилояти соғлиқни сақлаш тизимидаги олий маълумотли тиббий кадрларга бўлган эҳтиёж тўғрисида маълумот	1	
42.	ОБ УТВЕРЖДЕНИИ ПОЛОЖЕНИЯ О ПЛАТНО-КОНТРАКТНОЙ ФОРМЕ ОБУЧЕНИЯ В ВЫСШИХ, СРЕДНИХ СПЕЦИАЛЬНЫХ, ПРОФЕССИОНАЛЬНЫХ УЧЕБНЫХ ЗАВЕДЕНИЯХ И ПОРЯДКЕ РАСПРЕДЕЛЕНИЯ ПОЛУЧЕННЫХ ОТ НЕЕ СРЕДСТВ	1	15.12.2012
43.	ОБ УТВЕРЖДЕНИИ ПОЛОЖЕНИЯ О ПОРЯДКЕ СОСТАВЛЕНИЯ, УТВЕРЖДЕНИЯ И РЕГИСТРАЦИИ СМЕТ РАСХОДОВ И ШТАТНЫХ РАСПИСАНИЙ БЮДЖЕТНЫХ	1	14.11.2014

	ОРГАНИЗАЦИЙ И ПОЛУЧАТЕЛЕЙ БЮДЖЕТНЫХ СРЕДСТВ		
44.	О мерах по предоставлению финансовой самостоятельности государственным высшим образовательным учреждениям	1	24.12.2021
45.	Об организации приема на учебы в государственные высшие образовательные учреждения	1	15.06.2022
46.	О мерах по внедрению новых принципов управления в систему высшего и среднего специального образования	1	11.07.2019
47.	О мерах по реформированию управления в сфере высшего и среднего специального образования	1	11.07.2019
48.	Об утверждении Концепции развития системы высшего образования Республики Узбекистан до 2030 года.	1	08.10.2019
49.	2022/2023 укув йилида Андижон давлат тиббиёт институти балкалавриатининг кундузги таълим шакли буйчи давлат буюртмаси асосида уқишга қабул қилиш параметрларининг таълим йўналишлари ва уқитиш тиллари буйича тақсимланиши	1	
50.	2023/2024 укув йилида Андижон давлат тиббиёт институти балкалавриатининг кундузги таълим шакли буйчи давлат буюртмаси асосида уқишга қабул қилиш параметрларининг таълим йўналишлари ва уқитиш тиллари буйича тақсимланиши	1	
51.	2024/2025 укув йилида Андижон давлат тиббиёт институти балкалавриатининг кундузги таълим шакли буйчи давлат буюртмаси асосида уқишга қабул қилиш параметрларининг таълим йўналишлари ва уқитиш тиллари буйича тақсимланиши	1	
52.	О параметрах государственного заказа по приему на учебу в государственные высшие образовательные учреждения в 2022/2023 учебном году	1	15.06.2022
53.	Об организации приема на учебу в государственные высшие образовательные учреждения	1	15.06.2022

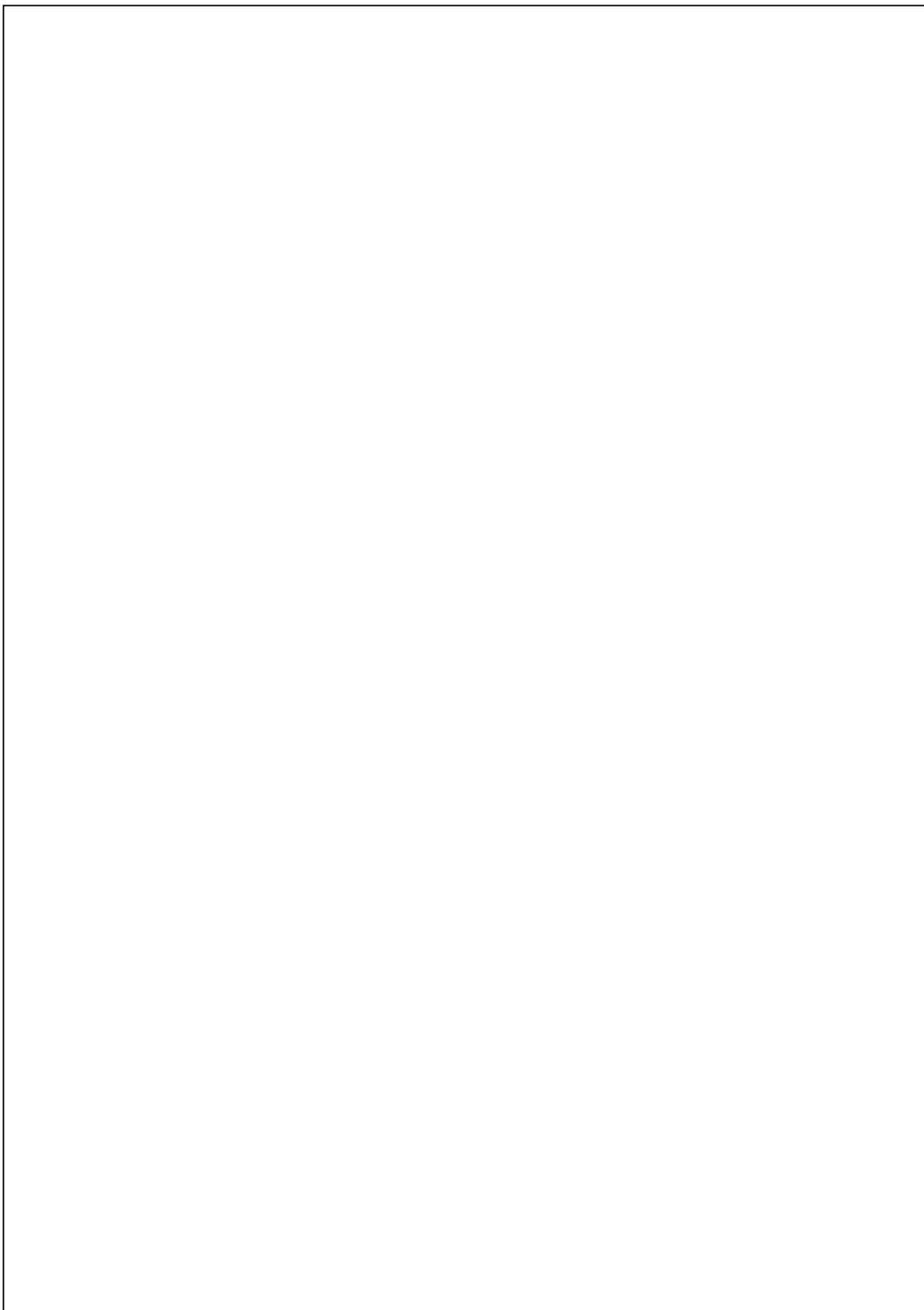
54.	Постановление Кабинета Министров Республики Узбекистан, от 20.06.2017 г. № 393 «Об утверждении Положения о порядке приема на учебу, перевода, восстановления и отчисления студентов в высших образовательных учреждениях	1	20.06.2017
55.	Постановление Президента Республики Узбекистан, от 15.06.2022 г. № ПП-279 «Об организации приема на учебу в государственные высшие образовательные учреждения»	1	15.06.2022
56.	Распоряжение Президента Республики Узбекистан, от 15.06.2023 г. № Р-31 «О параметрах государственного заказа по приему на учебу в государственные высшие образовательные учреждения в 2023/2024 учебном году	1	15.06.2023
57.	По результатам тестирования 2023 года, утвержденным постановлением Государственной комиссии по приему в организации образования Республики Узбекистан от 22 августа 2023 года № 43-7	1	22 августа 2023
58.	Постановление Президента Республики Узбекистан, от 15.06.2022 г. № ПП-279 «Об организации приема на учебу в государственные высшие образовательные учреждения	1	15.06.2022
59.	Указ Президента Республики Узбекистан, от 24.05.2024 г. № УП-81 «О совершенствовании системы приема на учебу в высшие образовательные организации и размещения государственного заказа	1	24.05.2024
60.	По результатам тестирования 2024 года, утвержденного постановлением № 72-4 от 16 августа 2024 года Государственной комиссии по приему в организации образования Республики Узбекистан	1	16 августа 2024 года
61.	Андижон давлат тиббиёт институти олий таълим муассаса кенгаши 2023 йил 27 июндаги №13 сонли йигилишининг баённомасидан кучирма	1	27.06.2023
62.	Oliy ta'lim, fan va innovatsiyalar vazirining 2023 yil 4-dekabrdagi 516-	1	11.12.2023

	sonli buyrug'ining ijrosini taminlash to'g'risida		
63.	Oliy va o'rta maxsus ta'lim vazirligining 2022 yil 14-fevraldagi 52-sonli buyrug'ining ijrosini ta'minlash to'g'risida	1	14.02.2022
64.	Oliy va o'rta maxsus ta'lim vazirining 2022 yil 19-dekabrda 413-sonli buyrug'ining ijrosini taminlash to'g'risida	1	22.12.2022
65.	О мерах по предоставлению финансовой самостоятельности государственным высшим образовательным учреждениям	1	24.12.2021
66.	Об организации приема на учебу в государственные высшие образовательные учреждения	1	15.06.2022
67.	О мерах по созданию благоприятных условий для осуществления трудовой деятельности на территории Республики Узбекистан квалифицированными специалистами иностранных государств	1	7.11.2018
68.	О мерах по внедрению новых принципов управления в систему высшего и среднего специального образования	1	11.07.2019
69.	О мерах по реформированию управления в сфере высшего и среднего специального образования	1	11.07.2019
70.	Об утверждении Концепции развития системы высшего образования Республики Узбекистан до 2030 года	1	8.10.2019
71.	Andijon davlat tibbiyot instituti Stomatologiya fakulteti Iqtidorli talabalarini fan olimpiada va konferensiyalarda qo'lga kiritgan diplom va rag'batlantirilishlari	1	Даты нет
72.	Андижон Давлат тиббиёт институтида иқтидорли талабалар томонидан олинган номдор стипендиялар тугрисида	1	Даты нет
73.	Andijon davlat tibbiyot institute kengashini 2023 yil "25" oktybrdagi yigilishining №3 sonli bayonnomasidan ko'chirma	1	25.10.2023
74.	2023 yil 19-oktyabr kuni institutda o'tkazilgan Innovatsion g'oya va texnologiyalar tanlovida g'olib bo'lgan loyihalarni amalga oshirish maqsadida institut kengashining 2023 yil 25-	1	25.10.2023

	oktabrdagi 3-sonli yig'ilish qarorida belgilangan loyihalarga mablag' ajratish maqsadida		
75.	Andijon Davlat Tibbiyot institute hamda Samarqand davlat tibbiyot universiteti o'rtasida ta'lim va fan sohasida ilmiy-amaliy hamkorlik to'g'risida SHARTNOMA №001	1	31.08.2022
76.	Andijon Davlat Tibbiyot instituti hamda Toshkent davlat stomatologiya instituti o'rtasida ta'lim va fan sohasida ilmiy-amaliy hamkorlik to'g'risida SHARTNOMA №003	1	10.10.2022
77.	DAVLAT OLIY TA'LIM MUASSASALARINING AKADEMIK VA TASHKILIY-BOSHQARUV MUSTAQILLIGINI TA'MINLASH BO'YICHA QO'SHIMCHA CHORATADBIRLAR TO'G'RISIDA	1	Даты нет
78.	Abu Ali Ibn Sino Nomidagi Buxoro Davlat tibbiyot Instituti hamda Andijon Davlat Tibbiyot Instituti o'rtasida ta'lim va fan sohasida ilmiy-amaliy hamkorlik to'g'risida SHARTNOMA №3	1	16.09.2022
79.	Andijon Davlat tibbiyot institute rektoring buyrug'idan ko'chirma (1-й документ)	1	21.06.2024
80.	Andijon Davlat tibbiyot institute rektoring buyrug'idan ko'chirma (2-й документ) Sh-01/08/1441	1	21.06.2024
81.	Andijon Davlat tibbiyot institute rektoring buyrug'idan ko'chirma (3-й документ) Sh-01/08/1815	1	28.08.2024
82.	Документ о поощрении PhD (№01941)	1	13.06.2024
83.	Документ о поощрении патента (№01950)	1	14.06.2024
84.	Документ о поощрении научн.рук. (№011293)	1	26.08.2024
85.	Andijon davlat tibbiyot institute oliy ta'li muassasasi kengashining 2024 yil 26 avgustdagi 1-sonli yig'ilishini bayonnomasidan ko'chirma	1	26.08.2024
86.	Документ об учебной нагрузке	1	08.10.2018
87.	Документ о должностных инструкциях	1	Даты нет
88.	Документ о внутренних правилах АГМИ ??????	1	1.07.2019
89.	ЭТИЧЕСКИЕ ПРАВИЛА АНДИЖАНСКОГО ГОСУДАРСТВЕННОГО	1	28.05.2022

	МЕДИЦИНСКОГО ИНСТИТУТА		
90.	ANDIJAN STATE MEDICAL INSTITUTE RULES OF ETIQUETTE	1	28.05.2022
91.	ПОЛОЖЕНИЕ О внедрении кредитно-модульной системы обучения в Андижанском государственном медицинском институте	1	2024 год
92.	Академическая политика АГМИ 2024-2025	1	26.08.2024
93.	ПОЛОЖЕНИЕ о системе контроля и оценки знаний студентов Андижанского государственного медицинского института	1	2024 год
94.	Andijon davlat tibbiyot institutida kredit-modul o'qitish tizimini joriy etish to'g'risida (1-5kurs)	1	2024 год
95.	Andijon davlat tibbiyot institutining talabalar bilimini nazorat qilish va baholash tizimi to'g'risidagi (6 kurs)	1	2024 год
96.	Andijon davlat tibbiyot institute stomatologiya fakulteti ilmiy kengashining 2024-2025 o'quv yili uchun MAJLISLAR REJASI	1	30.08.2024
97.	Список членов совета стоматологического факультета на 2022-2023 гг	1	
98.	Ортодонтия тесты	1	
99.	Ортодонтия сит. задачи	1	
100.	Сведения о HEMIS – информационной системе управления процессами высшего образования	1	
101.	Библиотека, лектронный доступ, как определяют потребности для библиотеки и их оснащенность	1	
102.	Андижон давлат тиббиёт институтида тьютор лавозимининг “Тармоқ тариф-малака маълумотномаси”	1	
103.	Должность тьютора в Андижанском государственном медицинском институте	1	
104.	Приложение 1 к приказу ректора института №___ от ___ октября 2021 г. О порядке организации тьюторской деятельности в Андижанском государственном медицинском институте	1	2021 год.

105.	OLIY TA'LIM MUASSASALARI TALABALARINI TURAR JOY BILAN TA'MINLASH TIZIMINI TAKOMILLASHTIRISH CHORA- TADBIRLARI TO'G'RISIDA	1	10.05.2024
106.	Oliy ta'lim tizimida ma'naviy ma'rifiy ishlar samaradorligini oshirish chora- tadbirlari to'g'risida	1	30.09.2021
107.	Oliy ta'lim muassasalarida tyutor lavozimining "Tarmoq tariff-malaka ma'lumotnomasi"	1	30.09.2021
108.	Davlat oliy ta'lim muassasalarida tyutorlik faoliyatini tashkil etish tartibi to'g'risidagi NAMUNAVIY NIZOM	1	30.09.2021
109.	Андижон давлат тиббиёт институтида тьюторлик фаолиятини ташкил этиш тартиби тўғрисидаги	1	2021 год.
110.	О МЕРАХ ПО СОВЕРШЕНСТВОВАНИЮ СИСТЕМЫ ОБЕСПЕЧЕНИЯ РАЗМЕЩЕНИЕМ СТУДЕНТОВ ВЫСШИХ ОБРАЗОВАТЕЛЬНЫХ ЗАВЕДЕНИЙ	1	10.05.2024
111.	Документ об утверждении доступности студентов стоматологического факультета к пациентам в клинической практике	1	
112.	Документ о составе центра карьеры	1	
113.	Протокол о ярмарке 14.05.2024	1	14.05.2024
114.	Протокол о ярмарке 24.11.2023	1	24.11.2023
115.	Протокол для работодателей Андижанской области	1	01.03.2024
116.	Протокол для работодателей Ферганской области	1	29.02.2024
117.	Протокол для работодателей Наманганской области	1	27.02.2024
118.	Контракт АГМИ с Бухарским медицинским институтом	1	16.09.2022
119.	Контракт АГМИ с Самаркандским медицинским университетом №001	1	
120.	Контракт АГМИ с Ташкентским медицинским университетом №003	1	





25.01.2019 г

ДОГОВОР О СОТРУДНИЧЕСТВЕ В ОБЛАСТИ РЕАЛИЗАЦИИ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ

Андижанский государственный медицинский институт Министерства здравоохранения Республики Узбекистан (АГМИ), осуществляющее образовательную деятельность на основании сертификата № 000083 от 25 июня 2014г., выданного Государственным тестовым центром при Кабинете Министров Республики Узбекистан, сроком на 5 лет, именуемый в дальнейшем «Базовая организация», в лице ректора Мадазимова Мадамина Муминовича, действующего на основании Устава с одной стороны, и федеральное государственное бюджетное образовательное учреждение высшего образования «Дагестанский государственный университет» Министерства медицинского здравоохранения Российской Федерации (ФГБОУ ВО ДГМУ Минздрава России), именуемый в дальнейшем «Организация-участник» осуществляющий образовательную деятельность на основании лицензии серия 90101 № 0009401, регистрационный № 2337, выданной бессрочно 12 августа 2016 г. Федеральной службой по надзору в сфере образования и науки, свидетельства государственной аккредитации 90401 № 0002438, регистрационный № 2315, выданного 31 октября 2016 г. Федеральной службой по надзору в сфере образования и науки, в лице ректора профессора Ханалиев Висампаша Юсупович, действующего на основании Устава, с другой стороны, именуемые по отдельности «Сторона», а вместе именуемые - «Стороны», заключили настоящий Договор (далее - Договор) о нижеследующем:

1. Цель и предмет договора

1.1. Целью заключения настоящего договора является сотрудничество по реализации Совместных программ.

- бакалавриат (Узбекистан),
- специалитет (Россия);

направление подготовки:

-5510400 Стоматология (Узбекистан),

-31.05.03 Стоматология (Россия);

Форма обучения: очная

в пределах федерального государственного образовательного стандарта в соответствии с учебными планами и образовательными программами.

Сторон, с использованием сетевой формы обучения осуществляется реализации образовательных программ (далее соответственно – сетевая форма, образовательная программа).

1.2. Настоящий Договор регулирует общие вопросы сотрудничества Организаций-партнеров при создании и реализации Совместных программ и является основным документом, регламентирующим процесс обучения по Совместным программам.

Срок получения образования по образовательной программе (продолжительность обучения) на момент подписания Договора составляет 5 (пять) лет, в том числе:

в Базовой организации - 3 года;

**2023 йил январ-июн ойларида тиббиёт кадрлари, профессор-ўқитувчилари
хорижий етакчи тиббиёт ва таълим муассасаларида малака оширишдаги тўғрисида маълумот**

Жадал №2										
№	Муассаса номи	Ф.И.Ш	Давлат / факультет/кафедра	Мутахассислик	Давлат	Хорижий олий таълим муассасаси ёки хамкор ташқилотнинг номи	Асос (Меморандум, шартнома, тақлифнома, телефон ёки электрон ёзишмалар)	Сафар муддати (йил, кун, ой)	Сафарнинг максали ва мазмуни (малака ошириш, семинар, конф. мастер класс ва бошқа)	Моллалиштир иш (давлат бюджетидан, муассаса хисобидан, жамағарма хисобидан ва бошқа турлари)
1	Давлат университети, тиббىёт факультети, иммунология ва микробиология кафедраси	Маматова Иродахон Юсуповна	Биология қимё кафедраси мудири	Биоқимё	Канада	Давлат университети	2023 йил 16 январдан 5-хс сонли институт ёки бўйруғи	2023 йил 21 январдан 29 майгача	Малака ошириш "Биохимия, иммунология, микробиология, инфекция"	Инновацион вазирлиги
2	Самара давлат тиббىёт университети	Назиржонов Орифхўжа Ҳусанхўжа ўғли	Анатомия ва клиник анатомия кафедраси ассистенти	Морфолог	Россия	Самара давлат тиббىёт университети	2023 йил 16 февралдан 23- хс сонли институт ёки бўйруғи	2023 йил 5- 12 март	Малака ошириш Анатомия ва ОХТА кафедралари билан ўқув-методик тажриба алмашиш, "Морфология" ўқув тажриба лабораториясида "Анатомик аъзоларни яратиш"	Бюджетдан тажриба маблаглар хисобидан
3	Самара давлат тиббىёт университети	Кахаров Зафар Абдурахманович	Анатомия ва клиник анатомия кафедраси мудри	Одам анатомияси	Россия	Самара давлат тиббىёт университети	2023 йил 16 февралдан 23- хс сонли институт ёки бўйруғи	2023 йил 5- 12 март	Малака ошириш Анатомия ва ОХТА кафедралари билан ўқув-методик тажриба алмашиш, "Морфология" ўқув тажриба лабораториясида "Анатомик аъзоларни яратиш"	Бюджетдан тажриба маблаглар хисобидан
4	В.А.Алмонов номидаги Миллий тиббый таълимот	Ташкенов Элёрбек Маматқодирович	Неврология кафедраси катта ўқитувчиси	Невролог	Россия	В.А.Алмонов номидаги Миллий тиббый таълимот	2023 йил 14 мартдан 3-хс сонли институт	2023 йил 16-26 март	Малака ошириш "Неврология"	Бюджетдан тажриба маблаглар



Министерство науки и высшего образования Российской Федерации
Федеральное государственное автономное образовательное
учреждение высшего образования

«КАЗАНСКИЙ (ПРИВОЛЖСКИЙ) ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»
(КФУ)

ИНСТИТУТ ФУНДАМЕНТАЛЬНОЙ МЕДИЦИНЫ И БИОЛОГИИ

Кремлевская ул., д. 18, корпус 1, Казань, 420008

тел. (843) 236-78-92, факс (843) 2337814

эл. почта: medbiol@kpfu.ru

ОКПО 02066730, ОГРН 1021602841391

ИНН/КПП 1655018018/165501001

19.09.2024 № 11.2.24.101-12/114/2024

На № _____ от _____

Ректору Андиганского
государственного медицинского
института
М.М. Мадазимову

Уважаемый Мадамин Муминович!

Институт Фундаментальной Медицины и Биологии Казанского (Приволжского) Федерального университета в рамках Соглашения о сотрудничестве просит Вас командировать сотрудников Андиганского Государственного Медицинского Института: старшего преподавателя кафедры медицинской профилактики Халмирзаеву Сохибу Сулеймановну; старшего преподавателя кафедры основы превентивной медицины Усанову Гулнорахон Камолиддиновну; ассистентов кафедры социальной гигиены и управления здравоохранения Жуманову Лолу Абдухалиловну и Шоюнусову Наргис Шарифовну для прохождения обучения по Дополнительной профессиональной программе повышения квалификации по специальности «Гигиена питания» (144 часа), запланированного на период с 01.10.2024г. по 30.10.24г. Институт фундаментальной медицины и биологии К(П)ФУ готов оказать содействие и предоставить возможность в утверждение научных тем и прикрепление указанных сотрудников для подготовки диссертации на соискание ученой степени кандидата наук к кафедре биоэкологии, гигиены и общественного здоровья. Будем рады развитию долгосрочных профессиональных отношений и надеемся на позитивное и плодотворное сотрудничество в реализации научно-исследовательской деятельности.

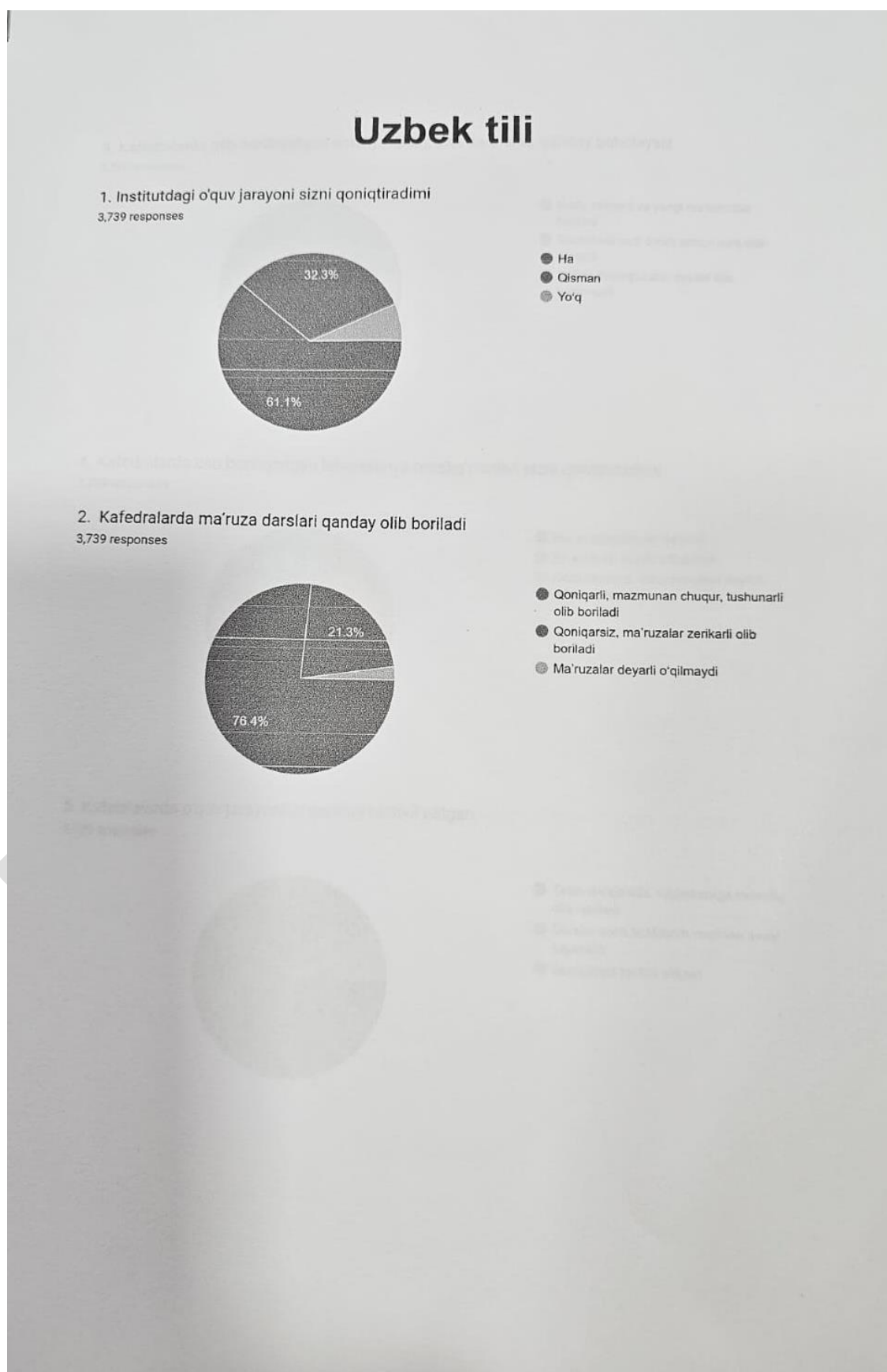
Приложение 1: Учебный план;

Приложение 2. Календарный учебный график

Заместитель директора по научной
деятельности



Р.И. Файзуллин



РЕКТОР «АНДИЖАНСКОГО ГОСУДАРСТВЕННОГО МЕДИЦИНСКОГО
ИНСТИТУТА» М.М. МАДАЗИМОВ
«19» 09 2023 ГОД

ПРОГРАММА ВНУТРЕННЕГО ОБЕСПЕЧЕНИЯ КАЧЕСТВА
АНДИЖАНСКОГО ГОСУДАРСТВЕННОГО МЕДИЦИНСКОГО
ИНСТИТУТА