

To the Accreditation Council of
the Eurasian Center for Accreditation
and Quality Assurance
in Education and Health Care
November 27, 2025

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE ASSESSMENT OF EDUCATIONAL
PROGRAMME
70910301 – PEDIATRICS OF TASHKENT STATE MEDICAL UNIVERSITY
FOR COMPLIANCE WITH THE STANDARDS FOR PROGRAMME
ACCREDITATION OF THE POSTGRADUATE EDUCATION (MASTER'S
DEGREE) OF THE EURASIAN CENTER FOR ACCREDITATION AND
QUALITY ASSURANCE IN EDUCATION AND HEALTH CARE**

**external expert assessment period:
November 3–5, 2025**

Almaty, 2025

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LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care
EHEA	European Higher Education Area
WFME	World Federation for Medical Education
MH RU	Ministry of Healthcare of the Republic of Uzbekistan
RLA	Regulatory and legal acts
EP	Educational programme
ESG	Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area

1. Composition of the External Expert Commission

In accordance with ECAQA Order No.24 dated October 16, 2025, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external assessment of the Master's degree educational programme in “70910301 – Pediatrics” in the period November 3–5, 2025 with the following membership:

No.	Status on the EEC	Full name	Academic degree/title, position, place of work/study, year, specialty
1	Chairperson	Turgunov Yermek Meiramovich	Doctor of Medical Sciences, Professor of the Department of Surgical Diseases at NJSC “Karaganda Medical University”, President of the PO “Surgical Association of the Karaganda Region”, member of the International Surgery Society, member of the “Association of Independent Experts of Astana” and the “Union of Independent Experts of KSMU”.
2	International Expert	Milena Staneva	PhD, Honorary Professor of Faculty of Medicine of Sofia University "St. Kliment Ohridski". Expert, member of the Standing Committee on Healthcare and Sports of the National Agency for Assessment and Accreditation, Bulgaria. Chief Coordinator of the Expert Council of the Ministry of Healthcare of the Republic of Bulgaria. Head of the Angiology Unit of Acibadem City Clinical Hospital of Tokuda University, Sofia, Bulgaria.
3	Academic Expert	Burkutbayeva Tatyana Nuridenovna	Doctor of Medical Sciences, Professor, Head of the Otolaryngology Department of Kazakhstan Medical University “Higher School of Public Healthcare”, Almaty
4	Academic Expert	Trynkin Alexey Viktorovich	Candidate of Medical Sciences, Professor of the Department of Surgical Diseases with a Course in Anesthesiology and Resuscitation at NEI “Kazakh-Russian Medical University”
5	Academic Expert	Kudabayeva Khatimya Ilyassovna	Candidate of Medical Sciences, Associate Professor, Professor of the Department of Internal Diseases No.1 at NJSC “Marat Ospanov West Kazakhstan Medical University”
6	Academic Expert	Mukhambetova Gulnar Amerzayevna	Candidate of Medical Sciences, Professor of the Department of Nervous System Diseases at NJSC “S.D. Asfendiyarov Kazakh National Medical University”, Almaty, Kazakhstan
7	Academic Expert	Akhenbekova Aida Zhaksybayevna	Candidate of Medical Sciences, Associate Professor of the Department of Pediatric Diseases at NJSC “S.D. Asfendiyarov Kazakh National Medical University”, Almaty, Kazakhstan
8	Academic Expert	Doshakanova Assel Bidauletovna	Candidate of Medical Sciences, Ophthalmologist of the highest category, Head of the Postgraduate

			Education Department at LLP “Kazakh Research Institute of Eye Diseases”
9	Academic Expert	Marat Aizada	PhD, Associate Professor of the Department of Obstetrics and Gynecology No.1 at NJSC “Astana Medical University”, Obstetrician-gynecologist, Astana
10	Employer-Expert	Ermetov Aziz Tashmetovich	Doctor of Medical Sciences, Director of the Tashkent Regional Branch of the Republican Scientific Center for Emergency Medical Care, Tashkent
11	Student-Expert	Sartay Nurila Nurmakhankyzy	Third-year postgraduate doctor in “Obstetrics and Gynecology” at NEI “Kazakh-Russian Medical University”, Almaty

The EEC report includes a description of the results and conclusions of the external assessment of the educational programme "70910301 – Pediatrics" for compliance with the Standards for Programme Accreditation of Postgraduate Education (Master's Degree) (developed based on the 2023 WFME International Standards for Improving the Quality of Postgraduate Education Programmes) and conclusions (hereinafter referred to as the Accreditation Standards), the EEC's recommendations for further improvement of the approaches and conditions for implementing the aforementioned educational programme and recommendations on accreditation for the ECAQA Accreditation Council on accreditation.

2. General Part of the Final Report

2.1 Presentation of the Master's Degree Educational Programme in “70910301 – Pediatrics”

Name of the organization, legal form of ownership, BIN	In the state language - Toshkent davlat tibbiyot universiteti In Russian - Ташкентский Государственный Медицинский Университет In English - Tashkent State Medical University Certificate of Registration of a Legal Entity, Registry No.002624-10, dated January 5, 2007
Full name of the first head	Boimuradov Shukhrat Abdujalilovich
Location and contact information	City/District: Tashkent, Almazar District, Address: Farobiy Street, 2 Zip Code: 100109 Phone: +998 (78) 150 78 01 Fax: +998 (78) 250 78 28 Email: info@tma.uz
State license for educational activities in the Master's programme (date, number)	Registry No.002624-10 dated January 5, 2007 No. 000375
Information on branches and subsidiaries (if any)	Termez Branch of Tashkent State Medical University. Address: Termez, I. Karimov Str. 64, Surkhandarya Region. Structure: 1 faculty, 15 departments, 9 of which are clinical. Student population: approximately 2,403 full-time students, 59 - in residency (clinical residency). Teachers: 124 full-time faculty, including 16 professors/staff with academic degrees. Clinical facilities: the branch's departments are located in approximately 30 medical institutions in Termez and surrounding areas.

	Chirchik Branch of Tashkent State Medical University. Address: Chirchik, Lomonosov Str. 1a, Tashkent Region. Programmes: "General Medicine", duration - 6 years. Pediatrics - 6 years. Languages of instruction: Uzbek, Russian and English.
Year of commencement of the accredited educational programme (EP)	2000
Duration of study	3 years
Total number of graduates since the beginning of the EP	170
Number of master's students in the EP since the beginning of the current academic year	33 (2 are on academic leave)
Full-time/part-time faculty involved in the EP	Total number of teachers: 16, including 15 full-time and 1 part-time. Academic degree holder rate: 67% Category: 100%
Website Instagram Facebook with active pages	https://tashpmi.uz/obrazovanie/bakalavriat/i-pediatricheskij-fakultet/ ,

2.2 Information about Previous Accreditation

In accordance with state accreditation certificates No.10 and No.13 dated October 23, 2019, issued by the State Inspectorate for Education Quality Control under the Cabinet of Ministers of the Republic of Uzbekistan, instruction is provided in Uzbek, Russian and English at the undergraduate and postgraduate levels in the following educational areas and specialties:

- Undergraduate education: 5510200 "Pediatrics", 5510100 "General Medicine", 5111000 "Medical and Pedagogical Science", 5510700 "Higher Nursing", 5511100 "Traditional Medicine"
- 33 master's degree specialties
- 29 clinical residency specialties
- 17 doctoral degree specialties.

2.3 Brief description of the Analysis Results of Self-Assessment Report of the Master's Degree Educational Programme in "70910301 – Pediatrics" and Conclusions on Completion

The self-assessment report of the Master's Degree Educational Programme in "70910301 – Pediatrics" (hereinafter referred to as the report) consists of 104 pages of the main text, 12 annexes and copies or electronic versions of 42 documents located at the following link

<https://drive.google.com/drive/folders/1594p2b31C3jURDGwytbwip1h0l3oOvHA>

The report is characterized by its completeness in responding to all 8 key accreditation standards and criteria, its structure, taking into account the recommendations of the Guidelines for Conducting Self-Assessment of Educational Programmes provided to the educational organization by the accreditation center - ECAQA, and its internal consistency of information. A cover letter signed by Rector Shukhrat Abdjalilovich Boymuradov, confirming the accuracy of the quantitative information and data included in the self-assessment report, is attached to report.

The report includes a list of the 38 members of the internal self-assessment committee, indicating the responsibilities of each employee, and information about the representative of the organization

responsible for conducting the self-assessment of the educational programme: D.I. Akhmedova, Doctor of Medical Sciences, Professor, Head of the Department of Pediatrics at the Second Hospital.

The self-assessment of the educational programme "70910301 - Pediatrics" was conducted based on the University Rector's Order No.84 dated February 10, 2025, "On Conducting External Accreditation".

All standards provide the University's actual practice of training master's students in the specialty "70910301 - Pediatrics", taking into account the start of student admission in 2000. They also provide substantiated data, examples of the implementation of educational programme objectives, national and international events, and methodological support, confirming compliance with accreditation standards. The description in the self-assessment report is sufficiently comprehensive and up-to-date, covering the number of master's students, teachers and administration, information on selection and admission, learning outcomes, knowledge and skills assessment results, the University's physical facilities and clinical settings, contractual obligations with partners (universities, associations and settings), financial information, and development and improvement plans.

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

3. Description of the External Expert Assessment

The external expert assessment of the educational programme "70910301 - Pediatrics" was organized in accordance with the Guidelines for Conducting External Assessment of Educational Organizations and Educational Programmes of the ECAQA. Dates of the visit to organization: November 3-5, 2025. The schedule of the 3-day visit is presented in detail in Annex 3 to this report.

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

- conversation with management and administrative staff - 33 people;
- interviews with master's degree students - 36 people
- study of the website <https://tashpmi.uz/obrazovanie/bakalavriat/i-pediatricheskij-fakultet/>,
- interviews with 21 employees, 7 teachers and ____ supervisors;
- surveys of teachers and master's degree students - 10 and 36, respectively;

Observation of the training of master's degree students at the clinic of the Tashkent Medical Pediatric Institute (topic: Assessment of physical development of children under 5 years of age. Motor development. Growth and development standards for children of the World Healthcare Organization (WHO), Associate Professor Akhmedova N.R., 1st year master's students; Candidate of Medical Sciences, Associate Professor Turdiyeva D.E. - at the 1st City Clinical Children's Hospital, a lesson on research work and preparation of a master's thesis (1st year national group); Candidate of Medical Sciences, Associate Professor Ishniyazova – at the Republican Specialized Scientific and Practical Medical Center of Pediatrics (class on research work and preparation of a master's thesis (2nd year master's students); Doctor of Medical Sciences, Associate Professor Umarnazarova Z.Ye. – at the Republican Specialized Scientific and Practical Medical Center of Pediatrics (class on research work and preparation of a master's thesis (3rd year master's students).

- Review of resources in the context of fulfilling accreditation standards: 2 practice/clinical training settings were visited, including the Republican Specialized Scientific and Practical Medical Center of Pediatrics, the Clinic of Tashkent State Medical University), where training is conducted in 33 (number) educational programmes with the participation of 15 full-time/part-time faculty;
- Study of ____ educational and methodological documents both before the visit to the organization and during the visit to divisions (list of the reviewed documents is in **Annex 2**).

The accredited organization's staff ensured the presence of all persons specified in the visit programme and the list of interview and conversation sites (Table 1).

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

No.	Position	Quantity
1.	Nilufar Rasulovna Akhmedova, Doctor of Medical Sciences, Associate Professor	1
2.	Nadira Durdibayevna Ishniyazova, Candidate of Medical Sciences, Associate Professor	1
3.	Nigora Rustamovna Aliyeva, Doctor of Medical Sciences, Professor	1
4.	Dilorom Ilkhamovna Akhmedova, Doctor of Medical Sciences, Professor	1
5.	Zulkhumor Yernazarovna Umarnazarova, Doctor of Medical Sciences, Associate Professor	1
6.	Khursanoy Abdumalikovna Akramova, Doctor of Medical Sciences, Associate Professor	1
7.	Dilfuza Erkinovna Turdiyeva, Candidate of Medical Sciences, Associate Professor	1
8.	Alyaviya Muzayanakhon Nodirkhonovna, Candidate of Medical Sciences, Assistant	1
9.	Azizova Feruza Lutfullayevna, Vice-Rector for Research and Innovation	1
10.	Suvonov Abror Anvarovich, Head of the Department of Finance and Economics	1
11.	Turakulov Rustam Ismatullayevich, Career and Employment Center	1
12.	Azizova Feruza Khussanovna, Isakhanova Nigora Khikmatovna, Educational and Methodological Department	1
13.	Tajiyev Mirkhotam Mirkhoshimovich, Training and Simulation Center	1
14.	Urazaliyeva Ilmira Ravkatovna, Department of Scientific Research and Innovation	1
15.	Parpibayeva Dinara Ayupovna, Clinical Facilities Department	1
16.	Musakhonov Abror Kamolitdinovich, Center for Digital and Innovative Technologies	1
17.	Interview with Master's students in specialty 70910301 – Pediatrics	36
18.	Interview with teachers in specialty 70910301 – Pediatrics	21
19.	Conversation with Master's students in specialty 70910301 – Pediatrics	144
20.	Khusan Saifiddinovich Ravshanov, Department of Anti-Corruption System "Compliance Control" Management	1
21.	Interview with Master's programme graduates – Responsible: Umid Bakhtiyorovich Sangilov, Sanzharbek Istamovich Zaripov	8
22.	Interview with representatives of practical healthcare (employers of Master's program graduates) (+ online employers from the regions) - Responsible: Marif Shakirovich Karimov, Sharaf Khamrakulovich Babakulov	13
23.	Bobir Abdunabiyevich Abdurakhimov, Testing Center	4
24.	Galina Viktorovna Kuzmina, Information and Resource Center (<i>Library</i>)	1
25.	Rasulbek Bakhtiyorovich Polvonov, Social Assistance Center	1
26.	Bekzhon Azizbekovich Nurmukhamedov, Human Resources Department	1
27.	Rustam Asralovich Zakirkhodzhanev, Department of Infrastructure Maintenance and Development	1
28.	Laziz Rakhmatullayevich Rakhmatullayev, Purchasing and Supply Department	1
29.	Umida Umidovna Abdullayeva, TSMU Museum	1
30.	Zafar Bobonazarovich Fayziyev, Sports Complex	1

On the last day of the visit, a meeting of the EEC members was held to discuss the external assessment results. A final discussion was held regarding the results of the external assessment of the educational programme, document review, conversation, interview and questionnaires results. The EEC members began drafting the final EEC report. A summary of the external assessment results was prepared. The experts individually completed the "Quality Profile and Criteria for External Assessment of the Educational Programme "70910301 – Pediatrics" for Compliance with the ECAQA Accreditation Standards". The EEC members made no comments. Recommendations for improving the educational programme were discussed, and Chairperson Ye.M. Turgunov held a final open vote on the recommendations for the ECAQA Accreditation Council.

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

In a survey of master's students, 93% rated the work of the External Expert Commission on accreditation as positive, while 7% rated it as satisfactory. The majority of respondents (93%) believe that accreditation of educational institutions or educational programmes is necessary.

According to 77.6% of teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of activity of the educational institution being accredited.

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

4. Analysis of Compliance with Accreditation Standards Based on the Results of an External Assessment of the Master's Degree Educational Programme in "70910301 – Pediatrics"

Standard 1: MISSION AND VALUES

1.1 Stating the mission

During the implementation of the programme's activities, namely, following conversation with the organization's first head, members of the advisory body (Career and Employment Center, Educational and Methodological Department, Training and Simulation Center, Department of Scientific Research and Innovation, Center for Digital and Innovative Technologies, Testing Center, Information and Resource Center, Department of Infrastructure Maintenance and Development, and Department of Procurement and Supply), and interviews with master's students and teachers, compliance with the criteria of *Standard 1* was established. All participants in the educational process are aware of the mission of the educational programme and participated in the development of proposals for its formulation. The mission has been communicated to potential master's students through the website, social media and informational letters to medical organizations. The organization's strategic plan for 2022-2027 was reviewed. It includes a high level of education, the training of competent and ethical pediatric medical specialists, the promotion of research and teaching activities, and the improvement of the healthcare system through innovation. This confirms the fulfillment of the accreditation standard and demonstrates the organization's goals, objectives and prospects. Interviews with master's students revealed that before classes, teachers inform students about the organization's mission and work plans, and provide information on the educational programme, teachers and learning facilities.

During visits to the educational organization's divisions, experts noted the strengths of Tashkent State Medical University in relation to the accredited educational programme, including: a high academic degree holder rate and a 30% bonus for Candidate of Medical Sciences and 60% for Doctor of Medical Sciences, a large number of clinical settings, social support for master's students (accommodation, travel, dormitory accommodation, meals and hygiene products for those in need); monitoring of master's student employment by the university and the Ministry of Education and

Science; the presence of 6 Dissertation Councils, 7 Higher Attestation Commission (HAC) journals, and payment of the therapeutic load to teachers of the therapeutic profile is 25%, of the surgical profile - 30%.

Tashkent State Medical University has divisions directly related to the educational programme "70910301 - Pediatrics" which can be considered best practices in education, namely, the Career and Employment Center, the Social Assistance Center and the Tashkent State Medical University Clinic. This conclusion was reached based on visits and conversations with divisions' representatives.

The results of the documentation review demonstrate that the mission of the organization and the mission of the educational programme "70910301 - Pediatrics" and the educational process are structured in accordance with the State Compulsory Educational Standard and current regulatory legal acts (RLA) in postgraduate education and healthcare. At the same time, during meetings with master's students and university staff, experts identified a number of issues, including underrepresentation of students in the university's advisory bodies.

Tashkent State Medical University trains master's degree students at the following clinical settings and units: the Tashkent State Medical University Clinic, the Republican Specialized Scientific and Practical Center for Pediatrics of the Ministry of Healthcare of the Republic of Uzbekistan (hereinafter RSSPCP) and the Tashkent City Children's Multidisciplinary Hospital. It promotes a patient-centered approach through the integration of medical education, science and practice. RSSPCP provides specialized care to the republic's children, conducts research in pediatrics and implements organizational and methodological work to improve the quality of medical care for children at all levels by coordinating and monitoring the activities of 13 regional children's multidisciplinary medical centers and providing mentoring and advisory services in the country's regions. The educational organization prioritizes patient safety and autonomy by using high-tech equipment and techniques only in relevant programme components. Master's degree students interact with patients only under the supervision of teachers and with the patient's consent.

Experts determined that master's students have appropriate working conditions to support their own health, as the educational institution provides annual medical examinations by teaching staff and the 56-family polyclinic in the Yunusabad district of Tashkent, where master's students undergo medical examinations. This activity is coordinated by the Clinical Settings Department.

Basic competencies of master's students in the accredited specialty, such as readiness for independent living and productive professional activity, as well as specialized competencies including patient counseling (history taking, physical examination), clinical case assessment (conducting differential diagnostics; determining an examination and treatment plan; evaluating the effectiveness of therapy), emergency care, effective communication, and the application of ethical and legal principles in medical practice, facilitate the educational institution's adoption of innovative forms of learning. This will enable master's students to develop skills and qualities such as the in-depth training of highly specialized, competitive, next-generation pediatricians with a high level of professional competence, pedagogical and research skills.

Tashkent State Medical University encourages master's degree students to participate in research in their chosen specialty through the approval and defense of their dissertations. It also ensures their participation in academic events such as national and international scientific and practical conferences and competitions for young scientists, with publications and reports.

1.2 Participation in Mission Formulation

Experts determined that teaching staff, students, master's degree students and representatives of practical healthcare participated in developing the goals and objectives (mission) of the educational programme "70910301 – Pediatrics" as confirmed by the University Charter. Suggestions included ongoing research into the needs of pediatricians in the healthcare sector and improving their effective professional training system.

When updated regulatory legal acts and orders in education and healthcare are issued, educational programme developers take into account and revise EP "5110200 – Pediatrics" which was

developed in accordance with the State General Education Standard approved by Order No.311 of the Ministry of Higher Education of the Republic of Uzbekistan dated July 16, 2021, "On Approval of State General Education Standards for Universities" (Annex 2.2). They make appropriate changes. For example, Order No.311 of the Ministry of Higher Education of the Republic of Uzbekistan dated July 16, 2021, "On Approval of State General Education Standards for Universities" (Annex 2.2), encouraged teachers to include the following in the curriculum: mandatory subjects (research methodology, preventive pediatrics, childhood and adolescent diseases and social pediatrics), elective subjects (humanities, clinical, additional, etc.), and research activities (research work and preparation of a master's thesis, research and teaching work and research internship).

Considering the diversity of educational programmes offered by the institute, when updating the curriculum, the head of the academic department reviews the core missions, engaging all stakeholders. Thus, a survey of employers regarding the quality and intended outcomes of educational programmes, as well as a survey of graduates and teaching staff, is conducted.

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In a survey of 36 master's students (via <https://webanketa.com/>), several of the 22 questions focused on the quality of the educational process and programme. It was found that 85% of master's students would recommend studying at this educational institution to their acquaintances, friends and relatives. And 92% of respondents believe that the programme heads and teachers are aware of students' learning needs. In response to the question "Do you think this educational institution allows you to acquire the necessary knowledge and skills in your chosen specialty?", 92% of master's degree students responded positively, 3.5% were unsure, 2.5% could not yet answer this question, and 2% would like to believe so.

Of the 10 teachers surveyed (21 survey questions), 87.93% were satisfied with the work and workplace organization at this educational institution, and 8.62% partially agreed with this statement. The experts determined that the organization has a healthy work environment, as the head is readily accessible to both master's degree students and staff and responds promptly to requests. In the survey, 81.03% of teachers were satisfied with the organization's work environment, 10.04% were quite satisfied, and 1.72% were partially satisfied. According to 87.93%, teachers at this educational institution have the opportunity to develop as professionals in their field. For your information, only 10 people responded (there are 15 in total), with more than 50% of the teaching staff having 15 years or more of teaching experience.

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

Standard 2: EDUCATIONAL PROGRAMME

2.1 Educational Programme and Certification

The experts found a correlation between the content and the required qualifications of the master's student upon completion of the "70910301 – Pediatrics" programme. This correlation is expressed in the curriculum, which, in addition to the general graduate competencies, defines specific competencies (learning outcomes) that reflect the development of core clinical skills during training: patient counseling (history taking, physical examination), clinical case assessment (conducting differential diagnostics; determining an examination and treatment plan; evaluating the effectiveness of therapy), emergency care, effective communication, and the application of ethical and legal principles in medical practice. Upon completion of their studies, master's students are admitted to an independent examination at the Final State Attestation which allows them to receive a specialist certificate and “a Master's degree” in the educational programme specializing in "70910301 - Pediatrics" (3-year study period). They are awarded a Master's degree in Pediatrics, a Diploma Supplement, and are admitted to clinical practice at a practical healthcare organization. The educational organization does not offer certification courses.

In 2023-2024, of the 22 graduates of the master's programme specializing in "70910301 - Pediatrics", 5 master's students passed the independent assessment with an "excellent" grade, 15 - with a "good" grade, and 2 - with a "satisfactory" grade. The number of master's students who failed the examination was 0 in 2024.

Experts reviewed documents confirming the fulfillment of this accreditation standard criterion: Annex 1 to Order No.432 dated September 11, 2025, "On measures to improve the system related to the Procedure for Monitoring and Assessing Student Knowledge at Tashkent State Medical University".

2.2 Intended Learning Outcomes

The intended learning outcomes are defined and included in the General Curriculum document based on the Standard Curriculum and approved by the Coordinating Council of Educational Programmes of the Ministry of Healthcare of the Republic of Uzbekistan for specialty 70910301 "Pediatrics". Stakeholders are informed about the intended learning outcomes for master's students in specialty 70910301 "Pediatrics" through online resources and meetings with employers at job fairs. The experts confirmed that the professional behavior and communication skills of master's students are developed through adherence to all ethical standards of conduct and mutual respect on the part of both the department's teaching staff and divisions, including division heads, postgraduate doctors-physicians, research staff members and nursing staff. These standards are also reflected in the relevant document - the Regulations for Master's Students and the Code of Conduct - through instruction by the responsible teacher on the rules of working in the clinic's units and interacting with patients. Teachers and master's students are informed of the Code of Ethics. The Code of Ethics can be found at (<https://ssv.uz/uploads/pages/buyrug88-23032022.pdf>). (ESG II Part 1.2)

It has been established that the expected learning outcomes meet the requirements of national professional standards for the specialty "70910301 - Pediatrics" and the graduate's qualification level corresponds to Level 7 of the National Personnel Programme, which is defined in accordance with Order No.647 of the Ministry of Healthcare of the Republic of Uzbekistan dated July 31, 2015. A review for the accredited educational programme was provided by Sh.A. Agzamova, Doctor of Medical Sciences, Professor in the Department of Family Medicine at Tashkent State Medical University, and I. M. Akhmedova, Head of the Department of Pediatrics and Nutrition at the CENTER FOR DEVELOPMENT OF PROFESSIONAL QUALIFICATIONS OF MEDICAL WORKERS, Doctor of Medical Sciences.

Thus, the requirements of the professional community for the specialty "70910301 - Pediatrics" have been taken into account.

The educational programme defines learning outcomes for the specialty "70910301 - Pediatrics" which include knowledge, skills and professional behavior. Each skill can be assessed and measured, for example, through the use of feedback (anonymous testing questionnaires, studying and recording their skills and abilities at various stages of certification) and taking measures to improve them (improving the assessment system). All knowledge and competencies that a master's student must possess by the end of the master's programme are included in the specialist's qualification profile (Annex 2.6).

Master's students receive regular oral feedback after each class and are surveyed twice per academic year by the Department of Education Quality Improvement at Tashkent State Medical University.

A survey of master's students in various specialties, including the EP "70910301 - Pediatrics" found that 91.5% of them responded that their teacher provides feedback after classes. To improve the educational programme for the EP "70910301 - Pediatrics", the educational organization implemented the following measures in 2024-2025: professional standards approved by orders of the Ministry of Labor and Social Protection of the Republic of Uzbekistan, the qualification profile of master's degree graduates, and the compliance of graduates' knowledge, skills and abilities with the requirements of the professional standard of the EP, aimed at preparing for the FSA exam, are taken into account.

A mandatory component of master's degree training is their participation in providing medical care to the public. Master's degree students undergo training at medical institutions such as Tashkent Pediatric Medical Institute and the Republican Specialized Scientific and Practical Medical Center of Pediatrics. For example, at Tashkent State Medical University, master's degree students learn procedures such as resuscitation and minor surgical interventions; at the RSSPMCP, they participate in electrocardiography, echocardiography - heart ultrasound, 24-hour Holter monitoring, X-ray examinations and multispiral computed tomography of joints. Independent study for master's students includes preparing presentations; working with educational literature; studying scientific journals; researching information from the internet; supervising patients; being on calls; preparing case problems and tests; using distance learning technologies; working on training devices; working with educational electronic programmes. This includes preparing research projects and developing tables to systematize educational material. All results of independent work are presented in the form of reports and presentations, as well as participation in scientific research. The Department of Hospital Pediatrics-2 organizes training in conducting scientific research.

The professional conduct of master's students is ensured through instruction from the responsible teacher. Students are familiar with the Code of Ethics, which was developed and approved by the Code of Conduct, approved by Order No.88 of the Ministry of Healthcare of the Republic of Uzbekistan dated March 24, 2022 (<https://ssv.uz/uploads/pages/buyrug88-23032022.pdf>). When surveying employers, experts clarified about their satisfaction with master's degree students' behavior. Overall, master's degree students maintain ethical behavior toward teachers, fellow students and healthcare facility staff. Ethical rules of conduct are reflected in the Master's Degree Regulations (<https://ssv.uz/uploads/pages/buyrug88-23032022.pdf>), which any employee of the educational institution can contact to resolve conflict situations. No such situations occurred during the 2024-2025 period. During their meeting with the experts, master's degree students confirmed that teachers maintain ethical behavior toward them. When asked whether conflict resolution classes had been held for teachers in recent years, the answer was yes.

When determining the intended learning outcomes, the Education Quality Assurance Department took into account previous undergraduate and internship learning outcomes, as well as the goals and objectives of subsequent continuing professional development in the chosen specialty. The educational organization provides learning in CPD (continuous professional development), including programmes in the specialty of the accredited educational programme. For example, programmes have been developed and implemented covering topics in the core specialty across 3 subjects (Preventive Pediatrics – 16 ECTS, Diseases of Children and Adolescents – 36 ECTS, Social Pediatrics – 12 ECTS), as well as mandatory general methodological components and elective components in “Clinical Pharmacology” and “Radiology”, taking into account the level of training (year of study, specialization). Elective courses comprise 780 hours/26 credits (UZ) – 27 (ECTS) of the total course load.

Experts have established clear continuity between the intended outcomes of master's students' prior learning (prerequisites) and their master's degree programme, as well as subsequent continuing professional development programmes. The organization has developed 2 continuing education programmes in clinical pharmacology and medical radiology, including for the specialty "70910301 – Pediatrics". Master's students are informed of this.

77.59% of teachers - respondents believe that students at this educational institution possess a high level of knowledge and practical skills after completing the programme, while 8.62% partially agree.

Teachers surveyed during the external assessment responded that 53.45% were completely satisfied with the level of previous training of master's students and 36.21% were partially satisfied.

The qualification obtained by completing the educational programme in the specialty "70910301 - Pediatrics" corresponds to level 8 of the National Qualifications Framework (**ESG1.2**) and has the code 70910301. Completion of the master's degree programme results in the award of the academic degree "Master" in the educational programme in the specialty "70910301 - Pediatrics" (3-year study

period), and there is a award of a master's degree in pediatrics, a diploma supplement, which will be in demand in the system of higher and postgraduate education, the research sector and in practical healthcare organizations.

2.3 Educational Programme Organization and Structure

The educational programme model for the specialty "70910301 - Pediatrics" is based on the intended learning outcomes of master's students and therefore includes the following: basic disciplines, clinical sciences and skills, behavioral and social sciences, and interdisciplinary specialties. The duration of study is 3 years. The systematic and transparent nature of the programme is guaranteed by focusing on new advances in clinical medicine, the current needs of society and practical healthcare, and by regularly amending the curriculum accordingly.

To implement the educational programme for the specialty "70910301 - Pediatrics", the organization's documents include teaching materials that define the programme's goal, integrate practical and theoretical components and provide independent study. Compliance with the State Compulsory Educational Standard and standard requirements has been established, including the development of work programmes that are discussed at department meetings, reviewed at meetings of the CMC and approved by the Vice-Rector for Academic Affairs. The first- to third-year work (curriculum) programmes are adapted to the credit-based system.

While attending a practical lesson on "Child Physical and Motor Development", which lasts 18 hours, the experts received convincing evidence that the learning is being conducted according to plan. Before the lesson, master's students take quizzes, receive feedback from the teacher and have the opportunity to improve their skills in assessing the patterns of physical, motor and mental development in children in accordance with UNICEF.

The organization ensures compliance with ethical aspects in the implementation of the educational programme, as the experts reviewed the Code of Ethics approved by Order No.88 of the Ministry of Healthcare of the Republic of Uzbekistan dated March 24, 2022. During interviews, master's students responded that they were aware of the contents of this document.

An analysis of educational activities revealed that the scientific basis and all scientific advances in the relevant disciplines are taken into account, additions have been made to the teaching materials and syllabuses, and teachers use them in the classroom.

The supervising system described in Master's Programme Regulation No.36 dated March 2, 2015, was evaluated. The department employs a supervisor whose tasks include developing practical skills and clinical thinking, preparing students for independent research, teaching and clinical practice, providing consulting, methodological and educational assistance, and assisting with the theoretical and scientific aspects of learning. The procedure for informing master's students of their rights and responsibilities is reflected in Master's Programme Regulation No.36 dated March 2, 2015.

Teachers use learning methods for master's students, including case-based learning (CBL), problem-based learning (PBL), team-based learning (TBL), business games, role-playing games, "brainstorming", group discussion, combined questioning, small-group learning, simulation technologies and presentations (student-centered learning). A list of learning methods is described in the Curriculum and Syllabus for the course. These methods enable master's students to participate in providing medical care to patients. Teachers can provide master's students with supervision of approximately 6-7 specialized patients per day, 20-24 per month. For example, upon completion of their studies, master's students in the educational programme "70910301 - Pediatrics" can perform such procedures as patient counseling (history taking, a physical examination), clinical case assessment (conducting differential diagnostics; determining an examination and treatment plan; evaluating the effectiveness of therapy), providing emergency medical care; effective communication; application of ethical and legal principles in medical practice; application of biomedical science advances based on research, scientific knowledge and evidence-based medicine; use of information technology; and the ability to effectively work within the healthcare system to address child health issues, identify risk factors and disease prevention, and improve the health of children of various ages.

Experts have determined that the educational organization fully implements the principles of academic honesty and anti-plagiarism. This is reflected in the Order of the Cabinet of Ministers dated August 7, 2024, No.27/8, 50, as well as the Order of the Ministry of Higher Education, Science and Innovation dated October 14, 2024, No.381 "On improving the quality of education in order to prevent plagiarism and comply with copyright" in universities. <https://lex.uz/docs/6788000>. Based on this order, an internal document was issued on Tashkent State Medical University dated November 18, 2024, No.594, on the verification of master's theses using the "Anti-Plagiarism" program (Annex 2.5.3.). Academic honesty is applicable at such stages of master's degree training as basic disciplines, clinical sciences and skills, behavioral and social sciences and interdisciplinary specialties. And anti-plagiarism is applicable when master's students are working on their dissertations. Master's students are trained to promptly collect informed consent from patients for all diagnostic and therapeutic procedures. Experts noted that the patient's medical records contain a corresponding document signed by the patient.

Thus, by the end of their 3-year programme, master's students will acquire the basic skills and competencies in Pediatrics, enabling them to work in institutions such as practical healthcare organizations (ESG 1.2).

The experts did not find any violations of the principle of equality in postgraduate education and continuing professional development, as the organization of education is in accordance with the Constitution of the Republic of Uzbekistan <https://lex.uz/docs/6445147>, and the Law of the Republic of Uzbekistan No.LRU-63 dated September 23, 2020 "On Education" <https://lex.uz/ru/docs/5013009>. Since 2021, the institute has been granted financial and academic independence (Resolution of the President of the Republic of Uzbekistan dated December 24, 2021 No.60 "On additional measures to ensure the academic and organizational-managerial independence of state higher educational institutions" <https://lex.uz/docs/5793264?ONDATE=25.12.2021%2000> and Resolution of the President of the Republic of Uzbekistan No.61 "On measures to grant financial independence to state higher educational institutions" <https://lex.uz/uz/docs/5793256>. For example, the educational organization employs 15 people, of which 87% are women and 13% are men.

The educational organization has a mechanism for regularly adapting teaching and learning methods to the requirements of modern science and education, as well as to the current needs of practical healthcare. This mechanism includes planning and monitoring, studying and evaluating the improvement and ensuring the quality and integrity of the educational programme, hours (credits) and the awarded academic degree and qualification.

This demonstrates compliance with Standard 2 regarding the adaptation of learning to the needs of master's students.

2.4 Educational Programme Content

Documents containing requirements for the structure and content of the educational programmes are available, including those developed in accordance with the requirements of the Qualification characteristics and State Compulsory Standards, discussed at meetings of the department, the Faculty Council and the CMC, and approved by the Vice-Rector for Academic Affairs. Responsibility for the selection and implementation of innovations in the educational process lies with the Head of the Department, D.I. Akhmedova.

The content of the work programmes and the catalog of elective courses reflect the needs of the healthcare system, including preventive pediatrics, diseases of children and adolescents, social pediatrics, clinical pharmacology, as well as the specifics of research and the scientific achievements of the teachers. These include the following: the development of methods for the treatment and prevention of cardiomyopathy in children depending on the determinants of health; the development of new personalized medicine for the treatment and rehabilitation of children with juvenile arthritis of systemic onset based on modern immunogenetic criteria and an effective model of diagnosis and prognosis. To successfully implement the educational programme in the specialty "70910301 - Pediatrics", the organization has the resources to organize the assessment of the practical skills of

master's students (assessment of practical skills (abilities) in simulated conditions in specialized disciplines is used). However, there are difficulties in planning, developing and approving educational programmes, including "70910301 - Pediatrics". Experts determined that the educational programme complies with legal requirements, including those related to the provision of preventive, specialized and social medical care to the republic's children.

The ratio between cycles within the specialty EP is determined by the standard: the curriculum comprises 5,400 hours/180 credits (UZ) – 192 (ECTS). Elective courses comprise 780 hours/26 credits (UZ) – 27 (ECTS) of the total course load. (Annex 2.4.1-2.4.4)

The total number of courses in the GED (general education discipline) cycle constitutes 86% of the total course volume. The GED includes research disciplines totaling 2,700 hours/90 credits (UZ).

The potential future roles of a master's degree graduate, namely, medical expert and manager, are developed through courses such as "Healthcare Management", "Fundamentals of Medical Management" and "Improving the Quality of Medical Care". Legal aspects of physician activity are discussed in the "Legal Foundations of Medical Practice" course at the Department of "Forensic Medicine".

The scientific component of master's studies is formed by the course "Research Methodology" which includes clinical research and clinical epidemiology.

The educational organization guarantees adjustments to the structure, content and duration of the educational programme in the event of any changes in various sciences, demographics, and in response to the needs of the healthcare system. To this end, a process for developing, reviewing and approving the educational programme exists, is coordinated and regulated by internal regulations, and the EP is reviewed and discussed annually.

Teachers provide master's students with methodological and didactic materials, as well as additional literature to prepare for classes. 88% of students were fully satisfied, 10.5% were partially satisfied, and 1.5% were dissatisfied.

The organization has its own clinical setting, the Republican Specialized Scientific and Practical Medical Center of Pediatrics, with 500 beds and 200 outpatient visits, as well as 29 clinical departments of the Tashkent State Medical University. It also has 360 agreements with medical organizations, including those under the CHILDCA project's academic mobility programme. During 2022-2023, 6 teachers completed internships at the University of Arad, Romania, 4 teachers completed internships in Poland, Germany and Italy, and 3 master's students completed training in Kazakhstan. In response to the survey question "Is there sufficient time for practical training (patient management, etc.)?", 92% of master's students responded with complete agreement, 6.5% partially agreed, and 1% disagreed. Moreover, 91.5% of master's students state that their teacher provides feedback after classes (listening to their opinions, conducting a mini-survey and an error analysis session). At the same time, the experts responded positive response to the question, "Do representatives of master's students participate in the development of educational programmes?" 92.5% of the surveyed master's students are completely satisfied with the class schedule.

The master's programme includes components on fundamentals and research (120 hours) in the 1st year and clinical research (1,470 hours) in the 2nd and 3rd years. Teachers use a methodology for critically evaluating scientific literature and medical research data, which is confirmed by studying documents such as the Working Curriculum and the subject syllabus. This form of education is organized in the form of a "journal club" which meets once a month.

The master's students confirmed that evidence-based medicine is incorporated into their education. In particular, by applying clinical protocols in patient management, master's students become familiar with evidence-based medicine.

A survey of master's students revealed that the educational institution provides access to student participation in research, with 84% fully satisfied, 14% partially satisfied, and 1% dissatisfied. Master's students are expected to engage in research, and in their responses to the survey, 84% indicated they are already engaged in research, 14% plan to begin, 1% are searching for a research topic, and 1% are not currently engaged.

2.5 Learning Methods and Experience

The primary learning methods in the master's programme are case-based learning (CBL), problem-based learning (PBL), team-based learning (TBL), business, role-playing games, "brainstorming", group discussion, combined surveys, small group learning and presentations (master's-based learning). Supervising is provided in accordance with the Master's Programme Regulations (approved in 2015). During conversations with master's students, experts found that teachers most often organize research work. Clinical supervisors are responsible for teaching master's students in practical skills and methods for performing job responsibilities in accordance with the curriculum, monitor the quality of medical care and assist in addressing deficiencies. Feedback is provided daily, and master's students can ask their supervisor any question and also access medical records and the patient management information system through the supervisor's account (under their control).

Virtual learning methods are used, including the use of information and communication resources, which include attending medical conferences, consultations and teaching using Web-technologies; learning through research (research work and preparation of a master's thesis, master's students' participation in the implementation of research grants).

To improve the effectiveness of practical training to improve and reinforce practical skills, a simulation center began operating in 2022. The center provides practical training for students, starting with preclinical departments and postgraduate training for master's degree students, clinical postgraduate doctors and physicians.

Despite the presence of a simulation center at the institute for the specialty of Pediatrics, master's degree training in the simulation center is not provided.

Given the specific nature of master's degree training in this specialty, clinical training is conducted with real patients using high-tech equipment and techniques only in the relevant programme components.

The principles of quality, academic honesty and anti-plagiarism (**ESG II Part 1.3**) are documented in Cabinet of Ministers Order No.27/8, 50 dated August 7, 2024, and Order No.381 of the Ministry of Higher Education, Science and Innovation dated October 14, 2024, "On improving the quality of education to prevent plagiarism and respect copyright" in universities. <https://lex.uz/docs/6788000>. Based on this order, Tashkent SMU issued internal document No.594 dated November 18, 2024, regarding the review of master's theses using the "Anti-plagiarism" programme (Annex 2.5.3). The experts asked master's students, "What do they understand by academic honesty?" and received the following response: "It is honesty, fairness, responsibility, respect and trust". The experts concluded that the principles of academic honesty in master's programmes primarily relate to areas such as: Academic honesty is applicable at stages of master's education such as basic disciplines, clinical sciences and skills, behavioral and social sciences, and interdisciplinary specialties. Informing master's students of their rights and responsibilities is provided in the Working Curriculum and the Subject Syllabus. The head of the department and the responsible teachers are responsible for this. Master's students' ethical conduct is based on the Ethical Rules of Conduct and reflected in the Regulations for Master's Students (<https://ssv.uz/uploads/pages/buyrug88-23032022.pdf>).

Experts confirm that the educational organization provides master's students with the necessary skills and abilities that can impact their personal development and be applied in their future careers (**ESG II Part 1.3**). This is confirmed by the results of a review of documents such as the Master's Programme Regulations, as well as by attending classes, meetings with teachers and a survey of master's students.

Principles of equality, including gender, cultural and religious ones, are observed with respect to master's students and teachers, as enshrined in the following documents: the University Charter, the Master's Programme Regulations and the State Educational Standards. No instances of non-compliance with these principles were identified during a visit to the educational organization. The main document

for an educational institution is the Educational activities of the Institute are carried out in accordance with the Constitution of the Republic of Uzbekistan <https://lex.uz/docs/6445147>, Law of the Republic of Uzbekistan No.LRU-63 dated September 23, 2020 "On Education" <https://lex.uz/ru/docs/5013009>. Since 2021, the institute has been granted financial and academic independence (Resolution of the President of the Republic of Uzbekistan dated December 24, 2021, No.60 "On additional measures to ensure the academic and organizational-managerial independence of state higher educational institutions" <https://lex.uz/docs/5793264?ONDATE=25.12.2021%2000> and Resolution of the President of the Republic of Uzbekistan No.61 "On measures to provide financial independence to state higher educational institutions" <https://lex.uz/uz/docs/5793256>., establishing the principle of equal rights for all citizens to education, regardless of gender, age, social status and other factors.

Teaching and learning methods are regularly adapted to changing conditions (**ESG II Part 1.5**) and the requirements of practical healthcare. For example, the leadership of the educational programme (Department for Quality Control of Education, Department of Hospital Pediatrics-2) have included in the curriculum Elective courses on "Clinical Pharmacology" and "Radiology" which were developed based on surveys and employer visits. The selection of the clinical training setting for master's students was also based on an analysis of pediatric training needs.

Of the 36 master's students surveyed, 87.5% responded that teachers use active and interactive learning methods quite often in their classes, while 11.5% said they use them rarely or sometimes.

2.6 Educational Programme and Learning Facilities

The training of master's students in the accredited educational programme is carried out in accordance with the State Educational Standard, the Standard Curriculum and the Working Curriculum, which includes training at the primary, secondary and tertiary levels of medical care. Master's students can work in laboratories at the Tashkent State Medical University and the Republican Specialized Scientific and Practical Medical Center of Pediatrics. A contract has been signed with each clinical facility for the academic year. The Department of Hospital Pediatrics-2 is responsible for this. A total of 370 contracts have been signed for the current year.

The experts visited the following clinics: Tashkent State Medical University and the Republican Specialized Scientific and Practical Medical Center of Pediatrics, which each have 3 classrooms and 1 supervisor involved in the educational process. Currently, 34 first-, second-, and third-year master's students are enrolled in the accredited programme, and they are fully provided with clinical training (a sufficient number of patients in the specialty profile).

The selection of clinical settings was based on the structure of the educational programme and related disciplines. The authority to select/determine the clinical facility as the master's student's training location remains independent. These medical organizations are accredited: Tashkent State Medical University (October 2019), and the Republican Specialized Scientific and Practical Medical Center of Pediatrics – October 9, 2024 (ISO 9001:2015 Certificate No.QMS-1623/A, Order No.1801/01, valid from October 4, 2024 until: October 3, 2027).

Experts ensured that master's degree students have access to medical organization resources. When interviewed, master's degree students confirmed that they have full access to patients and units at the clinical facilities.

The following employees and stakeholders, including employers, master's degree students and graduates, participated in the planning, development, discussion and approval of the educational programme (**ESG II Part 1.2**). The master's degree programme was approved at a meeting of the Educational and Methodological Council of TSMU, Protocol No.10 dated June 23, 2025.

Approval of the master's degree programme "Preventive Pediatrics" includes. A review was received from an internal reviewer: Sh.A. Agzamova, Professor of the Department of Family Medicine at TSMU, Doctor of Medical Sciences. External reviewer: I.M. Akhmedova, Head of the Department of Pediatrics at Center for the Development of Professional Qualifications of Medical Workers, Doctor of Medical Sciences.

Educational process management reflected in the self-assessment report (**Standard 2**) and the general approaches to management were confirmed during a visit to the Education Quality Assurance Department and conversations with the head and employees.

The experts reviewed the work of divisions, including the Department of Hospital Pediatrics-2. Approximately 10 meetings were held, and cross-interview revealed that the EP's implementation is fully compliant with the State Educational Standard, the Standard Curriculum and the Working Curriculum.

The training of master's students in the specialty "70910301 - Pediatrics" is aimed at meeting the needs of practical healthcare. During conversations with the organization's management, the experts obtained information about the clinical work of master's students, and teachers confirmed that master's students are trained directly in clinical units: at the Tashkent State Medical University Clinic: the units of pulmonology, cardiorheumatology, the unit of early childhood pathology, the outpatient clinic and functional diagnostics offices. At the Republican Specialized Scientific and Practical Medical Center of Pediatrics: the units of allergology, pulmonology, cardiorheumatology, gastroenterology, nephrology, rehabilitation, the unit of early childhood pathology, the outpatient clinic and functional diagnostics offices.

Master's students in this specialty can manage patients with conditions such as atopic dermatitis, pneumonia, cardiovascular disease, nephritis, inflammatory gastrointestinal diseases, PEM and malabsorption syndrome.

During an 18-hour practical session on "Assessing the Physical Development of Children Under 5. Motor Development. World Health Organization (WHO) Child Growth and Development Standards" and a discussion with the master's students, experts noted that the organization promotes the development of master's students' practical competencies, including using simulation equipment. At the same time, the master's students deepen their theoretical knowledge and develop their communication skills.

2.7 Opportunities for higher degrees and research

The educational institution offers the following research opportunities: pulmonology, cardiology, gastroenterology and nephrology.

As part of the accredited master's programme, the department's employees is conducting research: 1. PZ-20170921114: Development of methods for the treatment and prevention of cardiomyopathies in children depending on health determinants; 2. AL-422105551: "Development of a new personalized medicine for the treatment and rehabilitation of children with juvenile arthritis with systemic onset based on modern immunogenetic criteria and an effective diagnostic and prognostic model". Master's students may be informally involved in research. For example, master's student Yarashova Shakhlo Ikrom Qizi is working on "Clinical and Biochemical Features of Cardiovascular Damage in Children with Juvenile Arthritis with Systemic Onset" as part of the department's research project AL-422105551. During the 2024-2025 academic year, master's students prepared 20 articles and 29 abstracts. During the academic year, they present an average of 10-12 papers at national conferences and young scientists' conferences, as well as 2-3 papers at international scientific and practical conferences. The results of their research are presented at conferences in the form of reports and presentations. Monthly journal clubs are held where master's students present new advances in medicine.

The interviewed master's students confirmed that they are provided with access to equipment for scientific research and scientific events held at the training facilities, such as functional diagnostics offices and laboratories.

EEC findings by criteria. Comply with 28 standards: 26 - fully, 2 - partially, 0 - not compliant.

Standard	Standard Implementation	Recommendations for improvement
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2.3.1	Partially implemented	Expand the list of elective courses.
2.4.4	Partially implemented	Include an elective course on scientific research methodology.

Standard 3: ASSESSMENT OF MASTER'S STUDENTS

3.1 Assessment Policy and System

A study of the control and measurement equipment for the “Pediatrics” specialty (3,000 test questions of varying difficulty, 244 case studies and 145 summative assessment questions in Russian and Uzbek) revealed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of master's students' academic achievements. During interviews, master's students described the assessment methods used. For example, assessment of master's students' theoretical knowledge and practical skills is carried out at the following levels: primarily process (daily) assessment; midterm assessments include surveys upon completion of certain sections of compulsory courses, assessments for independently prepared topics, a summative assessment, which is administered orally, and the state final certification upon completion of training and that they are satisfied with everything. Students also receive regular feedback from teachers. The assessment results appeal system is reflected in the Master's Programme Regulations and the Master's Student Assessment Charter. There have been no appeals since the educational institution's functioning. The assessment covers not only knowledge and skills, but also professional behavior and communication skills, as evidenced by observation of master's students during management and examination of patients, provision of medical care and laboratory practice. **(ESG II Part 1.3)**

Validation and reliability assessment of master's student assessment methods (tests, tasks, cases) are carried out as follows: to ensure reliability and validity, assessment tools for semi-annual and annual assessments undergo peer review, the results of which are presented in the form of 2 reviews.

The educational institution has a practice of engaging external examiners to assess master's degree students, which is documented in the Master's Programme Regulations. This ensures the independence and objectivity of assessment results. **(ESG II Part 1.3)**

For example, to verify the data for *Standard 3*, experts interviewed Sh.S. Abdullayev, Head of the Master's Department, and reviewed the documents and methods for assessing master's degree students.

The institution has 3,000 test questions of varying difficulty levels, 244 case problems and 145 questions for the summative assessment in Russian and Uzbek, approved at a department meeting (Minutes No.10 dated July 26, 2025). The control and measurement equipment were reviewed by Sh.A. Agzamova, Doctor of Medical Sciences, Professor in the Department of Family Medicine at Tashkent State Medical University, and I.M. Akhmedova, Head of the Department of Pediatrics and Nutrition at the CENTER FOR DEVELOPMENT OF PROFESSIONAL QUALIFICATIONS OF MEDICAL WORKERS, Doctor of Medical Sciences. The head of the Master's degree department responded that additions and updates to the control and measurement equipment are planned for annual implementation. The principles, methods and criteria for assessing master's students' knowledge through examinations and assessments, the format of the assessment, passing scores and the number of permitted retakes is set forth in the Charter on the Assessment of Master's Students' Knowledge.

The results of master's students' assessments are documented through departmental analysis, faculty council meetings, the CMC and the Institute's Academic Board. A report is compiled based on the results of the training, identifying any deficiencies and providing recommendations for their improvement.

Over the 5 years, the FSA results showed that overall academic performance was maintained at a high level throughout the analyzed period, averaging 4 points (out of 5). However, a slight decline in academic performance was noted in the 2020-2021 academic year. This can be explained by the COVID-19 pandemic, although the academic performance indicator during that period increased to 99%. To date, no appeals have been filed by master's students.

During a visit to organization and a conversation with the Head of the Education Quality Assurance Department, Zh.B. Sattarov, the commission confirmed that a documentation system exists that is transparent and accessible to all teachers and employees. This system includes documents such as annual operational plans, annual reports, divisions' regulations, agreements with teachers and master's students, the Code of Ethics, the Master's Programme Regulations, the Academic Policy and educational and methodological documentation (work programme, working curriculum, syllabuses and gradebooks), assessment tools (checklists, reports), certificates, verifications and credentials. A review of the website revealed that its pages contain the documents required for master's students: the Code of Ethics, the Master's Programme Regulations, the Academic Policy, the Clinical Setting Regulations, and information on the Syllabus, the Procedure for Monitoring and Assessing Student Knowledge, and the Procedure for Forming and Approving a Database of Test Assignments in Subjects, which is regularly updated.

During a visit to the organization, management was asked: "Are external examiners involved to improve the fairness, quality and transparency of the assessment process?" The answer was yes.

During interviews with 10 teachers regarding assessment methods, experts obtained convincing information: 60.34% of teachers use the OSCE, and 51.72% use portfolios. Master's students also shared their opinions on the timeliness of test delivery, pre-exam counseling, the clarity of the entire assessment process and its fairness. For example, master's students reported that 91.5% were satisfied with the knowledge and skills assessment methods.

The 13 employers interviewed also noted that graduates' training is consistent with current developments in medical practice and science, as they were satisfied with their clinical training. The employers stated that they themselves participate in the assessment of master's students, as they are included on examination committees. However, the educational organization did not provide systematic feedback to them. Employers believe that skills such as independence are the strongest traits in master's degree graduates.

3.2 Assessment in Support of Learning (Formative Assessment)

The assessment system regularly identifies the strengths and weaknesses of master's degree students, as it includes testing and oral questioning (knowledge assessment), analysis and resolution of practical situations, business games, etc. (skill development and assessment). A comprehensive assessment for a lesson is determined based on the assessment of knowledge and skills, as well as the student's participation in the lesson. Formative assessment is conducted in each lesson, typically after the completion of a seminar and using case problems or tests. Formative assessment of master's degree students also includes testing their level of mastery of practical skills developed during practical classes and is conducted in classrooms with patients. Formative assessment is recorded in a gradebook, which is reviewed by experts. Teachers regularly provide feedback to master's degree students based on their assessment results. Feedback from master's students following their assessment is collected in the form of a checklist and published in group chats with the teacher and on Telegram. In interviews, master's students confirmed that they receive feedback after completing their training.

In the process of providing feedback to master's students, improvements were made, such as selecting a research topic based on their interests in collaboration with their supervisor and including pedagogy and psychology courses in the 1st year.

Experts reviewed resources for organizing the assessment of knowledge and practical skills, namely, a bank of test questions and case problems.

Experts determined that the choice of assessment methods for master's students relies on OSCEs and call assessments, as the practical component of training is central. For example, formative assessment methods such as skills and professional behavior assessments promote interprofessional learning. Clinical observations, on the other hand, demonstrate integrated learning and a focus on clinical skills. Established assessment methods ensure that master's students have mastered all sections of the curriculum and acquired the necessary practical skills.

Master's students said that teachers provide them with information on the results of their

assessments. **(ESG II Part 1.3)**

3.3 Assessment in Support of Decision-Making (Summative Assessment)

Summative assessment of master's students includes: first, systematic collection and analysis of information on the master's student's achievements throughout the course of study. This may include assessments for tests, practical exercises, clinical observations, project participation and other activities. Second, various assessment methods are used to obtain a complete picture of the master's student's performance. This may include written testing, practical exams, clinical observations, assessment of skills and professional behavior, and participation in group projects or discussions. The third stage involves comparing master's students' achievements with established standards and assessment criteria. This allows us to determine how well students meet the requirements of the curriculum and professional standards.

The criteria for admission to the final assessment include completing all assessment procedures, and generating a final grade that reflects the master's student's overall performance in the course. This grade may be expressed numerically (e.g., as points or percentages) or qualitatively (e.g., "excellent", "good", "satisfactory" etc.).

This is documented in the Charter on the Quality Assessment Rating System and on the Master's Programme Regulations.

Admission to the independent examination of master's students is based on good academic performance. In the practice of educational organizations, master's students (including those in other specialties) pass the independent examination 100% of the time.

The assessment of master's degree students' clinical decision-making is conducted using a checklist and reflects the objectivity of the summative assessment.

The fairness and objectivity of the summative assessment are confirmed and documented in the Charter on the Quality Assessment Rating System.

The reliability and validity of quantitative data from master's degree student assessments is ensured by the Department of Hospital Pediatrics – 2 and the Education Quality Assurance Department **(ESG II Part 1.3)**.

3.4 Quality Assurance of the Assessment System

The mechanisms that guarantee the quality of all assessment methods applied and the existing master's degree student assessment system as a whole are supported by the following: assessment methods and results are implemented according to the course schedule; they are consistent and communicated to students in advance (a point rating system). The assessment system is objective, as it is determined by the criteria set out in the relevant regulations. The rating system is one of the reasons for eliminating conflicts of interest. The educational institution engages independent examiners to assess master's degree students. For example, in 2024-2025, Leading specialists from the Ministry of Healthcare of the Republic of Uzbekistan and employers were included in the certification committees. This is stipulated on the Master's Programme Regulations (approved in 2015).

The results of formative and summative assessments are discussed at department meetings and faculty councils, and conclusions are drawn regarding the assessment methods and content.

Patient safety issues are included in the assessment of master's students.

The Department of Hospital Pediatrics-2 reviews the formative and summative assessment methods annually. The review is documented in protocols and annual reports. *An employer survey conducted in 2024-2025 showed that graduates of the pediatrics programme demonstrate high results* **(ESG II Part 1.3)**. The experts were familiar with the results of the master's student assessments for 2019-2014, which showed that all master's students successfully passed the final exams and received a Master's Diploma (Annex to Standard 3).

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

Standard 4: MASTER'S STUDENTS

4.1 Selection and Progression Policy

The educational institution has a policy for the admission of master's students, called the Academic Policy. Approaches to the admission of master's students are based on national requirements and internal regulations, namely, Article 50 of the Constitution of the Republic of Uzbekistan, the Law of the Republic of Uzbekistan "On Education", the National Programme for Personnel Training, Decrees and Resolutions of the President of the Republic of Uzbekistan, and Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan. Transparency of the selection process and equal access to master's programmes are achieved online through the official website of the State Testing Center (now the Knowledge Assessment Agency) - <http://my.uzbmb.uz> and the Unified Portal of Interactive Public Services (UPIPS) – my.gov.uz. This is confirmed in paragraph under No.PP-61 of the Presidential Resolution of the Republic of Uzbekistan "On measures to provide financial independence to state higher educational institutions" dated December 24, 2021.

This document reflects approaches to the admission of master's students with disabilities.

The document addresses requirements for master's degree applicants regarding their previous undergraduate and internship achievements (e.g., English language proficiency and an IELTS certificate), and describes safety requirements (e.g., instruction from a responsible teacher or moderator). **(ESG II Part 1.4)**

The educational institution has created a barrier-free learning environment, including ramps, call buttons, elevators and toilets for disabled people. To meet the needs of master's students with disabilities, the institute's buildings and equipment are constantly maintained and updated. Parking is permitted near the buildings, and access to the buildings is ensured. The institute has installed the necessary equipment for disabled people, classrooms are furnished with appropriate furniture, and students can live in specially adapted dormitory rooms. The institute's lecture building is adapted for the needs of master's students with disabilities.

The educational process is organized according to the individual needs of master's students. Individual counseling is provided when necessary. Data on master's students with disabilities is integrated into database systems, facilitating the learning process and guaranteeing confidentiality.

Approaches to the admission and transfer of master's students from other educational institutions are reflected in Decree of the President of the Republic of Uzbekistan No. PP-279 "On the Organization of Admission to State Higher Education Institutions" dated June 15, 2022.

The appeal procedure based on the results of admission to the master's degree is prescribed in the Master's Programme Regulations. To date, there has been no precedent for appeal. **(ESG II Part 1.4)**

Representatives of students, specifically master's students, are involved in the development of the admissions and selection policy for master's students. Feedback from master's students is being sought on this issue, and the following changes to the admissions approach have recently occurred: new master's programme specializations have been included.

The admissions and selection policy, as well as the number of master's students, is reviewed annually, under the responsibility of the Education Quality Assurance Department.

During the period 2022-2024, 20 master's students were admitted to all educational programmes, including the programme in specialty "70910301 - Pediatrics". The total number of master's students graduating during the admissions opening dates for all specializations was 22, including those in the accredited educational programme "70910301 - Pediatrics". The educational organization analyzed the practical healthcare sector's need for pediatric specialists and determined that the annual enrollment in the educational programme in the specialty "70910301 – Pediatrics" would be 22 people. This figure is consistent with resource capacity. Employer feedback served as the source of information on pediatric specialist needs.

Therefore, the experts validated the self-assessment report data according to *standard 4*. The experts reviewed the master's degree admissions documentation, including the Academic Policy and

the Charter on the Quality Assessment Rating System. Many documents were well-written.

4.2 Performance Improvement and exit from the programme

Processes and opportunities for improving the academic performance and professional training of master's students, as well as the conditions under which a master's student may be expelled from the programme, are documented in the Academic Policy, approved on August 31, 2022.

Academic advising of master's students is conducted and based on the results of monitoring the academic progress of master's students, including reports of unexpected incidents that could potentially cause harm to patients, and under the "Academic Policy" document. The practice of academic advising, personal support for master's students and the development of not only professional skills were assessed by experts through interviews. *Interviews with master's students and graduates revealed the following: 92% of master's students responded that they have sufficient time for practical training.*

Teachers prevent situations involving unexpected incidents involving master's students that could potentially cause harm to patients by assessing their level of mastery of practical skills. According to teachers, no such situations were observed during the period 2022-2024. Meanwhile, the Department of Hospital Pediatrics-2 has developed a "department policy" that sets forth requirements for master's students majoring in "70910301 - Pediatrics". Each master's student is familiar with and applies informed patient consent for examination, treatment and medical procedures in their clinical work. Before classes begin, master's students are instructed by their teacher on compliance with the rules of conduct in a medical organization and sign a document - the Training Log. This was confirmed by the master's students during their meeting with experts.

Social, financial and personal support for master's degree students is provided in accordance with Decree of the President of the Republic of Uzbekistan No.UP-6208 dated April 20, 2021, and documented in Resolution of the Cabinet of Ministers dated September 24, 2021 No.605 "On measures to implement a system for rental payments to master's degree students residing based on the right to rent." 400,000 sums were paid from the state budget per master's degree student residing on a lease (contract) basis. For the period 2022-2024, support was provided to 5 master's degree students from the regions to pay for rented housing, and support is also provided to pregnant and nursing master's degree students of an accredited educational programme. This support consisted of a scholarship allowance of 575,000 sums. Master's students studying on a fee-paying contract basis receive a scholarship allowance of 150,000 sums per month. In addition, a social package of 400,000-500,000 sums is provided for master's students renting accommodation. Psychological support for master's students is provided through free consultations with a psychologist. The confidentiality of such assistance is regulated in the Academic Policy. The Head of the Finance and Economics Department is responsible for this.

Employment placement is conducted for master's degree graduates to plan their careers. The employment rate for graduates of all master's programmes was 100% in 2024. A graduate career center (**ESG II Part 1.4**), has been operating in accordance with the Master's Programme Regulation (approved in 2015).

4.3 International Medical Graduates

There is an "Academic Policy" document regulating the recognition of qualifications in the master's programme. Admission of international applicants to the master's programme is governed by the Master's Programme Regulations. No international master's students were admitted for the 2022-2023 period, including to the accredited programme "70910301 - Pediatrics". The "Academic Policy" and "Master's Programme Regulations" guarantee equal opportunities for master's students. An agreement is signed with master's students, a copy of which is given to each student and one copy is kept in the dean's office.

The dean's office is responsible for identifying the challenges faced by international applicants to the master's programme. To this end, department employees were interviewed, sharing information on the following issues: tuition fees, cultural differences and adaptation, and restrictions upon returning to their home country for employment. There are currently no master's students who do not speak the state language or Russian, so the experts have not identified any issues with completing professional clinical training. International master's students can leave feedback on the master's programme in the form of questionnaires. There were no negative feedback from master's students during the review period.

4.4 Master's Student Work and Study

Master's students are provided with a programme that defines goals, objectives, overall workload and work hours, their areas of responsibility and the intended learning outcomes. Master's students are informed about their supervisors. Currently, clinical supervisors at 2 clinical settings participate in the training of master's students in the accredited programme. Master's students are informed about the number and timing of formative assessments and final examinations. Information about the examinations is published on the university website. The experts reviewed the information on the website in the "Examinations" section.

Master's students participate in events organized by the clinical settings, in accordance with the Comprehensive Plan for the Joint Activity of the Clinical Education Organization. The experts reviewed this plan for 2024 and noted that master's students participate in joint events. The Department of Hospital Pediatrics - 2 is responsible for developing the plan. The clinical training programme for master's students includes supervision of 6-7 patients per month, with 4 calls. All of this is regulated in the document "Regulations on the Clinical Setting".

Department teachers inform master's students of the terms of their participation in providing medical care through supervisors, based on the Clinical Setting Regulations. The Education Quality Assurance Department, through the department head and moderators, ensures that the programme component involving master's students' participation in providing medical care does not dominate. If a master's student is forced to interrupt their studies (due to pregnancy, maternity leave, illness or military service), the educational institution provides the following: the master's student's application for academic leave is reviewed within one week and formalized by a rector's order. In accordance with the order, at the request (discretion) of a student on academic leave, his studies during the period of academic leave can be transferred to extramural form of study or online study mode or external studies. For this purpose, an individual study plan is developed for the master's student in accordance with the Master's Programme Regulations and Academic Policy. Currently, students in the accredited programme "70910301 – Pediatrics": third-year student Khudoiberdiyeva Makhliyo extended her academic leave for a valid reason. 2 master's students have taken academic leave: one - for childcare, the other - for family reasons.

4.5 Master's Students Safety

The legal status of master's students with regard to the provision of medical care to patients is defined in the Master's Programme Agreement. Medical care is provided annually by teaching staff and the 56-family polyclinic of the Yunusabad District of Tashkent, where master's students undergo medical examinations. This activity is coordinated by the Clinical Settings Department.

The physical safety of master's students during training is regulated by the Safety Procedures, which the student signs before the start of training, as well as by the clinic's documents, including the Training Log.

The psychological safety of master's students is ensured by the university's full-time psychologist. Master's students can contact the department staff and a psychologist if they experience psychological stress. A psychologist is available to provide psychological support in the event of personal psychological trauma or a critical situation.

4.6 Master's Student Renumeration

Master's students receive a monthly scholarship allowance of 575,000 sums. Master's students studying on a fee-paying contract basis receive a scholarship allowance of 150,000 sums per month. In addition, a social package of 400,000-500,000 sums is provided for master's students renting accommodation.

The official document "Decree of the President of the Republic of Uzbekistan No. UP-6208 dated April 20, 2021, is documented in the Resolution of the Cabinet of Ministers dated September 24, 2021 No. 605 "On measures to implement a system for rental payments to master's degree students residing based on the right to rent" which describes the financing of master's students, is posted on the university website. The payment policy is revised based on the results of the final assessment. Master's students may work in the amount of 0.5 of a full-time position in their free time in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated October 3, 2022 No.561 "On improving the personnel supply system of state medical institutions". This year, there are 18 such master's students, including 18 master's students in the accredited programme.

In special circumstances (e.g., disabilities, family situations), an individual training programme for master's students is applied, which includes individual counseling or distance learning. In special circumstances, master's students are granted academic leave. According to the Resolution of the Cabinet of Ministers dated June 3, 2021, No. 344, the Regulation on Granting Academic Leave to Students of Higher Education Institutions was approved. In accordance with the Presidential Decree dated February 3, 2021, No. UP-6155 "On the State Programme for the Implementation of the Action Strategy for Five Priority Development Areas of the Republic of Uzbekistan in 2017-2025" the following procedure for granting academic leave is established: master's students who are unable to continue their education in the traditional format due to illness, childcare or a sick family member are entitled to receive academic leave;

According to the Regulation, students may be granted academic leave in the following cases:

- during military service;
- for health resumption;
- due to pregnancy and childbirth;
- child care;
- care for a sick family member (parent, mother or guardians, spouse or child).

A master's student's application for academic leave is reviewed within one week and formalized by order of the rector.

Granting a master's student an academic leave is not considered their expulsion from the higher education institution. During an academic leave, the student is not paid scholarship allowances.

Experts have determined that in this case, the duration of study is adhered to on an individual basis.

4.7 Master's Students Health and Welfare

Master's students are provided with professional and personal support focused on physical health, personal welfare and psychological health, including "professional burnout", through consultations with a staff psychologist. During a meeting with experts, master's students stated that they can obtain legal assistance by contacting the Department of Master's Studies and Clinical Residency.

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

Standard 5: TEACHERS AND CLINICAL SUPERVISORS

5.1 Teachers and Clinical Supervisor Establishment

There are 15 employees, including 14 full-time faculty members and 1 part-time faculty member. 5 teachers are in the master's programme. The requirements for teachers in the master's programme take into account a high level of scientific and pedagogical potential. There is 1 clinical supervisor. The department head is responsible for hiring teachers.

The academic degree holder rate is 100%, with 75% holding the highest category and 25% holding the first category. Master's students in the specialty "70910301 - Pediatrics" are trained by 5 teachers at the Tashkent State Medical University and the the Republican Specialized Scientific and Practical Medical Center of Pediatrics.

The experts reviewed the teachers' job descriptions and the clinical setting regulations.

The experts were familiar with the HR policy, the Supervisor Regulations and the Academic Policy. The ratio of teachers to master's students is 9:1.

Staff incentives are regulated by the institute's local regulations, in particular <https://tashpmi.uz/>. In accordance with current legislation, teaching staff and other categories of employees are entitled to salary supplements based on qualification category, academic degree and working conditions (for hazardous work). The principles of ethics and academic honesty for teachers are reflected in the Code of Ethics. During conversations with teachers, they confirmed their awareness of this issue and adhere to high ethics and academic honesty.

To verify the data in the self-assessment report for *Standard 5*, external experts obtained teachers' opinions on the HR policy, which included the fact that there are no restrictions on hiring based on gender, race, nationality or language. A conversation with the head of the HR department allowed the experts to learn about approaches to recruiting clinical setting employees for teaching (there is only 1 such teacher), the strategy and tactics for enrolling master's students, and the information support for the educational programme. They also identified challenges in human resource management and development.

Technical and administrative staff are available to support the educational programme (**ESG II Part 1.5**), including the Department of Infrastructure Maintenance and Development.

A survey of teachers revealed that the majority (87.93%) were completely satisfied with the work and workplace organization at this educational institution, while 6.9% were partially satisfied. At this educational institution, teachers have the opportunity to engage in research and publish their research results – 93.1% completely agree, 5.17% - partially. HR department performance was satisfied - 70.69% completely agree, 22.41% - partially. Salaries were satisfactory – 56.9% completely agree, 24.14% - partially.

5.2 Ethics and Conduct of Teachers and Clinical Supervisors

The HR policy defines the responsibilities and obligations of teachers in the high-quality education of master's students. This is described in the section defining and describing the responsibilities and obligations of teachers in the high-quality delivery of education while adhering to the principles of ethics and academic honesty.

The responsibilities and obligations of clinical supervisors are described in the Regulation on the Clinical Setting (approved in 2024).

The principles of ethics and academic honesty for teachers are described in the Code of Ethics. The teachers interviewed confirmed that they were aware of the Code of Ethics. The official publication of these documents is available on the university website in the HR Policy section.

The monitoring system and process for improving the performance of teachers (**ESG II Part 1.5**) and clinical supervisors are regulated by the document. The Rules of Pedagogical Ethics for Educational Organizations are developed and approved in accordance with the established procedure by the Ministry of Preschool and School Education and the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan, respectively. Teachers are certified by the Commission for the Study of the Activities of the Teaching Staff. A teacher survey is conducted by the Education Quality Assurance Department. According to the 2025 teachers' survey, over 87.93% were satisfied with the organization of the educational process at the university.

5.3 Continuing Professional Development of Teachers and Clinical Supervisory Staff

During meetings with the head of the HR department and interviews with teachers, experts obtained opinions on approaches to developing teacher pedagogical competence, motivation to work with master's students, and supervising, who undergo advanced training every five years. The experts determined that teachers and master's students have sufficient time for teaching, supervising and learning. Teacher work schedules are established in the Regulation "On the Procedure for Hiring Teaching Staff at Higher Education Institutions". Working hours: 8:00 AM - 2:00 PM. The teaching load is specified in the Clinical Setting Regulations and is as follows: Department Head - at least 18 hours per month; Professor - at least 20 hours per month; Associate Professor - at least 22 hours per month; Senior Teacher - at least 25 hours per month; Assistant - at least 30 hours per month. Calls are scheduled.

Experts received feedback on the teacher advanced training programme. The teaching staff undergoes continuing advanced training in both pedagogy and pediatrics at the Main Scientific and Methodological Center of the Republic of Uzbekistan (<https://bimm.uz/ru>). This approach guarantees that each teaching staff receives training in pedagogical competencies at least once every three years. Over the past 3 years (2023-2025), 4 faculty members have completed courses in "Pediatrics" at this center.

The teacher salary fund consists of a basic salary, teaching staff and other categories of employees receive bonus payments for qualification categories, academic degrees, and, according to working conditions, for hazardous working conditions.

Funding for supervisors is provided in accordance with current legislation.

Experts have found that teachers initiate research topics for master's students, stimulating the need for additional learning and independent work with literature and medical documentation.

The HR policy (**ESG II Part 1.5**) and approaches to engaging clinical supervisors are reviewed annually in accordance with the changing needs in postgraduate medical education. The most recent review was conducted in 2024, and the following changes and additions were made: a rating system for assessing teaching staff performance was introduced as part of the employee incentive programme, which annually evaluates all areas of teacher performance, and based on the results of which, differentiated pay is established.

The educational institution offers opportunities for career growth and competency development for teachers – 86.21% of surveyed teachers responded, and 12.07% partially agreed. 37.93% attended professional advanced training programmes less than a year ago, 32.76% - during the current year, 15.52% - more than three years ago, 3.45% - more than five years ago, and 0% answered "I don't remember when that was".

The organization implements social support programmes for teachers: 63.79% answered "yes, such programmes exist", 3.45% - "I have already used them", 1.72% of respondents answered "no such programmes exist" and 24.14% of respondents were unaware of them.

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

Standard 6: EDUCATIONAL RESOURCES

6.1 Physical facilities for learning and research

Master's students are trained at clinical settings, including those in the accredited educational programme in "70910301 - Pediatrics" at the Tashkent State Medical University and the Republican Specialized Scientific and Practical Medical Center of Pediatrics. There are 710 beds in total. There are 10 classrooms, 2 conference halls for seminars and journal clubs, a research laboratory, a 380-seat library, a 50-seat computer lab and a 335-seat testing center.

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

The educational organization provides master's students with opportunities for practical and theoretical training through the Information Resource Center.

Access to the latest professional literature and international sources is provided through a branch of the State National Medical Library with a reading room.

Access to simulation equipment is provided at the Simulation Center.

A safe learning environment in functional/instrumental diagnostic laboratories/rooms (**ESG II Part 1.6**) is ensured by familiarizing graduate students with safety and health regulations before classes, as well as through safety briefings, instructions on working with equipment and chemicals, and procedures related to protection against microorganisms. The experts reviewed the Safety Regulations, the Instrument Performance Check Log, the replacement of faulty parts, the power supply check and other necessary measures to ensure safe operation of the equipment. The master's students interviewed confirmed their knowledge of these documents.

The educational institution conducts research in the following areas: PZ-20170921114 "Development of methods for the treatment and prevention of cardiomyopathies in children depending on health determinants; AL-422105551 "Development of a new personalized medicine for the treatment and rehabilitation of children with systemic juvenile arthritis based on modern immunogenetic criteria and an effective diagnostic and prognostic model". Over the past 5 years, progress has been made in implementing these criteria in practical healthcare. Master's students in years 1, 2, and 3 are involved in the research project (or parts thereof). They perform tasks such as analyzing scientific literature, compiling clinical data and preparing reports and presentations. All information about the research project is included in the master's student portfolio, the structure of which is based on the Master's Programme Regulations.

The educational programme includes topics where master's students study research methods in medicine (cardiovascular diseases, respiratory diseases and gastroenterology). The total number of hours is 1,872.

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

For example, in the specialty "70910301 - Pediatrics" research is planned on topics such as bronchitis, pneumonia, celiac disease, oxalate nephropathy and others. This information was obtained through interviews with teachers and master's students.

The university's physical facilities, including its library collection, are regularly updated. Over the past 5 years, the following has been updated: the development of new teaching aids, books, online resources and other materials; the acquisition of new models of medical equipment and laboratory instruments; the creation of special examination rooms for patients during appointments, and other specialized spaces (**ESG II Part 1.6**)

Interviews with 10 teachers, including 10 full-time faculty, revealed some successes. The experts noted free access for master's students to equipment, a sufficient number of specialized patients, time for maintaining medical records and independent work.

6.2 Postgraduate Medical Education Based on Clinical Learning

The experts assessed the master's degree students' record-keeping, including calls schedules, units' rotations, the introduction of seminars, research and practical, research and pedagogical activities, and semi-annual or annual reports.

A review of resources showed that they are consistent with the goals and objectives of educational activities. For example, clinical settings at Tashkent State Medical University and the Republican Specialized Scientific and Practical Medical Center of Pediatrics, with a total of 710 beds, were visited. The educational institution's employees ensure collegial and ethical relationships with medical staff and clinical setting management to achieve the master's degree students' intended outcomes. A sufficient number of specialized patients (e.g., cardiology and rheumatology) are provided, modern equipment is demonstrated, and it is accessible to students. Teachers ensure high-quality education while adhering to ethical and deontological principles.

During visits to the clinical settings of Tashkent State Medical University and the Republican Specialized Scientific and Practical Medical Center of Pediatrics, experts assessed resources, their compliance with the curricula, accessibility for teachers and students, and the modernity of the equipment, which met the needs of students and practical healthcare professionals.

To validate the self-assessment report and obtain evidence of programme quality, interviews with master's students were conducted. The experts asked questions about satisfaction with the learning, sufficient time for patient management, working with medical documentation, satisfaction with teaching methods and teacher qualifications, social and moral support for students who need it, participation in "Journal Clubs" and access to international professional literature databases. Overall, master's degree students were satisfied with the learning and assessment methods. They specifically enrolled in this institution because they believe the educational institution has good resources, a strong image and international connections. At the same time, they would like more independence in patient management and hosting international events.

The institution has a well-equipped simulation center. Despite the presence of a simulation center at the institute, master's students in the educational programme "70910301 – Pediatrics" are not offered classes there.

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

To develop teamwork experience among the master's students, the educational organization conducts activities such as joint educational projects, mobility and academic exchange, and research and partnership projects with the support of the European Commission, WHO, UNICEF and other international organizations. Experts attended a journal club meeting on "Current Issues in Pediatrics and Scientific Research" where the results of teamwork by master's students majoring in "70910301 – Pediatrics" were presented. Interprofessional collaboration is achieved through interdisciplinary interaction. Collegiality in the master's students' work is evident in their interactions with master's students from other specialties and physicians at clinical settings. Master's students can conduct public health education events among patients and training sessions among postgraduate doctors. For example, first-year master's students studied "Prevention of Preventable Infections through Vaccination", second-year master's students studied "Prevention of Acute Respiratory Infections in Children" and third-year master's students studied "Prevention of Intestinal Infections and Personal Hygiene Rules".

In the questionnaire, master's students noted that they have free access to patients at clinical settings and all the conditions for improving their practical skills. 93.5% of teachers completely agreed, 5% partially agreed, and 1% were undecided to answer.

Regular updates to clinical facilities and equipment and other educational resources are carried out in accordance with the changing needs of master's degree training. The planned and current number of master's degree students is taken into account to ensure a 3:1 ratio of master's degree students to teachers. The profile of clinical supervisors is determined by the Department of Hospital Pediatrics - 2, and the Education Quality Assurance Department evaluates their compliance with the goals and objectives of the master's programme, their level of education and their proficiency in teaching methods. Thus, for the period 2022-2024, clinical supervisors completed learning at the "Pedagogy" seminar. Clinical supervisors are provided with the following materials for training master's degree students in conducting research.

Expertise in education includes the following areas in pediatrics, which are presented in the form of research, including dissertations.

The educational organization participates in educational projects such as "diversification of the implementation of international programmes for the development of higher medical education and scientific activities based on educational projects".

The Education Quality Assurance Department conducts annual monitoring of the quality of educational programmes, and the results are included in the Department Meeting Minutes.

Sociological surveys, including education quality issues, could become one of the mechanisms for assessing education.

The assessment includes an analysis of specialist needs and master's degree training methods, and the results allow us to draw conclusions about the quality of innovative changes in postgraduate education.

Incentive payments, in addition to salary, are established as mechanisms for motivating and developing staff and teachers' interest in conducting research in postgraduate education. Staff incentives are regulated by the institute's internal regulations, in particular <https://tashpmi.uz/>. In accordance with current legislation, teaching staff and other categories of employees are provided with salary supplements based on their qualification category and academic degree. A rating system for assessing teaching staff performance has been implemented as part of the employee incentive programme. It annually evaluates all areas of teachers' activity, and differentiated payment is determined based on these results.

6.3 Training Master's Students at Alternative Clinical Settings

The academic policy for training master's students includes the option of studying at organizations if existing clinical settings do not cover all topics of the educational programme. Meanwhile, master's students majoring in "70910301 - Pediatrics" are trained at the Tashkent State Medical University and the Republican Specialized Scientific and Practical Medical Center of Pediatrics, which have units of pulmonology, cardiorheumatology, early childhood pathology unit, a counselling outpatient clinic and functional diagnostics offices; units of allergology, pulmonology, cardiorheumatology, gastroenterology, nephrology, rehabilitation, early childhood pathology unit and a counselling outpatient clinic with a total of 710 beds. Master's students study subjects of the educational programme such as childhood and adolescent diseases in clinical units. Research publications are prepared under the supervision of a teacher and do not require additional training facilities. As part of the CHILDCA project academic mobility programme, 6 teachers completed internships at the University of Arad, Romania, 4 teachers completed internships in Poland, Germany and Italy, and 3 master's students completed training in Kazakhstan during 2022-2023. A document on the transfer and equivalency of credits of learning outcomes between educational organizations is included in the Academic Policy. **(ESG II Part 1.2)**

63 Cooperation Agreements and 92 Memoranda have been concluded with organizations, universities and associations, including foreign organizations. This collaboration allows for the introduction of learning methods and technologies into master's degree programmes. For example, in the specialty of the accredited educational programme, international cooperation is carried out with Poland, Germany and Italy, and 3 master's students have completed training in Kazakhstan.

The educational organization's teachers actively participate in national and international events. Department employees are partners and closely collaborates with international organizations such as WHO and UNICEF. All are national trainers for training and implementing the latest WHO and UNICEF recommendations on child nutrition, monitoring child growth and development, preventing micronutrient deficiencies, Integrated management of childhood illnesses and the management and treatment of children with various diseases.

In 2024, in collaboration with UNICEF, Associate Professor N.R. Akhmedova attended the Global Nutrition Fund Forum on School Meals in the Era of Food System Transformation.

Over a 5-year period, 10 teachers were trained abroad on child nutrition.

6.4 Information Sources, Resources and Use

The experts assessed master's students' and teachers' access to essential web resources, including virtual and information and communication resources, as well as access to electronic media (at the

Information and Resource Center). Master's students confirmed their use of the Electronic Library, including when preparing for classes.

The experts visited the library, which provides master's students and employees with access to the Electronic Library. The total number of publications on the accredited specialty is 62,748 in hard copy and 30,446 in electronic form. The main monographs for the specialty "70910301 - Pediatrics" are the following: the textbook "Pediatric Cardiology" and are available in the library.

Access to international databases is available: Scopus and Web of Science. Master's students are familiar with this.

Information and communication technologies are represented by the following: "MOODLE" and "HEMIS". The educational programme uses "MOODLE" and "HEMIS" technologies. During independent study, master's students use MOODLE. Access to patient data and the healthcare information system is provided through the MIS. Master's students supervise 1-2 patients per day, including completing the necessary documentation under the supervision of a teacher.

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

Over the past 2-3 years, the following information and communication technologies have been implemented: "MOODLE" and "HEMIS". An Electronic Library is used to organize independent study for master's students. An Information and Resource Center is used to ensure seamless information exchange with fellow students. Access to relevant patient data and healthcare information systems is organized through the MIS **(ESG II Part 1.6)**.

The experts reviewed the following documents regulating these processes: Academic Policy and Master's Programme Regulations.

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

Standard 7: QUALITY ASSURANCE AND IMPROVEMENT IN POSTGRADUATE TRAINING

7.1 Quality Assurance System

A quality assurance system has been implemented. It is documented in the Regulations on the Main Professional Educational Programme, the Regulations on the Work Programme, the Regulations on Point Rating System and the Regulations on the State Final Certification (approved in 2024). This system includes a working group schedule, assessment tools and reporting forms.

The decision-making and change management process related to master's degree programmes is regulated by the Education Quality Assurance Department. This document was developed and approved by the Education Quality Assurance Department. **(ESG II Part 1.1)**

The experts evaluated the programme for monitoring the processes and results of the educational programme, which includes a programme review phase (review No.10, dated June 23, 2025), programme discussions at the Department of Hospital Pediatrics-2 meeting (minutes No.10, dated June 23, 2025), and feedback on various elements of the master's programme through a survey of master's students.

The survey of master's students is conducted once a year and covers topics such as student concerns, classroom conditions and equipment, access to clinical settings, patients, laboratories, equipment, availability of educational literature, etc. The results of the master's student survey, conducted by the Education Quality Assurance Department in 2025, showed that master's students are generally satisfied with their education in the department.

The Education Quality Assurance Department also conducts employer surveys, and the Career Center conducts employer surveys. The following changes were made as a result of analyzing the employer survey results: questions on pedagogy and psychology in the first year were included.

A questionnaire was developed for the teachers' survey, consisting of 27 questions, including questions on the organization of the educational process, the microclimate, salary levels, the previous

level of preparation of master's students and others. The results of the teachers' survey conducted by the Education Quality Assurance Department in 2025 showed that teachers are generally satisfied with their research, teaching and clinical work in the department. **(ESG II Part 1.9)**

The selection and matching of teachers and teaching methods is also carried out through feedback from master's students. For example, the results of the master's student survey led to the regulation and implementation of a procedure for assessing the achievements and quality of interactions between master's students and each teacher, as well as the inclusion of these assessment results in the institute's personnel policy. Programme assessment takes into account the goals and objectives of the learning, as well as the intended learning outcomes (through master's student assessment and independent examination). The implementation of the educational programme is assessed through feedback from master's students and teachers, as well as graduate achievements.

Approaches to master's student admissions are assessed through a questionnaire.

Methods for assessing master's students' knowledge and skills are assessed using a checklist.

Monitoring and assessment of the educational programme's quality in master's degree specialties includes feedback from employers, feedback on the quality of training and graduates' work, and master's students' satisfaction with the organization of the educational process and the curriculum, and is conducted quarterly.

Feedback from clinical supervisors includes a questionnaire conducted by the Education Quality Assurance Department.

Thus, stakeholders, including master's students, graduates and employers, are involved in the educational programme's monitoring and assessment activities **(ESG II Part 1.9)**.

The results of the clinical practice assessment of master's students and graduates of the master's programme are published on the website and announced at department, CMS and Academic Board meetings. Therefore, stakeholders such as employers are informed of the monitoring results and feedback from those responsible for master's student admissions and educational programme planning.

Interviews with 13 employers were conducted online and included questions such as: knowledge of the university's mission, participation in developing the mission and proposals for the strategic plan, participation in advisory bodies, satisfaction with master's students' basic knowledge and skills, participation in master's student training through supervising, provision of the department and master's students with the necessary resources for practical training and the development of clinical thinking, issues of interaction with departments and universities in general, 100% employment of master's graduates, and more.

Employers rated graduates' qualities as having a high level of knowledge in the diagnosis and treatment of childhood diseases. The employment rate over the past 5 years has been 100%.

The performance of master's students and graduates is an indicator of the quality of educational programmes. The final assessment results for master's students in various specialties in 2024-2025 show the following: first-year master's students – 4.0-4.1; second-year – 4.75; third-year – 4.0-4.75.

Thus, the results of the independent assessment of master's students in 2024 showed that all graduates successfully passed the summative assessments.

Teachers rated the level of clinical training of master's students in 2024 as successful.

Since the entire training and monitoring process for master's students is concentrated in the Education Quality Assurance Department and the Internal Inspection Department, the results of the clinical practice assessments of master's students and graduates are immediately communicated to the responsible officials. The Department of Master's Studies is responsible for master's programmes. To improve the educational process over the past 2-3 years, the following measures have been taken: implementation of a rating system of remuneration and financial incentives; provision of opportunities for advanced training at the institute's expense; creation of conditions for the use of computers, office equipment, technical teaching aids and other equipment; promotion of participation in international scientific paper competitions and competitions for individual grants; publication of methodological developments for employees.

The educational institution initiates procedures for regularly reviewing and updating the organizational structure through feedback. The current organizational structure of the postgraduate education sector (Master's programmes) was approved in 2025. The following is new: The Center for Employment and Career Development.

The learning process for master's students, the structure and content of the programme, master's student competencies, and knowledge and skill assessment methods are subject to annual analysis based on feedback from students and employers. The experts reviewed the minutes of the Department of Hospital Pediatrics-2 meeting for 2022-2025, as well as the minutes of the CMC. Thus, in Minutes No.10 dated June 23, 2025, the selection of learning methods for the master's programme was discussed, and a decision was made on master's student assessment methods. The approval of the elective courses for the accredited master's programme was reviewed at a meeting of the Department of Hospital Pediatrics-2 and the CMC.

The master's student portfolio form was approved at a meeting of the CMC (Minutes No.1 dated August 27, 2025). The experts reviewed the master's student portfolios.

Assessment of educational resources and the compliance of clinical settings with the goals and objectives of the master's programme in "70910301 - Pediatrics" is carried out regularly and is documented in the Charter, the Institute's Strategic Development Plan, annual plans and reports.

Monitoring and assessment of the quality of the educational programme in master's specialties includes feedback from employers, feedback on the quality of training and graduate work, and master's student satisfaction with the organization of the educational process and the curriculum. The information collection mechanism consists of online and written collection. The Center for Graduate Employment and Career Development monitors and processes the information throughout the year (online) and once a year (written).

The process of updating the educational programme is based on prospective studies, including feedback on the quality of training and graduate work, master's degree student satisfaction, and an analysis of employer feedback. **(ESG II Part 1.10).**

Teachers participate in international and national educational events.

7.2 Patient Safety

A quality assurance system has been implemented, which includes analysis of master's degree student errors and patient safety, and is reflected in the "Academic Policy", "the Master's Programme Regulations" and "Regulations on the Clinical Setting". Analysis of master's degree student errors is the responsibility of the department head and moderator.

Master's students are briefed on the Code of Ethics for Medical Professionals, the rules of conduct within the medical institution, and the need to fulfill obligations toward physicians, teachers, patients and their families in accordance with the Code of Conduct. Compliance with the Code is monitored by teachers and clinical supervisors.

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

Standard 8: GOVERNANCE AND ADMINISTRATION

8.1 Governance

The experts reviewed the governance structure of postgraduate medical education, which includes the Department of Master's Degrees and Clinical Residency. The structure was approved in 2025. The Education Quality Assurance Department is responsible for supervising. The Clinical Setting Department is responsible for selecting clinical training settings and concluding contracts with them.

The experts reviewed the strategic development plan for 2022-2027, which outlines areas for developing competent pediatric specialists, including promoting research and teaching activities and improving the healthcare system through innovation.

The department also has a work plan for the current year. Having reviewed the annual reports of the Department of Hospital Pediatrics - 2, the experts concluded that work is underway in several areas, including teachers' development, science and clinical work.

The Department of Compliance Control, with whose staff the experts met, is responsible for reputational risks and the educational institution's image.

Master's degree programmes are conducted in accordance with the requirements of regulatory rules for master's degree admissions, such as the Master's Programme Regulations and the Academic Policy. Knowledge and skills assessment are based on the Regulation on the Procedure for Monitoring and Assessing Knowledge (Annex No.1 to Order 432 dated September 11, 2025). To implement the educational programme, the educational institution has an organizational structure in which the educational sector is represented by the Master's Department. The experts reviewed the master's degree completion documents. A master's degree completion certificate is issued to master's degree students upon completion of the entire programme and contains information on the courses completed and the dissertation defense.

The Regulation on the Procedure for Monitoring and Assessing Knowledge (Annex No.1 to Order 432 dated September 11, 2025) was developed by the Education Quality Assurance Department and approved by the Academic Board. Teachers participated in the development of the programme.

All employees are informed about the programme through its posting on the university website.

The educational programme for the specialty "70910301 - Pediatrics" is supported by the relevant teaching and methodological documents and teachers.

Completion of master's degree programmes is documented by the issuance of a Master's Diploma, which is recognized by the national authorized body in the field of healthcare. Thus, the educational organization complies with the recommendations of national authorized bodies, including: The institute's educational activities are carried out in accordance with the Constitution of the Republic of Uzbekistan <https://lex.uz/docs/6445147>, and the Law of the Republic of Uzbekistan No.LRU-63 dated September 23, 2020, "On Education" <https://lex.uz/ru/docs/5013009>. Since 2021, the Institute has been granted financial and academic independence (Resolution of the President of the Republic of Uzbekistan dated December 24, 2021, No.60 "On additional measures to ensure the academic and organizational-managerial independence of state higher educational institutions" <https://lex.uz/docs/5793264?ONDATE=25.12.2021%2000> and Resolution of the President of the Republic of Uzbekistan No.61 "On measures to grant financial independence to state higher educational institutions" <https://lex.uz/uz/docs/5793256>).

8.2 Shared Governance

The responsibilities and obligations of the management and employees for postgraduate medical education are defined and assigned to the Department of Master's Degrees and Clinical Residency and are enshrined in the "Academic Policy" document. Transparency of governance and decision-making in the educational process is ensured through discussions at the CMC and the Academic Board, as reflected in the document "Academic Policy".

The educational organization evaluates the educational process management and employees in relation to the achievement of the master's programme mission and expected intended learning outcomes through feedback from master's students and teachers (see Section 7.2 of the report), assessments based on the "Rector's Order on the Study of Teachers' Performance" and audits on educational process quality.

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

Funding for master's programmes is provided by the educational institution's budget and through state support. The department of finance and economics is responsible for planning and allocating funds for master's programmes. The scope of duties, responsibilities and authorities are reflected in the job descriptions of employees approved by the Academic Board. A financial plan is prepared annually,

including a target budget for learning, which amounts to 8,629,919.00 sums. The financial plan is aligned with the strategic plan for 2022-2027. The share of funding for master's programmes has increased, given the expansion of master's degree specialties. The largest portion of funds is spent on equipping the simulation center. During a meeting with financial sector employees, experts found that the salary fund is 4,832,737.00 sums, and the scholarship fund is 872,660.00 sums.

An annual financial report is submitted and approved by the Supervisory Board. It demonstrates, among other things, the distribution of educational resources in accordance with needs and the coverage of all types of expenses (payments from the Student Incentive Fund, information and communication services, etc.) for the implementation and development of the master's programme.

Today, experts are confident that the educational institution is financially and organizationally sustainable, as the institute has been granted financial and academic independence since 2021 (Resolution of the President of the Republic of Uzbekistan dated December 24, 2021, No.60 "On additional measures to ensure the academic and organizational-managerial independence of state higher educational institutions" <https://lex.uz/docs/5793264?ONDATE=25.12.2021%2000> and Resolution of the President of the Republic of Uzbekistan No.61 "On measures to grant financial independence to state higher educational institutions" <https://lex.uz/uz/docs/5793256>).

Organizational structure update procedure: In 2022, the Center for Advanced Technologies and Strategic Initiatives was opened. This center is the successor to the Innovation Center and was established based on Order No.410 of TashSMU dated October 3, 2022; the "CAREER CENTER - TashSMU" was created; a department for coordinating work on providing master's students with housing; a department for the commercialization of scientific and innovative developments; and an anti-corruption department. The master's degree programme has been updated: the introduction of pedagogy and psychology courses in the first year.

Updates are made through discussion at the CMC and the Academic Board and are accompanied by the development of job descriptions and the Rules. The educational organization annually allocates resources for continuous improvement in the amount of 739,116.00 sums in 2024-2025. To specifically improve the educational process, sociological research is being conducted, including of employers, as well as Literature on postgraduate medical education - master's programmes - is also being reviewed. During this analysis, approaches to teaching in the master's programme were revised, and methods such as teaching by master's students during the undergraduate programme and providing one humanities day per week were introduced.

8.3 Master's Students and Staff Representation

The educational institution has the following advisory bodies: The Academic Board and the Scientific Council, in whose work master's students participate. Mechanisms for rewarding master's students for their community service include financial support. When interviewing master's students, experts found that, if various types of inappropriate treatment occur, master's students can seek support from the following persons: verbally to their tutor; to the dean's office verbally and in writing (Telegram channel); to the relevant vice-rector verbally or in writing (Telegram channel); to the rector verbally and in writing (Telegram channel); and to the leader of the Youth Union organization. The educational institution has a master's student development programme, which includes academic mobility, participation in international conferences and internships at foreign educational organizations. Master's students are included in advisory bodies such as the Institute Council and the Public Council.

8.4 Administration

The university has an appropriate administrative (4 people) and teaching staff (285 people), including management: 7. Experts determined that the quality management system (QMS) was implemented in 2019 and includes regular internal and external audits, including those supporting the master's programme processes. The quality management system (QMS) was implemented in 2019 in

accordance with the Decree of the President of the Republic of Uzbekistan dated January 16, 2019, No. PP-4119 "On additional measures to improve the education quality control system".

The education quality assurance department is responsible for the implementation and monitoring of the QMS. Teachers are familiar with the QMS, as confirmed by interviews. The key QMS documents are the following: quality policy and goals, quality manual, documented procedures (such as document management, internal audits and nonconformity management), as well as work instructions, regulations and records for recording results.

The overall administration and governance of the educational process and the Master's programme in "70910301 – Pediatrics" are assessed through careful and detailed annual planning, including its financial component. A balanced distribution of available resources is implemented through collaboration with university divisions and rational interaction between key structural divisions. Effective collaboration with the practical healthcare sector has resulted in positive development dynamics for the institute. **(ESG II Part 1.9)**

EEC findings by criteria. Comply with 8 standards, 8 - fully compliant, 0 - partially compliant, 0 - non-compliant.

CONCLUSION: The external assessment of the educational programme revealed that 107 of the 109 accreditation standards demonstrate full compliance. 2 standards have been partially implemented. No non-compliance with the standards was identified.

Given that the initial accreditation of the educational programme in the specialty "70910301 - Pediatrics" is underway and master's degree students are being admitted, in compliance with the requirements of the Law of the Republic of Uzbekistan No.LRU-63 dated September 23, 2020 "On Education" <https://lex.uz/ru/docs/5013009>, the educational organization has initiated specialized (programme-specific) accreditation. Therefore, the tasks of the external expert commission included assessing and studying the existing principles and approaches to master's degree training, quality assurance mechanisms and management of the master's degree educational programme. The EEC specifically examined the organization of training in the specialty "70910301 - Pediatrics", including documentation, teaching staff, educational resources and other important issues related to compliance with accreditation standards.

Strengths

- High academic degree holder rate of teachers in the master's programme.
- Young average age of teachers.
- 30% have an IELTS certificate. A Center for Foreign Language Studies is planned at the University, including English in Medicine
- Continuous efforts to enhance institutional capacity, internship opportunities and advanced training are underway;
- Excellent university infrastructure, with a high level of digitalization of processes
- A strong clinical setting, including 3 in-house clinics and medical organizations at the national, regional and provincial levels, where master's students can acquire all the necessary skills.
- Involvement of trainers and moderators with over 20 years of experience in clinical training, combining
- High level of publication activity among teachers and master's students. 7 in-house journals, 1 of which is indexed in the Scopus database.
- Active government support for the university.
- Inclusion of a pedagogy component in master's degree programmes
- Training master's degree students as a reserve for teaching, research and continuing education at the PhD level (approximately 30% remain at the university).
- Volunteer work for master's degree students: calls to care for patients.
- Additional support opportunities for female students pursuing master's degree programmes (the state covers tuition for those enrolled on a contract basis)

- 10 master's degree students receive various scholarship allowances.

5. Recommendations for improving the master's degree educational programme in "70910301 - Pediatrics" at Tashkent State Medical University:

Standard	Recommendations for improvement
2.3.1	Expand the list of elective courses. Expand the number of elective components (there are only 2 electives in the curriculum: "Clinical Pharmacology" and "Radiology").
2.4.4	Include an elective on research methodology

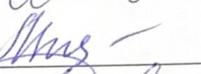
6. Recommendation to the ECAQA Accreditation Council

The EEC members have determined that the Master's degree educational programme in "70910301 – Pediatrics" complies with the Accreditation Standards and unanimously recommend that the ECAQA Accreditation Council accredit this programme for a period of 5 years.

	Full Name
Chairperson	Turgunov Yermek Meiramovich
International Expert	Milena Staneva Staneva
Academic Expert	Burkutbayeva Tatyana Nuridenovna
Academic Expert	Trynkin Alexey Viktorovich
Academic Expert	Kudabayeva Khatimya Ilyassovna
Academic Expert	Mukhambetova Gulnar Amerzayevna
Academic Expert	Akhenbekova Aida Zhaksybayevna
Academic Expert	Doshakanova Assel Bidauletovna
Academic Expert	Marat Aizada
Employer Expert	Ermetov Aziz Tashmetovich
Student Expert	Sartai Nurila Nurmakhankyzy

6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК установили соответствие образовательной программы магистратуры Ташкентского Государственного Медицинского Университета по специальности «70910301 - Педиатрия» Стандартам аккредитации программы последипломного медицинского образования (магистратура) и пришли к единогласному мнению рекомендовать Аккредитационному совету ЕЦА аккредитовать данную программу на период 5 лет.

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

Профиль качества и критерии внешней оценки образовательной программы (обобщение)

Standard	Критерии оценки	Количество стандартов	Оценка		
			Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И ЦЕННОСТИ	6	6		-
2.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА	28	26	2	-
3.	ОЦЕНКА МАГИСТРАНТОВ	15	15		-
4.	МАГИСТРАНТЫ	19	19		-
5.	ПРЕПОДАВАТЕЛИ И КЛИНИЧЕСКИЕ НАСТАВНИКИ	8	8		-
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	15	15		-
7.	ОБЕСПЕЧЕНИЕ И УЛУЧШЕНИЯ КАЧЕСТВА ПОСЛЕДИПЛОМНОЙ ПОДГОТОВКИ	10	10		-
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	8	8		-
	Всего:	109	107	2	-
			109		

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

№	Наименования документов/дата утверждения	Количество
1.	Каталог элективных курсов	2
2.	Кодекс этики	2
3.	Документы контроля качества	23
4.	Музей (фотографии)	23
5.	Отдел финансов	1
6.	Клинические протоколы по Педиатрии	5
7.	Годовой отчет педиатрии	1
8.	Положение о магистратуре	1
9.	ППС	6
10.	Результаты анкетирования	2
11.	Списки участников интервью	6
12.	Таблицы профиля	12
13.	Генеральный сертификат	1
14.	Сертификаты	5
15.	ГОСО	1
16.	Клинические протоколы, разработанные ППС университета	1
17.	Критерии оценки знаний	3
18.	ТТУ структура	1
19.	Номенклатура	2
20.	Отчет о магистратуре	1
21.	Общая информация про университет	1
22.	Педиатрия Силлабус	7
23.	Положение о клинической базе	1
24.	Положение о технике безопасности	1
25.	Порядок контроля и оценки знаний студентов	1
26.	Порядок утверждения тестовых заданий	1
27.	Список научных журналов	1
28.	Список соглашений с зарубежными ВУЗами	1
29.	Список главных специалистов МЗУз	1
30.	Приказ № 310	1