

To the Accreditation Council
of the Eurasian Centre for Accreditation
and Quality Assurance
in Higher Education and Health Care
16.12.2025

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE EVALUATION OF THE EDUCATIONAL
PROGRAMME 70910205 «CARDIOLOGY» OF ANDIJAN STATE MEDICAL
INSTITUTE FOR COMPLIANCE WITH THE ACCREDITATION
STANDARDS FOR PROGRAMME ACCREDITATION POSTGRADUATE
MEDICAL EDUCATION (RESIDENCY SPECIALTIES) OF THE EURASIAN
CENTRE FOR ACCREDITATION AND QUALITY ASSURANCE IN HIGHER
EDUCATION AND HEALTH CARE**

Period of external expert evaluation: 25–27 November 2025

Andijan, 2025

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LIST OF TERMS AND ABBREVIATIONS

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

1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 30 dated 29 October 2025, an External Expert Commission (hereinafter – the EEC) was established to conduct the external evaluation of the Master’s degree educational programme in specialty 70910205 “Cardiology” during the period 25–27 November 2025, with the following composition:

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

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

evaluation of the educational programme 70910205 “Cardiology” for compliance with the Accreditation standards for programme accreditation: postgraduate medical education (residency specialties), developed on the basis of the WFME Global Standards for Quality Improvement of Postgraduate Medical Education (2023), as well as the EEC’s conclusions (hereinafter – the Accreditation Standards), recommendations for further improvement of the approaches and conditions for the implementation of the above-mentioned educational programme, and accreditation recommendations to the ECAQA Accreditation Council.

2. General part of the final report

2.1 Overview of the Master’s Degree Educational Programme in Specialty 70910205 “Cardiology”

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

2.2 Information on Previous Accreditation

To date, the educational programme 70910205 “Cardiology” has not undergone accreditation.

2.3 Summary of the Analysis of the Self-Assessment Report of the Master’s Educational Programme in Specialty 70910205 "Cardiology" and Conclusions on Completeness

The self-assessment report of the Master’s educational programme in specialty 70910205 "Cardiology" (hereinafter – the Report) was submitted in the form of 126 pages of main text, accompanied by 18 appendices, including copies and electronic versions of supporting documents accessible via the following link: <https://ftp.adti.uz/user.php>

The report is characterised by complete responses to all 8 main accreditation standards and criteria, a structured presentation in accordance with the recommendations of the Guidelines for Conducting Self-Assessment of an Educational Programme provided to the Educational institution (EI) by the accreditation center – ECAQA, as well as internal consistency of information. The report was signed by the head of the organisation, Rector of the Institute M. M. Madasimov, confirming the reliability of the quantitative information and data included in the self-assessment report.

The report includes 2 members of the internal self-assessment committee, with the responsibilities of each staff member indicated, as well as information on the representative of the organisation responsible for conducting the self-assessment of the educational programme: Chair of the Internal Self-Assessment Committee, Botirjon Kodirovich Tursunov, Candidate of Medical Sciences, Associate Professor, Head of the Master's Department; representative of the Department of Faculty Therapy, Mamazoir Akhmedovich Khujamberdiev, Head of the Department.

The self-assessment of the Master's programme 70910205 "Cardiology" was conducted on the basis of Order No. T-01/08/1362 dated 12 June 2025 "On Conducting International Accreditation of Master's Specialties of Andijan State Medical Institute".

All standards present the actual practice of the Institute in training master's students in the specialty 70910205 "Cardiology", taking into account the commencement of student admission in 2020, with substantiated data, examples of implementation of the educational programme objectives, national and international activities, and methodological support, confirming compliance with the requirements of the accreditation standards. The description in the self-assessment report is sufficiently comprehensive and updated in terms of the number of master's students, teaching staff, administration, information on selection and admission, learning outcomes, results of knowledge and skills assessment, the material and technical resources of the Institute and clinical bases, contractual obligations with partners (universities, associations, clinical bases), financial information, plans for development and improvement, etc.

The report was submitted to ECAQA in its completed form, with the data corrected in accordance with the above recommendations. It is written in competent language; 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 have continuous numbering.

3. Description of the external expert assessment

The external expert work within the framework of the evaluation of the educational programme 70910205 "Cardiology" was organised in accordance with the Guidelines for Conducting External Evaluation of Educational Institutions and Educational Programmes of ECAQA. The dates of the visit to the organisation were 25–27 November 2025. The sequence of the 3-day visit is presented in detail in Appendix 3 to this report.

To obtain objective information, the members of the External Expert Commission (EEC) used the following methods and their results:

- interviews with management and administrative staff – 40 participants;
- interviews with Master's students – 55 participants;
- review of the official website <https://adti.uz/>
- interviews with 24 staff members and 30 academic staff / clinical mentors;
- survey of academic staff and Master's students – 72 and 152 respondents, respectively;
- observation of the training of master's students: visit to the Department of Faculty Therapy, Head of the Department Professor Mamazair Akhmedovich Khujamberdiev, 3rd academic building of ASMI, 1st floor, Room No. 102; class conducted by Associate Professor Nelli Rafikovna Uzbekova at the Andijan Branch of the Republican Specialized Scientific and Practical Medical Center of Cardiology, Andijan, 3 Kizil Shark Street, 2nd floor. Chief Physician: Anvar Arifovich Tukhtasinov.
- review of resources in the context of meeting the accreditation standards: the clinical base, Andijan Branch of the Republican Specialized Scientific and Practical Medical Center of

Oncology and Radiology, where training under the educational programme is conducted with the involvement of full-time teaching staff and part-time faculty, was visited;

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

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

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

№	Position	Quantity
1	ASMI Management, Heads of Departments	40
2	Master's Department	3
3	Registrar's Office	12
4	Career Centre	2
5	Department for Youth Affairs, Spirituality and Enlightenment; Department for Work with Gifted Students; Youth Union; Student Scientific Society	4
6	Information Technology Centre	3
	Human Resources Department	1
7	Planning and Finance Department	3
8	Education Quality Assurance Department	1
9	Monitoring and Internal Control Department	2
10	Clinical Bases Coordination Unit	1
11	Compliance Control / Anti-Corruption Unit	1
12	Research, Innovation and Academic Staff Development Department	2
13	Academic Council, Secretary	1
14	Simulation Training and Assessment Centre	8
15	Sports Complex	2
16	Head of Library and Library Staff	6
17	Academic Staff (interviews)	30
18	Academic Staff at Clinical Bases	5
19	Clinical (Training) Bases Unit	1
20	Department of Social Sciences and Humanities, Academic Staff	3
21	Master's Students in Specialty 70910205 "Cardiology"	12
22	Psychologist	1
23	Student Affairs Educator	1

On the last day of the visit to the organisation, a meeting of the EEC members was held to summarise the results of the external evaluation. A final discussion was conducted on the outcomes of the external evaluation of the educational programme, the review of documents, and the results of discussions, interviews and surveys. The EEC members began drafting the final report of the EEC. The results of the external evaluation were summarised. The experts individually completed the "Quality Profile and External Evaluation Criteria for 70910205 'Cardiology' for compliance with the ECAQA Accreditation Standards". No comments were made by the EEC members. Recommendations for improving the educational programme were discussed, and the Chair, Almagul Medeubaevna Kurmanova, conducted the final open voting on the recommendations to be submitted to the ECAQA Accreditation Council.

Comfortable conditions were created for the work of the EEC, and access to all necessary information and material resources was organised. The Commission notes the high level of corporate

culture at ASMI and the high degree of openness of the staff in providing information to the EEC members.

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

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

4. Analysis of Compliance with Accreditation Standards Based on the Results of the External Evaluation of the Residency Educational Programme in Specialty 70910205 “Cardiology”

Standard 1: MISSION AND VALUES

1.1 Stating the mission

The mission of the ASMI Master’s educational programme 70910205 “Cardiology” is to train a physician capable of providing qualified medical care to the population by integrating the latest achievements in education, science and medicine in order to improve the quality of medical care and the health of the population as a whole; and to train, at the Master’s level within the system of continuing education, competitive and highly qualified master’s graduates whose knowledge complies with international standards and who have achieved a high level of morality and culture. The mission is published at:

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

During meetings with the ASMI management, including the Rector and Vice-Rectors, the management of the Master’s Department, other supporting administrative units, teaching staff, students and employers, the experts confirmed that all participants in the educational process were aware of the mission.

The results of the review of documentation demonstrate that the mission of the educational programme 70910205 “Cardiology” corresponds to the mission of the organisation, and that the educational process is organised in accordance with the SCES and the current regulatory legal acts (RLAs) in the field of postgraduate education and healthcare of the Republic of Uzbekistan.

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

The aim of the Master’s educational programme in the specialty 70910205 “Cardiology” is clearly defined and is focused on training a competitive and qualified cardiologist who possesses professional knowledge and skills in the diagnosis and treatment of patients in accordance with the principles of evidence-based medicine, the application of modern medical technologies, and who is capable of providing highly specialised care to the population of all age groups effectively and in a timely manner, based on the application and development of advanced innovative, information and communication technologies, as well as generating new knowledge in the field of healthcare to improve medical care for patients and the population as a whole.

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

During visits to the structural units of ASMI, the experts noted the strengths of the Educational institution (EI) in relation to the educational programme undergoing accreditation, including the historical reputation of the university. ASMI is the only higher medical education institution in the Fergana Valley; it continuously improves its material and technical resources; has a modern, well-equipped university clinic with a convenient location; implements an institutional policy of material support for master’s students; provides master’s students with full access to all resources of the clinical base in the Master’s specialties; implements international projects; enhances the prestige of the medical and teaching professions; and trains a personnel reserve.

ASMI has structural units directly related to the educational programme 70910205 “Cardiology”, which may be noted as best practice in education. In particular, the Academic Policy of ASMI, approved by the decision of the Academic Council of the Institute, states that the development of educational programmes is carried out by the Central Methodological Committee (CMC), consisting of experienced teachers, competent methodologists, representatives of employers and students. All educational programmes of ASMI are subject to mandatory internal and external evaluation/expertise, as a result of which they meet the needs of stakeholders, including students, employers and the state, as well as external qualification requirements. After consideration by the CMC, the ASMI educational programme is approved by the Academic Council of the Institute.

The author team, consisting of leading specialised experts involved in the training of scientific and pedagogical personnel and representatives of practical healthcare, formulates the mission and aim based on the achievements of modern science and medical education, the needs of students and the expectations of employers. The educational programme in the specialty 70910205 “Cardiology” was discussed and approved at a department meeting, then at meetings of the CMC and the Academic Council, and was signed by the Rector of ASMI on 30 August 2024.

For the continuous monitoring, evaluation and documentation of progress in achieving the goals and objectives of educational programmes, the CMC operates on a permanent basis and includes all stakeholders: experienced teachers, students and employers. The experts reviewed the Regulations on the CMC for the Quality of Teaching and Learning of the Master’s Department, approved by the Rector of the university on 2 September 2024.

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

The experts established that master’s students have appropriate working conditions to support their own health, as ASMI has created all the necessary working conditions for high-quality training, taking into account the individual needs of master’s students, including those related to health. The occupied area, temperature conditions, lighting and equipment of the classrooms for master’s students comply with sanitary regulations. Conditions are also provided for independent work of master’s students, work under the supervision of teachers/mentors, rest during breaks and the provision of first aid. At the clinical bases of the department, master’s students have the opportunity to receive hot meals, rest during their free time and work with specialised educational and scientific literature.

Such basic competencies of master’s students in the accredited specialty as the development of knowledge and skills in conducting clinical examinations, laboratory and instrumental investigations, differential diagnosis and the selection of effective treatment for patients, as well as special competencies including the acquisition of practical skills in the specialty, enable the Educational institution (EI) to apply innovative forms of teaching. This will contribute to the development of professional qualities among master’s students and the achievement of the final outcomes stated in the mission of the educational programme, in accordance with national and international requirements and the needs of the healthcare sector.

ASMI encourages master's students in their aspiration to participate in research in their chosen specialty through involvement in grant projects, and also ensures the participation of master's students in academic events such as scientific-practical and clinical conferences.

At the same time, during the visit to ASMI, the experts determined compliance with the basic criteria of the accreditation standard, including the presence of the mission and strategic goals of the programme, the involvement of stakeholders in the development of the mission (staff, teaching staff and active master's students), the fact that master's students are informed about their final outcomes from the first day of classes, and that they are provided with resources and a practice-oriented educational programme.

The experts determined that the formation of professionalism includes theoretical knowledge, sustainable practical skills and work with scientific literature. The Educational institution (EI) promotes the professional autonomy of master's students by providing them with academic freedom. Freedom is provided in the formation of the educational programme, which is achieved through the independent choice of the scientific dissertation topic. The bank of scientific topics has been developed taking into account the specific features and focus of the specialty, as well as the strengths of teachers/mentors in the specialty "Cardiology".

At the same time, the experts established that the Educational institution (EI) does not fully exercise autonomy in relation to the selection of master's students for the accredited specialty "Cardiology", the development of the educational programme, and the determination of approaches to the assessment of master's students, although ASMI has financial and academic autonomy in determining the content and format of the entrance examination in the specialty, selecting persons to be included in the examination and appeals commissions, while observing the requirements regarding the number of examiners and their compliance with the profile of the Master's specialty. This is regulated by the state document Rules for Admission to Master's Programmes (reference: Regulations on Master's Programmes, appendix to Resolution of the Cabinet of Ministers No. 36 dated 2 March 2015), which determines the procedure for admission to Master's programmes.

The responsible staff demonstrated to the experts the document defining the requirements for teachers of the Master's programme (reference: Regulations on Master's Programmes, appendix to Resolution of the Cabinet of Ministers No. 36 dated 2 March 2015). The employment of residents is regulated.

To verify Standard 1, a meeting was held with the Head of the Master's Department, B. K. Tursunov; Vice-Rector for Youth Affairs, S. Z. Salakhidinov; Head of the Department for Youth Affairs, Spirituality and Enlightenment, A. A. Abdukhalimov; as well as heads of departments and coordinators of educational programmes.

During the discussion, the experts asked questions about the vision for implementing the educational programme (EP) in the context of the scientific component, the resource provision of the programme, and the alignment of the mission of ASMI and EP 70910205 "Cardiology" with the needs of practical healthcare from a regional perspective. In response, it was confirmed that ASMI has created the necessary conditions for the successful implementation of EP 70910205 "Cardiology". The Head of the Master's Department, B. K. Tursunov, noted that, based on the principle of the unity of education, science and clinical practice, master's students are trained with consideration of a patient-centred approach under the guidance of clinical mentors at the clinical bases of ASMI, where all conditions for a high-quality educational process are provided.

The academic freedom of master's students is reflected in their choice of elective disciplines. ASMI ensures that proposals for updating the EP are submitted through such mechanisms as round table discussions with employers, on the basis of which the catalogue of elective disciplines is updated annually, as described in the document "Academic Policy".

The 72 surveyed teaching staff members, who responded to a questionnaire consisting of 27 questions, indicated that 88.89% were satisfied with the organisation of work and the workplace at this Educational institution (EI), while 9.72% partially agreed with this statement. The experts determined that the organisation has a healthy working environment, as the head is readily accessible

to both master's students and staff and responds promptly to requests and proposals. According to the questionnaire, 81.94% of the teaching staff are satisfied with the organisational climate, while 1.39% are partially satisfied. In the opinion of 91.67%, ASMI provides teachers with the opportunity to realise themselves as professionals in their specialty. For information, a total of 72 people responded, of whom 34.72% had up to 5 years of teaching experience, 27.78% had up to 10 years, and 37.5% had more than 10 years of teaching experience.

1.2 Participation in mission formulation

The final learning outcomes are defined and included in the document “Working Programme in the Specialty ‘Cardiology’”, which was developed by the author team, consisting of leading specialised experts involved in the training of scientific and pedagogical personnel and representatives of practical healthcare. The document was discussed and approved at a department meeting, then at meetings of the CMC and the Academic Council, and was signed by the Rector of ASMI on 30 August 2024. Stakeholders are informed about the final learning outcomes of master's students in the specialty 70910205 “Cardiology” through publication on the official website <https://adti.uz/>. The experts confirmed that the professional behaviour and communication skills of master's students are developed through knowledge of and compliance with the Ethical Rules of Andijan State Medical Institute, approved by the decision of the Academic Council of the Institute dated 28 May 2022. Teaching staff and master's students are informed about the Ethical Rules, which serve as the basis for developing proper moral standards within the team, as well as respectful attitudes towards one another and towards patients.

When determining the final learning outcomes, the staff of the Master's Department took into account the previous learning outcomes achieved at the Bachelor's level, as well as the goals and objectives of subsequent continuing professional development in the chosen specialty.

The surveyed teaching staff responded that 79.17% were fully satisfied with the level of prior training of master's students, while 18.06% were partially satisfied.

The experts established clear continuity between the final learning outcomes of the master's students' previous education (prerequisites), Master's training, and subsequent continuing professional development programmes.

At ASMI, all stakeholders participate in the formulation of the mission and final learning outcomes, including Institute staff, Master's programme graduates, healthcare and education authorities, healthcare organisations, employers and professional medical associations, with their proposals taken into account.

The mission and final learning outcomes of the Master's EP in the specialty 70910205 “Cardiology” were formulated on the basis of the Standard for the Organisation of Cardiology Care to the Population in the Republic of Uzbekistan.

The development of the mission, aims and objectives of the educational programme 70910205 “Cardiology” involved the teaching staff of the Department of Faculty Therapy through department meetings, methodological councils and participation in strategic sessions; master's students through satisfaction surveys, meetings with the dean's office, participation in student councils and round tables; graduates, who provide feedback through the Career Development Center and the alumni platform (Alumni Office) and participate in online surveys; employers, including cardiology dispensaries, palliative care centers, specialised clinics and members of final examination commissions; representatives of the Ministry of Health and sectoral departments, who participate in meetings of educational and methodological commissions; international experts and partner universities, who provide expert support through joint projects, visits and educational agreements; professional associations, including the Association of Cardiologists of Uzbekistan and regional societies of cardiologists, which submit expert proposals; and public organisations, especially those working in the field of cardiovascular disease prevention and patients' rights. This was confirmed during the survey of teaching staff, students and employers. During discussions with master's students and employers, the experts received clear answers to the questions: “Do you participate in the formulation of the mission and aims of the organisation and the educational programme?” and “What

is the personal contribution of master's students to improving the educational programme?" In response to these questions, one master's student stated that her opinion regarding academic mobility to other universities had been taken into account. The EP is focused on employers' expectations and labour market needs; elements of the EP and the Catalogue of Elective Disciplines (CED) are agreed with employers. Employers and members of professional associations are involved in reviewing the EP and participating in the discussion of results at meetings of the commission for ensuring the quality of the EP.

Proposals were made to strengthen the final learning outcomes of master's students in clinical skills, knowledge of legal aspects, the ability to work in information systems, and the development of communication skills. When updated regulatory legal acts and orders in the fields of education and healthcare are issued, the developers of the educational programme take into account proposals from employers and master's students and make the relevant changes. Examples of actual revision include the following: in 2021, the principles of evidence-based medicine and a clinical-scientific integrated approach were included in the mission; in 2023, priorities reflecting the development of genetics in cardiology and interventional cardiology were added; and in 2024, provisions emphasising the need for interdisciplinarity, ethics and a strictly patient-centred orientation were introduced.

During discussions with master's students and employers, the experts received clear answers to the questions: "Do you participate in the formulation of the mission and aims of the organisation and the educational programme?" and "What is the personal contribution of master's students to improving the educational programme?" In response to these questions, the master's students stated that they had made proposals regarding elective disciplines and academic mobility. Employers responded that, in order to achieve the final learning outcomes, master's students have the opportunity at clinical bases to practise practical skills through direct participation in diagnostic and treatment procedures for patients using modern equipment, under the supervision of a clinical mentor. The psycho-emotional state of the master's students is excellent; they are satisfied with the clinical bases and mentors.

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

Standard 2. CURRICULUM

2.1 Curriculum and certification

The educational programme in the specialty 70910205 "Cardiology" was developed in accordance with the SCES 2021, based on Order No. 311 of the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan dated 16 July 2021 "On Approval of the State Educational Standards of Higher Education".

The experts established that there is a relationship between the content of the programme and the required qualification of a master's student upon completion of programme 70910205 "Cardiology". Upon completion of training, master's students are admitted to certified clinical practice within the framework of the current legislation of the Republic of Uzbekistan and in accordance with international standards of professional training. ASMI has developed advanced training courses in subspecialisations in the relevant areas of cardiology, which meets the aim of specialist training.

In 2024, 100% of graduates of the Master's programme in the specialty 70910205 "Cardiology" passed the independent assessment with a score of 60% or higher. There were no graduates who failed the examination.

The model of the educational programme in the specialty 70910205 "Cardiology" is determined on the basis of the final learning outcomes of master's students and therefore includes the following: training consists of a compulsory component and an elective component. The content of the academic disciplines of the compulsory component is strictly regulated by the SCES and the Standard Curriculum of the Ministry of Health of the Republic of Uzbekistan and is reflected in the standard curricula of the disciplines of the educational programme.

For the implementation of the educational programme in the specialty 70910205 “Cardiology”, the organisation’s documents include EMCDs, which define the aim and take into account the integration of practical and theoretical components, as well as independent work. Compliance with the SCES and standard requirements, including the needs of practical healthcare, has been established.

The organisation ensures compliance with ethical aspects in the implementation of the educational programme, as the experts reviewed the Code of Ethics set out in the document “Ethical Rules of Andijan State Medical Institute”, approved by the decision of the Academic Council of the Institute dated 28 May 2022.

The analysis of educational activities showed that the scientific basis and all scientific achievements in the relevant disciplines are taken into account; however, additions to the bibliography of the EMCDs have not been sufficiently introduced. At the same time, the teaching staff apply the latest scientific achievements and current clinical protocols of the Ministry of Health of the Republic of Uzbekistan during classes.

During the assessment of the mentoring system in the Master’s programme, it was found that there is no official document regulating the aims, objectives, functions, rights and responsibilities of clinical mentors, as well as the procedure for organising mentoring, criteria for selecting mentors, mechanisms for evaluating the effectiveness of mentoring activities, and the system for providing feedback to master’s students in the process of completing clinical assignments and acquiring practical skills. Upon admission, master’s students are familiarised with the Academic Policy of ASMI and undertake to comply with all its rules.

The procedure for informing master’s students about their rights and responsibilities is reflected in the document “Regulations on Master’s Programmes”. The qualification obtained as a result of completing the educational programme in the specialty 70910205 “Cardiology” corresponds to Level 7 of the NQF and Level 7 of the European Qualifications Framework (EQF Level 7).

Teachers apply such methods of training master’s students as seminars at the intersection of related disciplines, practical classes based on clinical cases (case-based learning, CBL), and the use of situational tasks during practical classes. The list of teaching methods is described in the syllabi of the disciplines. Through these methods, master’s students are able to participate in the provision of medical care to patients. Teachers can provide master’s students with the opportunity to manage approximately 5 topic-specific patients per day and 20 patients per month. For example, upon completion of training, master’s students of the educational programme in the specialty 70910205 “Cardiology” are able to perform such activities as diagnosing and treating cardiac pathology, diagnosing cardiovascular diseases, developing treatment tactics for cardiac patients, conducting follow-up care, making professional decisions based on an analysis of the rationality and effectiveness of research results, and organising and conducting meetings of multidisciplinary teams for patient management, including in emergency and planned situations, with attention to safety and rationality in effective interaction with other specialists. Moreover, in the 3rd year, master’s students begin their teaching activities by teaching disciplines in the specialty “Cardiology” to 4th-year students of ASMI. The experts established that the principles of academic integrity and anti-plagiarism are fully implemented in the Educational institution (EI). This is reflected in the Academic Policy of ASMI, approved by the Rector, Minutes No. 1 dated 29 August 2024. Academic integrity applies at such stages of master’s training as practical training in hospitals and polyclinics. Anti-plagiarism applies when master’s students are engaged in research work. Master’s students are trained to obtain informed consent from patients in a timely manner for any diagnostic and therapeutic procedures. The experts noted that the relevant document signed by the patient is available in the medical records.

Thus, by the end of the 3-year training period, master’s students will acquire the main professional abilities and skills, which will enable them to work as cardiologists in specialised departments of primary health care (PHC) institutions, cardiology hospitals and scientific centers (ESG 1.2).

The experts did not identify any violations with regard to the principle of equality in postgraduate education and continuing professional development, as the Educational institution (EI)

complies with the Constitution of the Republic of Uzbekistan, the Law on the Languages of the Peoples of the Republic of Uzbekistan, and other regulatory legal acts in the field of education and healthcare.

The Educational institution (EI) has a mechanism for the regular adaptation of teaching and learning methods to the requirements of modern science and education, as well as to the current needs of practical healthcare. This mechanism includes the activities of the Master's Department of ASMI. In accordance with the approved schedule, teachers are trained in modern teaching methods, and the quality of implementation of educational programmes is assessed once every 3 years.

This indicates compliance with Standard 2 in terms of adapting teaching and learning to the needs of master's students. ASMI has the StrikePlagiarism.com anti-plagiarism system, supported by the 2023 agreement "Strike plagiarism.pdf".

2.2 Intended learning outcomes

EP 70910205 "Cardiology" was discussed and approved at a meeting of the Academic Council of ASMI and signed by the Rector on 30 August 2024. Stakeholders are informed about the final learning outcomes of master's students in the specialty 70910205 "Cardiology" through the publication of reporting materials, presentation of the results of the final state attestation, provision of data on graduate employment, and interaction with employers. The experts confirmed that the professional behaviour and communication skills of master's students are developed through their systematic involvement in clinical practice, mentoring, participation in interdisciplinary consultations and teamwork, as well as through regular assessment and feedback from teachers. These aspects are reflected in the relevant document, the Ethical Rules of Andijan State Medical Institute, of which teaching staff and master's students are informed. The content of the above-mentioned document is available on the official website.

Teaching staff and master's students are informed about the Ethical Rules of ASMI. The document serves as the basis for developing proper moral standards within the team, as well as respectful attitudes towards one another and towards patients.

When determining the final learning outcomes, ASMI staff took into account the previous learning outcomes achieved at the Bachelor's level and during internship, as well as the goals and objectives of subsequent continuing professional development in the chosen specialty.

100% of the teaching staff respondents believe that students of this Educational institution (EI) have a high level of knowledge and practical skills after completing the training programme.

In implementing the Master's programme in the specialty 70910205 "Cardiology", ASMI clearly defines, documents and explains the level of the awarded qualification in accordance with the requirements of the National Qualifications Framework of the Republic of Uzbekistan (NQF); the European Qualifications Framework for Higher Education (EQF/HE); the State Educational Standard (SES) in the field of Master's training in medicine; and international quality standards for medical education (WFME, ESG Part II).

Upon completion of EP 70910205 "Cardiology", the master's student is awarded the academic degree of Master of Medical Sciences (MSc) in the specialty "Cardiology". The graduate is issued a State Master's Diploma indicating the specialty. The qualification obtained is recognised by the Ministry of Health of the Republic of Uzbekistan and entered into the National Register of Qualifications. It allows graduates to hold positions as cardiologists, teachers and researchers; ensures academic mobility and the opportunity to enter doctoral studies (PhD), both in the Republic of Uzbekistan and in the countries of the European Higher Education Area; and complies with the requirements of international certification and accreditation bodies, as confirmed by the successful participation of graduates in international internships, double-degree programmes and academic exchange programmes.

Information on the awarded qualification is published on the official website of the Institute and the Department of Faculty Therapy, as well as in the admission committee's reference materials. Applicants and master's students are provided with detailed information on the structure of the

programme, competencies, employment prospects and opportunities for academic growth at all stages of training, including during the adaptation period and consultations with tutors.

Thus, the qualification awarded to graduates of the Master's programme in the specialty "Cardiology" fully complies with the requirements of the National and European Qualifications Frameworks, is documented in accordance with international standards, and ensures the competitiveness of graduates at both national and global levels.

2.3 Curriculum organisation and structure

The content, volume and sequence of courses of Master's EP 70910205 "Cardiology" strictly comply with the SCES 2021. The achievement of the learning objectives in the specialty is based on the acquisition by master's students of the necessary knowledge and key competencies through the disciplines of the compulsory component and the elective component.

There are documents containing requirements for the structure and content of educational programmes, including the standard programme in the specialty 70910205 "Cardiology" for 2024. The department and teachers of the major disciplines are responsible for selecting and implementing innovations in the educational process.

The content of the working programmes and the Catalogue of Elective Disciplines reflect the needs of the healthcare system in the training of cardiologists. For the successful implementation of the educational programme in the specialty, the organisation has resources for organising the assessment of master's students' practical skills, including a simulation room, assessment of practical skills using archived images of visual diagnostic methods, and assessment at the patient's bedside.

According to the SCES of the Ministry of Health of the Republic of Uzbekistan and the working curriculum, the total number of hours is 5,400, of which 2,700 hours (50%) are allocated to the completion of disciplines of the compulsory component and the elective component, while 2,700 hours are allocated to research work followed by the defence of the Master's dissertation. In the compulsory component, 1% is allocated to lectures, 49% to practical classes and 50% to independent work. In the elective component, 10% is allocated to lectures, 40% to practical classes and 50% to independent work.

When reviewing EP 70910205 "Cardiology", the experts found that there is no single general educational programme; instead, there are separate working programmes for all disciplines of the compulsory component and elective components for all years of study. However, there is a curriculum in the specialty 70910205 "Cardiology", developed for the entire period of the educational programme (3 years of study), with a full distribution of hours by disciplines and years of study, approved by the Rector of ASMI. Three curricula were presented: for the 1st year for 2025–2028, for the 2nd year for 2024–2027, and for the 3rd year for 2023–2026.

Teachers provide master's students with methodological and didactic materials, as well as additional literature for preparation for classes; 80% of respondents are fully satisfied with this, while 20% are partially satisfied.

During the survey, in response to the question "Do representatives of master's students participate in the development of educational programmes?", the experts received the following answer: yes, they participate in the formation of the Catalogue of Elective Disciplines.

2.4 Curriculum content

The educational programme in the specialty 70910205 "Cardiology" was developed in accordance with the SCES 2021, based on Order No. 311 of the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan dated 16 July 2021 "On Approval of the State Educational Standards of Higher Education".

The model of the educational programme in the specialty 70910205 "Cardiology" is determined on the basis of the final learning outcomes of master's students and therefore includes the following: training consists of a compulsory component and an elective component. The content of the academic disciplines of the compulsory component is strictly regulated by the SCES and the Standard

Curriculum of the Ministry of Health of the Republic of Uzbekistan and is reflected in the standard curricula of the disciplines of the educational programme.

The working curriculum contains a complete list of academic disciplines grouped into modules, indicating the workload of each academic discipline in credits and academic hours.

Within the framework of the implementation of the Master's programme in the specialty "Cardiology", Andijan State Medical Institute has integrated a comprehensive research component into the educational programme, ensuring the training of clinically oriented specialists with research literacy and analytical thinking skills.

The content of the research component includes:

1. Modules on the fundamentals and methodology of scientific research:

- "Fundamentals of Scientific Research in Medicine";
- "Clinical Epidemiology and Medical Statistics";
- "Evidence-Based Medicine and Critical Appraisal of Sources";
- "Research Ethics and Preparation of Publications";
- "Methodology of Clinical Research" (RCTs, cohort studies, observational studies, meta-analyses).

The experts reviewed the Code of Ethics and the Academic Integrity Policy, and during the interviews, master's students stated that they were informed about the content of these documents.

ASMI ensures the adjustment of the structure, content and duration of the educational programme in the event of any changes in various fields of science, the demographic situation, as well as in response to the needs of the healthcare system. For this purpose, there is a mechanism for reviewing the EP.

Teachers provide master's students with methodological and didactic materials, as well as additional literature for preparation for classes; 82.89% of respondents are fully satisfied with this, 10.53% are partially satisfied, and 3.95% are not satisfied.

The organisation has its own clinical base for EP 70910205 "Cardiology", with 200 beds and a capacity of 1,000 outpatient visits. *In response to the questionnaire question "Is there sufficient time for practical training (patient management, etc.)?", 90.13% of master's students fully agreed, 6.58% partially agreed, and 3.29% disagreed. At the same time, 88.16% of master's students stated that after classes, the teacher provides feedback by listening to their opinion, conducting a mini-survey, and working on mistakes. In response to the question "Do representatives of master's students participate in the development of educational programmes?", the experts received the answer "Yes". The surveyed master's students are fully satisfied with the schedule of classes (90.13%).*

The Master's programme includes components on the fundamentals and methodology of scientific research, with a workload of 120 hours, including clinical research and clinical epidemiology. Teachers apply the methodology of critical appraisal of scientific literature and scientific medical data, which is confirmed by the review of documents such as the working programmes of disciplines. This form of training is organised as a "journal club", which is held 4 times per month.

Master's students confirmed that evidence-based medicine is included in their training. In particular, when applying clinical protocols during patient management, master's students become familiar with bibliography based on evidence-based medicine.

The survey of master's students established that the Educational institution (EI) provides access for students to participate in research work; 83.55% of respondents are fully satisfied with this, 14.47% are partially satisfied, and 0.66% are not satisfied. Master's students are expected to engage in research work. In response to the questionnaire, 83.55% indicated that they are already engaged in research work, 14.47% plan to start, 0.66% are searching for a research topic, and 0% are not engaged in research work.

2.5 Learning methods and experiences

The main teaching methods in the Master's programme are practical classes and independent work of master's students. The experts were not provided with a document regulating the mentoring procedure. During discussions with master's students, the experts established that teachers most often organise clinical reviews of topic-specific patients. The clinical mentor is responsible for the acquisition of practical skills on a daily basis. Feedback is provided daily, and master's students may ask the mentor any question, as well as have access to medical documentation and the patient management information system through the mentor's account, under the mentor's supervision.

Simulation-based learning technologies are implemented at the stations of the ASMI Simulation Center. The following simulation equipment is available for master's students of the accredited educational programme: a breast model and laparoscopic trainers. They are intended for practising practical skills in palpation and identification of breast formations, as well as for acquiring skills in minimally invasive surgery. Simulation-based training is included in the educational programme in Years 1–3.

The principles of quality, academic integrity and anti-plagiarism (**ESG Part II, Standard 1.3**) are documented in the Academic Policy of ASMI, approved by the Rector of ASMI on 26 July 2024. *The experts asked master's students the following question: "What do you understand by academic integrity?" The following answer was received: "It is a set of moral and ethical principles, including honesty, trust, fairness and responsibility, for all participants in the educational process. It requires independent and conscientious work, avoidance of deception, plagiarism and falsification, as well as respect for authors' rights and other students, in order to ensure the authenticity of knowledge and results".* The experts confirmed that the principles of academic integrity in the Master's programme mainly relate to such areas as the assessment of master's students and the performance of research work by master's students.

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

Adherence to ethical standards by master's students is governed by the Ethical Rules of ASMI. The ethical rules of conduct are reflected in the Regulations for Master's Students "Rules of Ethics" of Andijan State Medical Institute. This Code establishes exemplary dress standards for master's students of the Institute, as well as standards aimed at ensuring a stable, healthy, spiritual and socio-psychological climate, and mutual respect for the profession. The Code was developed in accordance with the requirements of the Code of Conduct approved by Order No. 160 of the Ministry of Health of the Republic of Uzbekistan dated 28 May 2022 ("Rules of Ethics – Andijan State Medical Institute").

The experts state that the educational institution provides master's students with the necessary abilities and skills that may contribute to their personal development and be applied in their future careers (**ESG Part II, Standard 1.3**). This is confirmed by the results of class observations, meetings with master's students and the survey of master's students.

The principles of equality, including gender, cultural and religious equality, are observed in relation to master's students and teaching staff, which is enshrined in the documents and the Regulations on Master's Programmes. During the visit to the educational institution, no cases of non-compliance with these principles were identified. The Institute carries out its activities on the basis of the Concept and Development Programme for 2017–2030, developed on the basis of the Resolutions of the President of the Republic of Uzbekistan "On Measures for the Further Development of the Higher Education System" No. UP-2909 dated 20 April 2017 and No. PP-3151 dated 27 July 2017 "On Measures for the Further Expansion of the Participation of Sectors and Areas of the Economy in Improving the Quality of Training of Specialists with Higher Education", and approved by a joint resolution of the Ministry of Higher and Secondary Specialised Education and the Ministry of Health of the Republic of Uzbekistan (<https://lex.uz/docs/3286194>).

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

Of the 152 master's students surveyed, 82.89% responded that teachers use active and interactive teaching methods in classes quite often, while 11.18% believe that such methods are used rarely or sometimes.

2.6 Curriculum delivery and training facilities

The training of master's students of the educational programme in the specialty 70910205 "Cardiology" is carried out at the following clinical bases:

1. ASMI clinics – cardiology and cardiac diagnostic departments;
2. Andijan Regional Cardiology Dispensary – the main center for the diagnosis and treatment of cardiac pathology;
3. "Kholis" – a private multidisciplinary clinic with a cardiology unit and modern diagnostics, including echocardiography and coronary angiography;
4. "Impuls" – a private multidisciplinary clinic with a cardiology unit and modern diagnostics, including echocardiography, coronary angiography and interventional cardiology;
5. Cardiology departments of regional, city and interdistrict hospitals – for rotations in the outpatient care sector.

The clinical bases provide training at the primary, secondary and tertiary levels of medical care. Master's students are able to train in specialised departments and laboratories. Agreements have been concluded with these clinical bases for the period 2023–2028. The Department of Faculty Therapy is responsible for this.

The experts visited the Andijan Regional Cardiology Dispensary, the main center for the diagnosis and treatment of cardiac pathology, where there are training rooms and 4 mentors are involved in the educational process. Currently, 15 master's students in Years 1–3 are studying under the accredited programme, and they are fully provided with clinical training, including a sufficient number of patients in the profile of the specialty.

The choice of clinical base was based on the structure of the educational programme and related disciplines.

The experts confirmed that master's students have access to the resources of medical organisations. During the survey, master's students confirmed that they have access to all resources of the clinical base.

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

The management of the educational process, reflected in the self-assessment report (Standard 2), and the general approaches to management were confirmed during the visit to the Master's Department and discussions with its head and staff. At the same time, verification of *Standard 2* showed that no document on mentoring was presented. The experts recommended developing and implementing the "Regulations on the Clinical Mentor", regulating the aims, objectives, functions, rights and responsibilities of clinical mentors, as well as the procedure for organising mentoring, criteria for selecting mentors, mechanisms for evaluating the effectiveness of mentoring activities, and the system for providing feedback to master's students in the process of completing clinical assignments and acquiring practical skills.

The experts familiarised themselves with the work of the units, including inpatient departments, the diagnostic unit and the operating unit. A total of 4 meetings were held, and cross-interviews established that master's students are provided with the necessary resources to complete the Master's programme.

The training of master's students in the specialty 70910205 "Cardiology" is aimed at meeting the needs of practical healthcare, since the analysis of the shortage of specialists for 2024 showed that ASMI trains specialists for the entire region, namely the Fergana Valley. Thus, during discussions with the management of the organisation, the experts received information on the training of specialists in

all departments of the Andijan Regional Cardiology Dispensary, and the teachers confirmed that master's students are trained directly in clinical departments. Master's students in this specialty can manage patients with all cardiovascular diseases, both at the polyclinic level and in inpatient settings.

During the visit to a practical class on the presentation of research work for preliminary defence before the problem commission and discussions with master's students, the experts observed that the organisation promotes the development of practical competencies among master's students, including through the use of simulation equipment. At the same time, master's students deepen their theoretical knowledge and develop communication skills.

2.7 Opportunities for higher degrees and research

ASMI has all the necessary opportunities for conducting research. Within the framework of the accredited Master's programme in the specialty 70910205 "Cardiology", the department staff carry out research work in various areas, and work is being conducted on 15 Master's theses. Master's students may be involved in research activities on an informal basis.

Information on the participation of master's students in the specialty 70910205 "Cardiology" in research activities

	Number of master's students	Participation in STPs	Articles/abstracts published in journals	Participation in international conferences / presentations	Participation in national conferences	Participation in university conferences
2022	35		51	2	2	2
2023	21		46	3	2	3
2024	14		33	4	2	3

The results of research work are presented in the form of a Master's dissertation. Journal clubs are held every week, where master's students report on the stages of their research work.

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

Conclusions of the EEC according to the criteria: Out of 28 standards: fully compliant – 26; partially compliant – 1; non-compliant – 0.

Standard	Level of compliance	Recommendations for improvement
2.5.1	Partially compliant	Develop and implement the "Regulations on the Clinical Mentor", regulating the aims, objectives, functions, rights and responsibilities of clinical mentors, as well as the procedure for organising mentoring, criteria for selecting mentors, mechanisms for evaluating the effectiveness of mentoring activities, and the system for providing feedback to master's students in the process of completing clinical assignments and acquiring practical skills.

Standard 3. ASSESSMENT

3.1 Assessment policy and system

During the external accreditation expert evaluation of the Master's educational programme in the specialty 70910205 "Cardiology", a comprehensive assessment was conducted of the programme's compliance with the requirements of national and international quality standards for higher and postgraduate medical education, including the ESG principles.

The expert evaluation established that the aims and learning outcomes of the educational programme are clearly formulated, aligned with professional standards, and focused on the development of the clinical, research and pedagogical competencies of a cardiologist. The content of the programme corresponds to modern achievements in cardiology and the requirements of clinical practice.

The system for assessing master's students is transparent, multi-level and balanced, and includes formative and summative assessment methods. The educational programme applies modern tools for competency assessment, such as mini-CEX, DOPS, Case-Based Discussion, OSCE, assessment of clinical skills at the patient's bedside, portfolio assessment, as well as the final state attestation. The assessment criteria are standardised, and unified assessment sheets and checklists are used.

The review of assessment tools, including a bank of 600 tests (MCQs, mainly A-type questions/SBA – single best answer) covering all sections of cardiology, 50 tasks, questions for oral assessment, patient presentations for clinical case discussions, and 10 checklists for assessing practical skills, showed that the organisation has implemented an appropriate assessment policy that enables a comprehensive evaluation of the academic achievements of master's students. The attestation policy, as well as the principles, aims, methods and practice of student assessment, are described in the Academic Policy of Andijan State Medical Institute, approved by the Rector of ASMI on 26 July 2024.

The teaching staff have the necessary qualifications, clinical experience and research expertise. Teachers are involved in methodological support, the development of assessment tools and the continuous improvement of pedagogical competence. Systematic work is noted in ensuring the objectivity and reliability of assessment.

The clinical bases provide sufficient conditions for the development of professional competencies among master's students, including access to patients and modern methods of diagnosis and treatment. Master's students are actively involved in clinical, research and educational activities, as confirmed by the results of rotations, completed research projects and publication activity.

The internal quality assurance system functions effectively and includes regular monitoring of the educational process, analysis of assessment results, collection and consideration of feedback from students and teachers, as well as the adoption of corrective management decisions.

The documentation of the educational programme is complete and complies with the established requirements. The curriculum, syllabi, working programmes of disciplines, assessment materials, minutes of meetings of collegial bodies, results of final attestation and OSCE results were presented.

During the interviews, master's students described the forms of assessment, for example, assessment of the performance of practical skills upon completion of a discipline, as well as assessment of the quality of completing medical records, and stated that they were satisfied with all aspects. They also receive regular feedback from teachers. The system for appealing assessment results is also reflected in the Academic Policy of Andijan State Medical Institute dated 26 July 2024.

During the period of operation of the Educational institution (EI), there were no applicants for appeal. Assessment covers not only knowledge and practical skills, but also professional behaviour and communication skills, which is confirmed by the following: upon completion of the discipline "Cardiology", a 360-degree assessment is planned.

The criteria for admission to the final attestation include successful completion of the student's midterm attestation, which is carried out in accordance with the academic calendar, working curriculum and educational programme. Admission to the midterm attestation of students is based on the admission rating. The admission rating for the discipline must be at least 55%. The purpose of the final examination is to monitor students' academic achievements. The main purpose of the final

examination is to assess the level of students' mastery of academic discipline programmes. This is documented in the "Regulations on Master's Programmes".

Admission to the final state attestation is granted upon completion of the entire curriculum. Students who have no academic debts in the studied disciplines and no tuition fee arrears are admitted to the final attestation. The final attestation of Master's programme graduates consists of 2 stages: Stage 1 – independent comprehensive testing; Stage 2 – a mini-clinical examination (Mini-CEX) at the clinical bases of ASMI. Based on the results of the two stages, the final grade, calculated as the arithmetic mean, is assigned according to the point-rating system for assessing students' academic achievements.

Validation and assessment of the reliability of methods for assessing master's students, including tests, tasks and cases, are carried out through the review and analysis of the assessment and measurement fund, including examination questions and situational tasks.

The Educational institution has a practice of involving external examiners in the assessment of master's students, which is documented in the "Regulations on Master's Programmes" and Order No. 3069 of the Ministry of Higher and Secondary Specialised Education dated 26 September 2018 "On Approval of the Regulations on the System for Monitoring and Assessing the Knowledge of Master's Students in Higher Education Institutions". This ensures the independence and objectivity of assessment results.

Thus, to verify the data under Standard 3, the experts asked questions to teachers and clinical mentors and reviewed documents and methods for assessing master's students. The following questions were asked: what assessment methods are used to monitor master's students' knowledge, and how objectively are they assessed? All respondents are aware of the methods used to assess master's students.

ASMI has developed the following assessment sheets: mini-clinical examination, Chart Evaluation Tool, Patient Presentation Rating, Direct Observation of Procedural Skills, and Direct Observation of Practical Skills (DOPS).

The results of the assessment of master's students are documented as follows: grades are entered into the system at <https://hemis.adti.uz/>, which ensures the transparency of the knowledge assessment system for master's students. The assessment procedure is comprehensive, accessible and facilitates the calculation of the master's student's rating.

During the visit to the structural units of ASMI and interviews with teachers, the Commission confirmed that there is a documentation system that is transparent and accessible to all teachers and staff. This system includes the full range of educational and methodological documentation, including the EP, working curricula, syllabi and journals; assessment tools, including checklists and grade sheets; as well as certificates and attestations. The review of the website showed that the EMCDs required for master's students are available on its pages, and that the information is regularly updated.

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

During interviews with 30 teachers regarding assessment methods, the experts obtained convincing information that assessment is conducted according to a 100-point system and the results are entered into the platform <https://hemis.adti.uz/>. Master's students also shared their views on the timely provision of tests, pre-examination consultations, the clarity of the entire assessment procedure and its fairness. For example, master's students explained that the final control is based on the average grade for the discipline, calculated from the current control, midterm control and final control, and that they can view these results on the platform.

The 12 surveyed employers also indicated that the training of graduates corresponds to the current development of medical practice and science, as graduates of ASMI Master's programmes have a high level of qualification. Employers stated that they themselves participate in the assessment of master's students, as they are included in the examination commission.

3.2 Assessment in support of learning (formative assessment)

During the visit to ASMI, the EEC members confirmed that the methods used to assess master's students are comparable with the teaching and learning methods and cover the assessment of all student competencies, both during practical classes and examinations.

Differentiated assessment methods are used to assess different learning outcomes. Thus, theoretical knowledge is mainly assessed through testing, while practical skills are assessed using assessment sheets for each section of practical work.

During interviews with 30 teachers regarding assessment methods, the experts obtained convincing information that tests, situational tasks and assessment of practical skills using checklists are used to assess knowledge. Master's students also shared their views on the timely provision of tests, pre-examination consultations, the clarity of the entire assessment procedure and its fairness. For example, master's students stated that the achievement of the learning outcomes declared in the EP is ensured by the significant number of patients at the clinical base, as well as by continuous consultative support from the clinical mentor or teacher. Master's students are provided with the necessary access to patient management, all types of medical documentation, participation in consultations and clinical case discussions with colleagues from related specialties, and work in a multidisciplinary team.

During the visit to the clinical base, the experts reviewed the resources available for organising the assessment of knowledge and practical skills, namely a sufficient number of patients, master's students' access to all procedures and equipment, and highly qualified teachers and clinical mentors.

The experts determined that the choice of methods for assessing master's students is based on daily work with patients, as the practical component of training is the main focus. For example, such current assessment methods as a "clinical case" promote interprofessional learning. A method such as "performance of a practical skill" demonstrates the integrated nature of training and the focus on clinical skills. The established assessment methods ensure that the master's student has mastered all sections of the educational programme and acquired the necessary practical skills.

The platform <https://hemis.adti.uz/> contains a full set of questionnaires that allow students to provide constructive feedback. In addition, surveys are conducted among students, clinical mentors and teachers on the implementation of educational programmes and the assessment process.

The 12 surveyed employer representatives also indicated that the training of master's students corresponds to the current development of medical practice and science, as there is strong competition in the labour market and a need for highly qualified specialists. Employers stated that they themselves participate in the assessment of master's students, as they are included in the examination commissions.

The development of new assessment and measurement tools is carried out by teachers through the study of international experience in assessing knowledge in Master's programmes, after which these tools are implemented at the department. At the same time, no examples of test validation were presented to the experts.

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

ASMI has implemented a comprehensive assessment system aimed at making evidence-based decisions on the progression of master's students within the postgraduate clinical training programme and the completion of their training. This system includes structured summative assessments designed to objectively measure students' academic and clinical progress.

The assessment system is focused on:

- monitoring and analysing the progress of master's students at all stages of training;
- making decisions on progression to the next stage of training;
- determining readiness for final attestation and admission to independent practice.

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

- final examinations (written and oral);

- Objective Structured Clinical Examinations (OSCE);
- analysis of the clinical portfolio;
- simulation-based tasks;
- case discussions and presentations;
- assessment of professional behaviour and clinical maturity.

Each form of assessment is accompanied by clear criteria and scales approved by methodological commissions.

To ensure reliability and validity:

- unified assessment standards are applied;
- the involvement of external experts is ensured;
- regular analysis of results and calibration of assessors are conducted.

These measures make it possible to eliminate subjectivity and increase the reliability of the results. The results of summative assessment serve as the basis for making decisions on progression to the next academic year and admission to state attestation and certification. Assessment is not limited to interim results but is also aimed at developing long-term clinical competencies that meet certification requirements and the needs of real clinical practice. All stages of assessment are documented. Master's students receive feedback based on the assessment results.

3.4 Quality assurance of the assessment system

ASMI has approved and implemented a sustainable system for ensuring the quality of assessment, covering both individual methods and the assessment system as a whole. These mechanisms are aimed at improving the credibility, validity, reliability and objectivity of assessment results, including through the active involvement of qualified examiners with different professional backgrounds. The institution has approved local regulatory acts, including standards, regulations and instructions, which define the rules for the development, conduct and analysis of all forms of assessment. There is a unified quality standard for all assessment methods, with a focus on alignment with educational and professional competencies. The involvement of different examiners is regulated. Teachers, clinical mentors, representatives of specialised departments, as well as external independent experts participate in the assessment process. A system of rotation and independence of examiners is organised at the final stages, for example during OSCE and state attestation. Examiners undergo preliminary training on assessment criteria, which improves the objectivity and consistency of results.

Through the implementation of internal and external control mechanisms, the involvement of different examiners, and systematic work on training and standardising processes, the organisation ensures the quality and reliability of the entire assessment system. This contributes to the objective assessment of master's students' achievements and increases trust in the results of postgraduate education.

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

Standard 4: POSTGRADUATE DOCTORS

4.1 Selection and progression policy

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

The counselling service for master's students is represented by the admissions committee, staff of the Registrar's Office, curators and clinical mentors. The Head of the Master's Department provided information on the policy for the admission of master's students. The approaches to the admission of

master's students are based on national requirements and internal regulatory acts, namely, admission to Master's programmes is carried out in accordance with Resolution No. 578 of the Cabinet of Ministers of the Republic of Uzbekistan dated 13 September 2025 "On Approval of Regulatory Legal Acts Governing the Procedure for Admission to Higher Education Institutions".

Admission of citizens to Master's programmes is carried out on a competitive basis based on the results of entrance examinations: testing in specialised subjects determining the level of knowledge in the chosen specialty, from 0 to 100 points; an entrance examination in a foreign language, from 0 to 50 points; and the overall rating or academic performance indicator of the university graduate, where academic performance is expressed as the average grade for the completed disciplines, accurate to one hundredth, within the range of 55 to 100 points respectively.

Applicants who provide an internationally recognised foreign language proficiency certificate, with at least 72 TOEFL points, at least 5.5 IELTS points, or at least B2 level according to the CEFR, or a certificate confirming foreign language proficiency at B2 or C1 level issued by the State Testing Center under the Cabinet of Ministers of the Republic of Uzbekistan, are awarded 50 points for the foreign language and do not take part in the foreign language entrance examination. The maximum score that can be obtained for admission to a Master's programme is 250 points.

Those wishing to study in a Master's programme must register by 30 July through the Unified Portal of Interactive Public Services for transfer or reinstatement, or through the special electronic platform of the Ministry of Higher Education, Science and Innovations at <https://my.edu.uz>.

The decision of the State Commission for admission to Master's programmes of a higher education institution is made no later than 20 August and serves as the basis for issuing orders by rectors of higher education institutions on the enrolment of master's students under state grants by 25 August.

The document reflects approaches to the admission of master's students with disabilities, as set out in Appendix 2 "On the Procedure for Admission to Master's Programmes of Higher Education Institutions".

The procedure for the transfer of master's students is described in Appendix 3 to Resolution No. 393 of the Cabinet of Ministers dated 20 June 2017 "On the Procedure for Transfer, Reinstatement and Expulsion of Students of Higher Education Institutions". At ASMI, there have been no transfers of master's students from other universities since 2020.

Along with the admissions and examination commissions, an appeals commission is also established.

Representatives of students are not involved in the development of the policy for admission and selection of master's students.

The Educational institution (EI) has created a barrier-free learning environment, including ramps, call buttons, lifts and toilets for persons with disabilities.

Thus, the experts validated the data under Standard 4. Overall, all criteria are compliant, and no shortcomings were identified. The experts reviewed the documentation on the admission of master's students, including the "Regulations on Master's Programmes". With regard to the practice of academic counselling, personal support for master's students and the development of not only professional skills, the experts interviewed clinical mentors. The organisation has a master's student development programme, which includes the participation of master's students in advisory bodies such as the Educational and Methodological Council (EMC), the Council of Young Scientists and the Academic Council.

4.2 Performance improvement and exit from the programme

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

Since 2020, 28 master's students have been admitted to ASMI in the specialty 70910205 "Cardiology". The number of master's students admitted to the Master's programme in the specialty 70910205 "Cardiology" is as follows: 2020–2021 – 24; 2021–2022 – 17; 2022–2023 – 2; 2023 winter admission – 2; 2024–2025 – 11.

The Educational institution analysed the need of practical healthcare for cardiology specialists and determined that the indicator corresponds to its available resources. Sources of information on the need for specialists in the specialty 70910205 "Cardiology" include requests from healthcare authorities, as well as targeted referrals for training.

ASMI has an officially published policy that defines the processes and opportunities for improving academic performance and professional training, as well as the conditions under which a master's student may be expelled from the programme. This information is reflected in Appendix 3 to Resolution No. 393 of the Cabinet of Ministers dated 20 June 2017 "On the Procedure for Transfer, Reinstatement and Expulsion of Students of Higher Education Institutions".

The practice of academic counselling, personal support for master's students and the development of not only professional skills were assessed by the experts through the analysis of feedback from students, interviews with curators and teachers, as well as monitoring of master's students' participation in educational and clinical activities. During interviews with master's students and graduates of the Master's programme, the following information was obtained: a high level of satisfaction with the quality of training, a positive assessment of interaction with teachers and mentors, participation in clinical work, relevance of educational content, and the start of teaching activities in the 3rd year of the Master's programme.

The Educational institution has a master's student development programme, which includes the development of clinical skills, research activities, competency development, and psychological and social support. Master's students are included in such advisory bodies as the EMC, the Council of Young Scientists and the Academic Council.

For example, for the purpose of social support, master's students are provided with meal benefits in student canteens; access to cultural, sports and health-promoting activities; support for persons with disabilities; and a barrier-free environment. Financial support is provided in the form of scholarships, including academic and named scholarships, such as presidential and state scholarships, scholarships for achievements in science and publications, one-time payments in cases of financial hardship upon application, as well as deferment and instalment payment arrangements for tuition fees, where necessary, with the involvement of the trade union committee.

The Institute provides psychological support to master's students. A psychological support center operates, where consultations can be received on issues related to stress, burnout, anxiety and conflicts. Anonymity and full confidentiality of requests are ensured. The psychologist conducts psychological training sessions, lectures on stress management and emotion regulation for medical professionals, as well as individual consultations upon request or referral by a tutor or department.

For career planning of Master's programme graduates, a set of activities is carried out aimed at career guidance and employment support, including career guidance meetings, participation in job fairs and support for targeted training. The ASMI Center for Employment and Career Development of Graduates carries out individual selection of graduates at the request of employers, taking into account their professional and personal qualities; supports the employment process of young specialists; monitors graduate employment; maintains alumni relations; and organises job fairs.

The experts validated the data under Standard 4.2 through the review of documentation, visits to ASMI structural units, including the Planning and Finance Department, the Career Center and the Sports Complex, as well as meetings and interviews with representatives of the Youth Union and the psychologist. Overall, all criteria are compliant, and no shortcomings were identified.

4.3 International medical graduates

Appendix 2 "On the Procedure for Admission to Master's Programmes of Higher Education Institutions" to Resolution No. 393 of the Cabinet of Ministers of the Republic of Uzbekistan dated 20

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

Since 2020, there have been no foreign citizens enrolled in the Master’s programme in the accredited programme 70910205 “Cardiology” at ASMI. Extensive experience in admitting foreign citizens has been accumulated in Bachelor’s educational programmes. ASMI admits and supports international graduates of medical universities in Master’s programmes, taking into account their educational, linguistic and cultural diversity. To improve the quality of integration of international students, the Institute systematically identifies and analyses the problems they face at various stages of training and implements a policy of comprehensive support and adaptation.

ASMI has developed a roadmap for supporting international master’s students, which includes information and orientation measures, language support, integration into the clinical environment, and support for mental and cultural well-being, including psychological assistance, regular meetings with the International Office, and the organisation of cultural and leisure activities.

International students have the opportunity to complete anonymous feedback forms, submit requests through the electronic student support platform, participate in quarterly meetings with the administration of the Master’s Department and the International Office, and discuss issues with the appointed curator for international students.

All requests are recorded and forwarded to the Coordination Council for Work with International Students. Where necessary, an individual correction and support plan is developed, and requests and feedback are regularly analysed for the purpose of systemic improvement.

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

4.4 Postgraduate doctor work and study

Master’s students are provided with a programme that defines the aims, objectives, overall workload and working hours, areas of responsibility, and final learning outcomes. Master’s students are informed about their mentors. Currently, 4 clinical mentors at 1 clinical base are involved in the training of master’s students under the accredited programme. Master’s students are informed about the number and timelines of current assessments and final examinations. Information on examinations is published on the platform <https://hemis.adti.uz/>. The experts reviewed the information on the platform <https://hemis.adti.uz/> in the master’s student’s personal account.

Master’s students participate in activities organised by the clinical bases in accordance with the Comprehensive Plan of Joint Activities of the Educational institution (EI) and the clinic. The experts reviewed such a plan for 2024–2025 and observed that master’s students participate in the implementation of research projects. The Department of Faculty Therapy of ASMI is responsible for developing the plan. The clinical training programme for master’s students provides for the management of 20 patients per month, participation/assistance in 10 operations, and 5 duty shifts. The experts obtained this information during discussions with 1st- and 3rd-year master’s students; however, there is no official document regulating the clinical work of master’s students. The “Regulations on Master’s Programmes” describe only the research work of master’s students in detail.

Teachers of the department inform master’s students about the conditions for their participation in the provision of medical care through mentors. However, there is no official document regulating the procedure and conditions for master’s students’ participation in the provision of medical care, which would also ensure a balance between educational objectives and the involvement of master’s

students in providing medical care.

If a master's student is forced to interrupt their studies due to pregnancy, maternity leave, illness or military service, the educational institution provides for academic leave. For this purpose, an individual learning plan is developed for the master's student in accordance with the "Regulations on Academic Leave and Reinstatement in Master's Programmes", the "Regulations on Adaptation and Compensatory Training", and individual schedules agreed with the department, dean's office and the master's student. Currently, there are no such students in the accredited programme.

4.5 Postgraduate doctor safety

At ASMI, a master's student is regarded as a trainee specialist who has the right to participate in clinical procedures and decision-making under the supervision of a teacher or curator. The status of a master's student is regulated by the Law of the Republic of Uzbekistan "On Education", orders of the Ministry of Health and the Higher Attestation Commission, and the agreement between the Institute and the clinical base for the training of cardiologists. Before being admitted to clinical practice, a master's student undergoes a medical examination and vaccination, including protection against HBV, tuberculosis and COVID-19; becomes familiar with the document on the rights and responsibilities of a master's student in the clinic; and signs an agreement on compliance with medical ethics and confidentiality. ASMI has implemented a comprehensive quality system that includes the following components:

1. Physical safety: provision of personal protective equipment, including gloves, masks and gowns; completion of training on infection control and PPE algorithms in cases of skin injury, contact with blood, etc.; and admission only to certified clinical bases that comply with sanitary and technological standards.

2. Psycho-emotional safety: a psychological support and anti-stress center operates; seminars are regularly conducted on emotional burnout, anxiety management and clinical communication; protection is ensured against any form of discrimination, mobbing or rude treatment by teachers or staff; and a system of anonymous complaints and appeals has been introduced.

3. Feedback and response: there is a register of incidents and requests related to safety; requests are reviewed by education quality councils; and, where necessary, the legal service or ethics council is involved.

4.6 Postgraduate doctor remuneration and fees

ASMI implements a policy of academic flexibility and a personalised approach in the Master's programme, including the possibility of combining postgraduate training with professional activity in medical institutions. This practice is permitted in exceptional cases where the master's student's employment corresponds to the training profile and does not violate the quality standards of training. The master's student must be officially employed in an accredited medical institution whose profile corresponds to the specialty; the professional activity must be carried out in a medical specialty that has clinical relevance and pedagogical/research value for the Master's programme; and the workload must not exceed reasonable limits that allow full participation in the educational process, for example, 0.5 FTE.

4.7 Postgraduate doctor health and welfare

Master's students are provided with professional and personal support focused on physical health, personal well-being and psychological health, including prevention of professional burnout, through the Center for Psychological Health of Master's Students, which operates on a confidential basis. The Master's Department implements a policy of career and personal support; the tutor system provides assigned teachers for individual student support; the Ethics Committee reviews appeals related to psychological pressure, violations of academic rights and discrimination; and the Center for Academic Mentoring and Soft Skills develops skills in time management, communication and emotional intelligence.

During the meeting with the experts, master's students stated that they can receive legal assistance by contacting the Master's Department.

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

Standard	Level of Compliance	Recommendations for Improvement
4.4.3	Partially compliant	In order to strengthen guarantees for the safety of patients and master's students, as well as to ensure a balance between educational objectives and the participation of master's students in the provision of medical care, it is recommended to develop and approve a local regulatory act regulating the procedure and conditions for master's students' participation in the provision of medical care.

Standard 5: TEACHERS AND CLINICAL SUPERVISORS

5.1 Teacher and clinical supervisor establishment

The implementation of the Master's educational programme in specialty 70910205 "Cardiology" involves 2 teachers, all of whom hold academic degrees: 1 Doctor of Medical Sciences and 1 Candidate of Medical Sciences. All are full-time staff members. The requirements for teachers of the Master's programme take into account the availability of basic education relevant to the planned teaching activity, scientific and pedagogical experience, an academic degree and academic title, in accordance with the Regulation on Master's Studies approved by Resolution No. 36 of the Cabinet of Ministers of the Republic of Uzbekistan dated 2 March 2015.

The proportion of academic degree holders is 100%; 2 teachers hold the highest qualification category, which also accounts for 100%.

The experts reviewed the Charter of ASMI, approved by Order of the Minister of Health of the Republic of Uzbekistan in 2014; the "General Qualification Requirements for Teachers Involved in Teaching Activities in Master's Studies" set out in the Regulation on Master's Studies, approved by Resolution No. 36 of the Cabinet of Ministers of the Republic of Uzbekistan dated 2 March 2015; and the job descriptions of the academic teaching staff.

The experts reviewed the personnel policy, namely the Academic Policy of Andijan State Medical Institute for the 2024–2025 academic year, approved by the Rector of ASMI on 26 July 2024. The teacher-to-Master's student ratio is 3:1.

For teachers of clinical departments, a mandatory requirement is the availability of certificates and medical qualification categories, as well as compliance with a number of other provisions in accordance with the Labour Code of the Republic of Uzbekistan and the job descriptions of the academic teaching staff.

The system of motivation for teachers and clinical mentors includes the following main types of incentive payments: personal allowances; incentive payments made to employees in addition to the established official salary in order to encourage achievements in work and stimulate further professional growth, which are regular in nature; and bonuses, which are one type of incentive payment and represent monetary payments for achieving specific results in work and for encouraging further improvement.

The principles of ethics and academic integrity for teachers are reflected in the documents "Code of Ethics" and "Academic Integrity Policy" within the Academic Policy of Andijan State Medical Institute for the 2024–2025 academic year, approved by the Rector of ASMI on 26 July 2024. During the interview with teachers, they confirmed their awareness of these matters.

In order to verify the data under Standard 5, the external experts obtained teachers' opinions on the personnel policy, including the policy for recruiting and hiring teachers and clinical mentors, as

well as the incentives and motivation provided to practical healthcare specialists. The interview with the Head of the Human Resources Department of ASMI covered such issues as how specialists are involved and motivated to participate in educational activities. It enabled the experts to learn about approaches to involving staff from clinical sites in teaching, the strategy and tactics for teacher recruitment, the information support of the educational programme, and to identify issues in human resource management and development, since most part-time staff members do not possess teaching methodology skills. It was noted that ASMI has a sufficient number of full-time teachers and clinical mentors for the successful implementation of the Master's educational programme in specialty 70910205 "Cardiology".

The teacher survey showed that the majority of respondents, 88.89%, are fully satisfied with the organisation of work and the workplace at this educational institution, while 9.72% are partially satisfied. Teachers at this educational institution have the opportunity to engage in research work and publish the results of their research activities: 95.8% fully agreed and 2.78% partially agreed. Regarding satisfaction with salary, 68.06% fully agreed and 15.28% partially agreed.

5.2 Ethics and conduct of teachers and clinical supervisors

The principles of ethics and academic integrity for teachers are reflected in the documents "Code of Ethics" and "Academic Integrity Policy". During the interview with teachers, they confirmed their awareness of these matters.

In order to verify the data under Standard 5, the external experts obtained teachers' opinions on the personnel policy, including the policy for recruiting and hiring teachers and clinical mentors, as well as incentives and motivation for practical healthcare specialists. The interview with the Head of the Human Resources Department of ASMI covered such issues as how specialists are involved and motivated to participate in educational activities. It enabled the experts to learn about approaches to involving staff from clinical sites in teaching, the strategy and tactics for teacher recruitment, the information support of the educational programme, and to identify issues in human resource management and development, since most part-time staff members do not possess teaching methodology skills. It was noted that ASMI has a sufficient number of full-time teachers and clinical mentors for the successful implementation of the Master's educational programme in specialty 70910205 "Cardiology".

The system for monitoring and improving the performance of teachers (ESG, Part 1, Standard 1.5) and clinical mentors is regulated by the document "Academic Policy of Andijan State Medical Institute". Teacher certification is carried out in accordance with the approved plan every three years. The academic teaching staff undergo intensive professional development aimed at improving their pedagogical skills in accordance with the order of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan.

5.3 Continuing professional development for teaching and clinical supervisory staff.

In order to verify the data under Standard 5, during the meeting with the Head of the Human Resources Department and interviews with teachers, the experts obtained opinions on approaches to developing teachers' pedagogical competence, their motivation to work with Master's students, the improvement of pedagogical skills, and material incentives in the form of employee bonuses.

The experts determined that teachers and Master's students have sufficient time for teaching, mentoring and learning. The teachers' work schedule is established in accordance with the personnel policy. Working hours are from 8:00 to 16:00. Teachers conduct weekly seminars lasting 6 hours. Time is allocated for clinical case discussions and clinical rounds on a daily basis. One of the priority areas for the development of the academic teaching staff is the improvement of pedagogical skills. The academic teaching staff have the opportunity to attend various scientific and practical training courses and internships. For example, teachers presented certificates of professional internships completed in Russia, the USA and Turkey.

The experts found that teachers initiate research topics for Master's students and encourage the

need for additional learning and independent work with literature and medical documentation.

The educational institution provides opportunities for career growth and the development of teachers' competencies: 87.5% of the surveyed teachers agreed with this statement, while 8.33% partially agreed.

Regarding participation in professional development programmes, 58.33% of teachers reported that they had undergone such training during the current year, 20.88% from one to five years ago, 11.1% more than five years ago, and 8.33% answered, "I do not remember when it was".

The institution implements social support programmes for teachers: 72.22% responded that "yes, such programmes exist", 5.56% stated that they had already used them, 1.39% of respondents reported that no such programmes exist, and 20% of the surveyed teachers were not aware of them.

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

Standard 6: EDUCATION AND TRAINING RESOURCES

6.1 Physical facilities for teaching and learning

The training of Master's students under the educational programme 70910205 "Cardiology" is carried out at Andijan Regional Cardiology Dispensary, located at 1 Kizil Shark Street. The total bed capacity is 100 beds. The department has 2 classrooms and 1 conference hall for seminars and journal clubs.

Before the start of the relevant discipline of the educational programme 70910205 "Cardiology", the Master's student receives a syllabus from the teacher and knows which skills he or she must acquire and develop during the course of study.

The educational institution provides Master's students with opportunities for practical and theoretical training. Access to the latest professional literature and international sources is provided through the ASMI library. Access to simulation equipment is provided at the ASMI Simulation Center, located in ASMI academic building No. 6, 3rd floor.

A safe learning environment in laboratories / functional and instrumental diagnostic rooms, where applicable, (ESG, Part 1, Standard 1.6) is ensured by familiarising Master's students with safety and occupational health rules before the start of classes. The experts reviewed the Safety Rules and the Student Registration Log, which are available in laboratories, restricted-access rooms and operating rooms. The surveyed Master's students confirmed that they are aware of these documents.

At the Department of Faculty Therapy of ASMI, research work is carried out in such areas as: "Surunkali yurak yetishmovchiligi bo'lgan bemorlarda klinik natijalarni yaxshilash va rezidual xavfni kamaytirishning yangi imkoniyatlari", «Metabolik sindrom aniqlangan bemorlarda tomirlarning erta qarishi sindromi asosiy kechish xususiyati va tashxislash», "Clinical and epidemiological characteristics of the incidence of chronic heart failure in the population of Andijan", as well as many other topics presented in Uzbek and Russian. Over the past 5 years, significant progress has been achieved, and more than 20 Master's theses have been defended. Master's students from all years of study are involved in carrying out research work, or its individual components. They perform such tasks as conducting literature reviews, collecting primary material, and analysing statistically processed data. All information on research work is included in the Master's student's portfolio, the structure of which is based on the Regulation on Master's Studies.

The educational programme 70910205 "Cardiology" includes topics through which Master's students study the methodology of scientific research in medicine during the first year of study, with a total workload of 120 hours.

When Master's students carry out scientific and practical research, they are provided with access to instrumental and laboratory equipment. This information was obtained during interviews with teachers and Master's students.

The material and technical resources, including the library collection, are updated once a year. Thus, over the past 5 years, updates have included access to international databases, including PubMed and UpToDate (ESG, Part 1, Standard 1.6).

Interviews with 2 teachers, including 2 full-time staff members, showed that there are no problematic issues in the management of education related to the specific clinical site, including Master's students' access to equipment, the sufficient number of thematic patients, time allocated for maintaining medical documentation, and independent work.

6.2 Postgraduate medical education based on clinical training

The experts assessed the documentation maintained by Master's students, including patients' medical records.

The review of resources showed that they correspond to the goals and objectives of educational activities. The clinical site visited was Andijan Regional Cardiology Dispensary, with a total bed capacity of 100 beds. The staff of the educational institution maintain collegial and ethical relationships with medical personnel and the management of the clinical site in order to achieve the final learning outcomes of Master's students. A sufficient number of thematic patients and modern equipment are available and accessible to learners, and teachers provide high-quality training in compliance with the principles of ethics and deontology.

During the visit to the clinical site, the experts examined the resources, their compliance with the training programme, their accessibility for teachers and Master's students, and the extent to which the equipment is modern and meets the needs of learners and practical healthcare.

In order to validate the implementation of the self-assessment report data and obtain evidence on the quality of the Master's educational programme in specialty 70910205 "Cardiology", interviews were conducted with Master's students. The experts asked questions about satisfaction with training, the sufficiency of time allocated for patient management and work with medical documentation, satisfaction with teaching methods and teachers' qualifications, social and moral support for Master's students in need of such support, participation in Journal Clubs, and access to international databases and professional literature resources. Overall, the Master's students are satisfied with the training and assessment methods and deliberately chose to enrol at ASMI, as they believe that this educational institution has excellent resources, a strong image and international links. At the same time, the Master's students expressed a wish to have more independence in patient management and greater involvement in international events.

Learners have free access to patients at clinical sites and all the necessary conditions for improving their practical skills; 100% of teachers fully agreed with this statement.

There is a simulation center equipped with training devices, standardised patients and video analysis of procedures, including pericardial puncture, pleural puncture, cardiac defibrillation, pacemaker implantation, artificial pacemaker placement and cardiac counselling. Master's students of the educational programme in specialty 70910205 "Cardiology" can practise practical skills in minimally invasive surgery. The provision of emergency care to patients during cardiopulmonary resuscitation, anaphylactic shock and acute coronary syndrome is also included in the training programme. Thus, the training of Master's students in the simulation center is an integrated part of clinical training.

The Master's students demonstrated their commitment to the educational institution, actively answered the questions of the external experts, expressed their opinions on the organisation of training, assessment of their skills, advisory support, opportunities to participate in research work and funding, and demonstrated a broad range of knowledge. The experts reviewed the Master's students' documents, including portfolios, results of Master's students' assessment checklists and the results of the Master's students' survey.

Teamwork among Master's students is ensured through their full integration into the working environment, including the teams of the university's clinical centers. Master's students participate in and independently maintain documentation as part of multidisciplinary teams, where key basic and

problematic issues related to patient management are discussed in accordance with clinical protocols for the diagnosis and treatment of diseases.

Master's students may conduct health education activities among patients and training activities for interns.

In the survey, Master's students noted that they have free access to patients at clinical sites and all the necessary conditions for improving their practical skills; 100% of teachers fully agreed with this statement, 0%.

The planned and current number of Master's students is taken into account in order to maintain the Master's student-to-teacher ratio of 3:1. The profile of clinical mentors is determined by the department, while the Master's Department assesses their compliance with the goals and objectives of Master's studies, their level of education and their command of teaching methods. Thus, during 2023–2024, clinical mentors underwent training at a seminar on improving pedagogical qualifications in accordance with the approved plan.

6.3 Training residents at alternative clinical bases

The academic policy for Master's students includes the possibility of training in other organisations if the available clinical sites do not cover all topics of the educational programme. At the same time, the training of Master's students in specialty 70910205 "Cardiology" is carried out at Andijan Regional Cardiology Dispensary, which has specialised departments with a total bed capacity of 100 beds. Master's students study all disciplines of the educational programme not only at the above-mentioned clinical site, but also at ASMI clinics, including cardiology and cardiac diagnostic departments; "Kholis", a private multidisciplinary clinic with a cardiology unit and modern diagnostics, including echocardiography and coronary angiography; "Impuls", a private multidisciplinary clinic with a cardiology unit and modern diagnostics, including echocardiography, coronary angiography and interventional cardiology; as well as cardiology departments of regional, city and interdistrict hospitals for rotations in outpatient care.

The preparation of scientific publications is carried out under the supervision of a teacher and does not require additional training sites. According to the leadership of the Master's Department and the academic teaching staff, Master's students may participate in academic mobility within the country; however, there is no concluded agreement with any other clinical site either within the country or abroad.

The experts were shown concluded agreements and memoranda with organisations, higher education institutions and associations, including North-Western State Medical University named after I.I. Mechnikov, Saint Petersburg, Russian Federation, and South Kazakhstan Medical Academy, Shymkent, Kazakhstan.

Teachers of the educational institution actively participate in national and international events. Thus, 2 teachers took part in national and international scientific and practical conferences. Such participation enables them to apply the information obtained in the educational process. Over the past 5 years, 1 teacher has undergone training abroad in modern methods of diagnosis and treatment in cardiology.

6.4 Information sources, resources, and use

The experts assessed Master's students' and teachers' access to the necessary web resources, including electronic libraries such as UpToDate, Complete Anatomy, Lecturio, Geeky Medics, AMBOSS, USMLEcom, Medscape, Medicalstudyzone, Medicine Live, Systems-Based Anatomy (ANAT 403) for Undergraduate and Graduate Students, Histology-World! and others, as well as access to electronic mass media, including professional medical journals, electronic versions of scientific publications, and healthcare and education news portals. Master's students confirmed that they are able to use all information resources, including when preparing for classes.

Information and communication technologies are represented by computer and multimedia equipment, interactive panels and projectors, online educational platforms, electronic library systems,

simulation trainers, telemedicine and videoconferencing systems. The educational programme applies such technologies as distance and blended learning formats, webinars, simulation-based training, electronic testing systems, digital learning modules and electronic journals for assessing progress. During independent learning, Master's students use electronic educational resources, including scientific databases, video lectures and online courses, as well as mobile applications for preparation and self-assessment, clinical reference tools and medical calculators. A Master's student supervises 5–6 patients per day, including completing the necessary documentation under the supervision of a teacher.

ASMI provides conditions for and encourages learners to participate in research work. Research work is included as a compulsory component, with 2,700 hours allocated to it. The research activities of Master's students in specialty 70910205 “Cardiology” are supervised by the academic teaching staff of the Department of Faculty Therapy, who hold academic degrees and have at least 3 years of experience in conducting scientific research.

Interviews with 30 teachers showed that there are no problems in the management of education; Master's students are provided with access to equipment at all clinical sites, and there is a sufficient number of thematic patients.

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

Standard 7. QUALITY ASSURANCE AND IMPROVEMENT IN POSTGRADUATE EDUCATION

7.1 The quality improvement system

A quality assurance system has not been implemented in the work of ASMI. Decision-making and change management processes related to Master's programmes are not regulated. **(ESG II Part 1.1)**

The experts assessed the programme for monitoring the processes and outcomes of the educational programme, which includes the review stage of the educational programme 70910205 “Cardiology” (the experts reviewed the external review dated 29 August 2024), discussion of the programme at the department meeting (Minutes No. 1 dated 30 August 2024), as well as the collection of feedback on various elements of the Master's programme through a survey of Master's graduates.

A survey of Master's students is conducted once a year and covers such topics as general and specific Cardiology, as well as the elective component. The results of the survey of Master's students conducted by the Department of Faculty Therapy in 2024 showed that Master's students would like to undertake training at other higher education institutions through academic mobility.

The Master's Department also conducts a survey once a year, and the Career Center surveys employers. As a result of the analysis of employers' survey results, the following change was introduced: the application of diagnostic and treatment methods based on scientific evidence.

A questionnaire has been developed for teachers, comprising 30 questions, including questions on satisfaction with the preparation of Master's students at previous levels of education. The results of the teacher survey conducted by the Master's Department in 2025 showed that the academic teaching staff are satisfied with the level of preparation of Master's students (ESG, Part 1, Standard 1.9).

The selection and alignment of teachers and teaching methods are also carried out through feedback from Master's students. For example, the results of a survey of 151 Master's students in 2023 and 2024 showed that teachers serve as an example of both a professional physician and a scientist.

The evaluation of the programme takes into account the goals and objectives of training and the final learning outcomes, including through the assessment of Master's students and independent examination. The implementation process of the educational programme is evaluated through feedback from Master's students and teachers, as well as through graduates' achievements. For example, the 2025 survey of Master's students in specialty 70910205 “Cardiology” demonstrated the following: the necessary educational and methodological complexes are provided, the list of literature is provided, the

topic of research work has been defined, and work according to the individual calendar plan is carried out within the established timeframe. The survey of 2 teachers conducted in 2024 showed that Master's students perform clinical work in the departments of the oncology center according to the approved schedule and conduct research work for their Master's thesis.

In the process of assessing the quality of Master's educational programmes, it was established that there are a number of issues due to the absence of an official document describing the quality assurance system, including mechanisms for monitoring, evaluation of programme outcomes, administrative support procedures, as well as methods for the continuous improvement of the educational process and achievement of the organisation's mission.

Information on the results of the assessment of clinical practice of Master's students and graduates of the Master's programme is provided through publication on the official website of ASMI, as well as through announcements at department meetings and meetings of the Academic Council. Therefore, stakeholders such as Master's students, employers and persons responsible for the admission of Master's students and the planning of the educational programme are informed about the results of monitoring and feedback.

Interviews with 12 employers were conducted online and included such issues as knowledge of the university's mission, participation in the development of the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of Master's students, participation in the training of Master's students through mentoring, provision of the department and Master's students with the necessary resources for practical training and the development of clinical reasoning, issues of interaction with departments and the university as a whole, 100% employment of Master's graduates, and other matters.

Employers assessed such qualities of graduates as high competence, high qualification and communication skills. The employment rate over a 5-year period for the educational programme 70910205 "Cardiology" ranged from 85% to 100%.

The results of Master's students and graduates are indicators of the quality of educational programmes. The final assessment results of Master's students in 70910205 "Cardiology" in 2024 were as follows: all 2 Master's students successfully defended their theses and passed the final state attestation.

The experts noted the following achievements in the clinical training of Master's students: upon completion of the educational programme 70910205 "Cardiology", graduates can work as cardiologists at different levels of healthcare delivery, from primary health care to specialised cardiology institutions. They may also work at departments in higher education institutions or enter doctoral studies in the specialty.

Since the entire process of training and monitoring Master's students is concentrated in the Master's Department, the results of the assessment of clinical practice of Master's students and graduates are immediately communicated to the responsible persons. The Head of the Master's Department is responsible for Master's programmes.

The learning process of Master's students, the structure and content of the programme, the competencies of Master's students, and methods for assessing knowledge and skills are subject to annual analysis based on the review of the educational programme. The experts reviewed the minutes of department meetings for the past 5 years, as well as the minutes of the Central Methodological Committee. These documents discussed issues related to the selection of teaching methods in Master's studies, decisions on methods for assessing Master's students, and the approval of electives for the accredited Master's programme at meetings of the department, the Central Methodological Committee and the Academic Council.

The form of the Master's students' portfolio was approved at the meeting of the Department of Faculty Therapy on 30 August 2024. The experts reviewed the portfolios of 10 Master's students from different years of study.

The process of updating the educational programme is based on prospective studies, including the review of the content of international recommendations such as ESMO, NCCN, ASCO and others,

as well as on the analysis of feedback collected from Master's students, Master's graduates and employers (ESG, Part 1, Standard 1.10). Over the past 2–3 years, no innovations have been introduced into the Master's educational programme 70910205 "Cardiology"; the programme was developed based on the actual situation and level of healthcare in the Republic of Uzbekistan.

Teachers participate in international and national educational events; however, no changes have been introduced into the Master's programme based on the results of their participation.

7.2 Patient safety

ASMI does not have an official document regulating the quality assurance system, including the analysis of Master's students' errors and ensuring patient safety.

Patient safety risks are identified; however, no document has been presented confirming the patient's informed consent to the participation of a Master's student in the provision of medical care.

The skills and professional behaviour of Master's students in providing medical care in emergency and life-threatening conditions are assessed both in a simulation environment when modelling emergency situations and in real clinical practice.

Requirements for ensuring patient safety and assessing risks during examination and treatment are discussed when each task is performed by the Master's student, both during formative and summative assessment.

Recommendations on the delimitation of authority and control over learners' actions are taken into account in accordance with clinical standards and legal requirements. At all clinical sites, patient safety briefing is conducted before the start of practical training. The practice of signing an agreement on responsibility and professional ethics has been introduced. Direct mentorship is ensured, whereby all invasive and potentially dangerous procedures are permitted only under the supervision of a certified specialist. Risk management measures have been implemented through seminars on clinical safety and complication management within cardiology modules, including emergency conditions; the use of simulation stations to practise critical skills before being allowed to work with patients; the inclusion of the topic "Human Error in Oncology" in training on clinical ethics and medical-legal aspects; and the assessment of the individual risk and competence of a Master's student before rotation in highly specialised departments, including intensive care, chemotherapy and radiology.

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

Standard	Level of compliance	Recommendations for improvement
7.1.1	Partially compliant	In order to further improve the internal quality assurance system for postgraduate medical education, it is recommended to update and further detail the official written document describing the quality assurance system, including mechanisms for monitoring, evaluation of programme outcomes, administrative support procedures, as well as methods for continuous improvement of the educational process and achievement of the organisation's mission.
7.1.7	Partially compliant	In order to enhance the flexibility and quality of postgraduate medical education, it is recommended that, within the processes of regular review and updating of the programme in accordance with the requirements of ESG, Part 1, Standard 1.10: the views and proposals of various stakeholders, including Master's students, teachers, clinical sites and employers, should be taken into account;
7.1.8	Partially compliant	

		Master's students should be provided with greater freedom in choosing from the catalogue of elective disciplines, ensuring variability, alignment with professional interests and individual educational trajectories, as well as transparency of the selection criteria.
7.2.1	Partially compliant	To improve the effectiveness of the quality assurance system in relation to the safety of patients and Master's students, it is recommended to develop and implement a patient safety system at the level of programme management and within the learning environment of Master's students.
7.2.2	Partially compliant	To formalise procedures for identifying, assessing and managing risks associated with possible errors made by Master's students, for example through informed consent or a relevant clause in the standard agreement with the clinical site.

Standard 8. GOVERNANCE AND ADMINISTRATION

8.1 Governance

The Institute is governed in accordance with the legislation of the Republic of Uzbekistan, the Model Rules for the Activities of Higher and Secondary Specialised Education Organisations, and the Charter of the Institute <https://adti.uz/adti-nizomi/>, based on the principles of unity of command and collegiality. The structure of the Institute is approved by the Rector on the basis of the decision of the Expert Board dated 11 September 2025. The structural unit of the Institute responsible for monitoring and managing the educational process at the undergraduate level is the Educational and Methodological Department for Educational Processes; for Master's and residency programmes, this function is performed by the Master's and Residency Department.

The Master's Department of ASMI has an approved management structure for postgraduate medical education. Its structure includes the Head of the Department, the Deputy Head for educational and methodological work, specialists and methodologists of the department, who maintain contact with the academic teaching staff and learners on all issues related to the educational process and clinical work.

At ASMI, the processes of admission to training, selection criteria for Master's programmes, organisation and planning of the educational process in Master's studies, assessment of knowledge, skills, professional attitude and behaviour of Master's students, expected learning outcomes, and independent assessment of knowledge and skills are reflected in the Regulation on Master's Studies, approved by Resolution No. 36 of the Cabinet of Ministers of the Republic of Uzbekistan, signed by the Prime Minister of the Republic of Uzbekistan on 2 March 2015.

The Master's educational programme in specialty 70910205 "Cardiology" was developed in accordance with the SCES 2021 and fully reflects the requirements for postgraduate training. The content of the educational programme fully complies with the professional standard for specialty 70910205 "Cardiology". The Master's student is fully involved in the clinical and diagnostic process at all stages of diagnosis, treatment monitoring, the first stage of rehabilitation, and prevention of secondary complications. ASMI has a large number of clinical sites and department branches in Andijan for the clinical training of Master's students. ASMI has concluded 35 agreements on joint activities with various clinics, including 4 agreements related to the residency educational programme in specialty 70910205 "Cardiology", one of which is with Andijan Regional Cardiology Dispensary. The clinical sites where training is carried out provide opportunities to work with patients of various profiles, including therapeutic, surgical and radiation treatment profiles. The implementation of the Master's programme in specialty 70910205 "Cardiology" is carried out by the academic teaching staff

at the department and by experienced mentors in the leading clinics of the city. The policy for selecting teachers takes into account the mission and goals of the educational programme, as well as the needs of the postgraduate education system and practical healthcare.

During the meeting with the leadership, the following evidence was obtained: the Institute structure approved by the Rector; visits were made to all structural units; and the experts reviewed the Regulations on structural units, their staffing schedules, annual plans and reports for the last 3 years. The experts reviewed the Strategic Development Plan for the period 2025–2028. The department also has a work plan for the current year. Having reviewed the annual reports of the department for the last 5 years, the experts concluded that work is being carried out in several areas, including teacher development, research and clinical work.

Training in the Master's programme is carried out in accordance with the requirements of regulatory rules concerning the admission of Master's students, such as the Regulation on Master's Studies, approved by Resolution No. 36 of the Cabinet of Ministers of the Republic of Uzbekistan dated 2 March 2025. The assessment of knowledge and skills is carried out on the basis of the Regulation on the Implementation of the Credit-Modular System of Education at Andijan State Medical Institute, approved by the Vice-Rector for Academic Affairs on 26 August 2024. The experts reviewed documents on the completion of Master's students' training, including the results of the final state attestation and Master's theses. A certificate of completion of Master's studies is issued to Master's students who have successfully completed the educational programme and contains information on the award of the academic degree of Master in specialty 70910205 "Cardiology".

The unit responsible for planning and allocating finances for Master's programmes is the Planning and Finance Department. The scope of duties, responsibilities and powers is reflected in the job descriptions of the Planning and Finance Department. A financial plan is prepared annually and corresponds to the Strategic Plan for the period 2025–2028. The development programme is determined when forming the republican budget for upcoming periods and when clarifying the republican budget for the relevant period.

Learners who have completed the Master's educational programme in specialty 70910205 "Cardiology" and successfully passed the state attestation will be issued a state-standard document confirming the award of the qualification of cardiologist.

8.2 Shared governance

In accordance with the organisational structure of ASMI, the educational process of Master's studies is supervised by the Vice-Rector for Academic Affairs, the Vice-Rector for Research, the Vice-Rector for Clinical Affairs, and the Master's Department. The following structural units of the administrative block are also involved in the implementation of the Master's educational programme: the Educational and Methodological Department, the Registrar's Office, the Department of Education Quality Control, the Department of Monitoring and Internal Control, the Department for Youth Affairs, Spirituality and Enlightenment, and other support services, including financial and economic units. The leadership of ASMI annually analyses the achievement of target indicators of the strategic plan and operational plan, as well as the results of learners' final attestation. These issues are reviewed and discussed by advisory bodies at different levels of the Institute, with matters submitted to the Academic Council.

The quality of the educational programme is continuously monitored through internal audit, as well as through advisory bodies such as the Central Methodological Committee, where all stakeholders involved in the implementation of Master's programmes participate as members with equal rights.

For the implementation of the Master's educational programme, qualified academic teaching staff are involved, meeting the requirements of the Law of the Republic of Uzbekistan "On Education", the SCES for Master's programmes, the Academic Policy of the Institute, and the policy for recruiting, admitting and motivating teachers and clinical mentors in Master's studies, as set out in the Regulation on Master's Studies dated 2 March 2015, and the "Rules for Competitive Filling of Academic Teaching Staff Positions". The responsibility of the academic teaching staff is regulated by

job descriptions, individual work plans and the Regulation on the Department. In their activities, teachers are guided by the Charter of the Institute, the Institute Development Programme, orders and instructions of the Institute, internal regulations, and the Institute's Code of Corporate Ethics.

In response to the questionnaire item "Does the leadership of the organisation take your opinion into account regarding issues related to the educational process, research work and clinical work?", 76.9% of teachers answered "systematically", 15.28% answered "sometimes", 1.39% answered "quite rarely", and 0% answered "never".

ASMI has an electronic document management system at <https://hemis.adti.uz/>, including personal accounts for heads of departments with control functions and extended access, as well as personal accounts for teachers and learners, which also provide access to all internal regulatory documents. EMCD is available in full in accordance with the Catalogue of Disciplines for 2025–2026, approved by decision of the Academic Council No. 1 dated 30 August 2024.

A separate role in the implementation of the Master's educational programme is assigned to the ASMI library, which is a structural unit of ASMI providing information and library services for the educational and research processes of learners and academic teaching staff. Library users have perpetual access to electronic books of the world's largest publishers (EBooks) in the EBSCO, Springer and Elsevier databases, as well as to the full-text Polpred database and the IPRbooks electronic library system. Due to perpetual access to electronic books of the world's largest publishers, students can use thousands of textbooks in e-book format. The availability of Wi-Fi coverage throughout the campus and dormitories enables students to have round-the-clock access to all electronic information resources. Clinical sites are connected to the internet; in addition, powerful mobile internet modems are available to ensure high-quality and uninterrupted internet connection. The university library system and access to electronic information resources are integrated into the HEMIS system, for example Oxford UPSO (<https://academic.oup.com/journals>). Learners have access to educational information resources such as UpToDate, Complete Anatomy, Lecturio, Geeky Medics, AMBOSS, USMLEcom, Medscape, Medicalstudyzone, Medicine Live, Systems-Based Anatomy (ANAT 403) for Undergraduate and Graduate Students, Histology-World! and many others, to which they have extended access. Links to the relevant resource or module are included in the syllabus and duplicated in the discipline course in HEMIS.

Learners have round-the-clock access to the entire library collection and regularly receive information support through the library website, as well as announcements of all educational events organised and held by the library through the website and the HEMIS system (<https://hemis.adti.uz/>).

The library has introduced an automation system based on RFID technology, which has enabled the integration of the automated library and information system (ALIS) and the use of the university's unified identification cards for staff and learners (ID cards) as library cards.

8.3 Postgraduate doctor and staff representation

The assessment of administration and management of the educational process as a whole and of the Master's educational programme in specialty 70910205 "Cardiology" is carried out through surveys of the academic teaching staff and ASMI employees in order to regularly study the satisfaction of consumers' needs and expectations at the departments of the Master's Department. The results demonstrate such achievements as a high level of Master's students' satisfaction with the quality of educational programmes, the availability of educational materials and the effectiveness of interaction with teachers. The results also indicate a positive assessment of the organisation of the educational process, including practical training and research activities. This was confirmed during meetings with Master's students and the academic teaching staff, where it was established that learners have a direct interest in the implementation of the educational programme. They regularly participate in surveys and questionnaires, for example, the questionnaire "Teacher through the Eyes of Learners", as well as other questionnaires that include questions on learners' expectations and actually acquired competencies, the environment for implementing the educational programme, the availability of

information resources and learning conditions. These results are further taken into account in programme monitoring.

The evaluation of the educational programme in the context of the educational process is carried out based on the results of annual reports, inspections and attestations of structural units and departments. The annual reports of departments and the faculty reflect the work carried out during the academic year to improve the material and technical resources, clinical sites, material support of the educational process, including technical teaching aids, office equipment and provision of literature. Based on discussion at the Academic Council, corrective measures are developed to improve the implementation of the educational programme at the department and faculty levels.

At ASMI, Master's students, teachers, administrative staff and employers are members of the responsible advisory bodies for the improvement of educational programmes, such as the Academic Council and the Central Methodological Committee. Their participation in the work of the above-mentioned advisory bodies was established by the experts during meetings with the academic teaching staff, learners, ASMI employees and employers.

8.4 Administration

ASMI has a sufficient and appropriate administrative staff of the Master's Department to support the achievement of goals in postgraduate medical education and the quality of the postgraduate medical education learning environment: the Head of the Department, the Deputy Head for educational and methodological work, specialists and methodologists of the department, heads of clinical departments and department staff.

At the same time, the university does not have a functioning quality management system (QMS), within which all processes of educational, research, innovative, social and educational activities would be regulated by documented procedures, including a Quality Policy. The Quality Policy should reflect the vision and mission of the university and form part of the Institute's strategic management. The documented QMS procedures would cover all processes of the university's activities, developed with due regard to the Quality Policy, contribute to the continuous improvement of processes and guarantee the internal quality assurance of the educational activities of the higher education institution.

The Quality Assurance Policy, approved by the decision of the Academic Council, regulates the process of regular assessment at ASMI in order to ensure the sufficiency and effectiveness of administrative staff and budgetary support for all types of activities and operational functioning aimed at quality assurance and improvement.

At ASMI, staff recruitment is carried out in accordance with the Standard Qualification Characteristics of Positions of Teaching Staff and Persons Equivalent to Them, on the basis of the Rules for Filling Vacant Positions of the Academic Teaching Staff, as well as in line with the objectives of the university as a research-oriented higher education institution.

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

CONCLUSION: during the external evaluation of the educational programme, it was established that, out of 109 standards, 102 accreditation standards demonstrated full compliance, while 7 standards were partially fulfilled. No non-compliance with the standards was identified.

Taking into account that the initial accreditation of the educational programme in specialty 70910205 "Cardiology" is being conducted and that Master's students are admitted annually, the task of the External Evaluation Committee was to assess the entire process of organising Master's students' training at the Institute. The existing principles and approaches to the training of Master's students, quality assurance mechanisms and management of the Master's educational programme were studied, including documentation, academic teaching staff, educational resources and other important issues related to compliance with accreditation standards.

The EEC concluded that, along with achievements in the training of Master's students, including the effectiveness of training under the accredited educational programme 70910205 "Cardiology", there are a number of remarks that the university should address during the first and second quarters of 2026.

5. Recommendations for the Improvement of the Educational Programme 70910205 "Cardiology",

Standard	Recommendations for improvement
2.5.1	Develop and implement a "Regulation on clinical mentors" governing the goals, objectives, functions, rights, and responsibilities of clinical mentors, as well as procedures for organizing mentorship, mentor selection criteria, mechanisms for evaluating the effectiveness of mentoring activities, and systems for providing feedback to Master's students during clinical tasks and the acquisition of practical skills.
4.4.3	To strengthen guarantees for the safety of patients and Master's students, as well as to ensure a balance between educational objectives and Master's students' participation in the provision of medical care, it is recommended to develop and approve a local regulatory act governing the procedure and conditions for Master's students' participation in the provision of medical care.
7.1.1	For the purpose of further improvement of the internal quality assurance system of postgraduate medical education, it is recommended to update and further elaborate the official written document describing the quality assurance system, reflecting mechanisms for monitoring, evaluation of programme outcomes, administrative support procedures, as well as methods for continuous improvement of the educational process and achievement of the organisation's mission.
7.1.7; 7.1.8	In order to enhance the flexibility and quality of postgraduate medical education, it is recommended within the framework of regular programme review and updating processes (in accordance with ESG II Part 1.10): • to consider the positions and proposals of various stakeholders (master's students, teaching staff, clinical bases, employers); • to provide master's students with greater freedom in selecting the catalogue of elective disciplines, ensuring variability, alignment with professional interests and individual educational trajectories, as well as transparency of selection criteria.
7.2.1	To increase the effectiveness of the quality assurance system in terms of patient and master's student safety, it is recommended to develop and implement a patient safety assurance system at the level of programme management within the master's students' training environment.
7.2.3	To formalize procedures for the identification, assessment, and management of risks associated with potential errors by master's students (for example, informed consent or a relevant clause in the standard agreement with the clinical base).

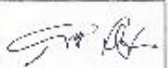
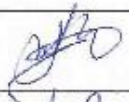
6. Recommendation to the Accreditation Council

The members of the EEC established the compliance of the residency educational programme in specialty 70910205 “Cardiology” with the Accreditation Standards and came to a unanimous opinion to recommend that the ECAQA Accreditation Council accredit this programme for a period of 5 years.

1	Chairperson	Kurmanova Almagul Medeubaevna
2	International expert	Laszlo Csiba
3	Academic expert	Zhantelieva Lyazzat Asanovna
4	Academic expert	Karibaeva Dina Orynbasarovna
5	Academic expert	Duisenbaeva Bakyt Serzhanovna
6	Academic expert	Shakirova Aida Fazylovna
7	Expert-employer	Khalilov Azizjon Marufzhonovich
8	Expert student	Makhambayeva Nurila Duysenbekkyzy

6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК пришли к единогласному мнению рекомендовать Аккредитационному совету аккредитовать образовательную программу 70910205 – «Кардиология» Андijanского государственного медицинского института на период 5 лет.

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

Профиль качества и критерии внешней оценки образовательной программы (обобщение)

Стандарт	Критерии оценки	Количество стандартов	Оценка		
			Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И ЦЕННОСТИ	6	6		
2.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА	28	26	1	
3.	ОЦЕНКА МАГИСТРАНТОВ	15	15		
4.	МАГИСТРАНТЫ	19	18	1	
5.	ПРЕПОДАВАТЕЛИ	8	8		
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	15	10		
7.	ОБЕСПЕЧЕНИЕ И УЛУЧШЕНИЕ КАЧЕСТВА ПОСЛЕДИПЛОМНОЙ ПОДГОТОВКИ	10	5	5	
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	8	8		
			102	7	
		109	109		

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

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

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

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