

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 70910227 "RADIOLOGY" OF ANDIJAN STATE MEDICAL
INSTITUTE FOR COMPLIANCE WITH THE ACCREDITATION
STANDARDS FOR PROGRAMME ACCREDITATION POSTGRADUATE
MEDICAL EDUCATION (MASTER'S DEGREE) 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
WCP	Working Curriculum 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
SCES	State Compulsory 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 70910227 “Radiology” 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 Gynecology, 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 70910227 “Radiology” for compliance with the Accreditation standards for programme accreditation: postgraduate medical education (residency specialties), developed on the basis of the WFME Global Standards for Quality Improvement of Postgraduate Medical Education (2023), as well as the EEC’s conclusions (hereinafter – the Accreditation Standards), recommendations for further improvement of the approaches and conditions

for the implementation of the above-mentioned educational programme, and accreditation recommendations to the ECAQA Accreditation Council.

2. General part of the final report

2.1 Overview of the Master's Degree Educational Programme in Specialty 70910210 "Radiology"

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/
Information on branches and subsidiaries (if any)	
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	https://adti.uz/
Instagram	https://www.instagram.com/adtiuz/
Facebook	https://www.facebook.com/adtiuz/
Telegram	https://t.me/adtiuz_rasmiy

2.2 Information on Previous Accreditation

To date, the educational programme 70910227 "Radiology" has not undergone accreditation.

2.3 Summary of the analysis of the self-assessment report of the master's educational programme in specialty 70910227 "Radiology" and conclusions on completeness

The self-assessment report of the Master's educational programme in specialty 70910227 "Radiology" (hereinafter referred to as the Report) is presented in 126 pages of main text, with 18 appendices, copies or electronic versions of documents available via the link: <https://ftp.adti.uz/user.php>

The Report is characterised by the completeness of 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 the educational programme provided to the education organisation 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. Madazimov,

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 commission, indicating the responsibilities of each staff member, as well as information about the representative of the organisation responsible for conducting the self-assessment of the educational programme: Chair of the Internal Self-Assessment Commission, Botirjon Kodirovich Tursunov, Candidate of Medical Sciences, Associate Professor, Head of the Master's Department; representative of the Department of Faculty Therapy, Mamazoir Akhmedovich Khuzhamberdiyev, Head of the Department.

The self-assessment of the Master's programme 70910227 "Radiology" 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 specialty 70910227 "Radiology", taking into account the start of student admission in 2020. The Report includes well-substantiated data, examples of the implementation of the educational programme objectives, national and international events, and methodological support, confirming compliance with the requirements of the accreditation standards. The description in the self-assessment report is sufficiently complete 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 base of the Institute and clinical sites, contractual obligations with partners, including universities, associations and training sites, financial information, development and improvement plans, and so on.

The Report was submitted to ECAQA in its finalized form, with data corrected in accordance with the above recommendations. It is written in competent language, the wording for each standard is clear and understandable, and the content 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 activities conducted within the framework of the evaluation of the educational programme 70910227 "Radiology" were organised in accordance with the Guidelines for external evaluation of educational organisations and educational programmes of ECAQA. Dates of the site visit to the institution: 25–27 November 2025. The sequence of the visit over the three days is described in detail in Appendix 3 to this Report.

To obtain objective information, the members of the EEC applied the following methods:

- interviews with management and administrative staff – 40 participants;
- interviews with Master's students – 55 participants;
- review of the official website <https://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 Master's students' training: visit to the Department of Faculty Therapy, Head of the Department Professor Mamazair Akhmedovich Khuzhamberdiyev, 3rd academic building of ASMI, 1st floor, Room No. 102; class conducted by Associate Professor Nelly 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 compliance with accreditation standards: a clinical site was visited, namely the 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 teaching staff;
- review of 53 educational and methodological documents, both before the visit to the organisation and during visits to structural units. The list of reviewed documents is provided in **Appendix 2**.

The staff of the accredited organisation ensured the presence of all persons indicated in the visit programme and in the lists of interview and meeting participants, Table 1.

Table 1 – Number and Categories of participants in meetings and interviews with the EEC.

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

On the 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 held on the results of the external evaluation of the educational programme, review of documents, results of meetings, interviews and surveys. The EEC members began drafting the final EEC report. The results of the external evaluation were summarized. The experts individually completed the "Quality Profile and Criteria for External Evaluation of 70910227 "Radiology" 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 of the EEC, Almagul Medeubayevna Kurmanova, conducted the final open vote on recommendations to the ECAQA Accreditation Council.

Comfortable working conditions were created for the EEC, and access to all necessary information and material resources was organised. The Commission notes the high level of corporate culture of ASMI and the high degree of openness of the staff in providing information to the EEC members.

According to 72% of teaching staff, the survey conducted by ECAQA is useful for developing recommendations to improve the key areas of activity of the accredited education organisation.

At the conclusion of the visit programme, the Chair of the EEC announced the recommendations based on the results of the external evaluation within the framework of specialised accreditation to the management and staff of the education organisation.

4. Analysis of compliance with accreditation standards based on the results of the external evaluation of the educational programme in specialty 70910227 “Radiology”

Standard 1: MISSION AND VALUES

1.1 Stating the mission

The mission of the Master’s educational programme in 70910227 “Radiology” at ASMI is to train physicians capable of providing qualified medical care to the population, integrating the latest achievements in education, science, and medicine to improve the quality of healthcare services and overall public health. At the Master's level within the system of continuous education, the programme aims to prepare competitive, highly qualified specialists whose knowledge meets international standards and who demonstrate high ethical principles and professional culture.

The mission is published on

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

During meetings with the management of ASMI, 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 are aware of the mission.

The results of the document review demonstrate that the mission of the educational programme 70910227 “Radiology” corresponds to the mission of the organisation, and that the educational process is organised in accordance with the State Educational Standards and the current regulatory legal acts in 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 specialty 70910227 “Radiology” is clearly defined and focused on training a competitive and qualified radiologist with professional knowledge and skills in the diagnosis and treatment of patients in accordance with the principles of evidence-based medicine and the use of modern medical technologies. The programme aims to prepare a specialist capable of providing oncology 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, and of 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 Specialized Education of the Republic of Uzbekistan dated 16 July 2021 “On approval of the state educational standards of higher education”.

During visits to ASMI structural units, the experts noted the strengths of the education organisation in relation to the accredited educational programme, including the historical reputation of the higher education institution. ASMI is the only higher medical education institution in the Fergana Valley; it continuously improves its material and technical support; it has a modern and well-equipped university clinic with a convenient location; the Institute has a policy for providing material support to

Master's students; Master's students have full access to all resources of the clinical site in their Master's specialties; international projects are implemented; the prestige of the medical and teaching professions is enhanced; and a personnel reserve is being trained.

ASMI has structural units directly related to the educational programme 70910227 "Radiology", which may be recognised 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 educational programmes are developed by the Central Methodological Committee, which consists of experienced teaching staff, competent methodologists, representatives of employers and students. All ASMI educational programmes are subject to mandatory internal and external evaluation/review, as a result of which they comply with the needs of stakeholders, including students, employers and the state, as well as external qualification requirements. After consideration by the Central Methodological Committee, the educational programme of ASMI is approved by the Academic Council of the Institute.

The group of authors, including leading specialised experts involved in the training of scientific and pedagogical personnel and representatives of practical healthcare, formulate 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 specialty 70910227 "Radiology" was discussed and approved at a meeting of the department, then at meetings of the Central Methodological Committee and the Academic Council, and was signed by the Rector of ASMI on 30 August 2024.

For continuous monitoring, evaluation and documentation of progress in achieving the goals and objectives of educational programmes, the CMC operates on a permanent basis. It includes all stakeholders: experienced teaching staff, students and employers. The experts reviewed the Regulation on the CMC for the Quality of Teaching and Learning of the Master's Department, approved by the Rector of the higher education institution on 2 September 2024.

For continuous monitoring of the implementation of educational programmes, in addition to classes and 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 provides all necessary working conditions for high-quality training, taking into account the individual needs of Master's students, including health-related needs. The occupied area, temperature conditions, lighting and equipment of 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 sites of the department, Master's students have access to hot meals, rest during free time, and work with specialized 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 examination, laboratory and instrumental investigations, differential diagnosis and selection of effective treatment for patients, as well as special competencies involving the mastery of practical skills in the specialty, help the education organisation apply innovative forms of learning. This will allow the development of Master's students' professional qualities and the achievement of the final learning 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 to participate in research in their chosen specialty through involvement in grant projects and also ensures their participation in academic activities such as scientific, practical and clinical conferences.

At the same time, during the visit to ASMI, the experts confirmed compliance with the basic criteria of the accreditation standard: the presence of a mission and strategic goals of the programme; participation of stakeholders, including staff, teaching staff and active Master's students, in the development of the mission; Master's students are informed about their final learning outcomes from

the first day of classes; and 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 education organisation promotes the professional autonomy of Master's students by providing them with academic freedom. Freedom in designing the educational programme is ensured through the independent choice of the topic of the scientific dissertation. The bank of research topics has been developed taking into account the specific features and focus of the specialty, as well as the strengths of the teaching staff and mentors in the specialty "Radiology".

At the same time, the experts established that the education organisation does not fully exercise autonomy with regard to the selection of Master's students for the accredited specialty "Radiology", the development of the educational programme, and the determination of approaches to the assessment of Master's students. However, ASMI has financial and academic autonomy in determining the content and format of the entrance examination in the specialty, selecting members of the examination and appeal commissions, while complying with the requirements regarding the number of examiners and their relevance to the profile of the Master's specialty. This is regulated by the state document "Rules for Admission to Master's Programmes", reference: Regulation on Master's Programmes, appendix to Resolution of the Cabinet of Ministers No. 36 dated 2 March 2015, which defines the procedure for admission to Master's programmes.

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

To verify Standard 1, a meeting was held with the Head of the Master's Department, Botirjon Kodirovich Tursunov; Vice-Rector for Youth Affairs, Sarvarjon Zaynabidinovich Salakhidinov; Head of the Department for Youth Affairs, Spirituality and Enlightenment, Abdurakhmon Abdumuminovich 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 in the context of its scientific component, the resource support of the programme, and the compliance of the mission of ASMI and the educational programme 70910227 "Radiology" 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 the educational programme 70910227 "Radiology". The Head of the Master's Department, B.K. Tursunov, noted that, based on the principle of the triad of education, science and clinical practice, Master's students are trained using a patient-centred approach under the supervision of clinical mentors at ASMI clinical sites, where all conditions are provided for a high-quality educational process.

The academic freedom of Master's students is reflected in the choice of elective disciplines. The opportunity to make proposals for updating the educational programme is ensured by ASMI through such mechanisms as holding round tables with employers, on the basis of which the catalogue of elective disciplines is updated annually, as described in the document "Academic policy".

The surveyed 72 teaching staff members, who completed a questionnaire consisting of 27 questions, indicated that 88.89% are satisfied with the organisation of work and workplace conditions in this education organisation, while 9.72% partially agree with this statement. The experts determined that the organisation has a healthy working climate, as the head is accessible both to Master's students and staff members and responds promptly to requests and proposals. According to the questionnaire, 81.94% of teaching staff are satisfied with the organisational climate, while 1.39% are partially satisfied. In the opinion of 91.67% of respondents, teachers at ASMI have the opportunity to realise themselves professionally in their specialty. For reference, a total of 72 people responded; among them, 34.72% have up to 5 years of teaching experience, 27.78% have up to 10 years, and 37.5% have more than 10 years of teaching experience.

1.2 Participation in mission formulation

The final learning outcomes are defined and included in the document of the educational programme 70910210 “General Radiology”, which was developed by a group of authors, including leading specialised experts involved in the training of scientific and pedagogical personnel and representatives of practical healthcare. The programme was discussed and approved at a department meeting, then at meetings of the Central Methodological Committee and the Academic Council, and was signed by the Rector of ASMI on 30 August 2024. Stakeholders are informed about the final learning outcomes of Master’s students in specialty 70910227 “Radiology” 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 on 28 May 2022. Teaching staff and Master’s students are informed about the Ethical Rules, which serve as the basis for fostering proper moral standards within the team, as well as respectful attitudes towards one another and towards patients.

When defining 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 selected specialty.

The surveyed teaching staff indicated that 79.17% are fully satisfied with the level of students’ prior training, while 18.06% are partially satisfied.

The experts established clear continuity between the final learning outcomes of Master’s students’ previous education, prerequisites, training in the Master’s programme, 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 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 educational programme in specialty 70910227 “Radiology” were formulated on the basis of the Standard for the Organisation of Oncological Care for the Population in the Republic of Uzbekistan.

The teaching staff of the Department of Faculty Therapy participated in the development of the mission, goals and objectives of the educational programme 70910227 “Radiology” through department meetings, methodological councils and participation in strategic sessions. Master’s students participated through satisfaction surveys, meetings with the Dean’s Office, student councils and round tables. Graduates 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 attestation commissions, are also involved. Representatives of the Ministry of Health and sectoral departments participate in meetings of educational and methodological commissions. International experts and partner universities provide expert support through joint projects, visits and educational agreements. Professional associations, including the Association of Radiologists of Uzbekistan and regional societies of radiologists, submit expert proposals. Public organisations, especially those working in the field of cardiovascular disease prevention and patients’ rights, are also involved. This was confirmed during surveys 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 goals 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, a Master’s student stated that her opinion regarding academic mobility to other higher education institutions had been taken into account. The educational programme is oriented towards employers’ expectations and labour market needs. Elements of the educational programme and the CED are agreed upon with employers. Employers and members of professional associations

are involved in reviewing the educational programme and participating in the discussion of results at meetings of the commission for quality assurance of the educational programme.

Proposals were made to strengthen the final learning outcomes of Master's students in terms of clinical skills, knowledge of legal aspects, ability to work in information systems, and development of communication skills. When updated regulatory legal acts and orders in 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 clinically and scientifically integrated approach were included in the mission; in 2023, priorities reflecting the development of genetics in radiology and interventional radiology were added; and in 2024, provisions emphasising the need for interdisciplinarity, ethics and a strictly patient-centred approach 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 goals 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, Master's students stated that they had provided 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 sites to practise practical skills through direct participation in diagnostic and treatment procedures using modern equipment, under the supervision of a clinical mentor.

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

Standard 2. CURRICULUM

2.1 Curriculum and certification

The educational programme in specialty 70910227 "Radiology" was developed in accordance with the SCES 2021, based on Order No. 311 of the Ministry of Higher and Secondary Specialized 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 qualification required of Master's students upon completion of the programme 70910227 "Radiology". 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 professional development courses in subspecialisations within the specialised areas of radiology, which meets the aim of specialist training.

In 2024, 100% of graduates of the Master's programme in specialty 70910227 "Radiology" passed the independent assessment with a score of 60% or higher. There were no students who failed the examination.

The model of the educational programme in specialty 70910227 "Radiology" 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 Model Curriculum of the Ministry of Health of the Republic of Uzbekistan and is reflected in the model curricula of the disciplines of the educational programme.

For the implementation of the educational programme in specialty 70910227 "Radiology", the organisation has EMCD, which define the aim, take into account the integration of practical and theoretical components, and include independent work. Compliance with the SCES and model 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 on 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 EMCD have not been sufficiently made. At the same time, teaching staff use the latest scientific achievements and current clinical protocols of the Ministry of Health of the Republic of Uzbekistan during classes.

When evaluating the mentoring system in the Master’s programme, it was found that there is no official document regulating the goals, 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 during the completion of clinical assignments and acquisition of 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 “Regulation on Master’s Programmes”. The qualification obtained as a result of completing the educational programme in specialty 70910227 “Radiology” corresponds to Level 7 of the National Qualifications Framework and Level 7 of the European Qualifications Framework, EQF Level 7.

Teaching staff use such methods of teaching Master’s students as seminars at the intersection of related disciplines, practical classes based on clinical cases, 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. Teaching staff can provide Master’s students with supervision of approximately 5 thematic patients per day and 20 patients per month. For example, upon completion of the educational programme in specialty 70910227 “Radiology”, Master’s students are able to perform such procedures as ultrasound diagnostics, US, magnetic resonance imaging, MRI, computed tomography, CT, and X-ray examinations. They make professional decisions based on the analysis of the rationality and effectiveness of examination results, organise and conduct meetings of multidisciplinary teams for patient management, including in emergency and planned situations, with attention to safety, rationality and effective interaction with other specialists. Moreover, in the third year, Master’s students begin their teaching activities by teaching disciplines in the specialty “Radiology” to 4th-year students of ASMI.

The experts established that the principles of academic integrity and anti-plagiarism are fully implemented in the education organisation. This is reflected in the Academic Policy of ASMI, approved by the Rector, Minutes No. 1 dated 29 August 2024. Academic integrity is applicable at such stages of Master’s training as practical training in hospitals and outpatient clinics. Anti-plagiarism is applied 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 medical records contain the relevant document signed by the patient.

Thus, by the end of the three-year training period, Master’s students will acquire the main professional skills and abilities, which will enable them to work as radiologists in specialised departments, primary healthcare institutions and scientific centers (**ESG 1.2**).

The experts did not identify any violations of the principle of equality in relation to postgraduate education and continuing professional development, as the education organisation 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 education organisation has a mechanism for regularly adapting teaching and learning methods to the requirements of modern science and education, as well as to the current needs of practical healthcare. This mechanism includes the work of the Master’s Department of ASMI.

According to the approved schedule, teaching staff are trained in modern teaching methods, and the quality of educational programme implementation is assessed once every three years.

This indicates compliance with Standard 2 in terms of adapting training to the needs of Master's students. ASMI has the StrikePlagiarism.com anti-plagiarism system, Agreement 2023 Strike plagiarism.pdf.

2.2 Intended learning outcomes

The educational programme 70910227 "Radiology" 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 intended learning outcomes of Master's students in specialty 70910227 "Radiology" through the publication of reporting materials, presentation of the results of the final state attestation, provision of graduate employment data, and interaction with employers. The experts confirmed that the professional behaviour and communication skills of Master's students are developed through systematic involvement in clinical practice, mentorship, participation in multidisciplinary consultations and teamwork, as well as through regular assessment and feedback from teaching staff. These principles are reflected in the relevant document, the Ethical Rules of Andijan State Medical Institute. Teaching staff and Master's students have been informed about this document, and its content is available on the official website.

The Ethical Rules of ASMI serve as the foundation for fostering appropriate professional ethics within the academic community and promoting respectful relationships among colleagues and towards patients.

When defining the intended learning outcomes, ASMI took into account the previous learning outcomes achieved during Bachelor's and internship training, as well as the objectives and requirements of subsequent continuing professional development in the selected specialty.

100% of surveyed teaching staff believe that graduates of this educational institution possess a high level of knowledge and practical skills upon completion of the training programme.

In implementing the Master's programme in specialty 70910227 "Radiology", ASMI clearly defines, documents and explains the level of qualification awarded in accordance with the requirements of: The National Qualifications Framework of the Republic of Uzbekistan (NQF); The European Qualifications Framework for Higher Education (EQF/HE); The State Educational Standard for Master's training in medicine; International standards for quality in medical education (WFME and ESG Part II).

Upon completion of the educational programme 70910227 "Radiology", graduates are awarded the academic degree of Master of Medical Sciences (MSc) in Radiology. Graduates receive a State Diploma of Master's Degree indicating their specialty. The awarded qualification is recognised by the Ministry of Health of the Republic of Uzbekistan and is entered into the national qualifications register. It enables graduates to hold positions as radiologists, lecturers and researchers; provides opportunities for academic mobility and admission to doctoral (PhD) programmes both in the Republic of Uzbekistan and in countries within the European Higher Education Area; and complies with the requirements of international certification and accreditation bodies. This is confirmed by graduates' successful participation in international internships, double-degree programmes and academic exchange programmes.

Information about the awarded qualification is published on the official website of the Institute and the Department of Faculty Therapy, as well as in admission guides. Applicants and Master's students are thoroughly informed about the programme structure, competencies, employment prospects and opportunities for academic advancement throughout all stages of study, including the adaptation period and consultations with tutors.

Thus, the qualification awarded to graduates of the Master's programme in Radiology 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 international levels.

2.3 Curriculum organisation and structure

The content, volume and sequence of courses of the Master's educational programme 70910227 "Radiology" strictly comply with the SCES 2021. The achievement of the learning objectives in the specialty is based on Master's students acquiring 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 model programme in specialty 70910227 "Radiology" for 2024. The department and teaching staff of the major disciplines are responsible for the selection and implementation of innovations in the educational process.

The content of the working programmes and the Catalogue of Elective Disciplines reflects the needs of the healthcare system in training radiologists. For the successful implementation of the educational programme in the specialty, the organisation has resources for assessing 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 study of compulsory and elective components, and 2,700 hours are allocated to research work followed by the defence of the Master's dissertation. For the compulsory component, 1% is allocated to lectures, 49% to practical classes and 50% to independent work. For the elective component, 10% is allocated to lectures, 40% to practical classes and 50% to independent work.

When reviewing the educational programme in specialty 70910227 "Radiology", the experts found that there is no single general educational programme; instead, there are separate working programmes for all compulsory component disciplines and elective components for all years of study. However, there is a curriculum for specialty 70910227 "Radiology", developed for the entire period of the educational programme, three years of study, with a complete distribution of hours by discipline and year of study, approved by the Rector of ASMI. Three curricula were presented: for the 1st year, 2025–2028; for the 2nd year, 2024–2027; and for the 3rd year, 2023–2026.

Teaching staff provide Master's students with methodological and didactic materials, as well as additional literature for preparation for classes. In this regard, 80% of respondents are fully satisfied and 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 development of the Catalogue of Elective Disciplines.

2.4 Curriculum content

The educational programme in specialty 70910227 "Radiology" was developed in accordance with 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 Compulsory Education Standards of Higher Education".

The model of the educational programme in specialty 70910227 "Radiology" is defined on the basis of the intended learning outcomes of Master's students and 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 Model Curriculum of the Ministry of Health of the Republic of Uzbekistan and is reflected in the model curricula of the disciplines of the educational programme.

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

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

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 Publication Writing”;
- “Methodology of Clinical Research”, including RCTs, cohort studies, observational studies and meta-analyses.

The experts reviewed the Code of Ethics and the Academic Integrity Policy, and during interviews Master’s students confirmed that they had been informed about the content of these documents.

ASMI ensures adjustment of the structure, content and duration of the educational programme in the event of changes in various areas of science and demography, as well as in response to the needs of the healthcare system. For this purpose, a mechanism for reviewing the educational programme is in place.

Teaching staff provide Master’s students with methodological and didactic materials, as well as additional literature for preparation for classes. In this regard, 82.89% of respondents are fully satisfied, 10.53% are partially satisfied, and 3.95% are not satisfied.

The organisation has its own clinical site for the educational programme in specialty 70910227 “Radiology”, with 200 beds and 1,000 outpatient visits. In response to the survey question “Is there sufficient time for practical training, including patient supervision and other activities?”, 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, listens to their opinion, conducts a mini-survey and works on errors. 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 class schedule, 90.13%.

The Master’s programme includes components on the fundamentals and methodology of scientific research, with a total volume of 120 hours, including clinical research and clinical epidemiology. Teaching staff apply methods of critical appraisal of scientific literature and scientific medical data, which is confirmed by the review of such documents as working programmes of disciplines. This form of learning 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 supervision, Master’s students become familiar with a bibliography based on evidence-based medicine.

The survey of Master’s students established that the education organisation provides access to participation in research work. A total of 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 survey, 83.55% indicated that they are already involved in research work, 14.47% plan to start, 0.66% are searching for a research topic, and 0% are not involved in research work.

2.5 Learning methods and experiences

The main learning 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 procedure for mentoring. During discussions with Master’s students, the experts established that teaching staff most often organise clinical case discussions of thematic patients. The clinical mentor is responsible for the daily acquisition of practical skills. Feedback is provided on a daily basis, and Master’s students can ask the mentor any questions, 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 stations in the Simulation Center of ASMI. 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 detection of breast formations, as well as for mastering 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 II Part 1.3**) are formally documented in the Academic Integrity Policy within 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, which requires independent and conscientious work, avoidance of deception, plagiarism and falsification, as well as respect for the rights of authors and other students, in order to guarantee 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 assessment of Master's students and their research work.

Master's students are informed about their rights and responsibilities through the publication of the Regulation on Master's Programmes on the official website of ASMI: <https://adti.uz/ru>. The Master's Department is responsible for this process.

Compliance with ethical standards by Master's students is based on the Ethical Rules of ASMI. The ethical rules of conduct are reflected in the Regulation for Master's Students, "Rules of Ethics" of Andijan State Medical Institute. This Code establishes model dress standards for Master's students of the Institute, as well as norms aimed at ensuring a healthy, spiritual and socio-psychological climate and respectful attitudes towards 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 education organisation 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 II Part 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, as set out in the Regulation on Master's Programmes. During the visit to the education organisation, 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, which was developed on the basis of the Resolutions of the President of the Republic of Uzbekistan "On Measures for Further Development of the Higher Education System" No. UP-2909 dated 20 April 2017 and No. PP-3151 dated 27 July 2017 "On Measures to Further Expand the Participation of Sectors and Branches of the Economy in Improving the Quality of Training of Specialists with Higher Education", and approved by the 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 II Part 1.5**) and the requirements of practical healthcare.

Of the 152 surveyed Master's students, 82.89% responded that teaching staff 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

Training of Master's students under the educational programme in specialty 70910227 "Radiology" is carried out at the following sites:

1. The Clinic of Andijan State Medical Institute — radiology 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 diagnostic facilities, including echocardiography and coronary angiography;

4. “Impuls” — a private multidisciplinary clinic with a cardiology unit and modern diagnostic facilities, including echocardiography, coronary angiography and interventional cardiology;

5. Cardiology departments of regional, city and interdistrict hospitals — for rotations in outpatient care.

The clinical sites provide training at the primary, secondary and tertiary levels of healthcare delivery. Master’s students have the opportunity to train in specialised departments and laboratories. Agreements have been concluded with these clinical sites for the period 2023–2028. The Department of Faculty Therapy is responsible for this process.

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 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 relevant to the profile of the specialty.

The choice of the clinical site 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 site.

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

The management of the educational process, as reflected in the self-assessment report, **Standard 2**, and the general management approaches were confirmed during the visit to the Master’s Department and discussions with its head and staff. At the same time, verification of **Standard 2** showed that no document on mentoring had been presented. The experts recommended developing and implementing a “Regulation on the Clinical Mentor”, regulating the goals, 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 during the performance of clinical assignments and acquisition of practical skills.

The experts reviewed the work of structural units, including inpatient departments, the diagnostic unit and the operating unit. A total of 4 meetings were held, and during cross-interviews it was established that Master’s students are provided with the necessary resources for mastering the Master’s programme.

Training of Master’s students in specialty 70910227 “Radiology” is aimed at meeting the needs of practical healthcare, since the analysis of the shortage of specialists in 2024 showed that ASMI trains specialists for the entire region, 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 teaching staff confirmed that Master’s students are trained directly in clinical departments. Master’s students in this specialty can supervise patients with all cardiological diseases, both at the outpatient and inpatient levels.

During the visit to a practical class on the presentation of research work for preliminary defence at the Problem Commission and discussions with Master’s students, the experts observed that the organisation promotes the development of Master’s students’ practical competencies, 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 provides all necessary opportunities for conducting research. Within the accredited Master's programme in specialty 70910227 "Radiology", staff of the Department of Oncology conduct research in various areas, and work is being carried out on 15 Master's theses. Master's students may be informally involved in scientific research.

Information on the participation of master's students in specialty 70910227 "Radiology" in research activities

	Number of Master's students	Participation in STP	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 present the stages of their research work.

The Master's programme provides 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 training sites.

Conclusions of the EEC according to the criteria: Out of 28 standards: fully compliant – 27; partially compliant – 1; non-compliant – 0.

Standard	Level of compliance	Recommendations for improvement
2.5.1	Partially compliant	Develop and implement a "Regulation on clinical mentors" governing the goals, objectives, functions, rights, and responsibilities of clinical mentors, as well as procedures for organising mentorship, mentor selection criteria, mechanisms for evaluating the effectiveness of mentoring activities, and systems for providing feedback to Master's students during clinical tasks and the acquisition of practical skills.

Standard 3. ASSESSMENT

3.1 Assessment policy and system

During the external accreditation evaluation of the Master's educational programme in specialty 70910227 "Radiology", a comprehensive assessment was carried out to determine the programme's compliance with national and international quality standards for higher and postgraduate medical education, including the ESG principles.

The 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 radiologist. The content of the programme corresponds to current advances in radiology 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 uses 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, and final state attestation. Assessment criteria are standardised, and unified assessment forms 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 radiology, 50 tasks, oral examination questions, patient presentations for clinical case discussion, and 10 checklists for assessing practical skills, showed that the organisation has implemented an appropriate assessment policy that allows for a comprehensive evaluation of Master's students' academic achievements. 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 experience. Teaching staff are involved in methodological support, the development of assessment tools and continuous improvement of pedagogical competence. Systematic work is carried out to ensure the objectivity and reliability of assessment.

Clinical sites provide sufficient conditions for the development of Master's students' professional competencies, 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 teaching staff, as well as the adoption of corrective management decisions.

The documentary support 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 interviews, Master's students described the forms of assessment, including assessment of practical skills upon completion of a discipline and assessment of the quality of medical record completion, and stated that they were satisfied with all aspects. They also receive regular feedback from teaching staff. 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 education organisation, there have been no applicants for appeals. 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 "Radiology", a 360-degree assessment is planned.

The criteria for admission to final attestation include successful completion of the student's mid-term assessment, which is carried out in accordance with the academic calendar, working curriculum and educational programme. Admission of students to mid-term assessment is based on the admission rating. The admission rating for a discipline must be at least 55%. The purpose of the final examination is to monitor students' academic achievements. The main objective of the final examination is to assess the level of students' mastery of academic discipline programmes. This is documented in the "Regulation on Master's Programmes".

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

Validation and reliability assessment of methods used to assess 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 education organisation has a practice of involving external examiners in the assessment of Master's students. This is documented in the "Regulation 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 Regulation 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, in order to verify the data under Standard 3, the experts asked questions to teaching staff and clinical mentors and reviewed the documents and methods used 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 forms: mini-clinical examination, assessment of the quality of medical record completion, Chart Evaluation Tool, assessment of patient presentation skills, Patient Presentation Rating, direct observation of procedural skills, Direct Observation of Procedural Skills, and an assessment form for performing a practical skill, DOPS.

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

During the visit to the structural units of ASMI and interviews with teaching staff, the Commission confirmed that there is a documentation system that is transparent and accessible to all teaching staff and employees. It includes a full set of educational and methodological documentation, such as the educational programme, working curricula, syllabi and journals, as well as assessment tools, including checklists and statements, and evidence documents such as certificates and attestations. A 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 following question: "Are external examiners involved in order to improve the fairness, quality and transparency of the assessment process?" A positive answer was received.

During interviews with 30 teaching staff regarding assessment methods, the experts obtained convincing information that assessment is carried out according to a 100-point system and entered into the platform <https://hemis.adti.uz/>. Master's students also shared their views on the timely provision of tests, consultation before examinations, the clarity of the entire assessment procedure and its fairness. For example, Master's students explained that final control is formed as an average score for the discipline, calculated from the average scores for current control, mid-term 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, since 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 methods of learning and teaching and cover the assessment of all student competencies, both during practical classes and examinations.

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

During interviews with 30 teaching staff 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, consultation before examinations, 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 educational programme is ensured by the large number of patients at the clinical site, 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 site, the experts inspected 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 teaching staff and clinical mentors.

The experts determined that the choice of methods for assessing Master's students is based on daily work with patients, since the practical component of training is the main component. For example, current assessment methods such as the "clinical case" contribute to interprofessional learning. A method such as "performance of a practical skill" demonstrates the integration of learning and the emphasis 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 teaching staff on the implementation of educational programmes and the assessment process.

The 12 surveyed representatives of employers also indicated that the training of Master's students corresponds to the current development of medical practice and science, since there is strong competition in the labour market and highly qualified specialists are required. Employers stated that they themselves participate in the assessment of Master's students, as they are included in the examination boards.

New assessment and measurement tools are developed by teaching staff through the study of international experience in assessing knowledge in Master's programmes and are then 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 informed 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 carried out 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;
- external experts are involved;
- regular analysis of results and calibration of assessors are conducted.

These measures make it possible to minimise 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 intermediate results, but is also aimed at developing long-term clinical competencies that correspond to certification requirements and real clinical practice. All stages of assessment are documented. Master's students receive feedback on the results of assessment.

3.4 Quality assurance of the assessment system

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

Through the implementation of internal and external quality control mechanisms, engagement of multiple examiners, and systematic standardization of assessment procedures, the institution ensures the quality and reliability of the assessment system. This supports objective evaluation of Master's students' achievements and enhances trust in postgraduate medical education outcomes.

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

Standard 4: POSTGRADUATE DOCTORS

4.1 Selection and progression policy

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

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

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

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

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

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

The document reflects approaches to the admission of master's students with disabilities, in Appendix 2 "On the procedure for admission to master's programmes at higher educational institutions".

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

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

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

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

Thus, experts conducted validation of compliance with Standard 4. Overall, all criteria were found to be compliant, and no deficiencies were identified. Experts reviewed the documentation governing Master's admissions, including the Regulations on Master's Programmes. Regarding academic advising practices, personal support mechanisms, and the development of both professional and transferable skills, experts interviewed clinical mentors. The institution has implemented a Master's student development framework, which includes student participation in advisory bodies such as the Educational and Methodological Council, the Council of Young Scientists, and the Academic Council.

4.2 Performance improvement and exit from the programme

The number of 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 teaching staff, the availability of educational, methodological and scientific literature, as well as the material and technical resources of higher education organisations.

Since 2020, 28 Master's students have been admitted to ASMI in specialty 70910227 "Radiology". The number of Master's students admitted to the Master's programme in specialty 70910227 "Radiology" is as follows: 2020–2021 academic year — 24; 2021–2022 academic year — 17; 2022–2023 academic year — 2; 2023 winter admission — 2; 2024–2025 academic year — 11.

The education organisation analysed the needs of practical healthcare for radiology specialists and determined that the admission indicator corresponds to the available resource capacity. Sources of information on the need for specialists in specialty 70910227 "Radiology" 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 dismissed 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 advising, personal support for Master's students and the development

of not only professional skills was evaluated by the experts through the analysis of feedback from students, interviews with curators and teaching staff, 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 teaching staff and mentors, participation in clinical work, the relevance of educational content, and the beginning of pedagogical activity in the 3rd year of the Master's programme.

The education organisation 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 Educational and Methodological Council, the Council of Young Scientists, and the Academic Council.

For example, in order to provide social support to Master's students, benefits are provided for meals in student canteens; access is provided to cultural, sports and health-promotion activities; persons with disabilities are supported, and a barrier-free environment is organised. Financial support is provided in the form of scholarships, including academic and named scholarships, including Presidential and state scholarships, scholarships for achievements in science and publications, one-time payments due to difficult financial circumstances, upon application, and deferments and instalment plans for tuition contract payments, 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 obtained 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 workers, as well as individual consultations upon request or referral by a tutor or department.

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

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

4.3 International medical graduates

Appendix 2 "On the procedure for admission to master's programmes of higher education institutions" to Resolution No. 393 of the Cabinet of Ministers of the Republic of Uzbekistan dated 20 June 2017 "On Approval of the Regulation on the Procedure for Admission to Higher Education Institutions, Transfer, Reinstatement and Expulsion of Students", as amended by No. 578 dated 13 September 2025 "On approval of regulatory legal acts governing the procedure for admission to higher education institutions", contains Chapter 2 "Admission of foreign citizens". Admission of foreign citizens to Master's programmes is carried out in accordance with 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 the international treaties of the Republic of Uzbekistan.

Since 2020, there have been no foreign citizens enrolled in the accredited Master's programme 70910227 "Radiology" at ASMI. Extensive experience in admitting foreign citizens exists in Bachelor's educational programmes. ASMI admits and supports international graduates of medical universities entering 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 different stages of study 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 Department, 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 Department, and discuss issues with the appointed curator for international students.

All requests are recorded and forwarded to the Coordinating Council for Work with International Students. Where necessary, an individual correction and support plan is developed, and requests and feedback are regularly analysed in order to introduce systemic improvements.

The following official documents have been approved: "Policy on academic and social adaptation of international master's students"; "Regulation on the recognition of foreign medical diplomas"; and "Regulation 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 intended learning outcomes. Master's students are informed about their mentors. Currently, 4 clinical mentors at 1 clinical site are involved in the training of Master's students under the accredited programme. Master's students are informed about the number and timing of current assessments and final examinations. Information about 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 clinical sites in accordance with the Comprehensive Plan of Joint Activities of the education organisation and the clinic. The experts reviewed such a plan for 2024–2025 and found 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 supervision of 20 patients per month, participation, as assistants, in 10 operations, and 5 duty shifts. The experts obtained this information during discussions with Master's students in Years 1 and 3 of study; however, there is no official document regulating the clinical work of Master's students. The "Regulation on master's programs" describes only the research work of Master's students in detail.

Teaching staff of the department inform Master's students, through mentors, about the conditions of their participation in the provision of medical care. 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 Master's students' involvement in the provision of medical care.

If a Master's student is forced to interrupt their studies due to pregnancy, maternity leave, illness or military service, the education organisation provides for academic leave. For this purpose, an individual learning plan for the Master's student is developed in accordance with the "Regulation on Academic Leave and Reinstatement in the Master's Programme", the "Regulation on Adaptation and Compensatory Training", and individual schedules agreed with the department, the 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 site — the Andijan Branch of the Republican specialized scientific and practical medical center of oncology and radiology. 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; instruction on infection control and post-exposure prophylaxis algorithms, including in cases of skin injury, contact with blood and other incidents; admission only to certified clinical sites that comply with sanitary and technological standards.

2) Psycho-emotional safety: a center for psychological assistance and anti-stress support operates; seminars are regularly held on emotional burnout, anxiety management and clinical communication; protection is ensured against any form of discrimination, mobbing or rude treatment by teaching staff or personnel, with a system of anonymous complaints and appeals in place.

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

4.7 Postgraduate doctor health and welfare

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

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

Standard	Level of Compliance	Recommendations for improvement
4.4.3	Partially compliant	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.
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Standard 5: TEACHERS AND CLINICAL SUPERVISORS

5.1 Teacher and clinical supervisor establishment

Two teachers are involved in the implementation of the Master's educational programme in specialty 70910227 "Radiology". All of them hold academic degrees: 1 Doctor of Medical Sciences and 1 Candidate of Medical Sciences, and both are full-time employees. The requirements for teachers of the Master's programme take into account the availability of basic education corresponding to the planned pedagogical activity, research and pedagogical experience, an academic degree and academic title, in accordance with the Regulation on Master's Programmes, approved by Resolution No. 36 of the Cabinet of Ministers of the Republic of Uzbekistan dated 2 March 2015.

The proportion of teaching staff with academic degrees is 100%; 2 persons, 100%, have the highest qualification category.

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 pedagogical activities in master's programmes" in the Regulation on Master's Programmes, approved by Resolution No. 36 of the Cabinet of Ministers of the Republic of Uzbekistan dated 2 March 2015; and the job descriptions of teaching staff.

The experts reviewed the staffing 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, mandatory requirements include the possession of certificates and medical qualification categories by candidates, as well as a number of other provisions implemented in accordance with the Labour Code of the Republic of Uzbekistan and the job descriptions of teaching staff.

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

The principles of ethics and academic integrity for teaching staff 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 discussions with teaching staff, they confirmed their awareness of these issues.

In order to verify the data under Standard 5, the external experts obtained the opinions of teaching staff on the staffing policy, which includes the policy for the recruitment and appointment of teachers and clinical mentors, as well as the incentivisation and motivation of practical healthcare specialists. The discussion with the Head of the HR Department of ASMI included questions on how specialists are attracted to and motivated for educational activities. This enabled the experts to learn about the approaches to involving staff from clinical sites in teaching, the strategy and tactics for recruiting teachers, the information support of the educational programme, and to identify issues related to human resource management and development, since most part-time staff 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 70910227 "Radiology".

The survey of teaching staff established that the majority, 88.89%, are fully satisfied with the organisation of work and workplace conditions in this education organisation, while 9.72% are partially satisfied. In this education organisation, teachers have the opportunity to engage in research and publish the results of research work: 95.8% fully agree with this statement and 2.78% partially

agree. Regarding salary satisfaction, 68.06% fully agree and 15.28% partially agree.

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 discussions with teaching staff, they confirmed their awareness of these issues.

In order to verify the data under Standard 5, the external experts obtained the opinions of teaching staff on the staffing policy, which includes the policy for the recruitment and appointment of teachers and clinical mentors, as well as the incentivisation and motivation of practical healthcare specialists. The discussion with the Head of the HR Department of ASMI included questions on how specialists are attracted to and motivated for educational activities. This enabled the experts to learn about the approaches to involving staff from clinical sites in teaching, the strategy and tactics for recruiting teachers, the information support of the educational programme, and to identify issues related to human resource management and development, since most part-time staff 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 70910227 “Radiology”.

The monitoring system and the process for improving the performance of teachers (ESG II Part 1.5) and clinical mentors are regulated by the document “Academic Policy of Andijan State Medical Institute”. Teacher attestation is carried out every 3 years according to the approved plan. Teaching staff undergo an intensive professional development process aimed at improving 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 HR Department and interviews with teaching staff, the experts obtained opinions on approaches to developing the pedagogical competence of teachers, their motivation to work with Master’s students, 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 work schedule of teaching staff is established in accordance with the staffing 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 teaching staff is improvement of pedagogical skills. Teaching staff have the opportunity to attend various scientific and practical training sessions and internships. For example, certificates of professional internships in Russia, the USA and Turkey completed by teachers were presented.

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 education organisation provides opportunities for career growth and development of teachers’ competencies; 87.5% of surveyed teachers agreed with this statement, and 8.33% partially agreed. Regarding participation in professional development programmes, 58.33% had completed such programmes during the current year, 20.88% from 1 to 5 years ago, 11.1% more than 5 years ago, and 8.33% answered “I do not remember when it was”.

The organisation implements social support programmes for teachers: 72.22% responded that “yes, such programmes exist”, 5.56% stated “I have already used them”, 1.39% of respondents answered that such programmes do not exist, and 20% of respondents were not aware of them.

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

Standard 6: EDUCATION AND TRAINING RESOURCES

6.1 Physical facilities for teaching and learning

Training of Master's students under educational programme 70910227 "Radiology" is carried out at the Andijan Regional Cardiology Dispensary, located at 1 Kizil Shark Street. The total number of beds is 100. The department has 2 classrooms and 1 conference hall for seminars and Journal Club meetings.

Before the start of the relevant discipline of educational programme 70910227 "Radiology", the Master's student receives the syllabus from the teacher and knows which skills they are expected to acquire and develop during the course of study.

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

A safe learning environment in laboratories and functional/instrumental diagnostics rooms, where applicable (ESG II Part 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, controlled-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 conducted 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 City", and many other topics presented in Uzbek and Russian. Over the past 5 years, significant achievements have been made, and more than 20 Master's dissertations have been defended. Master's students of all years of study are involved in research work, or in its individual components. They perform such types of work as conducting literature reviews, collecting primary material, and analysing statistical data processing. 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 Programmes.

Educational programme 70910227 "Radiology" includes topics through which Master's students study the methodology of scientific research in medicine in the 1st year, with a total volume of 120 hours.

If 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 teaching staff and Master's students.

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

Interviews with 2 teachers, including 2 full-time teachers, showed that there are no problematic issues in education management related to a specific clinical site, including Master's students' access to equipment, a sufficient number of thematic patients, time 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 patient case histories.

The review of resources showed that they correspond to the aims and objectives of educational activities. The clinical site visited was the Andijan Regional Cardiology Dispensary, with a total bed capacity of 100 beds. The staff of the education organisation ensure collegial and ethical relationships with medical personnel and the management of the clinical site in order to achieve the intended learning outcomes of Master's students. A sufficient number of thematic patients and modern

equipment are available, and access is provided to students. Teaching staff ensure high-quality training in compliance with ethics and deontology.

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

In order to validate the implementation of the self-assessment report data and obtain evidence of the quality of the educational programme in specialty 70910227 "Radiology", interviews were conducted with Master's students. The experts asked questions about satisfaction with training, sufficiency of time for patient supervision and work with medical documentation, satisfaction with teaching methods and teachers' qualifications, social and moral support for Master's students who need it, participation in Journal Clubs, and access to international databases of professional literature. Overall, Master's students are satisfied with the training and assessment methods and deliberately chose ASMI, as they believe that this education organisation has excellent resources, image and international links. At the same time, Master's students would like to have more independence in patient management and in conducting international events.

Students have free access to patients at clinical sites and all conditions for improving their practical skills; 100% of teaching staff fully agree with this statement.

There is a Simulation Center equipped with training devices, standardised patients and video analysis of procedures. Master's students of the educational programme in specialty 70910227 "Radiology" can practise practical skills in minimally invasive surgery. Emergency care for patients in cases of cardiopulmonary resuscitation, anaphylactic shock and acute coronary syndrome is also included in the training programme. Thus, training of Master's students in the Simulation Center is an integrated part of clinical training.

Master's students demonstrated their commitment to the education organisation, were active in responding to the questions of the external experts, expressed their views on the organisation of training, assessment of their skills, advisory support, opportunities to participate in research work and financing, and demonstrated a broad range of knowledge. The experts reviewed Master's students' documents, including portfolios, assessment results, checklists and the results of Master's student surveys.

Teamwork among Master's students is ensured through their full integration into the working environment, including the teams of the University's clinical centers, as well as participation in and independent maintenance of documentation as part of multidisciplinary groups. These groups discuss key basic and problematic issues of patient management in accordance with 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 questionnaire, Master's students noted that they have free access to patients at clinical sites and all conditions for improving their practical skills; 100% of teaching staff fully agree with this statement, and 0% disagree.

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 of Oncology, while the Master's Department assesses their compliance with the aims and objectives of the Master's programme, their level of education and their mastery of teaching methods. Thus, during the period 2023–2024, clinical mentors completed 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 student training includes the possibility of training in other organisations if the existing clinical sites do not cover all topics of the educational programme. At the same time, training of Master's students in specialty 70910227 "Radiology" is carried out at the 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 the clinics of Andijan State Medical Institute, including cardiology and cardiological diagnostic departments; "Kholis", a private multidisciplinary clinic with a cardiology unit and modern diagnostic facilities, including echocardiography and coronary angiography; "Impuls", a private multidisciplinary clinic with a cardiology unit and modern diagnostic facilities, 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 management of the Master's Department and teaching staff, Master's students may participate in academic mobility within the country; however, there is no signed agreement with any other clinical site either within the country or abroad.

The experts were shown concluded agreements and memoranda with organisations, universities and associations, including the North-Western State Medical University in St Petersburg, Russian Federation, and the South Kazakhstan Medical Academy in Shymkent, Kazakhstan.

Teaching staff of the education organisation actively participate in national and international events. Thus, 2 teachers took part in national and international scientific and practical conferences. Such participation enables the information obtained to be applied in the educational process. Over the past 5 years, 1 teacher has undergone training abroad in modern methods of diagnosis and treatment in radiology.

6.4 Information sources, resources, and use

The experts assessed students' and teaching staff's access to the necessary web resources, including electronic libraries, such as UpToDate, Complete Anatomy, Lectorio, 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 can 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, and telemedicine and videoconferencing systems. The educational programme uses technologies such 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 guides 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 and encourages students to participate in research work. Research work is included as a compulsory component for Master's students, with 2,700 hours allocated. Research supervision of Master's students in specialty 70910227 "Radiology" is carried out by the 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 teaching staff showed that there are no problems in education management; 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 processes 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 educational programme 70910227 "Radiology", including review of the external review dated 29 August 2024, discussion of the programme at a 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 specialised radiology and 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, while the Career Center surveys employers. As a result of analysing employer survey results, the following changes were introduced: the application of diagnostic and treatment methods based on scientific evidence.

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

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

The evaluation of the programme takes into account the aims and objectives of training and the intended learning outcomes, through the assessment of Master's students and independent examination. The process of implementing the educational programme is evaluated through feedback from Master's students and teaching staff, as well as through graduates' achievements. For example, the 2025 survey of Master's students in specialty 70910227 "Radiology" demonstrated the following: the necessary educational and methodological complexes are provided, the list of literature is provided, the topic of research work has been determined, and work according to the individual calendar plan is carried out within the established timelines. 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 carry out research work for their Master's dissertation.

In the process of evaluating the quality of Master's educational programmes, it was established that there are a number of problems due to the absence of an official document describing the quality assurance system, including mechanisms for monitoring, assessment of programme outcomes, administrative support procedures, and methods for 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 ASMI website, as well as through announcements at meetings of the department and the Academic Council. Therefore, stakeholders such as Master's students, employers and persons responsible for the admission of Master's students and planning of the educational programme are informed about the results of monitoring and feedback.

Interviews with 12 employers were conducted online and included such questions 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 Master's students' basic knowledge and skills, 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 related to interaction with departments and the University as a whole, 100% employment of Master's graduates, and others.

Employers assessed such qualities of graduates as high competence, high qualification and communication skills. The employment rate over the past 5 years for educational programme 70910227 "Radiology" 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 70910227 "Radiology" in 2024 were as follows: all 2 Master's students successfully defended their dissertations and passed the final state attestation.

The experts noted the following achievements in the clinical training of Master's students: after completing educational programme 70910227 "Radiology", graduates can work as radiologists at different levels of healthcare delivery, from PHC to specialised oncology institutions. They can also work at departments in higher education institutions and 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 submitted to the responsible persons. The Head of the Master's Department is responsible for Master's programmes.

The process of training Master's students, the structure and content of the programme, Master's students' competencies, 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 minutes discussed the selection of teaching methods in the Master's programme, decisions on methods for assessing Master's students, and the approval of electives of the accredited Master's programme, which was considered at meetings of the department, the Central Methodological Committee and the Academic Council.

The form of the Master's student portfolio was approved at a meeting of the Department of Faculty Therapy dated 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 II Part 1.10). Over the past 2–3 years, no innovations have been introduced into the Master's educational programme 70910227 "Radiology"; the programme was developed based on the actual level of healthcare in the Republic of Uzbekistan.

Teaching staff participate in international and national educational events; however, no changes have been implemented in the Master's programme as a result 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 was presented on 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, through the modelling of emergency situations, and in real clinical practice.

Requirements for ensuring patient safety and risk assessment during examination and treatment are discussed when each assignment is performed by a Master's student, both during formative and summative assessment.

Recommendations on the delimitation of authority and supervision of students' actions in accordance with clinical standards and legal requirements are taken into account. At all clinical sites,

patient safety instruction is provided before the start of practice. The practice of signing an agreement on responsibility and professional ethics has been introduced. Direct mentoring is ensured, whereby all invasive and potentially dangerous procedures are permitted only under the supervision of a certified specialist. Risk management measures are implemented through seminars on clinical safety and complication management within radiology modules; the use of simulation stations to practise critical skills before admission to work with patients; inclusion of the topic “Human error in oncology” in training on clinical ethics and medico-legal aspects; and assessment of the individual risk and competence of the 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	For the purpose of further improvement of the internal quality assurance system of postgraduate medical education, it is recommended to update and further elaborate the official written document describing the quality assurance system, reflecting mechanisms for monitoring, evaluation of programme outcomes, administrative support procedures, as well as methods for continuous improvement of the educational process and achievement of the organisation’s mission.
7.1.7	Partially compliant	In order to enhance the flexibility and quality of postgraduate medical education, it is recommended within the framework of regular programme review and updating processes (in accordance with ESG II Part 1.10): • 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.
7.1.8	Partially compliant	
7.2.1	Partially compliant	To increase the effectiveness of the quality assurance system in terms of patient and master’s student safety, it is recommended to develop and implement a patient safety assurance system at the level of programme management within the master’s students’ training environment.
7.2.2	Partially compliant	To 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).

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 Organisations of Higher and Secondary Specialised Education, and the Charter of the Institute, <https://adti.uz/adti-nizomi/>, based on the principles of sole management and collegiality. The structure of the Institute is approved by the Rector based on 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 Bachelor's level is the Educational and Methodological Department. For the educational processes of Master's programmes and residency, this responsibility lies with the Department of Master's Programmes and Residency.

The ASMI Department of Master's Programmes has an approved management structure for postgraduate medical education. The 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 teaching staff and students on all issues related to the educational process and clinical work.

At ASMI, the processes of admission to study, selection criteria for Master's programmes, organisation and planning of the educational process in Master's programmes, assessment of knowledge, skills, professional attitude and behaviour of Master's students, intended learning outcomes, and independent assessment of knowledge and skills are reflected in the Regulation on Master's Programmes, 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 70910227 "Radiology" was developed in accordance with SCES 2021 and fully reflects the requirements for postgraduate training. The content of the educational programme fully complies with the professional standard for specialty 70910227 "Radiology". 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 for the educational programme in specialty 70910227 "Radiology", one of which is with the Andijan Regional Cardiology Dispensary. The clinical sites where training is carried out provide opportunities to work with patients of any profile, including therapeutic, surgical and radiation treatment profiles. The implementation of the Master's programme in specialty 70910227 "Radiology" is carried out by the teaching staff of the department and experienced mentors in the leading clinics of the city. The policy for selecting teachers takes into account the mission and aims of the educational programme, as well as the needs of the postgraduate education system and practical healthcare.

During the meeting with the management, the following evidence was obtained: the structure of the Institute approved by the Rector; visits to all structural units; and review of the Regulations on structural units, their staffing schedules, annual plans and reports for the past 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 department's annual reports for the past 5 years, the experts concluded that work is being carried out in several areas, including the development of teaching staff, research and clinical work.

Training in the Master's programme is conducted in accordance with the requirements of regulatory documents governing the admission of Master's students, such as the Regulation on Master's Programmes, approved by Resolution No. 36 of the Cabinet of Ministers of the Republic of Uzbekistan dated 2 March 2015. 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 dissertations. A certificate of completion of the Master's programme 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 70910227 "Radiology".

The unit responsible for planning and allocation of finances in Master's programmes is the Planning and Finance Department. The scope of duties, responsibilities and powers are 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 during the formation of the republican budget for upcoming periods and during the adjustment of the republican budget for the relevant period.

Students who have completed the Master's educational programme in specialty 70910227 "Radiology" and successfully passed the state attestation will be issued a state-recognised document confirming the qualification of radiologist.

8.2 Shared governance

In accordance with the organisational structure of ASMI, the educational process of Master's programmes is supervised by the Vice-Rector for Academic Affairs, the Vice-Rector for Research, the Vice-Rector for Clinical Work, and the Master's Department. The following structural units of the administrative block are also involved in the implementation of Master's educational programmes: the Educational and Methodological Department, the Registrar's Office, the Department for 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 management of ASMI annually analyses the achievement of target indicators of the strategic plan and operational plan, as well as the results of students' final attestation. These issues are reviewed and discussed 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 are members with equal rights.

For the implementation of the Master's educational programme, qualified teaching staff are involved who meet 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 the recruitment, appointment and motivation of teachers and clinical mentors in Master's programmes, the Regulation on Master's Programmes dated 2 March 2015, and the "Rules for competitive replacement of teaching staff positions". The responsibilities of teaching staff are 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 code of corporate ethics of the institute.

In response to the survey question "Do the managers of the organisation listen to your opinion on issues related to the educational process, research work and clinical work?", 76.9% of teachers answered "systematically", 15.28% answered "sometimes", 1.39% answered "rather rarely", and 0% answered "never".

ASMI has an electronic document management system on the platform <https://hemis.adti.uz/>, personal accounts for heads of departments with control functions and extended access, and personal accounts for teachers and students, where access to all internal regulatory documents is also available. The EMCD are available in full in accordance with the Catalogue of Disciplines for 2025–2026, approved by Decision No. 1 of the Academic Council 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 that provides information and library services for the educational and research processes of students and teaching staff. Library users have perpetual access to electronic books from 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. Thanks to perpetual access to electronic books from 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, student houses, allows students to have round-the-clock access to all

electronic information resources. Clinical sites are connected to the network 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>. Students have access to educational information resources, including UpToDate, Complete Anatomy, Lectorio, 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 course of the discipline in HEMIS.

Students 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 conducted by the library through the website and the HEMIS system, <https://hemis.adti.uz/>.

The library has implemented an automation system based on RFID technology. As a result, the integration of the automated library and information system (ALIS) has been achieved, and the University's unified identification cards for staff and students, ID cards, are used as library cards.

8.3 Postgraduate doctor and staff representation

Assessment of the administration and management of the educational process as a whole, and of the Master's educational programme in specialty 70910227 "Radiology" in particular, is carried out through surveys of teaching staff and ASMI employees in order to regularly study satisfaction with the needs and expectations of stakeholders at the departments of the Master's Department. The results demonstrate such achievements as high satisfaction among Master's students with the quality of educational programmes, the availability of learning materials and the effectiveness of interaction with teaching staff. 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 teaching staff, where it was established that students have a direct interest in the implementation of the educational programme. Master's students regularly participate in surveys and questionnaires, for example, the questionnaire "Teacher through the Eyes of Students", as well as other questionnaires that include questions on students' expectations and actually acquired competencies, the environment for implementing the educational programme, the availability of information resources and learning conditions. These results are subsequently taken into account in programme monitoring.

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

At ASMI, Master's students, teaching staff, administrative personnel and employers are members of responsible advisory bodies for the improvement of educational programmes, such as the Academic Council and the Central Methodological Committee. Participation in the work of the above-mentioned advisory bodies was confirmed by the experts during meetings with teaching staff, students, 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. This includes the head of the department, the deputy head of the department 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, innovation, social and educational activities would be regulated by documented procedures, including the Quality Policy. The Quality Policy should reflect the vision and mission of the University and be part of the Institute's strategic management. 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 internal quality assurance of the higher education institution's educational activities.

The Quality Assurance Policy, approved by the decision of the Academic Council, regulates the process of regular evaluation 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, recruitment is carried out in accordance with the Standard Qualification Characteristics of Positions of Pedagogical Workers and Persons Equivalent to Them, based on the Rules for Filling Vacant Positions of Teaching Staff, as well as the objectives of the University as a research 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 demonstrate full compliance, while 7 standards are partially fulfilled. No non-compliance with the standards was identified.

Taking into account that the initial accreditation of the educational programme in specialty 70910227 “Radiology” is being conducted, and that Master's students are admitted annually, the tasks of the External Expert Commission included evaluating the entire process of organising Master's student training at the Institute. The existing principles and approaches to Master's student training, mechanisms for quality assurance and management of the Master's educational programme, including documentation, teaching staff, educational resources and other important issues related to compliance with accreditation standards, were reviewed.

The EEC concluded that, alongside the achievements in Master's student training, including the effectiveness of training under the accredited educational programme 70910227 “Radiology”, there are a number of comments that the University should address during the 1st–2nd quarters of 2026.

5. Recommendations for the Improvement of the Educational Programme 70910227 “Radiology”:

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 increase the effectiveness of the quality assurance system in terms of patient and master's student safety, it is recommended to develop and implement a patient safety assurance system at the level of programme management within the master's students' training environment.

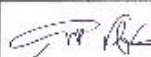
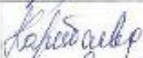
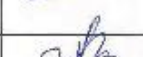
6. Recommendation to the Accreditation Council

The members of the External Expert Commission established that the master's educational programme in the speciality 70910227 "Radiology" complies with the Accreditation Standards and unanimously agreed to recommend that the Accreditation Council grant accreditation to this programme for a period of 5 years.

1	Chairperson	Kurmanova Almagul Medeubaevna
2	International expert	Laszlo Csiba (Hungarian Republic)
3	Academic expert	Zhanteliyeva 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 (Republic of Uzbekistan)
8	Expert student	Makhambayeva Nurila Duysenbekkyzy

6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК пришли к единогласному мнению рекомендовать Аккредитационному совету аккредитовать образовательную программу 70910227 – «Медицинская радиология» Адыжского государственного медицинского института на период 5 лет.

Председатель ВЭК	КУРМАНОВА АЛМАГУЛЬ МЕДЕУБАЕВНА	
Международный эксперт	PROFESSOR LASZLO CSIBA	
Академический эксперт	ЖАНТЕЛИЕВА ЛЯЗЗАТ АСАНОВНА	
Академический эксперт	КАРИБАЕВА ДИНА ОРЫНБАСАРОВНА	
Академический эксперт	ДУЙСЕНБАЕВА БАКЫТ СЕРЖАНОВНА	
Академический эксперт	ШАКИРОВА АИДА ФАЗЫЛОВНА	
Эксперт-работодатель	ХАЛИЛОВ АЗИЗЖОН МАРУФЖОНОВИЧ	
Эксперт-резидент	МАХАМБАЛЗА ПУРИША 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	2	
3.	ОЦЕНКА МАГИСТРАНТОВ	15	15		
4.	МАГИСТРАНТЫ	19	18	1	
5.	ПРЕПОДАВАТЕЛИ	8	8		
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	15	10	5	
7.	ОБЕСПЕЧЕНИЕ И УЛУЧШЕНИЕ КАЧЕСТВА ПОСЛЕДИПЛОМНОЙ ПОДГОТОВКИ	10	5	5	
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	8	8		
			96	13	
		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,	1	13 сентября

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

	магистратуры)		
36.	Программа выборочных дисциплин: ИКТ, Клиническая фармакология, медицинская помощь, менеджмент и экономика здравоохранения, метод научного исследования, 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.