

To the Accreditation Council of the  
Eurasian Centre for Accreditation  
and Quality Assurance in Education and Healthcare  
05/01/2024

**REPORT**  
**OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE**  
**EVALUATION OF THE EDUCATIONAL PROGRAM “GENERAL**  
**MEDICINE” (English language of instruction) OF SAMARKAND STATE**  
**MEDICAL UNIVERSITY FOR COMPLIANCE WITH THE ACCREDITATION**  
**STANDARDS OF THE EDUCATIONAL PROGRAM OF BASIC MEDICAL**  
**EDUCATION (BACHELORATE) OF THE MEDICAL EDUCATION**  
**ORGANIZATIONS**  
**external expert evaluation period: April 8-10, 2024**

**Samarkand, 2024**

## CONTENT

	List of symbols and abbreviations	2
1.	Composition of the external expert commission	4
2.	General part of the final report	6
2.1	Presentation of the educational program “General Medicine” in English at Samarkand State Medical University	6
2.2	Information about previous accreditation	7
2.3	Brief description of the report on self-assessment of the educational program “General Medicine” in English of Samarkand State Medical University for compliance with the Accreditation Standards of the educational program of medical educational organizations	7
3.	Description of external expert evaluation and conclusion	8
4.	Analysis of compliance with accreditation standards based on the results of an external evaluation of the educational program “General Medicine” in English at Samarkand State Medical University	10
5.	Recommendations for improvement of the educational program “General Medicine” in English at Samarkand State Medical University	43
6.	Recommendation to the Accreditation Council on accreditation of the educational program “General Medicine” in English	45
	Annex 1. Quality profile and criteria for external evaluation and educational program “General Medicine” in English of Samarkand State Medical University	46
	Annex 2. List of documents reviewed as part of the external expert evaluation	47
	Annex 3. Site-visit programme	50

## LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Description
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MEE	Association for Medical Education in Europe
BEME	Best evidence medical education
CBL	cases-based learning
ECTS	European Credit Transfer and Accumulation System
HR	Human resources
IRC	Internet Relay Chat
IT	Information Technology
MCQ	multiple choice questions
MSF	feedback from multiple sources
PBL	problem-based learning
QR-код	Quick Response code
TBL	team-based learning
VR	virtual reality
AIS	automatic information system
AMP	administrative and management personnel
AIDS virus	AIDS virus
WFME	World Federation of Medical Education
EEC	external expert commission
SCSE	State compulsory Standard of Education
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Education and Healthcare
ICT	information and communication technologies
STIs	sexually transmitted infections
IEP	individual education plan
CCS	Club of the cheerful and sharp-witted
CIS	Control assessment tools
FLO	Final learning outcomes
CED	catalog of elective disciplines
RDC	research and development centre

RW	research work
CME	continuing medical education
NGO	non-governmental organizations
CDP	Continuous professional development
OCA	one correct answer
EP	Educational program
ARVI	acute respiratory viral infection
OSCE	Objective Structured Clinical Exam
OSPE	objective structured practical exam
PHC	primary health care
Academic Staff	Academic Staff
RUz	The Republic of Uzbekistan
WC	working curriculum
SSMU	Samarkand State Medical University
SSS	student scientific society
AIDS	acquired immunodeficiency syndrome
IWS	independent work of the student
USA	United States of America
EMCD	Educational and methodological complex of the discipline
EMM	educational and methodological management
ECG	electrocardiogram

### 1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 5 dated March 7, 2024, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external evaluation during the period April 8-10, 2024 as part of the accreditation of the educational program “General Medicine” in English in the following composition:

<b>№</b>	<b>Status as part of the EEC</b>	<b>Full name</b>	<b>Position, place of work/place of study, course, specialty</b>
1	Chairman	ZHUNUSOVA AIGUL BITIMBAYEVNA	Candidate of Medical Sciences, Vice-Rector for Academic Affairs of the NJSC "Astana Medical University" badge of the Ministry of Health of the Republic of Kazakhstan “Excellence in Health Care”, laureate of the Ministry of Education and Science of the Republic of Kazakhstan award for talented and young scientists
2	International expert	RYZHKIN SERGEY ALEKSANDROVICH	Doctor of Medical Sciences, Head of the Department of Radiotherapy and Radiology named after Academician A.S. Pavlova, head of the department of additional professional education of the Russian Medical Academy of Continuous Professional Development (Moscow), scientific secretary of the Department of Medical and Biological Sciences of the Academy of Sciences of the Republic of Tatarstan, accredited expert of the Federal Service for Supervision in Education and Science (Federal Education and Science Supervision Agency).
3	Academic expert	KHASANOV ADHAM IBRAHIMOVICH	Doctor of Medical Sciences, Professor, President of the Dental Association of Uzbekistan, Tashkent State Dental Institute, Department of Paediatric Maxillofacial Surgery, Academician of the International Dental Academy (ADI), Member of the Society of Plastic Surgeons of Uzbekistan, Maxillofacial surgeon of the highest category.
4	Academic expert	RASULOV KHAMIDULLA ABDULLAYEVICH	Doctor of Medical Sciences, Associate Professor, Head of the Department of Anatomy, Pathological Anatomy, Tashkent Paediatric Medical Institute
5	Academic expert	GAYPOV ABDUZHAPPAR YERKINOVICH	Doctor of Medical Sciences, Associate Professor of the Department of the School of Medicine JSC "Nazarbayev University" (SMNU), consultant

			nephrologist in the clinical and academic department of internal medicine of the University Medical Centre. Director of the Internal Medicine Residency Program and the Nephrology Fellowship Program at SMNU
6	Academic expert	ISKAKOVA MARYAM KOZBAEVNA	Candidate of Medical Sciences, Associate Professor (Associate Professor of the Higher Attestation Commission), Head of the Department of Therapeutic and Paediatric Dentistry of the National Educational Institution "Kazakh-Russian Medical University", "KSA Gold Medal" award, "Best Candidate of Sciences-2019" Association "National Movement "Bobek"
7	Academic expert	KALIEVA SHOLPAN SABATAEVNA	Candidate of Medical Sciences, Associate Professor, Head of the Department of Clinical Pharmacology and Evidence-Based Medicine, NJSC "Medical University of Karaganda"
8	Academic expert	KOLOSKOVA YEKATERINA ALEXANDROVNA	PhD, Associate Professor, Department of Microbiology, Virology NJSC "Kazakh National Medical University named after S.D. Asfendiyarov", member of the independent commission for studying abroad "Bolashak"
9	Expert employer	ULMASOV FIRDAVS GAYRATOVICH	PhD, Director of the Samarkand branch of the Republican Scientific and Practical Medical Centre of Oncology and Radiology, Republic of Uzbekistan
10	Expert learner	DILDABEK TURAR KANATULY	6th year intern in the specialty "General Medicine" of the NJSC "Kazakh National Medical University named after S.D. Asfendiyarov" Regional Assistant for the Asia-Pacific Region for Medical Education of the World Medical Students Association (IFMSA). National Medical Education Officer 2021-2022 of the Kazakhstan Medical Youth Organization (KazMSA). Participant of the Asia-Pacific Medical Education Conference 2023 in Singapore and trainee in orthopaedic surgery in France and Morocco 2023.
11	Expert learner	SHARIPOVA	4th year student, Faculty of Dentistry,

		SHOKHIDIL ZAYNIDDINKIZI	Bukhara State Medical Institute named after Abu Ali ibn Sig, Republic of Uzbekistan
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The work of the EEC was carried out in accordance with the Regulations on the EEC.

The EEC report includes a description of the results and conclusion of an external evaluation of the educational program “General Medicine” in English of Samarkand State Medical University (SSMU) for compliance with the Accreditation Standards of the educational program of basic medical education (bachelor’s degree) of medical educational organizations and conclusions (hereinafter referred to as the Accreditation Standards), recommendations of the EEC for further improvement of approaches and conditions for the implementation of the above educational program and recommendations for the ECAQA Accreditation Council for Accreditation.

## 2. General part of the final report

### 2.1 Presentation of the educational program “General Medicine” in English at Samarkand State Medical University

Name of organization, legal form of ownership, BIN	<i>Samarkand State Medical University</i>
Government	<i>Ministry of Health of the Republic of Uzbekistan</i>
Full name of the first head	<i>Rizaev Zhasur Alimdzhonovich</i>
Date of creation	1930
Location and contact details	<i>Samarkand State Medical University Address: 100400 Samarkand, st. Amira Temura, 18 Tel: +998 233 2744 Fax: +998 66 233 7175</i>
State license for educational activities in undergraduate education (date, number)	<i>October 30, 2020 No. 21</i>
Year of commencement of the accredited educational program (EP)	2022-2023 60910200 “General Medicine” in English
Duration of training	“General Medicine” - 6 years
Total number of graduates since the beginning of the EP implementation	Bachelors – 0 Continued training in internship –0 Total internship graduates – 0
Number of students on EP since the beginning of this year	Bachelors – 2446 Interns - 0
Employment	Employment rate, % over 5 years: 2019 - no release 2020 - no release 2021 - no release 2022 - no release 2023 - no release

Full-time teachers/ Part-time workers involved in the implementation of the EP, incl. % sedate	There are 761 teachers in total, including 648 full-time and 116 part-time teachers. Number of Academic staff teaching classes in English - 116 The indicator of sedateness is 59.7%.
Website Instagram Facebook with active pages	<a href="http://www.sammu.uz">www.sammu.uz</a> <a href="https://www.instagram.com/sammu_education/">https://www.instagram.com/sammu_education/</a> <a href="https://www.facebook.com/sammu.education">https://www.facebook.com/sammu.education</a>

## 2.2 Information about previous accreditation

Accreditation of the educational program in the specialty “General Medicine” in English at Samarkand State Medical University is being carried out for the first time.

## 2.3 Brief description of the report on self-assessment of the educational program “General Medicine” in English of Samarkand State Medical University for compliance with the Accreditation Standards of the educational program of medical educational organizations and conclusions

The report on self-assessment of the educational program “General Medicine” in English (hereinafter referred to as the report) is presented on 234 pages of main text, 103 pages of annexes, copies or electronic versions of documents located at [https://drive.google.com/drive/folders/17eht7BjGeyz\\_L5rQGUaohmER6P57oDPi?usp=drive\\_link](https://drive.google.com/drive/folders/17eht7BjGeyz_L5rQGUaohmER6P57oDPi?usp=drive_link) and on the official website of SSMU <https://www.sammu.uz/>.

The report is characterized by completeness of answers to all 9 main accreditation standards and criteria, structured taking into account the recommendations of the Guidelines for self-assessment of the educational program, which were provided to the educational organization by the accreditation centre - ECAQA, as well as internal consistency of information. The report is accompanied by a covering letter signed by the Rector of SSMU - Rizaev Zhasur Alimdzhanovich, Doctor of Medical Sciences, Professor, who confirms the reliability of the quantitative information and information included in the self-assessment report.

The report contains a list of 19 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting self-assessment of the educational program - Vice-Rector for International Cooperation Aminov Zafar Zayirovich, PhD, Associate Professor.

Self-assessment of the educational program “General Medicine” in English, the language of instruction, was carried out on the basis of the order of the head No. 75/AF dated February 11, 2022 “On the preparation of the educational programs of the institute for accreditation by the World Federation of Medical Education (WFME)”.

All sections of the report present the actual practice of SSMU in training bachelors in the specialty “General Medicine” in English, taking into account the start of admission of students in 2022, reasoned data, examples of the implementation of the objectives of the educational program, national and international events, methodological support, confirming compliance with the requirements of accreditation standards. The description in the self-assessment report is quite complete and updated in terms of the number of students, teachers, administration, information on selection and admission, learning outcomes, results of evaluation of knowledge and skills, material and technical base of the university and clinical sites, contractual obligations with partners (universities, associations, database), financial information, plans for development and improvement, etc.

The report is presented to ECAQA in complete form, with data adjusted according to the above recommendations, written in competent language, the wording for each standard is clear and understandable and described in accordance with the criteria of the standards, tables and figures (diagrams, photographs) contain links in the text and are continuously numbered.



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

### 3. Description of external expert evaluation

External expert work as part of the evaluation of the educational program “General Medicine” in English was organized in accordance with the Guidelines for Conducting External Evaluation of Educational Organizations and Educational Programs of the ECAQA and in accordance with the visit program. Dates of visit to the organization: April 8-10, 2024

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

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

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

- interviews with management and administrative employees – 40 people in total;
- interviews with students – 70 people in total, including foreign ones (India, Pakistan, Afghanistan, Philippines, South Korea)
- study of the university website [www.sammu.uz](http://www.sammu.uz)
- interviews with 40 employees, 25 teachers;
- survey of teachers and students - 200 and 163, respectively;
- observation of student’s learning process: attended 1 practical lesson “Polysaccharides, hetero- and monosaccharides”, assistant Raimkulova I.A., 1st year, Department of Medical Chemistry), lectures “HIV infection”, Sarsenbaeva S.S. English language of instruction, 5th year Department of Infectious Diseases);
- review of resources in the context of the implementation of accreditation standards: 8 practice/clinical engagement centres were visited, including the Multidisciplinary Clinic of SSMU - Department of Surgical Diseases No. 1, Department of Anesthesiology, Reanimatology and Emergency Medicine, Department of Neurosurgery, Department of Microbiology, Virology and Immunology; Samarkand Regional Infectious Diseases Hospital - Department of Infectious Diseases; Specialized Children's Surgical Clinic of SSMU - Department of Paediatric Surgery No. 1; United Hospital of Samarkand Station - Department of Internal Medicine No. 2 and Cardiology; Samarkand Branch of the Republican Centre for Traumatology of Orthopaedics - Department of Traumatology and Orthopaedics; Regional Multidisciplinary Children's Clinical Hospital - Department of Otorhinolaryngology No. 1, where 2446 foreign students are trained in an educational program with the participation of 648/116 full-time teachers/part-time teachers;
- study of educational and methodological documents in the amount of 55 units both before the visit to the organization and during the visit to the departments (the list of documents studied is in Annex 2).

The team of the accredited organization ensured the presence of all persons indicated in the visit program and according to the lists of interview sites (Table 1).

**Table 1 - Information on the number and category of participants in meetings, interviews, talks with members of the EEC**

<b>№</b>	<b>Position</b>	<b>Quantity</b>
1	Vice-rector for medical work	1
2	Department for work with gifted students Youth Union	2

3	Centre for Digital Educational Technologies Centre for the Development of Communicative Competence	2
4	Dean of the Faculty of Medicine	2
5	Admissions Committee	1
6	Interview with students of the Faculty of Medicine	70
7	Educational and methodological management	1
8	Interview with program teachers	25
9	Department of Social Sciences and Humanities	9
10	Department of Medicinal Chemistry	12
11	Department of Public Health and Health Management	13
12	Department of Surgical Diseases No. 1	16
13	Department of Paediatric Surgery No. 1	12
14	Department of Internal Medicine No. 2 and Cardiology	14
15	Training and simulation center	1
16	Research centers	2
17	Interviews with representatives of practical healthcare	15
18	International Faculty of Medical Education	1
19	Student Scientific Society	1
20	Human Resources Department	1
21	Interview with program graduates	15

On the last day of the visit to the organization, a meeting of EEC members was held based on the results of the external evaluation. The final discussion of the results of the external evaluation of the educational program, study of documents, results of interviews, talks, and questionnaires was conducted. Members of the EEC began drafting the final report of the EEC. Generalizations of the results of the external evaluation are made. The experts individually completed the “Quality Profile and criteria for external evaluation of the educational program “General Medicine” in English for compliance with the ECAQA Accreditation Standards.” No comments were made by the EEC members. Recommendations for improvement of the educational program were discussed and the chairman Zhunusova Aigul Bitimbaevna held a final open vote on recommendations for the ECAQA Accreditation Council for the accreditation period of 5 years.

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

*According to 97.5% of teachers, the survey conducted by ECAQA is useful for developing recommendations for improving key areas of activity of an accredited educational organization. The Academic staff wished good luck in the work of the EEC.*

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

#### **4. Analysis of compliance with accreditation standards based on the results of an external evaluation of the educational program “General Medicine” in English at Samarkand State Medical University**

##### **Standard 1: MISSION AND OUTCOMES**

###### **1.1 Mission statement**

The university has defined the mission of the educational program, which is formulated as “serving society through the training of competitive specialists in the field of public health, improving

health care based on the integration of advanced educational, scientific and medical technologies.” The mission is brought to the attention of stakeholders and the healthcare sector through communication channels such as the official website of the university, social networks, and information letters to medical organizations. All university employees, Academic staff and students are aware of the mission; however, healthcare workers and stakeholders are not fully aware. The mission and vision of the educational program are not developed in accordance with the mission and vision of the university, which requires further updating of the mission and vision of the educational program.

While implementing the activities of the visit program, namely, based on the results of an interview with the first head of the organization, members of the EEC in interviews with foreign students and teachers teaching in English, compliance with the criteria of *standard 1* was established. While talking with foreign students, EEC members noted that students find it difficult to formulate a mission of an educational program, the university does not sufficiently involve stakeholders in the formation of proposals for formulating the mission, while the mission is published on the website.

The mission statement contains the goals and educational strategy to enable the education of international students, including undergraduate and internship levels. Graduates of the educational program have skills such as lifelong learning, which is necessary for subsequent postgraduate training in residency and master's programs. The skill of lifelong learning is developed in students through innovative educational strategies and through the development of scientific competence.

The university's social responsibility lies in the training of highly qualified, competent specialists in the healthcare system as a whole for the regions of the southern and central parts of the Republic of Uzbekistan, which was confirmed during meetings with employers.

The educational program's mission also includes advances in health research and global health, as demonstrated through annual science reports and faculty meetings.

The experts got acquainted with the “Comprehensive Development Program of Samarkand State Medical University for 2022 – 2025” (<https://lex.uz/docs/5934205>), which includes such areas as:

- Qualitative radical improvement of the system of training highly qualified personnel, strengthening the health of the region's population,
- Increasing the efficiency of research work,
- Increasing the human resources potential of the University and its institutions,
- Strengthening the material and technical base of the University and its structural divisions.

This confirms the accreditation standard has been met and demonstrates the university's goals, objectives and prospects.

During the visit to the units, experts noted the strengths of standard 1, including practice-oriented FLO is being mastered in a modernly equipped simulation centre

The results of studying the documentation demonstrate that the mission of the organization and the mission of the educational program are harmonized, and the educational process is built in accordance with the educational standard and Laws and Statutory Instruments (LSI) in higher education and healthcare.

## **1.2 Institutional autonomy and academic freedom**

The university has identified stakeholders, which include Academic staff, foreign students, and employers. The mission of the educational program was considered at a meeting of the Academic Council of SSMU (Minutes No. 11 of June 29, 2022, Rector's Order No. 1028 of August 31, 2022). A meeting was held with the rector of SSMU, Doctor of Medical Sciences, Professor Rizaev Zhansur Alimdzhanovich. During the conversation, the experts asked the following questions: “Does the university have institutional autonomy and academic freedom?” During the answers, the rector of the organization confirmed that SSMU acquired academic, organizational, managerial and financial independence in accordance with Presidential Decrees No PD-60 and No PD-61 of December 24, 2021. Academic freedom allows the university to develop and implement educational programs within the framework of the SCES of Higher Education. The university independently develops curricula, CED, IEP, WC, determines their form, structure and development process. Modified educational programs are considered at meetings of the Central Educational and Methodological, Scientific and Supervisory

Councils. The University has the right to change the size of educational modules up to 5%, the size of modules in blocks up to 10%, while maintaining the weekly volume of student workload, and also freely determine the volume of weekly loads in individual semesters, while maintaining the total volume of the load

*While conducting a survey of 163 students studying in English (on the resource <https://webanketa.com/>), out of 12 blocks of questions, a number of which were devoted to the quality of the educational process and educational program. 68.71% of respondents believe that educational program leaders and teachers are aware of students' problems related to learning. To the question "Do you think this educational organization allows you to acquire the necessary knowledge and skills in your chosen specialty?" 71.78% of students answered positively, 1.23% disagreed, 25.15% had no opinion.*

*Of the 200 teachers surveyed (21 survey questions), 93.5% are satisfied with the organization of work and workplace in this educational organization, and 5.5% partially agree with this statement. Experts determined that the organization has a healthy microclimate, since the manager is quite accessible to both students and employees, responds promptly to requests and develops moral and material ways to encourage work and various types of Academic staff activities. In the questionnaire, 84.5% of teachers are satisfied with the microclimate of the organization, and 3.5% are partially satisfied. According to 95.5% of the surveyed Academic staff in an educational organization, a teacher has the opportunity to realize himself as a professional in his specialty. For your information, a total of 200 people responded (there are 648 in total), with 32.5% having teaching experience of up to 5 years, 25.5% having up to 10 years of experience, and 42% having more than 10 years of teaching experience.*

### **1.3 Final learning outcomes**

The expected final learning outcomes for the program "General Medicine" (English language of instruction) are determined on the basis of the 2021 State Compulsory Educational Standards and are reflected in the work programs and discipline syllabuses. The final learning outcomes take into account the knowledge and skills of basic medical disciplines and core disciplines. The knowledge, skills and abilities that will be necessary when working in healthcare organizations in positions such as a doctor are taken into account. It has been established that there have not yet been graduates of the "General Medicine" program in English.

The university developed and implemented the Internal Regulations and Code of Ethics of Samarkand State Medical University, approved on August 22, 2023. The experts familiarized themselves with the contents of the document. Experts have established that the provisions of the Code are actually applied, which was confirmed when visiting practical classes and clinical training sites for students. For example, adherence to academic discipline, dress code, respectful attitude towards Academic Staff and peers.

The academic integrity policy, ethical and moral code are described in the Internal Regulations of Samarkand State Medical University (approved in 2024) ([https://www.sammu.uz/ru/pages/internal\\_regulations](https://www.sammu.uz/ru/pages/internal_regulations)). The principles of the Policy have found their application in the daily academic and social activities of the university. Experts found the following evidence of academic integrity: the use of the antiplagiarism system antiplagiat.uz to check written work. Also, during interviews with teachers, they talked about using the Turnitin program to borrow texts generated by artificial intelligence.

The University has determined and coordinates the connection between the final learning outcomes and the requirements for applicants for postgraduate study programs. This is expressed in the achievement of competencies, knowledge and skills of students in the outcome of the educational program, the success of graduates when entering postgraduate education programs and work in the health sector, feedback and reviews from employers.

The university has a student scientific society (Order of SSMU No. 313 of 04/06/2022), which activities involve 3,896 people (44% of the students in the educational program). In total, the university has 20 scientific student projects, and over the course of 5 years their number has grown to 50%. The centre for coordination of scientific work and Academic staff is actively working in this direction, attracting more students to scientific activities. The benefit of student participation is to instil in them

the skills of research competence from an early stage in their educational and academic careers. Students themselves acquire significant competencies in generating scientific ideas and hypotheses, scientific methodology, scientific analysis and interpretation of results, writing articles and testing research results in scientific and practical conferences.

Thus, the educational program “General Medicine” in English was developed based on the mission of SSMU, and the goals of the program correspond to the expected final learning outcomes (ESG 1.2).

#### **1.4 Participation in formulating the mission of the educational program**

The experts found that students, teachers, clinical mentors involved from clinical sites, administrative staff, advisory and consultative bodies, graduates participated in the development of the mission, goals and objectives of the educational program, which was confirmed during a conversation with them.

The stated mission is based on the opinions and suggestions of the participants in the development of the mission, which is documented in the mission itself.

Thus, the experts established satisfaction according to standard 1, and the university supports the stated mission and mission of the educational program.

**Conclusions of the EEC on the criteria.** Comply out of 12 standards: completely - 6, partially -6, do not correspond - 0.

#### **Recommendations for improvement:**

1) To formulate the mission of the educational program “General Medicine” in English with the participation of a wide range of stakeholders (students, teachers, university administration, employers) and bring the mission to the attention of stakeholders ( 1.1.1.).

### **Standard 2: EDUCATIONAL PROGRAMME**

#### **2.1 Educational program model and teaching methods**

The educational program in the specialty 60910200 “General Medicine” in English defines a curriculum that includes a mandatory component of the curriculum according to the State Compulsory Educational Standard 2021 and elective disciplines (regional component), as well as additional types of training - various types of professional practices, physical education, etc. The relationship between cycles within the EP is determined by the State Compulsory Educational Standard: Compulsory disciplines amount to 7320 hours/244 credits (ECTS). The elective component is 720 hours/24 credits (ECTS) of the total amount of disciplines. Professional practice, which is included in the mandatory component of the EP, is 960 hours/32 credits.

Teaching methods used at the university include traditional teaching, innovative teaching methods are being introduced that are practice-oriented in nature: integrated lectures, case studies, group discussion methods, simulation technologies, presentations, filling out workbooks in the disciplines studied.

During the interviews, students said that these teaching methods include both classrooms (50%) and independent (50%) student work.

To implement the educational program in the specialty 60910200 “General Medicine” in English, the organization’s documents contain EMCD, which defines the goal, takes into account the integration of practical and theoretical components, and independent work. Compliance with SCES and standard requirements has been established. By attending a number of practical classes in the simulation centre in the disciplines of neurosurgery, surgery, ophthalmology, obstetrics and gynaecology on various topics, experts received convincing evidence that the training is carried out according to plan, before the start of the lesson, students answer tests, receive feedback from the teacher, and have the opportunity to improve skill in clinical skills and practical manipulations, as well as strengthen your knowledge and skills through independent work on a workbook with checklists.

The university ensures compliance with ethical aspects in the implementation of the educational program, since experts studied the Internal Regulations and the Code of Ethics of SSMU, approved on August 22, 2023, during the interview with students they responded that they were informed about the

content of these documents.

During training, the principles of equality are observed regardless of gender, nationality, religion, socio-economic status, which is documented in the State Policy of the Republic of Uzbekistan in the field of education and was confirmed during a visit to the departments and simulation centre, where equal conditions of access to educational resources, electronic platforms, educational materials in English. During interviews with foreign students, it was confirmed that all students are informed about the academic policy of the university; students have tutors who regularly keep in touch with them and resolve all issues of an academic and social nature.

In 2024, 2,446 students (22.3%) are enrolled in all courses of the educational program “General Medicine” (English), of which 2,096 are foreign students from various countries near and far - India, Pakistan, Afghanistan, the Philippines, South Korea and etc. And also 350 students from the Republic of Uzbekistan study in English. There are no foreign students with disabilities. There are no students from socially vulnerable groups.

The educational program develops students' abilities to learn throughout their lives and this is confirmed in the EMCD, in the work programs of the disciplines in the IWS section. Types of IWSs vary depending on the discipline. For example, at the department of neurosurgery, surgery, obstetrics and gynaecology, in the simulation centre, students said that they have the opportunity to use all models, mannequins, training equipment, simulators, computer training programs, as well as workbooks for independent work, where they perform independently and under the supervision of the teacher, various tasks and they can study both on the territory of the university and at home, using their login and password to enter electronic databases, an electronic learning portal. While visiting the simulation centre, experts had the opportunity to observe the progress of a craniotomy operation using an animal's head, delivery, practice of suturing, venepuncture and other skills.

Students also actively participate in SSS, and present the results of student scientific projects at various conferences in English, the abstracts of which experts became acquainted with when visiting the departments of cardiology, surgery, neurosurgery, and microbiology, infectious diseases in conference collections, diplomas and certificates of foreign students.

In the educational program, the final results are clearly formulated and take into account the requirements of practical healthcare in relation to clinical skills. During the interview, international students confirmed their participation in the supervision of patients together with teachers in clinical disciplines. Practical training is provided on the job in hospital and primary care settings. Students study Uzbek and Russian languages for basic communication, Academic staff help students when working with patients.

Special attention is paid to the development of verbal and nonverbal interaction skills with patients - communication skills. The university is implementing an international project within the framework of the Erasmus + FOR 21 program “Promoting the development of a doctor of the 21st century: training in patient-centred communication skills.”

Student-centred learning implemented at the university has a number of academic limitations: State Compulsory Educational Standards requirements, which do not allow broad and flexible shaping and changing the trajectory of students' learning. A catalogue of disciplines for foreign students has been created, but in fact there are difficulties with a wide selection of disciplines. However, the university finds opportunities, within the framework of 10-20% of the regulations, to change the EP on the basis of decisions of the President of the Republic of Uzbekistan dated December 24, 2021 No DP-60 “On additional measures to ensure the academic, organizational and managerial independence of state higher educational institutions.” Experts have found that the university has developed and introduced new disciplines necessary to develop the necessary communication skills, such as “Communicative Foreign Language,” as well as the skills of scientific thinking and effective search and analysis of information when studying the discipline “Scientific Research Methods and Biostatistics” (2 credits). While interviewing foreign students, experts saw that students study consciously and understand responsibility for the learning process and that they need to maintain their professional education throughout their lives.

*The qualification obtained as a result of mastering the educational program “General Medicine” in English is documented in the diploma as “Family Doctor”, which corresponds to level 6 of the National Framework of Qualifications and Qualifications applied in the European Higher Education Area. (ESG 1.2).* Students confirmed that the Dean gave explanations about the acquired qualifications and further steps to confirm qualifications in the country of residence of foreign students.

*The student’s personal development is carried out through participation in various types of educational and scientific activities to develop the skills of self-development and self-improvement throughout life (ESG G 1.2).* Students said that the university has an appropriate resource base for the formation of personal development: EMCD, library collection in English (9520 copies) with the possibility of remote access “<https://e-library.sammu.uz>”, the possibility of studying in electronic format with using electronic resources with the ability to access all databases of medical and scientific information through a single window Discovery Service <https://search.ebscohost.com/>. The entire scope of IWS is confirmed by tasks that require the student to do daily independent work: students learn to work with literature, electronic library databases, and analyse scientific literature. The forms of conducting and monitoring this competence are defined in the work programs of the disciplines, which are confirmed by visiting experts from the departments’ bases and familiarizing themselves with educational and methodological documentation in English.

The educational program in the specialty 60910200 “General Medicine” was developed in accordance with the State Compulsory Educational Standard for students admitted in 2017-2020 and approved by order of the Minister of Higher and Secondary Education of the Republic of Uzbekistan No 2017-2020 No 303 of August 21, 2015; for students admitted in 2021-2022 and approved by order of the Minister of Higher and Secondary Education of the Republic of Uzbekistan No. 11 dated October 19, 2021. The working curriculum for the specialty “General Medicine” for foreign students for 2022-2023 was reviewed and approved at meetings of the Central Educational and Methodological Commission and the Academic Council of the University (Minutes of the Constitutional Court No. 11 dated June 29, 2022), approved by the Rector of SSMU in 2023.

Familiarization with the content of the educational program showed that the goals are consistent with the expected learning outcomes. The total academic load is 10,800 hours or 360 ECTS. Industrial practice is 960 hours and is implemented at clinical sites in accordance with agreements with the clinical sites of Samara State University.

There is a mechanism for attracting foreign students to the formation of proposals on the content of the educational program in a feedback format. There is no representation of foreign students in advisory bodies at the time of the visit.

*Of the 163 students surveyed, 69.94% responded that teachers in the classroom use active and interactive teaching methods quite often, 5.5% believed that they rarely or sometimes. While visiting an educational organization, experts identified minor problems with the introduction of new teaching methods, including among part-time workers from practical healthcare.*

*The surveyed teachers responded that in 73.5% of cases they were completely satisfied with the level of students’ previous training, and in 22% the Academic staff were partially satisfied.*

*84.5% of teacher respondents believe that university students have a high level of knowledge and practical skills after completing the training program, and 13.5% partially agree with this.*

## **2.2 Scientific method**

The principles of scientific methodology, including methods of analytical and critical thinking, scientific research methods in healthcare, issues of evidence-based medicine are considered in the following disciplines of the educational program: “Scientific research methods and biostatistics” - 2 credits; Certain topics on evidence-based medicine are available in the work programs of the discipline “Public Health and Healthcare Organization”

The experts talked with teachers during interviews, as well as during visits to the preclinical and clinical departments of SSMU according to the work program of the Higher Educational Commission, teaching students the above skills, and made sure that the teachers have the appropriate competence, since at the undergraduate level 40-50% of students are engaged in scientific work as part of the scientific

circles of the university departments, 781 students became winners of international and republican Olympiads, conferences and scientific Olympiads.

A meeting was held with the Academic staff of the departments of theoretical and clinical profiles in accordance with the EEC visit program, where the results of student participation in small research projects within the framework of student scientific circles were demonstrated. The departments have published collections of scientific works of students and Academic staff. In total, the university has 69 scientific student clubs, including 47 at the Faculty of Medicine. 102 foreign students participate in the work of the SSS, there are diplomas and publications. Students said that when participating in research it is important for them to acquire the skills of planning and conducting scientific research, writing publications and speaking at conferences. There is no representation of foreign students on the Council of Young Scientists.

Elements of basic research are included in the work programs of preclinical sciences, as well as in the elective disciplines of molecular physiology and pathophysiology, and the fundamentals of clinical genetics. Conducting applied research by students is provided for and includes involvement in research at clinical departments. Thus, at the Department of Cardiology, foreign student Saurabh Singh participated in a scientific project and wrote an article on the topic: Congenital heart disease in the International Scientific Journal. Volume 2 Issue 5 May 2023.

Experts evaluated the tutoring system, which is described in Order No. 769 of October 12, 2021. There are 42 tutors in total, whose tasks are daily communication with supervised students on all academic and social issues. Tutors are exempt from academic work.

The procedure for informing students about their rights and responsibilities is reflected in the “Internal Rules” for students studying at SSMU.”

### **2.3 Basic biomedical disciplines**

The educational program defines basic biomedical disciplines with a total volume of 2520 hours (84 ECTS credits, 23%). There are 11 departments located in the main educational building of SSMU, the morphological building, and the educational building of the academic lyceum of SSMU.

The educational program takes into account new achievements in biomedical disciplines through scientific research and student research groups. The update is carried out as new achievements appear, are considered at meetings of departments, and approved at meetings of the industry and central scientific and methodological commissions. The relevant commission issues certificates of implementation of the results of scientific work in the educational process.

### **2.4 Behavioural and social sciences and medical ethics**

The educational program defines behavioural, social disciplines, medical ethics and medical law with a total volume of 1080 hours (10%). There are 3 departments located in the main building of SSMU.

Students’ understanding of socio-economic, demographic issues, health problems, awareness of the national health care system, the rights of doctor and patient, is formed and developed through the disciplines of hygiene, epidemiology, public health, psychology and pedagogy, psychosomatics, medical ethics and doctor’s deontology at 1-2 training courses. For this purpose, teachers from 3 departments are involved.

The educational program takes into account new achievements in behavioural and social sciences, namely, an analysis of the changing demographic and cultural living conditions of the population, as well as working conditions in the health care system. The update is considered at department meetings and approved at meetings of the industry and central scientific and methodological commissions.

### **2.5 Clinical disciplines**

In the educational program, the total volume of clinical disciplines is 5280 academic hours (48.8%). The disciplines take into account the issues of diagnosis, treatment and prevention of various human diseases.

Clinical training is carried out taking into account the safety of all participants in the educational process and patients. In total, the university has 35 clinical bases, of which 2 are its own multidisciplinary clinics, including foreign students of the educational program “General Medicine” who study at all bases.



The experts evaluated the compliance of the clinical bases with the topics of the disciplines of the educational program and came to the conclusion that the capabilities and equipment of the clinical bases are fully consistent with achieving the final learning outcomes in all clinical disciplines of the EP.

New advances in clinical science are introduced into work programs or new programs are developed. For example, the Department of Neurosurgery has developed and is implementing a new curriculum in angiosurgery, which meets the needs of society and the healthcare system.

Early contact with real patients is provided from the first year and is implemented in the module “Introduction to the Medical Profession”, “Propaedeutic of Internal Diseases”, “Propaedeutic of Childhood Diseases”, “General Surgery”, passing the EPP “Physician Assistant 1-level”, “Physician Assistant 2-level”, “Doctor’s assistant 3-level”, at clinical bases of various profiles. Each clinical department has a timetable for classes that regulate the time of supervision of sick students. According to the working curriculum, the patient is supervised daily according to the topic of the classes; the total number of patients per day is from 1 to 3.

Foreign students said that they supervise 1-2 patients under the guidance of a teacher. When visiting practical classes, experts saw the equipment of classrooms, educational and methodological documentation in English. While visiting clinical sites, it was found that all students supervise patients, analyse clinical cases, prepare educational medical documentation, compile differential diagnostic algorithms, and protect medical histories. The Department of Surgery has screens for viewing ongoing operations in real time and on video. At the Department of Cardiology, students can practice taking and interpreting ECG and Holter.

The various components of clinical skills training are clearly structured according to the specific stage of the program. For example, in the work programs of disciplines and syllabuses, integration with training in the simulation centre can be traced, which is consistent with the calendar-thematic plan and schedule of classes on topics that require the development of clinical and practical skills. While attending a practical lesson in the simulation centre in the discipline of Neurosurgery on the topic of craniotomy, volume 6 hours, experts saw that the organization of the educational process contributes to the development of practical competencies of students, including on simulation equipment. At the same time, students deepen their theoretical knowledge and develop communication skills.

## **2.6 Structure, content and duration of the educational program**

The educational program describes the content, volume and sequence of cycles, disciplines, topics. The ratios between basic biomedical, behavioural, social and clinical disciplines are observed in proportions - 23% -10% -48.8%, respectively.

There is horizontal integration of fundamental disciplines, such as normal and pathological anatomy, normal and pathological physiology, histology, cytology, embryology, biochemistry, pharmacology. Vertical integration in relation to clinical and basic biomedical disciplines can be traced in the syllabuses through the inclusion of clinical situations (situational tasks) in the learning process, the use of test items with a clinical bias, as well as with behavioural and social disciplines in the study of clinical nosology.

19 electives have been developed within the regional component, taught in 2-6 courses. Students are given the opportunity to choose electives according to the catalogue of disciplines presented on the university website <https://www.sammu.uz/en/pages/catalogue> \_sciences, and also have the opportunity to familiarize themselves with elective disciplines when presented by working academic tutors. Electives make up 1020 hours or 9.4% of the total volume of disciplines. Electives were developed by departments and approved at a meeting of the sectoral educational and methodological commission, and are reflected in the class schedule compiled by the educational and methodological department of the university annually. The students said that a student’s educational trajectory is being formed, which includes a block of core subjects and electives (electives).

The structure and content of the educational program “General Medicine” in English is regulated by the State Compulsory Educational Standards for 2015, 2021. Responsibility for the selection and implementation of innovations in the educational process lies with the departments, with the coordinating

role of the Branch Central Methodological Commissions and the Central Educational and Methodological Commission of the university.

The content of work programs and the catalogue of elective disciplines reflect the needs of the healthcare system, including transplantology, the basics of endoscopic surgery, oncohematology, dietology and nutrition, geriatrics, as well as the specifics of research and scientific achievements of teachers, conducted on the basis of the Research Institute of Rehabilitation and Sports Medicine, Research Institute of microbiology, virology, infectious and parasitic diseases, a specialized scientific and practical centre for neurosurgery and neurorehabilitation, a scientific centre for immunology, allergology and human genomics, coordinating the main directions, forms and content of scientific work of SSMU.

*Results of the student survey: 53.37% of respondents are completely satisfied with access to library resources and book collections, 18.4% are partially satisfied, and 1.84% is not satisfied. Access to online resources for learning is completely satisfied by 48.74% of respondents, and partially satisfied by 20.86%. Not satisfied - 4.3%.*

*The university has 2 of its own clinical bases with 700 beds and 12 clinics, and has also entered into 35 agreements with medical organizations, including 6 with foreign ones (Russian Federation, Singapore, Korea, and Turkey). And to the survey question "I had sufficient access to a variety of patients and procedures necessary to complete the diary," 53.99% of students responded with complete agreement, 19.63% partially agreed, and 6.75% disagreed. At the same time, 58.9-75.5% of students are satisfied with the quality of the teacher's feedback. After completing classes, the teacher provides feedback (listens to your opinion, conducts a mini-questionnaire, works on mistakes).*

*The surveyed students are fully satisfied with the academic advising of their studies (68.74%).*

## **2.7 Management of the educational program**

Management of the educational process reflected in the self-assessment report and general approaches to management were confirmed during a visit to the Educational and Methodological Department and a conversation with the head Garifulina Liliya Maratovna and employees. The powers for planning and implementation of the educational program are assigned to the Chairman of the Central Educational and Methodological Commission (Vice-Rector for Academic Affairs), who coordinates the process of drawing up the EP, finalizing the EP, and discussing with all interested parties. Responsibility for the distribution of allocated resources for planning and implementation of teaching and learning methods, student evaluation, and evaluation of the educational program is assigned to the International Faculty of Medical Education and the Department for Quality Control of Education of SSMU.

The participation of teachers and students in the discussion of issues related to the educational program is ensured through the representation of Academic staff in industry and central educational and methodological commissions and through feedback from students. This is confirmed in the minutes of the meeting of the Academic Council of the university, where there is representation of students studying in languages other than English.

The experts got acquainted with the work of the departments, including the International Faculty of Medical Education, the Educational and Methodological Department, the Centre for Digital Educational Technologies, and during cross-interviews it was established that the management of the EP is carried out through the constructive cooperation of all interested participants in the process: administration, teachers, students, representatives of practical medicine.

Planning and implementation of innovations in the educational program is carried out with the coordinating role of sectoral methodological commissions and the Central Educational and Methodological Commission. So, for the period 2023 introduction of 20 innovative teaching methods into the educational process (case study (CBL), business, role-playing games, brainstorming method, group discussion method, combined survey, small group teaching method, simulation technologies, and presentations) was made.

The sectoral and central educational and methodological commissions include representatives of interested parties, including Academic staff and representatives of practical healthcare.

Thus, the university has an established procedure for the development and approval of an

educational program, which includes interaction with teachers of all departments of the university involved in the implementation of this EP at various levels of education. The EP is discussed at joint meetings, including with employers and students. The EP is discussed at meetings of sectoral educational and methodological commissions and approved at the meeting.

## **2.8 Relationship to medical practice and health care system**

The connection between the educational program and subsequent stages of professional training (internship, master's degree in medicine, specialization, CPD/CME) is ensured by the integrity of the educational program, continuity of basic and specialized disciplines, integration of both horizontal and vertical, and the use of innovative teaching methods with a clinical focus. Feedback from representatives of practical healthcare is carried out through an annual survey. Thus, in 2023, 30 representatives of practical healthcare were interviewed, who made a proposal to organize an internship for 6th year students.

The participation of teachers and students in the work of a team of specialists in the provision of medical care is organized through close cooperation with regional, city and district health departments, public and private medical organizations.

The training of students in the specialty “General Medicine” is aimed at meeting the needs of practical healthcare, since when analysing the shortage of specialists for 2023, it was found that the country’s medical institutions lack about 8 thousand specialists of a narrow profile; in primary health care institutions there is a shortage more than 3 thousand family doctors. Therefore, the university pays attention to the training of specialists of a narrow profile, as well as family doctors, and provides opportunities and conditions for qualified training of specialists in clinical residency and master's programs. During a conversation with the leadership of the university, experts received information about the needs of practical healthcare and the need to strengthen the practical orientation of the training of future doctors, and teachers confirmed that the training of foreign students is carried out directly in the clinical departments (surgery, neurosurgery, traumatology and orthopaedics, anaesthesiology and resuscitation, internal medicine, infectious diseases) under the guidance of a teacher.

Modification of the educational program is carried out annually and takes into account the current conditions in which graduates will work. For example, the development and implementation of new training programs in transplantology and angiosurgery that is relevant for practical healthcare.

***Conclusions of the EEC on the criteria.*** Comply out of 25 standards: fully - 20, partially - 5, do not comply - 0.

### ***Recommendations for improvement:***

- 1) To develop a program for the implementation of student-centred learning and teaching (2.1.4)
- 2) To revise the catalogue of elective disciplines to form an individual learning path for foreign students, taking into account the needs of local healthcare systems (2.1.4)
- 3) To ensure the participation of foreign students in the development of the educational program (2.1.7)
- 4) To take into account the results of external examination and control checks of the quality of implementation of the educational program (2.1.7)
- 5) To include the discipline “Evidence-Based Medicine” in the curriculum of the educational program (2.2.1)
- 6) To develop regulations on interactive teaching methods and introduce them into the educational process (2.7.2)
- 7) To provide CDP program for Academic staff teaching classes in English in interactive teaching and learning methods (2.7.2)
- 8) To ensure the representation of foreign students in the advisory bodies of the university, including the Council of Young Scientists (2.7.2)
- 9) To improve the educational program in accordance with the results of feedback from foreign students, taking into account the regulatory framework, the needs of the healthcare system of the students’ country of residence and the conditions of their future work (2.8.2)

## **Standard 3: ASSESSMENT OF STUDENTS**

### **3.1 Assessment methods**

The university has a student assessment system, which is documented in the “[Regulations on the system of control and assessment of student knowledge](#)” dated 2022. Formative assessment involves providing feedback by commenting on the student's oral response and is administered every session. The departments are developing a set of educational and methodological disciplines, which includes textbooks, methodological and teaching aids, control and measurement tools in the form of MCQ tests, situational problems. The experts reviewed 50 tests and 50 tasks in the disciplines Module 1 “Human Anatomy”. A test centre was visited, where the mt.sammu.uz system with a bank of test questions was demonstrated. During interviews, students reported satisfaction with faculty feedback regarding grading. Teachers spoke about grading and the use of evaluation criteria based on the “Regulations on the system of control and assessment of student knowledge” of 2022.

The teacher evaluates the types of classes: practical classes, laboratory work, seminars, independent work of students. The summative assessment consists of test control, frontal individual questioning and demonstration of practical skills. Students agree with the fairness and objectivity of evaluations, including the use of checklists for evaluating the practical skills of the simulation centre, evaluation criteria prescribed in the syllabuses of disciplines and in the Regulations.

The balance between written and oral examinations is established by the central methodological council of the University based on the number of hours allocated to the discipline: up to 36 hours - the end-of-course assessment is carried out in one stage (oral or written). The end-of-course assessment of disciplines of more than 36 hours is carried out in 2 stages: stage 1 - testing and stage 2 - OSCE, solving situational problems.

Criterion- and reasoning-based assessment methods and special examinations such as simulation-based learning are used; solving clinical problems; clinical analysis of patients, interpretation of laboratory, visual and other examination methods; training in the clinic with the participation of a real patient (“bedside”); on-the-job training in primary health care, hospital settings; supervision of patients; performing night (day) duty; work in small groups; working with databases, training in working with statistical programs, working in a library using electronic resources. The number of allowed retakes of the final test is 2. It is allowed to work on the “unsatisfactory” assessment of the current knowledge test.

The University guarantees that the assessment covers knowledge, skills and attitudes and this is reflected in the syllabuses of the disciplines, “Regulations on the system of control and evaluation of student knowledge.”

Teachers are trained in student assessment methods - testing, OSPE. This is confirmed by the results of a survey of Academic staff, who indicated proficiency in OSCE - 68.5%, essay - 59%, OCA - 49.5%, portfolio - 50%, MSF - 57.5%, MCQ - 38% and feedback - 49.5%.

External examiners are involved in conducting intermediate and end-of-course assessment of students' knowledge (test control and oral-written examination), and this is documented in the “Regulations on the system of control and assessment of student knowledge” of 2022, which allows the inclusion of discipline specialists and representatives of other organizations in agreement with the head of the department. In 2023, 8 external examiners were involved.

Avoidance of conflicts of interest during assessment is carried out through end-of-course assessment in test form, as well as rotation of teacher-examiners by the head of the department on the eve of the oral exam. Experts studied the “Regulations on the system of monitoring and assessing students' knowledge” from 2022, syllabuses, and completed checklists of practical skills. Openness and accessibility of assessment methods and results is ensured through the use of practical assessment checklists updated annually and includes the involvement of independent examiners. Thus, the Final State Certification for students studying in English has not yet taken place in 2023.

The validity and reliability of assessment methods is ensured through the annual revision and updating of test tasks by 20%, situational tasks and OSPE and is documented in the minutes of

departments and the Academic Council of SSMU at the beginning and end of the academic year. The education quality control department is responsible for this. Instruments are reviewed by an external expert in the discipline.

New assessment methods were introduced in 2014 and include the use of checklists for assessing practical skills, a seminar, solving situational problems, solving test questions, situational problems and test tasks for drawings on the [mt.sammu.uz](https://mt.sammu.uz) platform. Departments annually update assignments in test form for current, midterm and end-of-course assessment and post them on the e-learning platform [https://mt.sammu.uz/](https://mt.sammu.uz) in the relevant direction, course and subject.

The experts got acquainted with the antiplagiarism system [antiplagiat.uz](https://antiplagiat.uz), reflected in the syllabuses of the disciplines. Also, during interviews with teachers, experts learned about the individual experience of a number of departments using the Turnitin program to borrow texts generated by artificial intelligence.

There is a system for appealing assessment results, documented in the “Regulations on the system of control and assessment of student knowledge” dated 2022. For the period 2018-2023 no appeals were registered from students from 1st to 6th year studying in English.

Thus, the study of control and measurement tools (CIS) (50 tests, 50 situational tasks, and simulations) showed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of students’ educational achievements. During the interviews, students were told about forms of assessment, for example, summative assessment when performing types of work (testing, oral questioning, and filling out workbooks, performing a practical skill) and that they were satisfied with the procedure for assessing skills and achievements, and also received regular feedback from teachers about forms of assessment.

The experts asked questions to the vice-rector for academic affairs Nargiza Anvarovna Yarmukhamedova, the head of the department of educational and methodological management Lila Maratovna Garifulina and checked the documents and methods, as assessed by the students. The university has MCQ tests, situational tasks, and practical skills, the volume of which depends on the amount of hours allocated to the discipline. CIS are compiled and developed by department staff and approved at a meeting of the departments (Minutes No. 1 of the Department of Microbiology, Virology and Immunology dated August 2023) of the Scientific Council (Minutes No. 11 of June 24, 2023). Monitoring tools are reviewed by external health experts. Vice-Rector for Academic Affairs Nargiza Anvarovna Yarmukhamedova, head of the department of educational and methodological management Lilya Maratovna Garifulina responded that additions and updates to the CIS are made annually by the end of the academic year. Validation of tests is carried out based on the analysis of preliminary testing of final year students, and incorrect questions are sent for revision to the responsible departments (Meeting of the Department for Quality of Education).

A review of the website showed that its pages contain documents necessary for students - class schedules, information about the amount of scholarships, a catalogue of disciplines with the number of credits/hours and semesters of study indicating the composition of the Academic staff. Student performance during the summer semester is presented only for 2019-2020. The website presents the schedule of final certification and intermediate certification for 2022-2023 in the test centre, OSCE at clinical sites, an oral exam in the discipline “Modern History of Uzbekistan” and there is information on the transfer, reinstatement and expulsion of students, which is regularly updated. This information was obtained during a conversation with Laziz Yelbek ugli Shukurov, head of the Centre for Digital Educational Technologies.

### **3.2 Relationship between assessment and learning**

The principles and methods of assessment are used, including the educational achievements of students and the assessment of knowledge, skills, and professional values. Experts determined that students achieve the final learning outcomes and this was confirmed during interviews with employers. Assessment methods contribute to learning because they allow objective assessment of mastery of disciplines and allow the student to self-evaluate their own learning. *Thus, in the survey, students agreed that the assessment of knowledge and skills is carried out fairly and correctly in 70.55%, and in 66.87%*

*of cases they noted the fairness and correctness of the exam assessment.*

The balance between summative and formative assessments is determined by the department depending on the specifics of the discipline (duration in credits, development of competencies, final results in the discipline), which is reflected in the syllabus and “Regulations on the system of control and assessment of student knowledge” dated 2022.

A student's academic progress is assessed through a performance review. Students said that the teacher's assessment is carried out objectively, taking into account all types of work according to the checklist.

SSMU has a simulation centre where students practice and achieve FLO. For example, experts visited the “Surgical Diseases” discipline, where they saw the development of suture techniques on different types of tissue. In the discipline “Obstetrics and Gynaecology”, students practice managing the postpartum period using a high-tech model. In the discipline “Cardiology”, techniques for managing a patient with arrhythmia were developed.

Having visited practical classes, experts made sure that students are evaluated as follows: testing on the mt.sammu.uz platform, oral questioning, filling out a workbook, performing practical skills in the simulation centre, performing laboratory work in basic departments and at the bedside in clinical departments.

The number and nature of exams contribute to integrated learning, which is reflected in the schedule of the educational process of the 3rd year - an integrated exam during the winter intermediate certification, working curriculums.

The department for working with gifted students and the Youth Union provides feedback to students twice a year and based on the results, conclusions are drawn about the effectiveness and ethics of the assessment. The departments conduct a written survey of students.

Registration of students' educational achievements in the discipline is carried out in a paper journal and in the electronic journal AIS HEMIS. Corrections in paper and electronic journals are not permitted. If necessary, corrections are made to the electronic journal after the decision of the Academic Council.

While conducting interviews with 25 teachers regarding assessment methods, experts received convincing information that Academic staff comply with the assessment rules reflected in the “Regulations on the system of control and assessment of student knowledge” of 2022. Students also shared their opinions on the timeliness of test delivery, pre-exam counselling, the clarity of the entire evaluation procedure and its fairness. For example, students were told that their grade consisted of testing, oral questioning, completing a workbook on the topic of the lesson, and performing practical skills.

During the visit to the organization, management was asked about the involvement of external examiners in order to improve the fairness, quality and transparency of the evaluation process. And the answer was received that representatives of practical healthcare, according to the “Regulations on the system of control and assessment of student knowledge” of 2022 are included in the examination committee.

The experts examined the resources for organizing the evaluation of knowledge and practical skills, namely, “Regulations on the system of monitoring and assessing students' knowledge” from 2022, checklists in syllabuses, “Practical skills in the disciplines of the EP “General Medicine”” according to courses and languages of instruction. Testing is carried out at the test centre of the Centre for Digital Technologies. Oral or written examinations are conducted on the basis of the departments. Reception of practical skills OSCE, OSPE is carried out on the basis of the Simulation Centre.

*The 15 employer representatives interviewed also indicated that the training of graduates corresponds to the modern development of medical practice and science, since the opening of the simulation centre increased the quality and level of students' mastery of practical skills. Employers said that they themselves participate in the assessment of students, since they are included in the examination committees of disciplines and state final certifications. But the educational organization did not provide systematic feedback to them. Employers believe those graduates' skills, such as communication skills*

*and knowledge of primary care work, need to be improved.* At the same time, there are difficulties in developing control and measurement tools, including the lack of software for validating test tasks.

**Conclusions of the EEC on the criteria** correspond out of 4 standards: fully - 2, partially - 2, do not correspond - 0.

**Recommendations for improvement:**

- 1) To use software for validating test items of end-of-course assessment and FSA, as well as conduct an examination of the quality of compilation of control and measuring instruments in English (3.1.1., 3.1.2)
- 2) To evaluate and document the reliability and validity of assessment methods (3.1.1., 3.1.2)
- 3) To conduct CDP for Academic staff teaching in English in the use of various assessment methods (3.1.1., 3.1.2)
- 4) To unify the system for assessing students' practical skills in the simulation centre (3.1.1., 3.1.2)
- 5) To disseminate the experience of a number of departments in the use of anti-plagiarism programs for texts generated by artificial intelligence and develop criteria for evaluating works taking into account the percentage of identified borrowed text (3.1.1).
- 6) To increase the proportion of external examiners who speak English on examination boards for students studying in English (3.1.1).

## **Standard 4: STUDENTS**

### **4.1 Admission and selection policy**

The policy for the admission of foreign citizens is regulated by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On improving the procedure for admission and training of foreign citizens in educational institutions of the Republic of Uzbekistan" No. 169 dated 08/04/2008.

The chairman of the Admissions Committee, Sanzhar Abdusamatovich Karabaev, spoke about the student admission policy. Approaches to the admission of students are based on the requirements of the country and internal regulations, namely, the Law of the Republic of Uzbekistan "On Education", dated September 23, 2020 No. LRUz-637, Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the regulations on the procedure for admission to study, transfer, reinstatement and expulsion of students in higher educational institutions" dated June 20, 2017 No. 393.

For the period 2018-2023 2,446 students were admitted to the educational program in the specialty "General Medicine 60910200" in English.

In general, all admission criteria are met, at the same time it is possible to recommend developing an internal document or making changes to the external legal acts on the criteria for admitting applicants to SSMU. The experts reviewed the student admission documentation, including the students' personal files.

The practice of admitting students with disabilities is carried out in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the regulations on the procedure for admitting persons with disabilities to higher educational institutions for training under additional quotas on the basis of a state grant" dated 06/02/2018 No. 417. For the period 2018-2023 the "General Medicine" program did not accept students with disabilities with English as the language of instruction.

The practice of transferring students from other educational programs and medical educational institutions is documented in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated June 20, 2017 No. 393 "On approval of the regulations on the procedure for admission, transfer,

reinstatement and removal from study of students in higher educational institutions.” 27 people were transferred to the university from other educational institutions due to the outbreak of hostilities in Ukraine. 437 people were expelled.

A connection has been established between the selection of students and the mission of the educational program, the competencies of graduates, where the basis is “training competitive healthcare specialists”; the admission policy is aimed at selecting the best applicants. The national status, competitiveness of the university in the educational services market, leading places in the ranking of universities, medical universities of the Republic of Uzbekistan and the educational program in medicine according to national independent rating agencies undoubtedly influence the selectivity of the university among applicants. This is evidenced by a significant number of winners of international and republican Olympiads and scientific competitions who are annually enrolled in SSMU.

Admissions policies are revised in government regulations as necessary. Gender and ethnic origin is not an obstacle to entering the university, since in 2023, out of 1,299 enrolled at SSMU, 681 were girls (women). Training is conducted in 3 languages - Uzbek, Russian and English.

The appeal of decisions on the admission of students is enshrined in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On approval of the regulations on the procedure for admission to study, transfer, reinstatement and expulsion of students in higher educational institutions” dated June 20, 2017 No. 393. An appeal commission is created to conduct an appeal of exams.

#### **4.2 Student recruitment**

A total of 2,446 students are studying in the “General Medicine” program in English. Students admitted in 2023 amounted to 376 people; annual admission is determined taking into account the number of teachers, material, technical and resource capabilities for all courses of study. The duration of training is 6 years. The ratio of the number of teachers and students is 9.6 to 1. Decision-making on student enrolment is regulated by national requirements and documents: Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 393 dated June 20, 2017 “Regulations on the procedure for transfer, reinstatement and expulsion of students of higher educational institutions”. The university provides personnel mainly to the Samarkand region.

The review of the number and contingent of admitted students is carried out in accordance with the “Comprehensive Development Program of Samarkand State Medical University for 2022 - 2025” and is the responsibility of the university management. During a conversation with Academic staff and students, experts determined that the enrolment of students to study in English corresponds to the ratio of Academic staff, classrooms and dormitories.

#### **4.3 Student counselling and support**

The system of academic counselling for students includes tutoring and a mentoring system between teachers has been developed and is reflected in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 563 dated September 9, 2021 “On measures to increase the level of student placement in higher educational institutions of the Republic.” The choice of electives is carried out from the 2nd year. Professional career planning is supervised by the Career Centre and the tasks are to provide the supervised Samarkand region with highly qualified medical personnel. Employment rate for graduates of the “General Medicine” program (English language of instruction) in 2022 and 2023 could not be estimated due to the short period of program implementation. Tutors are assigned for every 120-150 students.

The tasks are described in Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 563 dated September 9, 2021 “On measures to increase the level of student placement in higher educational institutions of the Republic.” There are a total of 42 tutors at the university.

There are academic mentors who are guided in their work by Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 563 dated September 9, 2021 “On measures to improve the level of student placement in higher educational institutions of the Republic.” There are a total of 648 mentors, including 554 healthcare workers.

The student support program is described in the regulations of the Government of the Republic of



Uzbekistan and its implementation is supervised by the department, the Dean's Office. Resources to support students are allocated by the university leadership and at the state level. According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 563 dated September 9, 2021 "On measures to increase the level of student placement in higher educational institutions of the Republic", the appointment of tutors occurs for every 120-150 students, the position "Tutor" should be included at the expense of 1 staff unit, and its the monthly salary should be equal to the salary of the main position "Trainee teacher".

Confidentiality regarding student counselling and support is guaranteed through individual consultations. The experts familiarized themselves with the Decree of the President of the Republic of Uzbekistan dated July 27, 2017 No DP-3151 and the Decree of the President of the Republic of Uzbekistan of 2017 in all higher educational institutions in accordance with Annex No. 5, aimed at ensuring the implementation of the tasks outlined in the statement of the meeting held on August 2 in 2017, under the leadership of Mirziyoyev, as well as to improve the quality of training of specialists with higher education, a service of psychologists was created at a higher educational institution. Psychologist of SSMU is Juraeva Dilorom Abdurashitovna.

Student counselling includes academic support, support regarding personal problems, health problems, and financial issues. This area is supervised by the Dean's Office. Meetings with students are regularly held, where the advisor to the rector of SSMU Yelyorbek Aripov, psychologist D. Dzhuraeva and representatives of the faculty are present. During the meeting with Sobirjon Yergashovich Mamarajabov, the experts received information about the ongoing academic, social and educational support for students. At SSMU, the student support program includes: scholarships for educational grant holders, personal scholarships, including those of the rector. For example, Prashant Kumar won a rector's scholarship for the 2021-2022 academic years. This student also became the winner of the start-up project in 2022. There is also social support for various categories of students, a personal growth program, and the "Student Health" program, financed from SSMU.

The Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan and the Ministry of Finance provide scholarships in a basic amount (428,000 soums) to students studying on the basis of a state grant and on a fee-contract basis in higher educational institutions (with the exception of graduate students studying on the basis of a state grant), and also that scholarships for students with "excellent" academic performance were paid in addition to 15 percent of the base scholarship amount;

Consulting is based on monitoring the student's progress in learning, mastering practical skills and scientific achievements.

Students are provided with documents confirming the qualifications obtained and the status of the education received (**ESG G 1.4**), namely, a diploma in the specialty "General practitioner", a "Doctor" degree. The documents are filled out and issued by the Dean's Office.

#### **4.4 Student representation**

A policy for student representation in such advisory structures as the Academic Council has been defined and implemented. The experts got acquainted with the department for working with gifted students, the Youth Union, and the Student Scientific Society (SSS). Students take part in the development, management and evaluation of the educational program by *conducting surveys among students and presenting the results to the Academic Council*. Student self-government is represented by the Youth Union, which includes the Rector's Advisor on Youth Affairs, the leader of the primary organization at the university, Abbasov Khozhimhammad Khabibulaevich, a master's student. The experts met with the Rector's Advisor for Youth Affairs, the leader of the primary organization at the university, Abbasov Khozhimukhammad Khabibulaevich, a master's student, where they received evidence in the form of the composition of the organization, questionnaire forms in Google forms for conducting student surveys to assess the quality of the educational process.

In total, the university has 22 student organizations and 69 scientific student circles, of which 42 are at the Faculty of General Medicine. Among the participants in the scientific student circle, 102 are students of the educational program "General Medicine" (English language of instruction). Heads of departments, associate professors, assistants and students of various courses supervise student scientific

activities.

Based on 5 initiatives of the President of the Republic of Uzbekistan to improve the morale of young people and the meaningful organization of their leisure time, an action plan developed at the institute has been developed in the system of the Ministry of Higher and Secondary Special Education. There are stands and posters for 5 initiatives. Within the framework of the 1st initiative of the President of the Republic of Uzbekistan, the theatre studio “Students”, “Club of the cheerful and sharp-witted”, “Tafakkur Sinovlari”, “Zakovat” operates. For students interested in art, all the necessary sound equipment is installed. Teams of talented youth “Avicenna”, “Shock”, “Mediator”, “Adrenaline”, “Samarkand”, “Club of the cheerful and sharp-witted” work at the faculties. In the area of educational activities, Olympiads and competitions among students in various fields are held annually. For example, the International Olympiad for Medical University Students “Samarkand-2020” is held annually. In particular, in accordance with the Regulations on the competition, the group and faculty stages of the “Student of the Year 2023” competition of SSMU were held, and the winners of the institute stage were presented to the Ministry of Higher and Secondary Special Education. One student of the institute took 1st place in the “Best Article” competition. The Department of Physical Culture and Sports holds sporting events: tournaments in football, futsal, basketball, handball, volleyball, table tennis, wrestling, athletics, chess, gymnastics and other sports among students and teachers. Sundoz Firoz Ahmad, Muhammed Hadil Kp, Nimrah Mohamed Ishaqi were awarded for their commitment and passion for education.

A summer school is held for medical students.

Spiritual and educational events dedicated to the issues of ensuring the employment of women and girls are celebrated on the Day of the Republic of India, International Yoga Day, and the annual football competition within the framework of the Dean's Cup of the Faculty of International Education.

Students of the Faculty of International Education take part in the celebration of the national holiday Navruz, hold weeks of tolerance, the festival of the national costume “Khon Atlas”,

Free Wi-Fi routers are installed in the dormitories and academic buildings of the institute so that students and teachers can use the Internet. The information and resource centre of the institute is replenished with new literature. The Institute has an electronic library with a QR code on the IRC territory.

Students take part in local health projects, such as promoting healthy lifestyles and preventing disease. As part of the state program for the development of healthcare of the Republic of Uzbekistan, for preventive purposes to promote healthy eating and stimulate a healthy lifestyle among students, the teaching staff and students of the University conduct series of lectures on various topics: “Prevention of viral infections, influenza”, “Scabies”, “Pediculosis”, “On the dangers of smoking, alcoholism and drug addiction”, “Prevention of STIs, HIV/AIDS”, “Early pregnancy”, “ARVI”, “Early sexual intercourse and its consequences”, “Scoliosis”, lectures on oral hygiene in within the framework of the republican program, etc. in universities, colleges and schools in Samarkand.

Assistance and support for student activities and student organizations is provided through the leadership of the University and includes the provision of technical and financial support.

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

**Recommendations for improvement:**

- 1) To introduce a policy of representation of foreign students in all advisory bodies of the university (4.4.1)

## **Standard 5: ACADEMIC STAFF/FACULTY**

### **5.1 Selection and admission policy**

Samarkand State Medical University employs 761 people, of which 648 are full-time teachers, 116 part-time teachers. Women make up 378, and men - 383. The number of employees with disabilities

is 4 people. Training in the state language is carried out by 648 people, in Russian - 648, in English - 116 people.

The experts got acquainted with the policy of selection and admission of employees, which is documented in the Order of the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan, registered on October 13, 2017, reg. number 1222-3 "On introducing amendments and additions to the regulations on higher education", Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, dated September 29, 1994 No. 490 "On streamlining the conditions of payment for workers of public education", Labour Code of the Republic of Uzbekistan and includes according to which The functional responsibilities of full-time teachers are determined by the ratio of educational, methodological, educational, scientific, social, and in clinical departments - additionally by the performance of clinical work. Experts were convinced of this by studying individual teaching staff plans.

Monitoring of the responsibilities of academic staff (teachers) is ensured by conducting open classes and conducting surveys on the quality of teaching conducted by the Youth Union.

During a conversation with the Head of the Human Resources Department, Raufkhon Bozorovich Askarov, experts determined that the personnel policy takes into account the teacher's attitude to the mission of the university and the goals of the educational program. During the interview, teachers said that every year at the end of the academic year, vacancies are opened in accordance with the approved hourly load for the subsequent academic year, and persons with at least a master's degree, as well as special pedagogical or professional training in the relevant profile, are allowed to teach at the University.

When forming a staff of teachers, the economic capabilities of the university and the amount of funding for employees were taken into account (the average salary in 2023 is 8.5 million Uzbek soums). Expenses for motivational programs in 2023 amounted to 239.46 thousand soums.

Experts received teachers' opinions on personnel policy, which includes issues of motivational programs aimed at the professional and personal growth of teachers. The conversation with the head of the personnel department, Raufkhon Bozorovich Askarov, and the vice-rector for academic affairs, Nargiza Anvarovna Yarmukhamedova, included issues such as incentive payments to Academic staff for scientific, educational and methodological activities, educational activities and allowed experts to learn about approaches to attracting personnel for teaching, about the strategy and tactics of recruiting students, the information security of the educational program, and also to identify problems in the management and development of human resources, since most part-time students from practical healthcare do not have a good command of teaching methods.

*While surveying teachers, it was found that the majority (93.5%) were completely satisfied with the organization of work and the workplace in this educational organization, but 6.5% were partially satisfied. In this educational organization, teachers have the opportunity to engage in scientific work and publish the results of research work - 94.5% completely agree, 5.5% partially agree. Satisfied with the work of the HR (personnel) service - 93% completely agree, 7% partially agree. Satisfied with wages - 87% completely agree, 13% partially agree.*

## **5.2 Development policy and employee activities**

The university has developed and implemented a development program for teachers and staff for the period 2023-2024 and includes such sections as pedagogical, professional, and scientific competencies.

During the 2018-2023 academic years, 877 certificates of advanced training in the specialty were received and 1057 certificates for improving pedagogical competencies.

In addition, teaching staff, scientists and staff of SSMU undergo CDP courses abroad as part of the international program "El-Yurt Umidi". Thus, from 2017 to 2022, 12 employees completed internships, 7 people studied in a master's program, and 1 employee studied in a PhD program as part of improving the level of their professional training. 5 employees from among the administrative and management personnel underwent internships at leading foreign universities.

English language courses are also organized for the university Academic staff.

The individual plan of teachers includes educational, scientific, methodological and educational activities, which indicates a balance between teaching, scientific and service functions.

Teachers said that they have enough time for each activity. The academic performance of teachers is assessed through ratings, and the results are presented in the form of awards every semester. For 2018-2023 5 teachers were awarded various awards, including 2 teachers who are teaching in the educational program “General Medicine”.

There is a list of personnel reserves, including 17 people. Promotions for 2022-2023 17 people received it.

In order to motivate Academic staff for research work, a monetary bonus is allocated for publication in journals with a high impact factor in accordance with the Regulations on material incentives, with further consideration at a meeting of the expert commission of the scientific council and approval by the Academic Council of the University. Payment of travel expenses for participation in presenting a report at international congresses held abroad is considered at the Economic Council.

Teachers of the “General Medicine” program (458 people) are engaged in science and participate in 90 scientific projects. So, in total for 2018-2023 teachers of the “General Medicine” program published 5687 articles, including 4384 with IF> 1. Teachers spoke at 3654 international and 2965 republican conferences. The results of the research are included in the educational program in the form of lectures, seminars, and practical classes. Teachers have received 32 patents and 28 copyright certificates. Thus, from 2018 to 2023, 12 employees completed internships, 7 people studied in a master’s program, and 1 employee studied in a PhD program as part of improving the level of their professional training. 5 employees from among the administrative and management personnel underwent internships at leading foreign universities.

The clinical activities of teachers and part-time teachers are used in teaching, since one of the ROs is the achievement of practical skills, which is practiced with Academic staff at the patient’s bedside.

*At a meeting with the head of the HR department and during interviews with teachers, experts received an opinion on approaches to developing the pedagogical competence of teachers, motivation to work with students, mentoring, which includes training Academic staff in testology, and in terms of teaching active teaching methods.*

Newly hired teachers or with no more than 2-3 years of experience are trained at the school of a young teacher and in external organizations (Tashkent). Part-time representatives of clinical sites also undergo training in teaching and evaluation methods in Tashkent. The experts got acquainted with CDP program certificates in pedagogical competencies - in testology, and in the field of professional training in the amount of 144 hours. The university maintains a teacher-student ratio of 9.6 to 1.

The promotion of university employees up the career ladder is carried out in a cascade way.

Experts received answers about the teacher training program, which is conducted annually. These events are funded by the university. An expert verified teacher certificates on topics such as testology.

*There is an opportunity for career growth and development of teacher competencies in the organization - 93% of surveyed teachers completely agree with the statement, and 7% partially agree with this. Studied in professional development programs - 59.5% less than 1 year ago, 14% within a given year, 15% more than 3 years ago, 2% more than 5 years ago and 0% answered “I don’t remember when that was.” was”.*

*The organization implements social support programs for teachers - 86% answered that “yes, such programs exist,” 3% “I have already taken advantage of it,” 1% of respondents answered that there are no such programs, and 8.5% of respondents do not know about it.*

**Conclusions of the EEC on the criteria.** Comply out of 5 standards: fully - 4, partially - 1, do not comply - 0.

**Recommendations for improvement:**

- 1) To conduct CDP program for Academic staff teaching in English in pedagogy in the field of introducing innovative teaching methods and evaluation methods (5.2.1.)

## **Standard 6: EDUCATIONAL RESOURCES**

### **6.1 Material and technical base**

SSMU has the necessary conditions for teachers and students to effectively implement the educational program. These facilities include lecture theatres, classrooms, laboratories, a library, IT resources, cultural and social facilities, and university clinics. During the visit, members of the EEC were personally convinced of the presence of a rich and modern material and technical base of the university.

## **6.2 Resources for clinical training and practice**

A review of resources showed that they correspond to the goals and objectives of educational activities, for example, all clinical bases of SSMU with a total bed capacity of 6204 were visited, and employees of the educational organization ensure collegial and ethical relations with medical staff and the management of the clinical base to achieve the final results of students. A sufficient number of thematic patients, modern equipment is provided and demonstrates accessibility to students, and employees who simultaneously perform the roles of teachers and curators (tutors) provide high-quality training in compliance with ethics and deontology. Before starting the corresponding discipline of the educational program, the student receives a syllabus from the teacher and knows what skills he must acquire and develop during his studies.

During a visit to clinical bases (Multidisciplinary Clinic of SSMU, Samarkand Regional Infectious Diseases Hospital, Specialized Children's Surgical Clinic of SSMU, United Hospital of Samarkand Station, Samarkand Branch of the Republican Centre of Traumatology and Orthopaedics), where experts examined the resources, their compliance with the training program, accessibility for teachers and students, how modern this equipment is and meets the needs of students and practical healthcare. The experts obtained evidence of compliance with standard 6, as well as validation of the self-assessment report information.

In order to validate the implementation of the self-assessment report data and obtain evidence about the quality of the programs, an interview was conducted with students in the specialty "General Medicine". The experts asked questions about satisfaction with training, sufficient time for patient supervision, work in the electronic system with medical documentation, satisfaction with teaching methods and qualifications of teachers, social and moral support for students in need, their participation in "Journal Clubs", Olympiads, scientific student circles, availability of resources from international databases of professional literature. In general, students are satisfied with the training, assessment methods, and purposefully entered this organization, because they believe that the educational organization has good resources, image and international connections, at the same time, students would like more independence in managing patients and conducting international events.

The students surveyed showed their commitment to the university, were active in answering questions from external experts, demonstrated their judgment on the organization of training, evaluating their skills, advisory support, the opportunity to participate in research work, demonstrated proficiency in English when answering questions from experts Kalieva Sh.S., Koloskova Ye.A. and Gaipova A.Ye. Experts examined student documents (portfolios, results of student evaluation using checklists, results of student surveys).

*An interview with 25 teachers, including 25 full-time teachers, showed that there are both successes and problems in the management of education, depending on the specific base (student access to equipment, a sufficient number of case patients, time to maintain medical records, independent work).*

*Students have free access to patients at clinical sites and all conditions for improving their practical skills - 93.5% of teachers completely agree with this, 4.5% partially agree, 0.5% found it difficult to answer.*

## **6.3 Information technology and library resources**

The university has three modern Internet centres with secure server stations that ensure network security. These centres provide registered users with email access and offer open online educational resources to all faculty and students on the university's network. In addition, to facilitate the effective implementation of ICT in education, structural divisions have been created, such as the Department of Information Technology, the Department of Distance Learning and the Department of Automation and Electronic Resources. In addition, electronic educational materials are provided to help students prepare

for practical classes at departments on the <https://mt.sammu.uz/> platform. Registration of students' educational achievements is carried out in the electronic journal system "HEMIS Student".

In test mode, interactive services are being implemented, such as contacting management, submitting applications for registration in a dormitory, applying for admission to clinical residency, admission to joint education,

#### **6.4 Medical research and scientific advances**

Research activities in the field of healthcare are carried out in almost all areas of clinical medicine, especially in surgical and therapeutic profiles. In total, by 2024 there will be 13 scientific projects, involving 45 employees and the majority of students. For example, the results of the project "Improving the surgical treatment of patients with cholelithiasis complicated by Mirizzi syndrome" were introduced into the educational program "General Medicine" in English, Department of Surgical Diseases-1, and student of the 519th group of the Faculty of Medicine of SSMU Tilavova Yulduz Muhammadshukurovna participated in this project and reported results at national congresses.

Experts have established the integration of education, practice and science, which is confirmed by the many published articles of teaching staff and students both in rating journals indexed in the Scopus database, as well as in domestic journals and conference materials. They familiarized with documents showing reports of scientific and practical activities of the Department of Surgery and Cardiology. These annual reports of the department's scientific activities indicate the main projects, published articles, theses and certificates of participation in conferences. Also, educational and methodological manuals, monographs and other educational printed publications have been prepared and published in each teaching staff department

The research base consists of the following bases: Research Institute of Rehabilitation and Sports Medicine; Research Institute of Microbiology, Virology, Infectious and Parasitic Diseases named after L.M. Isaev and his clinic; Specialized Scientific and Practical Centre for Neurosurgery and Neurorehabilitation; Scientific Centre for Immunology, Allergology and Human Genomics; Samarkand branch of the Republican Scientific and Practical Centre for Emergency Medical Care, Regional Specialized Multidisciplinary Medical Centre, Regional Children's Specialized Multidisciplinary Medical Centre, Samarkand branch of the Republican Scientific and Practical Centre of Endocrinology, Samarkand branch of the Republican Scientific and Practical Centre of Phthisiology and Pulmonology, Samarkand branch of the Republican Scientific and Practical Centre for Traumatology and Orthopaedics, Samarkand branch of the Republican Scientific and Practical Centre for Dermatovenereology and Cosmetology, Samarkand branch of the Republican Scientific and Practical Centre for Oncology. These scientific bases are the leading research institutions in the region, and the employees of these institutions are teachers and researchers of SSMU.

Information about the research base and priority areas in the field of scientific research is available on the university website ([https://www.sammu.uz/ru/pages/research\\_innovation\\_activities](https://www.sammu.uz/ru/pages/research_innovation_activities)).

After attending practical sessions, experts identified the relationship between scientific research and education. For example, the teacher demonstrated craniotomy and brain surgery. In another room of the simulation centre, vascular suturing, first aid for cardiac arrhythmias, virtual tours and operations using VR glasses were demonstrated.

The scientific activities of the university encourage students to engage in science, as this increase the student's personal development; they can join the ranks of gifted students and receive an allowance for scholarships. Experts got acquainted with the scientific works of Academic staff and students and established their high achievements in medical science.

#### **6.5 Educational expertise**

Expertise and research in the field of education is carried out in the form of constant internal and external examination in accordance with the requirements of AMEE and WFME. The university also comprehensively studies the experience of other higher education institutions both in the near and far abroad, improves and updates its educational programs. Thus, by 2024, 2 education projects were completed, including international projects such as "Fostering the doctor of the 21st century: education for patient-centred communication" and "Harmonization and mutual recognition of master programs in

occupational and environmental health” (HARMONEE). The university actively participates in the Capacity Building in Higher Education Erasmus+ academic projects of the European Commission.

The results of the projects made it possible to improve such sections of the educational program as patient-oriented communication skills of students, exchange of experience in the field of recognizing environmental problems, as well as improving teaching methods and assessing students’ knowledge and skills.

During a conversation with SSMU students, experts discovered that SSMU pays great attention to the use of innovative, practice-oriented teaching methods during conversations with students. These methods include case-based learning (CBL), problem-based learning (PBL), team-based learning (TBL), business simulations, role-playing games, brainstorming, group discussions, portfolio assessments, quizzes, small group learning, simulation technologies and presentations. These methods accurately simulate real-life professional scenarios and effectively develop students' professional competencies while increasing their responsibility for learning outcomes.

The organizational structure of the university has a unit responsible for the development of education: the Department for quality control of education in areas of training, which includes teachers and representatives of professional associations and employers. The work of the dean's offices is coordinated by the Educational and Methodological Department (EMD).

The university has a psychologist on staffs who is involved in project activities.

Research in the field of education is carried out in collaboration with such national and international organizations as ERASMUS, HARMONEE and FOR21.

To improve the qualifications of teaching staff, SSMU offers various programs and initiatives, such as the School of Young Teachers, non-governmental organizations (NGOs), the human resources department, winter and summer schools, as well as incentive programs such as KPI and the “Best Teacher” Competition. These programs are aimed at encouraging teachers to study languages, especially English, improve their teaching and scientific qualifications, and seek work opportunities in universities, educational centres, research laboratories and clinics abroad.

The Centre for Continuing Education at the Faculty of Postgraduate Education organizes courses for university teachers in their specialty. For example, obstetrics and gynaecology, neuro-ophthalmology, etc. The full list is presented on the university website - [https://www.sammu.uz/ru/pages/faculty\\_certificates\\_postgraduate\\_faculty](https://www.sammu.uz/ru/pages/faculty_certificates_postgraduate_faculty). Visiting professors invited by the university to improve the level of medical education submit their work plans to the department of international cooperation. Upon completion of these courses, teachers receive certificates confirming their participation.

## **6.6 Educational exchange**

The university has signed about 236 memorandums and cooperation agreements with organizations from near and far abroad, including the Russian Federation, Italy and Great Britain. SSMU cooperates with numerous foreign universities in the USA, Great Britain, Europe, Asia, the Asia-Pacific region, the CIS and Baltic countries. It currently has more than 150 partner universities in 23 countries. Each university has appointed managers responsible for managing interactions according to the agreements. Cooperation agreements take into account the key competencies of the partners and determine the scope of cooperation.

When transferring a student from other educational organizations on the basis of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On approval of the regulations on the procedure for admission to study, transfer, reinstatement and expulsion of students in higher educational institutions” (dated June 20, 2017 No. 393), offset of educational credits is carried out. A transparent system of credit units and flexible course requirements is used. The conversion of credits to ECTS credits and vice versa is carried out on the basis of conversion factors. The value of the conversion factor is determined as the ratio of the labour intensity of the Uzbek credit to the labour intensity of the ECTS credit. So, for example, for a bachelor’s degree the labour intensity of one credit is 30 academic hours, and the ECTS credit is 25 academic hours, which means the conversion factor is 1.2 (i.e.  $30/25 = 1.2$ ).

The values of conversion factors for educational levels include: (1) for bachelor's degrees – ranging from 1.2; (2) for specialized master's programs – in the range from 2 to 2.4.

The exchange of university staff and students is carried out on the basis of the academic mobility program, and is provided by the resources of the university and with the support of the Ministry.

Ethical principles in carrying out academic exchange and fulfilling the goals and objectives of the memorandums are based on the provisions on academic mobility. Information about memorandums is published on the university news feed (<https://www.sammu.uz/ru/news>). Cooperation reports are presented by the International Cooperation Department.

International and national cooperation has made it possible to improve such components of the program and training as technology transfer, the provision of highly specialized medical services, studying the experience of the insurance model and studying transplantology and pharmacoeconomics in the treatment of various diseases under the insurance model and new treatment methods.

***Conclusions of the EEC on the criteria.*** Comply with standard 19: completely - 17, partially - 2, do not correspond - 0

***Recommendations for improvement:***

- 1) Creation of a local bioethical commission for the examination of scientific research (6.5.1.);
- 2) To develop and implement a policy on the use of expertise in the development of teaching methods and evaluation of knowledge and skills, taking into account validity and reliability (6.5.2.).

## **Standard 7: EVALUATION OF THE EDUCATIONAL PROGRAMME**

### **7.1 Program monitoring and evaluation mechanisms**

Evaluation of the educational program carried out at the university includes evaluation of the educational program at the stages of planning, implementation, analysis of results and implementation of changes, which allows monitoring the process of implementation of the educational program and the progress of students. During the period 2018-2023 in the educational program the following activities were carried out aimed at improving the EP: in the “General Medicine” curriculum in English for the 2022-2023 academic year, elective subjects were introduced taking into account the request of the Ministry of Health and employers: in the 3rd year - “Traditional Medicine”, “Dietetics and nutritionology”, “Haematology”, “Oncohematology”, in the 4th year - “Strategic marketing in the healthcare system”, “Research methods and biostatistics”, “Psychosomatics”; in the 5th year – “Universal-progressive model”, “Neonatology”, in the 6th year “Functional methods of research in internal medicine”, “Rheumatology”, “Geriatrics”.

The structural units responsible for planning and implementation of the educational program “General Medicine” in English are the International Faculty of Medicine, the Faculty of Clinical Residency, and the Faculty of Master's Degree. The EP is formed in close interaction with teachers from all departments of the university involved in the implementation of this EP at various levels of education. The process of compiling the EP and its revision is coordinated by the chairman of the Central Educational and Methodological Commission (Vice-Rector for Academic Affairs). The structure, content, and duration of the program are discussed at meetings of departments, Industry educational and methodological commissions and the Central educational and methodological commission.

When problems are identified, including poor student performance indicators, the department for supervision over the quality of education discusses the results of qualitative and quantitative analysis of the session at the level of the International Faculty, industry-specific educational and methodological commissions, and the University Academic Council and makes appropriate adjustments to the educational process.

Feedback is also a tool for assessing the quality of the educational process. Students participate in the process of developing and evaluating educational programs by expressing their opinions and wishes at the end of the course during a survey. Students can send their suggestions and comments on all issues of organizing the educational process and resources of the educational program to the rector's



blog, to the dean's office.

*A survey of 200 teachers to the question: "Do the heads of the organization listen to your opinion regarding issues related to the educational process, research work, and clinical work?" 83% of respondents answered "Yes, systematically," 12% - "yes, sometimes" and 3% - "quite a bit." rarely".*

*Thus, in the survey, students indicated that 77.3% were satisfied with the participation of students in key committees.*

During a meeting with the head of the Department for Quality Control of Education, Zhamshid Abduraimovich Ismailov, it was determined that the department regularly studies the results of feedback from all participants in the educational process and analyses the educational achievements of students

. Evaluation of the learning environment is also carried out through feedback from students. In 2023, according to the order of the rector No. 322/AF dated June 27, 2023, on the basis of the decision of the Academic Council (Minutes No. 11 of June 24, 2023), a Simulation Centre with more than 500 mannequins and simulators, with a total area of educational premises of 2500, was organized and functioning, m2; The modernization of 2 of the university's own clinical bases continues, mini-libraries on the disciplines studied are organized at each department, multimedia equipment and interactive panels (LCD panels) are used, thereby systematically improving the learning conditions for students.

Dean Mamarajanov Sibirjon Yergashovich, during a conversation with experts, noted that the evaluation of the sufficiency and appropriateness of resources for foreign students is carried out by the International Faculty of Medical Education and includes an analysis of feedback from students. For the period 2018-2023 the university expanded the informatization of education, the capabilities of the university's local network, introduced a Unified Electronic Document Management System, created more than 12,000 accounts for university employees and students, unified databases, and acquired equipment for the Simulation Centre in the amount of 15 billion soums, improving the working conditions of teachers and student learning.

Evaluation of teaching and learning methods, clinical rotations and evaluation methods is carried out by discussing the results of student progress at meetings of the department, industry educational and methodological commissions, and the Academic Council of the university. For the period 2018-2023 new teaching methods have been introduced (interactive lectures, electronic textbooks, simulation training) and student assessment methods have been improved, including OSCE.

Evaluation of the quality of the educational program is based on the results of national exams and independent assessment of knowledge. Thus, according to the results of the State Examination, from June 5 to June 22, 2023, 1047 SSMU graduates successfully passed the final state certification. University graduates are in demand in the labour market, which is confirmed by the high employment rate of graduates - 98.0% in 2022 and 97% in 2023.

Since 2022, the university has been conducting benchmarking, which includes studying the goals of sustainable development: health and well-being, quality education, gender equality, partnership for sustainable development/partnership for the goals. In the international ranking of higher educational institutions among Asian countries, Times Higher Education, in 2022 SSMU received the status of "Reporter". According to the results of 2023, The University Impact Rankings, the university entered the TOP 1000 in terms of sustainable development goals.

The University, through the Educational and Methodological Department, the Department for Supervision of the Quality of Education, the International Faculty of Medical Education, manages the educational program (**ESG S1.7**), which is reflected in the documents of the Law "On Education", "On the National Program for Personnel Training", and the Presidential Decree Republic of Uzbekistan, dated April 20, 2017, No. PP-2909 "On measures for the further development of the higher education system."

## **7.2 Feedback from teacher and student**

The university systematically collects and analyses feedback from teachers, students and employers. For this purpose, 10 questionnaires have been developed, the purpose of which is to study satisfaction with the educational program, the work of teaching staff, discipline, institutional support, university, and self-esteem. Surveys are conducted regularly 1-2 times a year. Responsibility for

conducting and collecting feedback from students lies with the Youth Union, Department for Supervision of the Quality of Education. Based on the results of a student survey, a new discipline “Scientific Research Methods and Biostatistics” (2 credits) was introduced into the educational program in 2022.

Dynamics of survey results for the period 2018 – 2023 allowed us to identify problem areas. The evaluation of teachers through the eyes of students carried out in 2022-2023 and covering 8445 students in relation to 648 teaching staff of the educational program “General Medicine” was the basis for the development and implementation of measures to improve the qualifications and retraining of teachers. A survey of employers in 2023 made it possible to introduce changes to the catalogue of elective disciplines.

At meetings with employers, issues of employer participation in the formation and approval of the educational program in the specialty, participation in the certification of graduates, and solutions to problems of advanced training of medical workers are discussed. Comments are taken into account, for example, changes have been made to the curriculum for 2022-2023. - elective disciplines “Oncohematology”, “Psychosomatics”, “Fundamentals of Transplantology” have been introduced, which correspond to the existing needs of practical healthcare and the wishes of employers. Employers are included in the “University Board of Trustees”, in the State Attestation Commission, and in the commission for accepting the integrated clinical exam.

### **7.3 Academic achievements of students and graduates**

The results of graduates are brought to the attention of all interested parties, including employees of departments, the department for supervision of the quality of education, the international faculty, the educational and methodological department, the admissions committee, who are responsible for planning the educational program and advising students through discussion at meetings of specialized commissions, the Academic Council of SSMU.

### **7.4 Stakeholder engagement**

Teachers are involved in the monitoring program and activities to evaluate the educational program through participation in sectoral educational and methodological commissions, through feedback on the quality of the educational program, administrative workers through meetings of faculties and the academic council. Monitoring the process and responsibility for its implementation lies with the department for supervision of the quality of medical education.

Employers are involved in program evaluation through an annual survey to identify the compliance of the educational program with the real requirements of the labour market, opportunities for its improvement, as well as the degree to which the competencies of students and graduates correspond to positions in the workplace. The university takes into account recommendations received from the medical community when making changes to the educational program. The results of feedback are analysed, discussed at meetings of the Academic Council of the university, the department, and published on the university website ([www.sammu.uz](http://www.sammu.uz)). The results of the feedback are taken into account when planning work for continuous improvement.

*An interview with 15 employers was conducted offline on April 9, 2024, and included questions such as: knowledge of the university’s mission, participation in the development of the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of students, participation in teaching students through mentoring, providing the department and students with the necessary resources for practical training and the formation of clinical thinking, about the problems of interaction with departments and universities in general, about the percentage of employment of graduates, as well as their proposals for improving the educational program, namely the development of communication skills of bachelors for work at the primary health care level.*

**Conclusions of the EEC on the criteria.** Compliant out of 12 standards: fully - 5, partially - 7, do not comply - 0

**Recommendations for improvement:**

- 1) To develop and implement a system for monitoring and comprehensive evaluation of the effectiveness of the educational program “General Medicine” in English (7.1.1., 7.1.2, 7.1.3,7.1.4.)
- 2) To conduct a study of feedback from all stakeholders on a systematic basis, followed by analysis and development of corrective measures to improve the educational program (7.2.1, 7.2.2)
- 3) To develop mechanisms for access of all interested parties, including foreign students and Academic staff teaching in English, to the results of the evaluation of the educational program (7.4.2)
- 4) To introduce a policy for the representation of foreign students in all advisory bodies of the university (7.4.2)
- 5) To systematically analyse academic performance and evaluate the learning progress of foreign students in courses of study to improve the educational program (7.4.2)

## **Standard 8: MANAGEMENT AND ADMINISTRATION**

### **8.1 Management**

The experts got acquainted with the structure of the university, the charter, the functions of the vice-rector's office, the rector, the vice-rector for academic work, the vice-rector for scientific work and innovation, the vice-rector for international cooperation, the vice-rector for youth affairs, the vice-rector for medical work, the vice-rector for international cooperation, the vice-rector for economics and entrepreneurship and vice-rector for medical colleges and academic lyceums.

The management of the educational program “General Medicine”, including in English, involves the vice-rector for academic affairs, the head of the department for quality control of education, the head of the educational and methodological department and the deans of faculties.

The organizational structure approved in 2021 includes units - the Vice-Rector for International Cooperation, who is directly responsible for the educational program. The Vice-Rector for Academic Affairs is directly involved in the management of the educational program.

A conversation with the Vice-Rector for Academic Affairs Nargiza Anvarovna Yarmukhamedova showed that the Vice-Rector has knowledge of the university's mission, social responsibility, and supports the policy and implementation of the educational program.

During a conversation with the vice-rector for scientific work and innovation, Aziz Saidalimovich Kubaev, methods of supporting teaching staff and students in carrying out research work, various motivational incentives that come depending on the results obtained, training of high-quality scientific and pedagogical personnel for the successful implementation of the educational process were voiced.

Vice-Rector for Medical Work Nargiza Nurmamatovna Abdullaeva said that SSMU has its own clinical bases, as well as contracts with other city and private leading clinics in Samarkand and the Samarkand region, where students study and gain their practical skills. Also, Academic staff of SSMU participates in the supervision of technical schools and lyceums of the Samarkand region, where they periodically carry out career guidance work by giving lectures and conducting seminars.

SSMU has a Supervisory Board, which is a consultative and advisory body that considers issues related to the implementation of the educational program, namely discussion of admission parameters on a paid basis, assessment of the activities of the head, AMP and Academic staff. Its composition includes the Chairman - Deputy Minister of Health Sabirov Ulugbek Yusuphanovich, Deputy Khokim of the Samarkand region for youth policy, social development and spiritual and educational work Ochilov Khurshid Abdurashidovich, Rector of SSMU Rizaev Zhasur Alimzhanovich, Head of the Health Department of the Samarkand Regional Administration Dzhumaniyazov Davron Khusenbaevich, Chairman of the Fund "Nuroni" in the Samarkand region Usmanov Saidiakhmat, Head of the private company "Zarmed Medical Centre" in Samarkand Shukurlaev Dilshod Damirovich, head of the private company LLC "Perfect diagnostic" Khushmuradov Utkir Razokovich, director of the Samarkand regional branch of the Republican Specialized Scientific and Practical Medical Centre of Cardiology Saidov Mahsud Arifovich, chief physician of the Samarkand regional multidisciplinary children's

medical centre Azizov Mamatkul Kurbanovich, chief physician of the Samarkand regional branch of the Republican scientific and practical medical specialized centre of endocrinology Negmatova Gulzoda Shukhratovna, Director of the Samarkand regional branch of the Republican specialized scientific and practical medical centre of traumatology and orthopaedics Mamatkulov Oybek Khalikovich.

The experts are familiar with protocols No. 02 dated March 15, 2023, where the educational program was considered. The clinical direction of the accredited program is supervised by the Vice-Rector for Medical Work N.N. Abdullayeva. Selecting clinical sites and concluding contracts with them, planning joint work in the field of responsibility of the department of educational and methodological management.

Transparency of the management system and decisions made is ensured through a consultative and advisory body - the Academic Council. Decisions are posted on the website <https://sammu.uz> in the section “Resolutions of the Academic Council. The experts are familiar with the extracts of the minutes of decisions of the Academic Council, which were released to the attention of the departments.

## **8.2 Academic leadership**

The educational program “General Medicine” in English, as well as in Russian, was developed by the Centre for the Development of Medical Education and approved by the Minister of Health of the Republic of Uzbekistan. The department of educational and methodological management operates on the basis of the Regulations approved in 2021 and job descriptions.

42 departments, including 24 clinical departments, take part in the implementation of the program. Each department operates on the basis of the state standard and annually draws up a work plan, which is approved by the Centre for Medical Sciences. The departments' report is submitted to the dean's office. Departments report to the dean of the faculty.

## **8.4 Administrative staff and management**

The administrative staff of the university is 438 people at the beginning of the 2024 academic year, including 172 people involved in the management of the general medicine program in English. There will be 648 full-time teachers in 2023, whose graduation rate is 59.6%. Among the teachers of clinical departments (397 people), 384 teachers have a specialist certificate in the relevant specialty.

The university has developed a program for ensuring the quality of education (08/31/2022), which determines the functioning of the system for monitoring and assessing student knowledge. Evaluation of the effectiveness of the EP specialty “General Medicine” in English is based on monitoring the main criteria for the implementation of the educational process.

A quality management system (QMS) has been introduced, certified in 2022. Experts visited the department of quality control of education, marketing and management, where they got acquainted with the documents of this sector of the university. Periodic assessment of the QMS is carried out once every 1 academic year and responsibility for this lies with the head of the department, the department for quality control of education, and the deans of faculties. There is a Council for the Quality of Education.

## **8.5 Interaction with the health sector**

Interaction with the healthcare sector is carried out through the conclusion of an agreement between the Health Department of Samarkand and SSMU, contracts concluded between SSMU and the chief doctors (directors) of medical organizations and is aimed at improving the educational program. The contracts are kept in the department by the supervising vice-rector for medical work and are renewed after the expiration of the contract. Within the framework of these agreements, joint events are held on an ongoing basis (joint scientific and practical conferences, educational webinars, provision of practical assistance to the population, master classes, Open Days, etc.)

The university interacts with authorized bodies of the healthcare system, local authorities, including city and regional health departments, on issues such as organizing the educational process at clinical sites, practical training, and further employment of university graduates.

Teachers of departments and university staff participating in the implementation of the “General Medicine” program are constantly involved in educational, clinical, and expert activities at the republican level, as well as outside the Republic of Uzbekistan. The Academic staffs of SSMU

participate in the development of Clinical protocols for diagnosis and treatment, conducting training seminars for practical healthcare doctors, and speaking in the media for the population. In addition, medical specialists from SSMU provide free consultation and medical assistance to the population of almost all districts of the Samarkand region. The list of departments of SSMU assigned to the districts of the Samarkand region is presented in Annex 3 of DP-188 of the Republic of Uzbekistan.

Teachers are members of professional republican and international associations, such as obstetricians-gynaecologists, pulmonologists, surgeons, dentists, etc., editorial boards of journals of republican and international importance, working groups in areas of education.

Clinical activities of teachers are carried out in their free time from classes with students and include counselling and treatment of outpatient and inpatient patients, conducting various types of operations, diagnostic procedures, conducting clinical lectures, seminars, introducing the results of scientific activities into practical healthcare, participation in pathological analyses, sanitary educational work. This process is monitored and taken into account by the Vice-Rector for Medical Work, whose department systematically analyses the medical care provided to the population, both in relation to medical work at clinical sites, and in relation to the implementation of orders and instructions of the President of the Republic of Uzbekistan (for example, DP-No. 188 dated 1.0.22), Ministry of Health of the Republic of Uzbekistan, and the regional health department for providing medical care to the population.

Total for 2018-2023 53 joint events were held at the international 23 and republican 30 levels. Students said that these events contributed to the acquisition of new competencies, since they, along with teachers, actively participated in the treatment and preventive activities of medical institutions. Thus, in recent years, extensive joint work has been carried out between the university and medical institutions in the region.

**Conclusions of the EEC on the criteria.** Compliant out of 13 standards: fully - 12, partially - 1, do not comply - 0

**Recommendations for improvement:**

- 1) To develop and implement an internal quality assurance system for the management of the educational program “General Medicine” in English based on the ESG (European Education Quality Assurance Guidelines) (8.4.2)

**Standard 9: CONTINUOUS RENEWAL**

The social responsibility of the university lies in the training of highly qualified competent specialists in the healthcare system as a whole for the regions of the southern and central parts of the Republic of Uzbekistan, which is reflected in the “Comprehensive Development Program of Samarkand State Medical University for 2022 – 2025”, approved by the Resolution of the President of the Republic of Uzbekistan. It has been established that at SSMU the University development strategy is developed for 5 years with subsequent revision and updating.

In this regard, the university management initiates regular review procedures, including a review of the organizational management structure in accordance with the reform processes in the field of higher education and healthcare of the Republic of Uzbekistan and the accreditation of educational programs. In connection with the transformation and creation of Samarkand State Medical University, in accordance with the Decree of the President of the Republic, Uzbekistan No DP-188 dated 04/01/2022 (<https://lex.uz/docs/5934205>), the organizational structure was revised and approved by the Minister of Health on 01/10/2023 ([https://www.sammu.uz/uz/pages/structure\\_university](https://www.sammu.uz/uz/pages/structure_university)).

The management of the university initiates procedures for external evaluation of the educational program “General Medicine”, which is carried out under national accreditation carried out by the Department for Quality Control of Education of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan. For 2018-2023 There were no external evaluations of the general medicine educational program in English.

The basis for the continuous improvement of the educational program “General Medicine” is the

“Comprehensive Development Program of Samarkand State Medical University for 2022 - 2025.” The last update of the plan was carried out in 2022 in connection with changes in the needs of practical healthcare; new regulatory and legal documentation (namely, in accordance with the Resolution of the President of the Republic of Uzbekistan dated December 24, 2021 No DP-60 “On additional measures to ensure academic and organizational and managerial independence of state higher educational institutions” (<https://lex.uz/docs/5793264>) and No. 61 "On measures to provide financial independence to state higher educational institutions" (<https://lex.uz/docs/5793256>), transformations in society, including the transformation and creation of Samarkand State Medical University.

A revision of the organizational and staffing structure, with an emphasis on units directly related to the general medicine program (English language of instruction), was carried out in 2022

The university allocates resources for continuous improvement, which are enshrined in Article No. 61 “On measures to provide financial independence to state higher educational institutions” (<https://lex.uz/docs/5793256>). In total, in 2023, 9.03 billion soums were spent on updating the material and technical base (converted to US dollars 688,053), including 3.3 billion soums (252,034.08 US dollars) for updating the library. Compared to 2018, this figure increased by 56.9%.

The process of updating the General Medicine program in English is based on the results of our own study and evaluation through surveys of foreign students, teaching staff, and employers. Based on proposals from employers, as well as with the introduction of new innovative technologies, treatment standards and the opening of a new modern surgical complex, it is proposed to include the following subjects in the catalog of elective disciplines: fundamentals of transplantology, minimally invasive surgery, clinical aspects of immunoprophylaxis, evidence-based medicine, fundamentals of combustiology.

The process of updating the “General Medicine” program included the introduction of simulation training in the Simulation Center, the development and implementation of new disciplines: Communicative Foreign Language, Scientific Research Methods and Biostatistics at the initiative of Academic staff and students. Thus, compared to previous years, the number of classrooms has increased, the University management additionally purchased new equipment, more than 50 dummies of VI-generation realistic robotic mannequins and other equipment for a total cost of 15 billion soums. This increased the level of equipment by 15%, thanks to which training became more realistic and informative. The total number of medical scenarios for practicing practical skills in the SC programmed into robotic and high-tech mannequins is 234, and has increased 23 times compared to the 2022-2023 training year. In order to improve the educational and scientific process at SamSMU, 2 of its own clinics with 700 beds are being modernized, 2 research institutes and 2 scientific and practical centers have been created. The University is actively introducing digitalization with the development of online services, libraries, classrooms, personal electronic accounts of students and Academic staff.

From 2021 to 2023, Wi-Fi zone projects were implemented (419 points - all 61 dormitories, 24 in the simulation center, 309 in the academic building, 25 points - on the campus of SSMU). Currently, the Unified Electronic Document Management System of SSMU <https://www.sammu.uz/ru/service> (founded in 2021) and the Electronic Library <https://e-library.sammu.uz/ru> provide not only the ability to automate key processes (educational, social and educational, research, administrative, provision of medical services, etc.) of the university, work with unified databases, but also provide a variety of electronic services for both students and teaching staff, employees, and patients. Much attention is paid to the preparation of a personnel reserve for teaching staff with English as the language of instruction.

**Conclusions of the EEC on the criteria.** Comply with 3 standards: completely - 1, partially - 2, do not correspond - 0.

**Recommendations for improvement:**

- 1) To carry out the process of updating the educational program “General Medicine” in English based on data from your own study and evaluation, data from the literature on medical education (for example Medical teacher, BEME) (9.2)

- 2) To develop a policy of continuous updating to improve the educational program “General Medicine” in English, including conditions for inclusive education (9.3)

Thus, when conducting an external evaluation of the educational program, out of **107 accreditation standards**, compliance was established with 107 accreditation standards, including 51 basic standards and 56 improvement standards. 80 standards are fully implemented, 27 standards are partially implemented. No non-compliance with standards has been identified.

## **5. Recommendations for improving the educational program “General Medicine” in English:**

- 1) To formulate the mission of the educational program “General Medicine” in English with the participation of a wide range of stakeholders (students, teachers, university administration, employers) and bring the mission to the attention of stakeholders (1.1.1.)
- 2) To develop a program for the implementation of student-centered learning and teaching (2.1.4)
- 3) To revise the catalog of elective disciplines to form an individual learning trajectory for foreign students, taking into account the needs of local healthcare systems (2.1.4)
- 4) To ensure the participation of foreign students in the development of the educational program (2.1.7)
- 5) To take into account the results of external examination and control checks of the quality of implementation of the educational program (2.1.7)
- 6) To include the discipline “Evidence-Based Medicine” in the curriculum of the educational program (2.2.1)
- 7) To develop regulations on interactive teaching methods and introduce them into the educational process (2.7.2)
- 8) To provide CDP program for Academic staff teaching classes in English in interactive teaching and learning methods (2.7.2)
- 9) To ensure the representation of foreign students in the advisory bodies of the university, including the Council of Young Scientists (2.7.2, 4.4.1, 7.4.2)
- 10) To improve the educational program in accordance with the results of feedback from foreign students, taking into account the regulatory framework, the needs of the healthcare system of the students’ country of residence and the conditions of their future work (2.8.2)
- 11) To use software for validating test items of end-of-course assessment and FSA, as well as conduct an examination of the quality of compilation of control and measuring instruments in English (3.1.1., 3.1.2)
- 12) To evaluate and document the reliability and validity of evaluation methods (3.1.1., 3.1.2)
- 13) To conduct CDP program for Academic staff teaching in English in the use of various evaluation methods (3.1.1., 3.1.2)
- 14) To unify the system for evaluating students’ practical skills in the simulation center (3.1.1., 3.1.2)
- 15) To disseminate the experience of a number of departments in the use of anti-plagiarism programs for texts generated by artificial intelligence and develop criteria for evaluating works taking into account the percentage of identified borrowed text (3.1.1).
- 16) To increase the proportion of external examiners who speak English on examination boards for students studying in English (3.1.1).
- 17) To conduct CDP program for Academic staff teaching in English in pedagogy in the field of introducing innovative teaching methods and evaluation methods (5.2.1.)
- 18) Creation of a local bioethical commission for the examination of scientific research (6.5.1.)
- 19) To develop and implement a policy on the use of expertise in the development of teaching methods and evaluation of knowledge and skills, taking into account validity and reliability (6.5.2.).
- 20) To develop and implement a system for monitoring and comprehensive assessment of the effectiveness of the educational program “General Medicine” in English (7.1.1., 7.1.2, 7.1.3,7.1.4.)

- 21) To conduct a study of feedback from all stakeholders on a systematic basis, followed by analysis and development of corrective measures to improve the educational program (7.2.1, 7.2.2)
- 22) To develop mechanisms for access of all interested parties, including foreign students and Academic staff teaching in English to the results of the evaluation of the educational program (7.4.2)
- 23) To systematically analyze academic performance and evaluate the learning progress of foreign students in courses of study to improve the educational program “General Medicine” in English (7.4.2)
- 24) To develop and implement an internal quality assurance system for managing the educational program “General Medicine” in English based on the ESG (European Education Quality Guidelines) (8.4.2)
- 25) To carry out the process of updating the educational program “General Medicine” in English based on data from your own study and evaluation, data from the literature on medical education (for example Medical teacher, BEME) (9.2)
- 26) To develop a policy of continuous updating to improve the educational program “General Medicine” in English, including conditions for inclusive education (9.3)



## 6. Recommendation to the ECAQA Accreditation Council on accreditation of the educational program “General Medicine” in English

The members of the EEC established the compliance of the educational program “General Medicine” (English language of instruction) with the Accreditation Standards and came to a unanimous decision, to recommend that the ECAQA Accreditation Council, to accredit this program for a period of 5 years.

Chairman	Zhunosova Aigul Bitimbaevna	
International expert	Ryzhkin Sergey Alexandrovich	
Academic expert	Khasanov Adham Ibrakhimovich	
Academic expert	Rasulov Khamidulla Abdullaevich	
Academic expert	Gaipov Abduzhappar Yerkinovich	
Academic expert	Iskakova Maryam Kozbaevna	
Academic expert	Kalieva Sholpan Sabataevna	
Academic expert	Koloskova Yekaterina Alexandrovna	
Expert employer	Ulmasov Firdavs Gayratovich	
Expert learner	Dildabek Turar Kanatuly	
Expert learner	Sharipova Shokhidil Zayniddinkizi	

Профиль качества и критерии внешней оценки образовательной программы  
«Лечебное дело» на английском языке (обобщение)

№ ст ан да рт а	Стандарты аккредитации  Количество критерии оценки	БС/ СУ	Кол- во стан дарт ов	Оценка		
				Полностью соответствует	Частично соответствует	Не соответствует
1.	<b>МИССИЯ И КОНЕЧНЫЕ РЕЗУЛЬТАТЫ</b>	7/5	12	6	6	
2.	<b>ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА</b>	10/15	25	20	5	
3.	<b>ОЦЕНКА СТУДЕНТОВ</b>	2/2	4	2	2	
4.	<b>СТУДЕНТЫ</b>	8/6	14	13	1	
5.	<b>АКАДЕМИЧЕСКИЙ ШТАТ/ПРЕПОДАВАТЕЛИ</b>	2/3	5	4	1	
6.	<b>ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ</b>	9/10	19	17	2	
7.	<b>ОЦЕНКА ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ</b>	6/6	12	5	7	
8.	<b>УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ</b>	6/7	13	12	1	
9.	<b>НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ</b>	1/2	3	1	2	
	*БС- базовые стандарты, СУ- стандарты улучшения					
	<b>Итого</b>	51/56	<b>107</b>	80	27	

## Список документов, изученных членами ВЭЖ во время визита в организацию

№	Наименования документов	Количество
1.	Официальный сайт университет - <a href="https://www.sammu.uz/">https://www.sammu.uz/</a> ,	1
2.	«Программа комплексного развития Самаркандского государственного медицинского университета на 2022 – 2025 годы» ( <a href="https://lex.uz/docs/5934205">https://lex.uz/docs/5934205</a> )	1
3.	Протокол заседания Ученого совета СамГМУ №11 от 29 июня 2022 года;	1
4.	Приказ ректора СамГМУ №1028 от 31 августа 2022 года	1
5.	Постановление Президента РУз №ПП-60 и №ПП-61 от 24 декабря 2021 года	1
6.	Правила внутреннего распорядка Самаркандского государственного медицинского университета от 22 августа 2023 г.	1
7.	Приказ о создании Студенческого научного общества №313 от 6 апреля 2022г.	1
8.	ГОСО 2021 РУз, утверждено приказом Министра высшего и среднего образования РУ № 11 от 19 октября 2021 года	1
9.	УМКД	1
10.	Кодекс этики СамГМУ от 22 августа 2023 года	1
11.	<a href="https://e-library.sammu.uz">https://e-library.sammu.uz</a> - библиотека СамГМУ	1
12.	ГОСО 2015, утверждена приказом Министра высшего и среднего образования РУ № 2017-2020. №303 от 21 августа 2015 года	1
13.	Решение Президента Республики Узбекистан от 24 декабря 2021 года № ПД-60 «О дополнительных мерах по обеспечению академической и организационно-управленческой независимости государственных высших учебных заведений»	1
14.	Рабочий учебный план по специальности «Лечебное дело» для иностранных студентов на 2022-2023 годы, утвержденный на заседаниях Центральной учебно-методической комиссии и Ученого совета университета (протокол КС № 11 от 29.06.2022), утвержден ректором СамГМУ в 2023 г.	1
15.	Система тьюторства СамГМУ, приказ № 769 от 12.10.2021 года.	1
16.	Каталог дисциплин - <a href="https://www.sammu.uz/en/pages/catalogue_sciences">https://www.sammu.uz/en/pages/catalogue_sciences</a>	1
17.	“Положение по системе контроля и оценивания знаний студентов” от 31 августа 2022 года	1
18.	Протокол №1 кафедры микробиологии, вирусологии и иммунологии от августа 2023г.	1
19.	Протокол №11 Ученого совета СамГМУ от 24.06.2023.	1
20.	Протокол заседания № 8 отдела по качеству образования СамГМУ “Обсуждение результатов предварительного тестирования итоговой государственной аттестации студентов выпускного курса по направлениям образования” от 15 апреля 2022 года.	1
21.	Платформа электронного обучения <a href="https://mt.sammu.uz/">https://mt.sammu.uz/</a>	1
22.	Расписание занятий 1 курса 2021-2022 года по специальности “Лечебное дело”	1
23.	Расписание государственной итоговой аттестации на 2022-2023 уч.гг. - <a href="https://www.sammu.uz/ru/pages/schedule_sec_bachelor">https://www.sammu.uz/ru/pages/schedule_sec_bachelor</a>	1
24.	Внешняя рецензия на тесты на дисциплины “Амбулаторно-	3

	поликлиническая педиатрия”, “Гематология”, “Пропедевтика внутренних болезней” - <a href="https://drive.google.com/drive/folders/1KEvKa3lkwT-DObmP9qW_NHkg4cy7b0A?usp=drive_link">https://drive.google.com/drive/folders/1KEvKa3lkwT-DObmP9qW_NHkg4cy7b0A?usp=drive_link</a>	
25	График учебного процесса СамГМУ по направлению “Лечебное дело” на 2023-2024 уч.гг. - <a href="https://www.sammu.uz/frontend/web/upload/content-files/65f839fb20151.pdf">https://www.sammu.uz/frontend/web/upload/content-files/65f839fb20151.pdf</a>	1
26	Постановление Кабинета Министров Республики Узбекистан “О совершенствовании порядка приема и обучения иностранных граждан в образовательных учреждениях Республики Узбекистан” №169 от 04.08.2008 г.	1
27	Закон Республики Узбекистан “Об образовании, от 23.09.2020 г. № ЗРУ-637, Постановление Кабинета Министров Республики Узбекистан “Об утверждении положения о порядке приема на учебу, перевода, восстановления и отчисления студентов в высших образовательных учреждениях” от 20.06.2017 г. № 393.	1
28	Постановление Кабинета Министров Республики Узбекистан “Об утверждении положения о порядке приема лиц с инвалидностью в высшие образовательные учреждения на обучение по дополнительным квотам на основе государственного гранта” от 02.06.2018 г. № 417.	1
29	Постановление Кабинета Министров Республики Узбекистан №563 от 9 сентября 2021 года «О мерах по повышению уровня размещения студентов в высших учебных заведениях Республики».	1
30	<a href="#">Постановление Президента Республики Узбекистан от 27 июля 2017 года № ПП-3151</a>	1
31	Приказ министра высшего и среднего специального образования Республики Узбекистан, зарегистрировано 13.10.2017 г., рег. номер 1222-3 “О внесении изменений и дополнений в положение о высшем образовании”,	1
32	Приказ о создании Совета молодых ученых №1074А/Ф от 26 ноября 2020 г.- <a href="https://drive.google.com/file/d/1QOukV-GonfzLc6-FqkPdFJZqADMSKHOj/view?usp=sharing">https://drive.google.com/file/d/1QOukV-GonfzLc6-FqkPdFJZqADMSKHOj/view?usp=sharing</a>	1
33	Указ президента Республики Узбекистан “О мерах по повышению эффективности государственной молодежной политики и поддержке деятельности союза молодежи Узбекистана” №5106 от 06.07.2017г. - <a href="https://drive.google.com/file/d/1LNVGn9kWVVFuDIyk7TFcsaS1OVMQS_eZ/view?usp=sharing">https://drive.google.com/file/d/1LNVGn9kWVVFuDIyk7TFcsaS1OVMQS_eZ/view?usp=sharing</a>	1
34	План работы студенческого научного общества СамГМУ от 25.08.2023г. - <a href="https://drive.google.com/file/d/1TAD2EnONI5WrDyLVeA6fxI8oNx0GIUtZ/view?usp=sharing">https://drive.google.com/file/d/1TAD2EnONI5WrDyLVeA6fxI8oNx0GIUtZ/view?usp=sharing</a>	1
35	Постановление Кабинета Министров Республики Узбекистан, от 29.09.1994 г. № 490 “Об упорядочении условий оплаты труда работников народного образования”	1
36	<a href="#">Трудовой Кодекс</a> Республики Узбекистан	1
37	Индивидуальный план ППС - <a href="https://drive.google.com/file/d/1zU5BYyo-MwRakJ4W8GAV_rGaVQn7eGUY/view?usp=drive_link">https://drive.google.com/file/d/1zU5BYyo-MwRakJ4W8GAV_rGaVQn7eGUY/view?usp=drive_link</a>	4
38	Протокол проведения открытого занятия - <a href="https://docs.google.com/document/d/1S3ImSEcTFuoyPwRyajoP-9bkRnvBbba_/edit?usp=drive_link&amp;oid=113257509776725319113&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1S3ImSEcTFuoyPwRyajoP-9bkRnvBbba_/edit?usp=drive_link&amp;oid=113257509776725319113&amp;rtpof=true&amp;sd=true</a>	1
39	Анкета союза молодежи	1
40	Сертификаты научной деятельности студентов, обучающихся на	10

	английском языке - <a href="https://drive.google.com/drive/folders/1TMLGrgKSMef9VJafaJoNT8a3cMug1aX4?usp=drive_link">https://drive.google.com/drive/folders/1TMLGrgKSMef9VJafaJoNT8a3cMug1aX4?usp=drive_link</a>	
41	Сертификаты участия студентов в Олимпиадах	10
42	приказ Минздрава №599 от октября 2017 года	1
43	Приказ ректора университета №148 / АФ от 29.01.2021г., об аттестации ППС	1
44	Отчет о выполнении сметы расходов от 01.07.2021	1
45	Пошаговый чек-лист методики ЭКГ	1
46	Устав “Инновационного центра симуляционного обучения СамГМУ”	1
47	Расписание симуляционного центра СамГМУ	1
48	Журнал текущего и промежуточного контроля знаний студентов СамГМУ	1
49	Силлабус “Foundations of chemistry”	1
50	Тетрадь студента для выполнения практических работ по химии	1
51	Распоряжение декана о допуске к отработке пропущенных занятий	1
52	Учебники кафедры медицинской химии под авторством сотрудников СамГМУ	4
53	Силлабус “Микробиология, вирусология и иммунология”	1
54	Акт о внедрении результатов НИР	1
55	Силлабус “Children’s surgical diseases”	1

**Программа**  
**посещения Внешней Экспертной Комиссии НУ «Евразийского Центра Аккредитации и обеспечения качества образования и здравоохранения» (ЕЦА) Самаркандского государственного медицинского университета (СГМУ) в рамках аккредитации образовательных программ, адрес: г.Самарканд, ул. Амира Темура, 18а**  
**даты визита: 8-10 апреля 2024 года**

Время	МЕРОПРИЯТИЕ		
<b>7 апреля (воскр) 2024 г</b>	Заезд членов внешней экспертной комиссии Предварительное совещание экспертов: знакомство, распределение ответственности членов ВЭК; краткий обзор отчетов по самооценке образовательных программ, обсуждение ключевых вопросов; обсуждение программы и графика посещения университета ВЭК.		
<b>1-й день внешней оценки: 8 апреля 2024 года, понедельник</b>			<i>Стандарты аккредитации*/ Место проведения</i>
08:45	Сбор членов ВЭК в СГМУ		
09:00-09:15	Совещание членов ВЭК. Планирование 1-го дня внешней оценки.		
09:20-09:40 (20')	Встреча с ректором проф. Жасуром Алимджановичем Ризаевым		<i>Стандарты 1,8,9 Ул. А. Темура, 18</i>
09:45-10:15 (30')	Встреча с проректором по учебной работе Наргизой Анваровной Ярмухамедовой		<i>Стандарты 1,2,6,7,8 Ул. А. Темура, 18</i>
10:20-10:50 (30')	Встреча с проректором по научной работе и инновациям Азизом Сайдалимовичем Кубаевым Руководитель отдела научных исследований Антонина Амуровна Ким		<i>Стандарты 2,6,5 Ул. А. Темура, 18</i>
10:55-11:15 (20')	Совещание ВЭК. Обмен мнениями		
	<i>ВЭК 1</i>	<i>ВЭК 2</i>	

11:15-11:45 (30')	<p>Встреча с проректором по лечебной работе Наргизой Нурмаматовной Абдуллаевой</p> <p><i>Стандарты 1,2,6,7,8 Ул. Анкабая, 6</i></p>	<p>Встреча с проректором по международному сотрудничеству Зафаром Зайировичем Аминовым</p> <p>Отдел международных связей - Шерзод Шавкатович Жураев</p> <p><i>Стандарты,6,8,9 Ул. А. Темура, 18</i></p>	
11:50-12:20 (30')	<p>Отдел по работе с одаренными студентами</p> <p>- Умида Фуркатовна Пайзуллаева</p> <p>Союз молодежи</p> <p>- Хожимухаммад Хабибуллаевич Аббасов</p> <p><i>Стандарты 3,4,6 Ул. А. Темура, 18</i></p>	<p>Встреча с проректором по работе с молодежью Элдором Сайфуллаевичем Тангировым</p> <p>Отдел по делам молодежи, духовности и просвещения</p> <p>- Одил Исматуллаевич Муратов</p> <p><i>Стандарты 4,6,8 Ул. А. Темура, 18</i></p>	
12:25-13:00 (35')	<p>Центр цифровых образовательных технологий - Лазиз Элбек угли Шукуров</p> <p><i>Ул. А. Темура, 18</i></p> <p>Центр развития коммуникативной компетенции - Зарина Бахтияровна Бабамурадова</p> <p><i>Стандарты 3,4,6 Ул. Огахий, 54</i></p>	<p>Центр информационных ресурсов - Дильшода Закировна Мансурова</p> <p>Библиотека - Дильшода Закировна Мансурова</p> <p><i>Стандарты 2,6,9 Ул. А. Темура, 18</i></p>	
13:00-14:00	<b>Перерыв на обед</b>		
14:00-14:15 (15')	<i>Совещание ВЭК. Обмен мнениями</i>		
	<b>ВЭК 1</b>	<b>ВЭК 2</b>	

14:20-15:00 (40')	Деканат лечебного факультета - Гайрат Умруллаевич Лутфуллаев, - Обид Абдурахманович Хамидов Приемная комиссия - Санжар Абдусаматович Карабаев <i>Стандарты 2,3,4,5,6</i> <i>Ул. А. Темура, 18</i>	Деканат стоматологического факультета - Алишер Астанович Ахмедов  <i>Стандарты 2,3,4,5,6</i> <i>Ул. А. Темура, 18</i>	
15:00-15:40 (40')	<b>Интервью со студентами лечебного факультета</b> Студенты программы «Лечебное дело» (70)	<b>Интервью со студентами стоматологического факультета</b> Студенты программы «Стоматология» (40)	<i>Стандарты 1,2,4,5,6,7</i> <i>Ул. А. Темура, 18</i>
15:45-16:15 (30')	Учебно-методическое управление - Лиля Маратовна Гарифулина <i>Стандарты 2,3,4,6,8</i> <i>Ул. А. Темура, 18</i>	Центр карьеры - Акбар Рузимурадович Эркаев  <i>Стандарты 4,7</i> <i>Ул. А. Темура, 18</i>	
16:15-16:35 (20')	<i>Совещание ВЭК. Обмен мнениями</i>		
16:40-17:20 (40')	Интервью с преподавателями программы «Лечебное дело» (25)	Интервью с преподавателями программы «Стоматология» (15)	<i>Стандарты 1,2,5,6,7</i> <i>Ул. А. Темура, 18</i>
17:20-18:30	Изучение документации. Завершение 1-го дня визита. Планирование 2-го для визита		
<b>2-й день внешней оценки: 9 апреля 2024 года, вторник</b>			<i>Стандарты аккредитации</i>
08:45	Сбор членов ВЭК в СГМУ		
09:00-09:15	Совещание членов ВЭК.		
09:20-11:00	<b>Посещение практических занятий и семинаров</b>		
	<i>ВЭК 1</i>	<i>ВЭК 2</i>	



	<p>Кафедра общественных и гуманитарных наук - Азиза Нугмановна Махмудова</p> <p>Кафедра Медицинской химии - Дилафруз Куватовна Холмурадова</p> <p>Кафедра общественного здоровья и менеджмента здравоохранения - Зафар Зайирович Аминов</p>	<p>Кафедра анатомии человека - Наргиза Орзуевна Хамракулова</p> <p>Кафедра Гистологии, цитологии и эмбриологии - Фирдавс Суратович Орипов</p> <p>Кафедра Биологической химии - Кахор Мирзаевич Халиков</p>	<p><i>Стандарты 2,5,6,7,8</i> <i>Ул. А. Темура, 18</i></p>
11:00	Выезд в клиники		
11:30-13:00 (90')	<p>Клинические базы лечебного факультета:</p> <p>Многопрофильная клиника СамГМУ <i>Ул. Анкабай, 6</i></p> <p>Кафедра хирургических болезней №1 - Зафар Бабаджанович Курбаниязов</p> <p>Кафедра анестезиологии, реаниматологии и неотложной медицины - Мансур Муродович Матлюбов</p> <p>Кафедра нейрохирургии - Мансур Абдухаликович Алиев</p> <p>Кафедра микробиологии, вирусологии и иммунологии - Машраб Исматиллович Юсупов</p> <p>Самаркандская областная инфекционная больница <i>ул. Дагбитская, 97</i></p> <p>Кафедра инфекционных болезней - Наргиза Анваровна Ярмухамедова</p>	<p>Клинические базы стоматологического факультета:</p> <p>Стоматологическая клиника СамГМУ <i>Ул. М. Кошгари, 90</i></p> <p>Кафедра оральной хирургии и дентальной имплантологии - Алишер Исамитдинович Хазратов</p> <p>Самаркандская областная стоматологическая поликлиника <i>Ул. Озод Шарк, 10</i></p> <p>Кафедра ортопедической стоматологии - Алишер Астанович Ахмедов</p> <p>Самаркандская областная детская стоматологическая поликлиника <i>Ул. Нодира Бегим, 5</i></p> <p>Кафедра детской стоматологии - Рустам Абдуносирович Рахимбердиев</p>	<p><i>Стандарты 2,5,6,7</i></p>
13:00-14:00	<b>Перерыв на обед</b>		
14:00-15:00 (60')	Клинические базы лечебного факультета:	Клинические базы стоматологического факультета:	

	<p>Специализированная детская хирургическая клиника СамГМУ <i>Ул. М. Улугбекаб, 70а</i></p> <p>Кафедра детской хирургии №1 - Шухрат Абдурасулович Юсупов</p> <p>Объединённая Больница Станции Самарканд <i>ул. Беруни, 12</i></p> <p>Кафедра внутренних болезней №2 и кардиологии - Элеонора Негматовна Ташкенбаева</p> <p>Самаркандский Филиал Республиканского Центра Травматологии Ортопедии <i>Ул. Козизода Румий, 73</i></p> <p>Кафедра травматологии и ортопедии - Ойбек Халикович Маматкулов</p>	<p>Областная Многопрофильная Детская Клиническая Больница <i>Ул. Г. Жамиида, 21А</i></p> <p>Кафедра оториноларингологии №1 - Нилуфар Журакуловна Хушвакова</p> <p>Здание №4 СамГМУ <i>Ул. Ибн Сина, 2</i></p> <p>Кафедра терапевтической стоматологии - Тулкин Эрназарович Заиров</p>	
15:00	Трансфер в СГМУ		
	<b>ВЭК 1</b>	<b>ВЭК 2</b>	
15:30-16:00 (30')	Учебно-симуляционный центр - Гавхар Исмоиловна Худайбердиева <i>Ул. Ибн Сина, 2</i>		Стандарты 2,3,5,6,9
16:05-16:45 (40')	<p>Научно-исследовательские центры</p> <p>- Микробиология, вирусология, паразитарные инфекции - Лола Бахрамовна Махмудова <i>Ул. Исаева, 38</i></p> <p>- Реабилитологии и спортивной медицины - Фарход Кодирович Ботиров <i>Ул. Исаева, 38</i></p>		Стандарты 1,2,6,7,8
	<b>ВЭК 1</b>	<b>ВЭК 2</b>	
16:50-17:30 (40')	Интервью с представителями практического здравоохранения (работодатели выпускников лечебного факультета) (15)	Интервью с представителями практического здравоохранения (работодатели выпускников стоматологического факультета) (10)	Стандарты 7,9 <i>Ул. А. Темура, 18</i>

17:30-18:30	Изучение документации. Завершение 2-го дня визита. Планирование 3-го дня визита		
<b>3-й день внешней оценки: 10 апреля 2023 года, среда</b>			<i>Стандарты аккредитации</i>
08:40	Сбор членов ВЭК в СГМУ		
09:00-09:15 (15')	Совещание членов ВЭК. Планирование 3-го дня внешней оценки.		
	<b>ВЭК 1</b>	<b>ВЭК 2</b>	
09:20-09:50 (30')	Международный факультет медицинского образования - Собирджон Эргашович Мамараджабов <i>Стандарты 1,2,3,5,6,7,8</i>	Факультет последипломного образования - Жонибек Файзуллаевич Кадилов <i>Стандарты 1,2,3,5,6,7,8</i>	<i>Ул. А. Темура, 18</i>
09:55-10:20 (25')	Студенческое научное общество - Наргиза Нуралиевна Шавази <i>Стандарты 4,7</i>	Ученый совет - Улугбек Усмонович Очилов <i>Стандарты 2,8</i>	<i>Ул. А. Темура, 18</i>
10:25-10:50 (25')	Отдел кадров - Рауфхон Бозорович Аскарлов <i>Стандарты 5,9</i>	Отдел контроля качества образования - Жамшид Абдураимович Исмаилов <i>Стандарты 2,7</i>	<i>Ул. А. Темура, 18</i>
10:55-11:20 (25')	Интервью с выпускниками программы «Лечебное дело» (15)	Интервью с выпускниками программы «Стоматология» (10)	<i>Стандарты 2,4,7 Ул. А. Темура, 18</i>
11:20-11:45 (25')	Встреча с членами экзаменационных комиссий		<i>Standard 3 Ул. А. Темура, 18</i>
11.45-12.00	Встреча с проректор по финансово-экономическим вопросам Гайратжон Абдумуродович Элмуродовым		<i>Ул. А. Темура, 18</i>
12:00-13:00	Заключительное обсуждение итогов внешней оценки образовательных программ СГМУ на соответствие стандартам аккредитации.		
13:00-14:00	<b>Перерыв на обед</b>		
14:00-16:40	Обсуждение рекомендаций по улучшению образовательных программ СГМУ. Итоговое голосование по рекомендациям для СГМУ и рекомендациям для Аккредитационного совета ЕЦА.		

16:40-17:00	Ознакомление руководства СГМУ с результатами работы ВЭК, рекомендациями по улучшению образовательных программ	<i>Ул. А. Темура, 18</i>
17:00-17:25	Оглашение результатов внешней оценки руководителям подразделений СГМУ и заведующим кафедрами, ответственным за реализацию аккредитуемых образовательных программ	
17:25-18:00	Завершение работы ВЭК.	
18:00	Выезд членов ВЭК из СГМУ	

**\*Примечание:**

- Standard 1 «Миссия и ценности»;
- Standard 2 «Образовательная программа»;
- Standard 3 «Оценка студентов»;
- Standard 4 «Студенты»;
- Standard 5 «Академический штат»;
- Standard 6 «Образовательные ресурсы»;
- Standard 7 «Обеспечение качества»;
- Standard 8 «Управление и администрирование»;
- Standard 9 «Непрерывное улучшение».

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