

To the Accreditation Council  
of the Eurasian Center for Accreditation  
and Quality Assurance  
in Education and Healthcare  
May 01, 2024

**REPORT  
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE  
EVALUATION OF THE EDUCATIONAL PROGRAM  
“GENERAL MEDICINE” (Uzbek and Russian languages of instruction) of  
SAMARKAND STATE MEDICAL UNIVERSITY  
FOR COMPLIANCE WITH THE ACCREDITATION STANDARDS OF THE  
EDUCATIONAL PROGRAM OF BASIC MEDICAL EDUCATION  
(BACHELORATE) OF MEDICAL EDUCATIONAL 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	3
2	General part of the final report	5
2.1	Presentation of the educational program “General Medicine” of Samarkand State Medical University	5
2.2	Information about previous accreditation	6
2.3	Brief description of the report on self-assessment of the educational program “General Medicine” of Samarkand State Medical University for compliance with the Accreditation Standards of the educational program of medical educational organizations	6
3	Description of external expert evaluation and conclusion	6
4	Analysis of compliance with accreditation standards based on the results of an external evaluation of the educational program “General Medicine” of Samarkand State Medical University	8
5	Recommendations for improving the educational program “General Medicine” of Samarkand State Medical University	10
6	Recommendation to the Accreditation Council on accreditation of the educational program “General Medicine”	55
7	Annex 1. Quality profile and criteria for external evaluation and educational program “General Medicine” of Samarkand State Medical University	56
8	Annex 2. List of documents studied as part of the external expert evaluation	57
9	Annex 3. Site-visit programme	58

## LIST OF SYMBOLS AND ABBREVIATIONS

<b>Abbreviation</b>	<b>Designation</b>
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare
WFME	World Federation of Medical Education
EEC	External expert commission
MoH RK	Ministry of Health of the Republic of Kazakhstan
Academic staff	Academic staff
WC	Working curriculum
SC	Simulation Center
SSMU	Samarkand State Medical University
NJSC	Non-profit joint stock company
SMNU	School of Medicine "Nazarbayev University"
AC	Academic Council
CMC	Central Methodological Council

### 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 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" (Uzbek and Russian languages of instruction) in the following composition:

No.	Status as part of the EEC	Full name	Position, place of work/place of study, course, specialty
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 IBRAHIMOVICCH	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 Pediatric 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 Pediatric 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 Center of Oncology and Radiology
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 of the Faculty of

		SHOKHIDIL ZAYNIDDINKIZI	Dentistry, Bukhara State Medical Institute named after Abu Ali ibn Sino, Republic of Uzbekistan
--	--	----------------------------	---

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 the conclusion of an external evaluation of the educational program “General Medicine” (Uzbek and Russian languages of instruction) 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 improving the 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” of 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 manager	<i>Rizaev Zhasur Alimdzhanovich</i>
date of creation	<i>1930</i>
Location and contact details	<i>Samarkand State Medical University</i>
State license for educational activities in undergraduate education (date, number)	<i>October 30, 2020 No. 21</i>
Information about branches, subsidiaries (if any)	-
Year of commencement of the accredited educational program (EP)	<i>60910200 “General Medicine” (Uzbek and Russian languages of instruction)</i>
Duration of training	<i>“General Medicine” - 6 years</i>
Total number of graduates since the beginning of the EP implementation	<i>Bachelors – “General Medicine” - 39594 Continued training in internship - Total internship graduates –</i>
Number of students on OP since the beginning of this year	<i>Bachelors – “General Medicine” - 4272; Interns - total</i>
Employment	<i>Employment rate, % over 5 years: 2018 – 100% 2019 - 100% 2020 -100% 2021 - 100% 2022 - 98%</i>
Full-time teachers/ Part-time workers involved in the implementation of the EP, incl. % sedate	<i>There are 761 teachers in total, including 648 full-time and 116 part-time teachers. The indicator of sedateness is 59.7%.</i>
Website Instagram Facebook with active pages	<i><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></i>

## **2.2 Information about previous accreditation**

Accreditation of the educational program in the specialty “General Medicine” (Uzbek and Russian languages of instruction) 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” 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” (hereinafter referred to as the report) is presented on 244 pages of main text, 107 pages of annexes, copies or electronic versions of 25 documents located at the link [https://drive.google.com/drive/folders/17eht7BjGeyz\\_L5rQGUaohmER6P57oDPi?usp=drive\\_link](https://drive.google.com/drive/folders/17eht7BjGeyz_L5rQGUaohmER6P57oDPi?usp=drive_link)

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 center - 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 responsibilities of each employee, information about the representative of the organization responsible for conducting self-assessment of the educational program - Aminov Zafar Zayirovich, Vice-Rector for International Cooperation

Self-assessment of the educational program “General Medicine” in Russian 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)” (“On the creation of a working group to conduct a specialized self-assessment and write a report”).

All sections of the report present the actual practice of Samarkand State Medical University in training bachelors in the specialty “General Medicine”, taking into account the start of admission of students in 2018, 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 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 received during the visit to the educational organization, i.e. verification of 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 the Russian language of instruction 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 center 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, including foreigners from India, Pakistan, Afghanistan, Philippines, South Korea
- study of the university website [www.sammu.uz](http://www.sammu.uz)
- interviews with 14 employees, 92 teachers;
- survey of teachers and students - 200 and 593, respectively;
- observation of student's learning process: attending 3 practical classes:
  - 119,120 groups, topic: "Scientific heritage of Abu Ali ibn Sino." Subject: "History of Medicine", total students - 20 students, Department of Social and Humanities, teacher Aziza Nugmanovna Makhmudova
  - 424 group, 425 group. Subject: "Traumatology". Topic: "Fractures of the bones of the forearm and hand, clinical picture, diagnosis and treatment". Teachers are Gafurov F.A. and Shapulatov I.B. There are 20 students in total. Department of Traumatology.
- review of resources in the context of the implementation of accreditation standards: 5 clinical bases of practice/clinical engagement were visited, including the Multidisciplinary Clinic of SSMU, Regional Infectious Diseases Hospital, Specialized Children's Surgical Clinic of Samarkand State Medical University, United Hospital of Samarkand Station, Samarkand Branch of the Republican Center for Traumatology of Orthopedics, where training is conducted in the educational program "General Medicine" with the participation of 42 full-time teachers/part-time teachers;
- study of educational and methodological documents in the amount of 22 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.	Vice Rector for Academic Affairs	1
3.	Vice-Rector for International Cooperation	1
4.	Department for work with gifted students Youth Union	2
5.	Center for Digital Educational Technologies Center for the Development of Communicative Competence	2
6.	Dean of the Faculty of Medicine	2
7.	Admissions Committee	1
8.	Interview with students of the Faculty of Medicine	70
9.	Educational and methodological management	1
10.	Interview with program teachers	25
11.	Department of Social Sciences and Humanities	9



12.	Department of Medicinal Chemistry	12
13.	Department of Public Health and Healthcare Management	13
14.	Department of Surgical Diseases No. 1	16
15.	Department of Pediatric Surgery No. 1	12
16.	Department of Internal Medicine No. 2 and Cardiology	14
17.	Training and simulation center	1
18.	Research centers	2
19.	Interviews with representatives of practical healthcare	15
20.	International Faculty of Medical Education	1
21.	Student Scientific Society	1
22.	Human Resources Department	1
23.	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. A 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” 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 the 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.

*While conducting a survey of students, the overwhelming majority rated the work of the External Expert Commission on Accreditation as positive. The majority of respondents (99%) believe that it is necessary to accredit educational organizations or educational programs.*

*According to 100% of teachers, the survey conducted by ECAQA is useful for developing recommendations for improving key areas of activity of an accredited educational organization.*

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

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

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

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

The university has defined the mission of the university, but not the educational program, which is formulated as “Serving society through the training of competitive specialists in the field of public health, improving health care through the integration of advanced educational, scientific and medical technologies.” The mission is communicated to stakeholders and the healthcare sector through communication channels such as the university's official website. Employers, employees, and students are aware of the mission.

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 examination commissions, in interviews with 70 students and 92 teachers, partial compliance with the criteria of *standard 1* was

established. All participants in the educational process know the mission of the University, *but there is no Mission of the educational program*,

External and internal stakeholders took part in the formation of proposals for formulating the mission, while the mission was brought to the attention of potential students through the website, social networks, and information letters to medical organizations.

An interview with graduates of the educational program showed that they can work as general practitioners, which meets the requirements of practical healthcare. For example, graduates of the educational program have skills such as diagnosis, treatment, disease prevention, research and critical analysis skills, which are necessary for subsequent postgraduate training in residency and doctoral studies.

The skill of lifelong learning is formed in students through mastering the competence of the educational program - the readiness to design and implement their own educational trajectory throughout life, ensuring success and competitiveness, is realized through the choice of disciplines, work in student scientific circles, when students perform independent work and develops by analyzing literature, including scientific literature, compiling abstract reports, writing essays, compiling a glossary in 3 languages, crossword puzzles, written works on given topics, making a presentation, writing a review on a specific topic.

For the purposes of the educational program, public health problems and the needs of the medical care system are identified. The university's social responsibility includes trips to the regions and consulting the rural population, which was confirmed during meetings with the vice-rector for clinical work and visits to its own clinical sites where university staff work.

The mission of the university includes achievements in health research and aspects of global health, which is confirmed by studying the university website, self-assessment report and meetings with senior management, deans, faculty, but members of the external expert commission were unable to obtain a response to the Mission of the Educational Program "General Medicine"

The experts got acquainted with the "Comprehensive Development Program of Samarkand State Medical University for 2022 – 2025", approved by the Decree of the President of the Republic of Uzbekistan dated April 1, 2022, No. DP -188, including such areas as:

1. Qualitative radical improvement of the system of training highly qualified personnel, strengthening the health of the region's population.
2. Increasing the efficiency of research work.
3. Increasing the human resources potential of the University and its institutions.
4. Strengthening the material and technical base of the University and its structural divisions.
5. Development of international partnerships, which confirms the implementation of the accreditation standard and demonstrates the goals, objectives and prospects of the university. From interviews with students, it was established that before the start of classes, teachers inform about the mission and work plans of the university, and tell where to get the necessary information about the educational program, teachers, and training bases.

During the visit to the departments, experts noted the strengths of standard 1, including: practice-oriented CROs are mastered in the only Simulation Center in the Republic of Uzbekistan, with an area of more than 2,500 square meters. Students are trained on high-tech interactive models, mannequins and equipment (500 units).

The results of studying the documentation demonstrate that the mission of the organization and the the mission of the educational process are built in accordance with the educational standard and Laws and Statutory Instruments (LSI) in higher education and healthcare. At the same time, during meetings with the vice-rector for academic affairs, the dean of the Faculty of Medicine, Academic staff and students, the experts determined the lack of a clearly formulated Mission of the EP "General Medicine".

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

The university has identified stakeholders that include external and internal stakeholders. Experts found that employees, Academic staff, students and employers participated in the development of the

university's mission. The mission of Samarkand State Medical University was considered at a meeting of the Supervisory Board of SSMU (Minutes No. 2 of 05.23.2022). Heads of structural units, Academic staff, students, and employers took part in formulating the mission, which was confirmed during focus groups and studying the self-assessment report. A meeting was held with the rector, MD Rizaev Zhasur Alimdzhonovich. During the conversation, the experts asked the following questions: how are employees motivated, what conditions are created in terms of material equipment. During the answers, the rector of the organization confirmed that the university management provides financial incentives for scientific publications of employees within the framework of the granted autonomy of the university, and it was also noted that there are no differences in the requirements for both domestic and foreign teachers. The rector emphasized the accessibility of the manual for students, which was confirmed during interviews with staff and students. There was also an emphasis on the efforts of the management to improve the material and technical base of the university, so the Simulation Center was opened, educational buildings were renovated, including at clinical sites, and a new educational building was built.

*While conducting a survey of 593 students (on the resource <https://webanketa.com/>), out of 22 questions, a number were devoted to the quality of the educational process and educational program. It has been established that most students will recommend studying at this educational organization to their acquaintances, friends, and relatives. And 85.3% of respondents believe that educational program leaders and teachers are aware of students' problems related to learning. 96.5% of respondents believe that they are satisfied with the quality of their medical education, 3.5% rated the quality below satisfactory (56.7% of students rated it 5; 28.3% rated it 4; 11.47% rated the quality at a satisfactory level, 3.5% of respondents are not satisfied).*

*To the question "Do I feel sufficiently prepared to advocate for the interests of future patients and better meet their health needs?", 38% of students answered positively, 4% were unsure, and 56% could not yet answer this question.*

*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 teaching staff activities. In the questionnaire, 84.5%. 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 teaching 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" (Russian language of instruction) are determined on the basis of the State Compulsory Educational Standards, qualification characteristics and Dublin descriptors and are reflected both in the program itself and in the 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 general practitioner, general practitioner, and therapist are taken into account.

The university developed and implemented the Internal Regulations and Code of Ethics of Samarkand State Medical University (approval date - August 22, 2023). The experts familiarized themselves with the contents of the document. The interviewed students said that they were familiar with the basic rules and requirements for organizing the educational process, and that tutors regularly conduct explanatory conversations with students. 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, the relationship between Academic staff and students, the availability

of management, rules of conduct at clinical sites. The Code of Ethics is signed annually at the beginning of the year by each student upon enrollment and by each newly hired teacher or employee.

The Academic Integrity Policy is described in the Code of Academic Integrity, approved in 2023 and posted on the university website <https://www.sammu.uz/frontend/web/upload/content-files/66066de8666d5.pdf>. The principles of the Policy are applied in the objective evaluation procedure students and when performing written work (checking for plagiarism). Experts found the following evidence of academic integrity: written work is checked for plagiarism, including using the Turnitin program; During the period of examinations (based on the results of interviews with students and members of examination commissions), the requirements for preventing cheating, etc., are observed, as well as the requirements for completing tasks in pairs, if individual work is required.

The University has determined and coordinates the connection between the final learning outcomes and the requirements for applicants for postgraduate study programs. This is reflected in the presence in the program of subjects aimed at mastering scientific research skills (biostatistics).

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 center 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 instill in them the skills of research competence from an early stage in their educational and academic careers. The students themselves acquire scientific research skills and public speaking skills at conferences.

Thus, the educational program “General Medicine” was developed on the basis of the State Compulsory Educational Standards of the Republic of Uzbekistan, taking into account republican regulations, 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**

Experts found that employees, Academic staff and employers, students participated in the development of the university’s mission, goals and objectives of the educational program, which was confirmed in the self-assessment report and during the visit of the external expert commission during focus group interviews. However, there is no data on the Mission of the educational program “General Medicine”.

Thus, the experts established partial compliance with standard 1; the experts came to the conclusion that the university supports the Mission, the Integrated Development Program and strives to comply with accreditation standards.

**EEC conclusions based on the criteria.** Comply out of 12 standards: fully - 6, partially - 6, do not comply - 0.

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

Standard 1.1.1.

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

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

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

The model and content of the educational program “60910200 “General Medicine” for the compulsory component and elective disciplines corresponds to the level of training and curriculum.

The educational program is formed in strict accordance with legislative requirements and includes a mandatory component of the curriculum and elective disciplines; the names of academic disciplines, their volume and content comply with the requirements of the State Compulsory Educational Standards of Higher Education (2021). 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.

Internal regulatory documents have been developed and implemented to regulate the procedure and rules for the development, approval, and introduction of additions to educational programs. There is a procedure for adoption and approval, making additions and changes at the expense of the university component of working curricula at meetings of the collegial bodies of the university - the Central Educational and Methodological Commission and the Academic Council of the university (WC for 2018-2019, protocol AC No. 1 dated 08.29.2018. ; for 2019-2020, protocol AC No. 6 from 07/05/2019; for 2020-2021, protocol AC No. 11 from 06/24/2020; for 2021-2022, protocol AC No. 11 from 06/30/2021; .; for 2022-2023, protocol No. 11 dated June 29, 2022).

The structure of the educational program is discussed at the departments with the participation of students. Control over the development and content of working curricula is carried out by the Industry Educational and Methodological Commission and the Central Educational and Methodological Commission. Working curricula are approved by the Vice-Rector for Academic Affairs.

The structure of the educational program and the content of the working curricula correspond to the standard curricula and the catalog of elective disciplines.

The educational program contains components that form professional competencies that develop the creative abilities of students, including based on the principle of a modular approach to teaching, integration of disciplines both horizontally and vertically. To implement the educational program in the specialty “60910200 “General Medicine””, the documents present EMCD, which defines the goal, takes into account the integration of practical and theoretical components, and independent work. In accordance with the State Compulsory Educational Standards, Order of the Minister of Higher and Secondary Special Education No. 35-2021 dated October 19, 2021, the ratio of classroom and independent work in areas of educational programs in the field of health provides for a 50/50 ratio.

Teaching methods and the proportion of passive and active methods are determined taking into account the level of training.

About 20 innovative teaching methods are being actively implemented: case-based learning (CBL), problem-based learning (PBL), business, role-playing games, brainstorming method, group discussion method, combined survey, small group teaching method, simulation technologies, presentations along with traditional (passive) methods, which allows you to effectively form the professional competencies of the future specialist and the responsibility of students for the result of the learning process.

Interactive and innovative teaching methods are provided with appropriate information and communication resources. Informatization of the educational process with free access for students, Internet access and access to foreign databases of scientific and educational literature provides students with the latest data on scientific and clinical achievements. It should be noted that when attending practical classes, all students had individual laptops; each student has a login and password for the educational portal, which contains e-books, videos on the performance of practical skills, lectures, and other educational materials.

During a visit to practical classes (Department of Social Sciences and Humanities, Department of Anesthesiology and Reanimatology, Department of Traumatology), experts found that training is carried out according to plan, before the start of classes, students answer tests, receive feedback from the teacher, and have the opportunity to improve their skills. Students keep individual study notebooks on paper. During their visit to classes at the Simulation Center, the presence of unified documentation, the presence of videos on mastering practical skills, and the availability of a schedule were noted. Students confirmed the availability of mastering practical skills on all dummies, depending on the schedule and topic of the discipline.

The University ensures compliance with ethical aspects when implementing the educational program. Experts studied the submitted Internal Regulations and Code of Ethics of Samarkand State Medical University, approved on August 22, 2023. Students and Academic staff are informed about the content of these documents, which was confirmed by them during the interview process.

At Samarkand State Medical University, the basic principles of state policy in the field of education are observed: equal rights of all citizens of the Republic of Uzbekistan to education; accessibility of education at all levels for the population, taking into account the intellectual development, psychophysiological and individual characteristics of each citizen. Thus, in all courses of the educational program “General Medicine” (Russian/Uzbek languages) in 2024, there are 6542 students, of which 2839 are female, 18 disabled people, students from socially vulnerable groups - 9 (0.13%). Support for students from socially vulnerable groups is enshrined in the Rector's Order No. 458 of December 12, 2023.

The experts found that the educational program is consistent with the National Qualifications Framework and Occupational Standards. The qualification obtained as a result of mastering the educational program “General Medicine” in the languages of instruction corresponds to the level of the National Qualification Framework and Qualifications applied in the European Higher Education Area. Persons who have completed training in the educational program of higher specialized education and successfully passed the end-of-course assessment are awarded the academic degree “Family Doctor” in the educational program 60910200 “General Medicine” and are issued a state diploma with an annex. Students who have completed the educational program “General Medicine” in English work as a “Family Doctor”, as indicated in the diploma in English.

The educational program “General Medicine” in the languages of instruction was developed by a team of authors:

1. N.A. Yarmukhamedova - Vice-Rector of SSMU for Academic Affairs
2. L.M. Garifulina – head of the educational and methodological department
3. D. Zhumaniyazov – Head of the Main Health Department of the Samarkand region
4. G.U. Lutfullaev – Dean of the 1st Faculty of Medicine
5. O.A. Khamidov - Dean of the 2nd Faculty of Medicine.

*Of the 247 students surveyed, 41.6% responded that they were satisfied with the quality of teaching methods (active and interactive methods). While visiting an educational organization, experts identified problems with the introduction of new teaching methods, including, due to the absence, it is recommended to develop a Regulation on interactive teaching methods and introduce them into the educational process.*

*The surveyed teachers responded that 73.5% were completely satisfied with the level of students' prior training, and 22% 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.*

*Questionnaires of teaching staff on teaching methods showed the following range of answers: mainly in my classes I use teaching in small groups (72%), I also use the method of problem-based learning (PBL) (49.5%). Methods such as team-based collaborative learning (TBL) (12%) and case-based learning (CBL) (17%) are used to a lesser extent.*

## **2.2 Scientific method**

The working curricula of the specialty “General Medicine”, studied by experts, contain the discipline “Research methods and biostatistics” (2 credits), aimed at developing students' skills in conducting scientific research, designing scientific works, i.e. scientific component that makes up the basic competencies of a SSMU graduate.”

The scientific work of students is coordinated by the research and development sector under the Department of Science and Innovation, under the separate supervision of the head of the department for organizing research activities of gifted students.

The activities of the student scientific society are regulated by internal regulatory documents on the organization of SSS and are located under the department for organizing research activities of

gifted students. The Student Scientific Society maintains creative contacts with leading international and national research centers, higher medical educational institutions, as well as centers in the information technology sphere.

In total, the university has 69 student scientific clubs, of which 47 are in medical affairs, in which 1,571 gifted students actively participate.

The experts spoke with teachers teaching students the above skills and ensured that the teachers had the appropriate competence.

The principle of “Learning through research” is being introduced at SSMU, which allows students to combine the educational process and research activities within the framework of the educational program. While attending clubs, students can stay and work in the Simulation Center, work directly with patients under the guidance of the circle’s responsible person, and also raise their level of scientific activity. The university has 47 student scientific circles in medical medicine, in which gifted students actively participate. Among them are laureates of the Presidential Scholarship of the Republic of Uzbekistan, State Scholarships named after I. Karimov and Ibn Sina. Students are also holders of the Uzbekneftegaz scholarship and the scholarship of the Association of Doctors of the Samarkand Region.

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

There is order No. 769 dated October 12, 2021 of the university, which describes the tutoring system at SSMU. Students choose elective disciplines in accordance with the catalog of disciplines presented on the university website [https://www.sammu.uz/en/pages/catalogue\\_sciences](https://www.sammu.uz/en/pages/catalogue_sciences), and also have the opportunity to familiarize themselves with elective disciplines when tutors present the working curriculum. It should be noted that, in accordance with external regulations, the university has the right to introduce elective disciplines only by 10%. (Basis - decision of the President of the Republic of Uzbekistan dated December 24, 2021 No. PD-60 “On additional measures to ensure the academic, organizational and managerial independence of state higher educational institutions”)

### **2.3 Basic biomedical disciplines**

The educational program defines basic biomedical disciplines with a total volume of 2700 hours (90 credits) (25%). Basic biomedical sciences are taught in 11 departments located at the following bases: Main educational building of SSMU, morphological building of SSMU, educational building of the academic lyceum of SSMU.

There are 16 departments located in the New University Building, the Academic Lyceum Building, and the Morphological Building of the University Clinic No. 1 of SSMU.

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

The educational program “General Medicine” includes such behavioral and social sciences as the modern history of Uzbekistan, bioethics, general hygiene, epidemiology, public health, healthcare organization, medical psychology, fundamentals of psychology and pedagogy, ethics and dentistry of a doctor, legal foundations of medical practice.

Students' understanding of socio-economic, demographic issues, health problems, awareness of the national health care system, the rights of doctors and patients is formed during the learning process. 15 teachers are involved in this. Behavioral and social sciences (a block of humanitarian and social subjects) are taught in 3 departments located in the Main Academic Building of SSMU.

### **2.5 Clinical disciplines**

In the educational program, the total volume of clinical disciplines is 30 disciplines, the total volume is 6210 academic hours (207 credits), which is 57.5% of the total EP.

The disciplines take into account the issues of diagnosis, treatment and prevention of various human diseases.

To ensure direct work with patients and the acquisition of sufficient clinical skills by students, the university has agreements with clinical sites. At clinical bases, students supervise patients, analyze clinical cases, prepare medical documentation, compile differential diagnostic algorithms, mini-clinical

exams, and defend medical histories.

The total number of clinical bases is 35, of which are involved in the training of the program “General Medicine”: Clinic No. 1 of SSMU, Regional Children's Multidisciplinary Center, Children's Hospital No. 1, Samarkand Branch of the Republican Scientific Center for Emergency Medical Care, Specialized Children's Surgical Clinic of SSMU, etc. including all clinical institutions in Samarkand. The university has 2 of its own large multidisciplinary clinics, providing a wide range of nosological units for the development of clinical competencies.

Experts evaluated the compliance of the clinical bases with the disciplines and topics of the educational program and came to the conclusion that in the EP “General Medicine” of 5280 hours were allocated to core disciplines, and subordination 780 hours. The disciplines are arranged in the following PDO modules: “Therapy” – 30 credits, “Pediatrics in family medicine” – 17 credits, “Obstetrics, gynecology” – 13 credits, “Surgery” – 24 credits, “General medicine” – 26 credits each (ECTS ). The program provides for early involvement in the clinic.

The university has developed a “Clinical Skills Passport”, according to which students from the first year begin to master simple medical procedures: types of injections, applying bandages, treating wounds, stopping external bleeding, etc.

Each clinical department has a timeline of classes regulating the time of supervision of patients by 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 ranges from 1 to 3. When visiting practical classes and talking with students, experts were convinced that the University’s Simulation Center, whose activities are aimed at training and independent assessment of clinical skills trained on simulators, mannequins and virtual simulators, contributes to the development of students’ practical competencies. During the academic year, students of 2-6 courses study at the SC according to schedule, where they practice and improve their practical skills on simulation equipment. At the same time, students deepen their theoretical knowledge and develop communication skills.

*Based on the results of the teaching staff questionnaire, we can conclude that 93.5% (187 people) of respondents completely agree with the statement that students have free access to patients at clinical sites and all conditions for improving their practical skills. At the same time, 4.5% (9 people) partially agree with this statement. The remaining categories of answers (partially disagree, completely disagree, doubt the answer) had a small number of respondents: 0.5% (1 person) in each of them.*

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

The educational program describes the content, volume and sequence of cycles, disciplines, and topics. The ratios between basic biomedical, behavioral, social and clinical disciplines were observed in proportions - 23% -10% -48%, respectively.

There is horizontal integration of such disciplines as anatomy and pathological anatomy, physiology and pathophysiology, biochemistry, pharmacology, histology and cytology. Vertical integration in relation to clinical and basic biomedical disciplines can be seen in classes in the simulation center, when cases are analyzed both from the point of view of basic and clinical disciplines, as well as with behavioral and social disciplines: communication skills, for example.

19 electives have been developed, taught starting from the 2nd year. Students are given the opportunity to choose electives through the university website, where the catalog is posted [https://www.sammu.uz/en/pages/catalogue\\_sciences](https://www.sammu.uz/en/pages/catalogue_sciences). Students said that when choosing electives, advisory assistance is provided by department teachers and tutors. Electives were developed by departments and approved at a meeting of educational and methodological commissions; at Samarkand Medical University they are called sectoral. Electives make up no more than 10% of the total volume of disciplines in accordance with external regulations.

The educational program describes the content, volume and sequence of cycles, disciplines, and topics. The relationships between basic biomedical, behavioral, social and clinical disciplines are respected.

Education in the EP specialty “General Medicine” is carried out for 6 years and consists of



10,800 hours of undergraduate study (360 ECTS credits). Compulsory sciences are a total of 290 credits (8700 hours) and 34 credits (1020 hours) are an elective component. Humanities and social sciences are only 4 credits (120 hours, of which 60 hours are classroom hours and 60 hours of self-help work). Preclinical disciplines 84 credits (2520 hours, of which 1266 hours are classroom hours, 1254 hours are CDS). Clinical disciplines 176 credits (5280 hours, of which classroom – 2656 hours, IWS – 2624 hours) and Subordination – 26 credits (780 hours). Industrial practice – only 32 credits (960 hours).

Of the total number of hours - 10,800 at the bachelor's degree, provide direct contact with the teacher, 5,872 hours - independent work.

Student-centered learning, which develops in student's responsibility for the learning process and a culture of lifelong learning, is being implemented at the university through the individualization of learning, the formation of an educational trajectory, which is achieved by identifying elective disciplines from the presented catalog of disciplines for various areas of training. At the same time, experts consider it necessary and possible to develop and implement a Program for the implementation of student-centered learning and teaching, which will provide more flexible learning opportunities.

Experts believe that the list of electives in the catalog of elective disciplines should be expanded to form an individual learning trajectory, since there is not enough of them in the presented catalogue.

*Results of the student survey: fairness of exams and grades: 37% were completely satisfied, 5% were not satisfied, 58% were left without an opinion.*

*To the survey question "I am satisfied with the quality of my education)," 28.3% of students responded with complete agreement, 11.5% neutrally agreed, 4% disagreed, and 56.7% had no opinion. At the same time, 39% of students claim that they are satisfied with the quality of formative feedback.*

*The surveyed students are fully satisfied with the quality of preclinical training (40.6%), the quality of practice in the 3rd year (40.6%), the quality of practice in the 4th year (37%), and the assessment of clinical skills (40%).*

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

The structural units responsible for the planning, formation and implementation of the educational program "General Medicine" are the 1st and 2nd medical faculties, 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 quality and level of management of the educational process were confirmed during visits to dean's offices and conversations with managers and employees, in particular with the head of the Department of Educational and Methodological Work, Liliya Maratovna Garifulina

The participation of teachers and students in the discussion of issues related to the educational program is ensured through the constructive cooperation of all interested participants in the process: administration, teachers, students, representatives of practical medicine (practicing doctors, the center for the development of medical education of the Ministry of Health of the Republic of Uzbekistan). Teachers, students and employers are directly involved in the educational process and development of the educational program, also through representation in the advisory bodies of the university.

Planning and implementation of innovation in the educational program is carried out by the Industry Central Methodological Commissions and the Central Educational and Methodological Commission.

Representatives from interested parties, including representatives from clinical sites, mentors, graduates are full members of faculty councils, the Academic Council of the university and participate in decision-making on the management of educational programs. The experts got acquainted with the minutes of the meeting of collegial bodies, which reflected the discussion of the structure, content of

the EP, and the introduction of innovations. 30 representatives of practical healthcare participated in the 2023 survey, the results of which resulted in organizing an internship for 6th year students. 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:

1. Fundamentals of transplantology
2. Minimally invasive surgery
3. Clinical aspects of immunoprophylaxis
4. Evidence-based medicine
5. Basics of combustiology

Thus, at the university, the process of development, review, and approval of the educational program is coordinated and regulated by internal regulatory documents: Protocols of the Academic Council and Orders of the Rector based on the decision of the Academic Council. The EP “General Medicine” is reviewed and discussed annually; the last time was reviewed on June 29, 2022.

At the same time, experts consider it necessary to recommend to the management and responsible persons of the university to develop and implement into the educational process a Regulation on interactive teaching methods.

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

The connection between the educational program and subsequent stages of professional training is ensured through the training and retraining of medical personnel through clinical residency and master's programs in 53 and 24 specialties, respectively.

To implement postgraduate training programs, there is a faculty of postgraduate education of doctors.

Feedback from representatives of practical healthcare is carried out through the annual employer survey conducted by the employment department, job fairs, and employer visits in order to attract young specialists to the regions, taking into account local, national and global conditions.

During a conversation with the management of the university, experts received information, and teachers confirmed that the training of students is carried out in partnership with the Ministry of Health of the Republic of Uzbekistan, regional, city and district health departments, public and private medical organizations, and civil society.

Feedback from representatives of practical healthcare is carried out through the Vice-Rector for Clinical Work. Some chief doctors are heads of departments. This management decision was made two years ago, which made it possible to resolve the issues of providing training rooms. For example, at the Department of Traumatology, the 1st floor was vacated specifically for the department, and 12 classrooms were allocated.

The training of students in the specialty “General Medicine” is aimed at meeting the needs of practical healthcare, since when analyzing the shortage of specialists for 2023, it was found that practical healthcare at the polyclinic level is experiencing a shortage of more than 3 thousand doctors. Therefore, this organization is specialized in the implementation of the program “General Medicine”, and provides a lot of opportunities and conditions for qualified training of specialists in the field of family medicine. During a conversation with the management of the university, experts received information about close interaction with employers, which was also confirmed during an interview with them, and teachers confirmed that students are trained directly in the clinical departments of 35 clinical bases, two of which are their own. Students of this specialty can supervise patients with diseases such as cardiology, pulmonology, infectious diseases, traumatology, surgery and neurosurgery, obstetrics and gynecology, etc., including childhood diseases.

Modification of the educational program is carried out taking into account the needs of practical healthcare and employers and takes into account the current conditions in which graduates will work. For example, mastering practical skills in a simulation center, according to the unanimous opinion of employers, will allow one to master practical skills at a higher level. Also, the inclusion of a number of elective disciplines corresponds to the current situation in healthcare.

Thus, the university is modernizing its educational program taking into account the needs of the labor market, increasing the efficiency of the educational process and the employment rate of graduates. In 2022, the graduate employment rate was 98%.

*EEC conclusions based on the criteria.* Completely correspond - 20, partially - 5, do not correspond - 0.

### **Recommendations for improvement**

#### **Standard 2.1.4**

To develop a program for the implementation of student-centered learning and teaching, providing for:

- showing respect and attention to different groups of students and their needs, which allows for more flexible learning opportunities;
- considering and using different forms of training delivery (where possible);
- flexible use of a variety of pedagogical methods;
- regular evaluation and adaptation of knowledge transfer methods and pedagogical methods;
- promoting a sense of autonomy in the learner, while providing appropriate guidance and support from the teacher;

Development of a catalog of elective disciplines, incl. for foreign students to form an individual learning path

#### **Standard 2.1.7**

To ensure student participation in the development of the educational program

To take into account the results of external examination and control checks of the quality of implementation of the EP

#### **Standard 2.2.1**

To introduce the discipline “Evidence-Based Medicine” into the curriculum

#### **Standard 2.7.2.**

To develop regulations on interactive teaching methods and implement them in the educational process

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

The university has a student assessment system, which is documented in the “Regulations on the knowledge assessment system.” Formative assessment includes various forms of feedback by commenting on the student's oral response and is carried out every lesson, allowing the teacher and student to adjust their work and eliminate possible gaps. The departments are developing test tasks, situational problems, exam papers, OSCE clinical stations, etc. Experts familiarized themselves with 600 tests and 500 tasks in the disciplines of anatomy, histology, biological chemistry, traumatology and orthopedics, resuscitation and anesthesiology, microbiology, and surgical disease. Visited the test center where final exams are conducted using computer testing. During interviews with students, it was revealed that this type of control suits them; the test questions correspond to the topics of study. Most importantly, in their opinion, the method eliminates the human factor. Teachers said that test questions are updated annually by 30% and are prepared strictly within the framework of the curriculum.

The summative assessment consists of several stages: oral questioning, MCQ tests, practical skills and reveals the level of development of students' competencies over a certain period of time. Forms and methods of summative assessment are determined by the department/module, taking into account the specifics of the discipline. Students appreciated the fairness and objectivity of the assessments, including in case of possible disagreements on the assessment results; they can contact the supervising specialists of the dean's office and the dean of the faculty, either independently or through student government bodies.

The balance between written and oral examinations is determined depending on the number of hours allocated to the discipline and is regulated by the central methodological council of the university.

Assessment methods based on criteria and reasoning, and special examinations such as integral

and end-of-course assessment are used. The number of allowed retakes is 2 times.

The University ensures that the assessment covers knowledge, skills and attitudes, which is reflected in the syllabus of disciplines that meet the requirements of the state standard. Teachers are trained in student assessment methods, and the university provides training to Academic staff on assessment methodology and examination. SSMU is developing new assessment methods that involve the involvement of external examiners, establishing a procedure for documenting, studying assessment methods and analyzing their reliability and validity. Avoidance of conflicts of interest when conducting assessments is carried out using computer technology and video surveillance. Experts studied the organization of the process and methods for assessing students' knowledge. The openness and accessibility of assessment methods and results are ensured by specialists from the dean's offices, and group curators are constantly in touch with students and are open to discussing facts of incorrect (in the students' opinion) assessment and include in the involvement of independent examiners. Thus, for the examinations in 2023, the examiners included representatives of employers and an external scientist (professor from another university) in this field. Indicators of quality and performance based on the results of the FSC over 5 years demonstrate that absolute performance reaches 100%, and the quality indicator by year is within 80-90%: 2018-2019 - 84%, 2019-2020 - 86.8%, 2020 -2021 - 91.18%, 2021-2022-87.5%, 2022-2023 - 88.9%.

The validity and reliability of assessment methods is ensured by piloting OSCE stations, which makes it possible to evaluate the quality of the stations' methodological support, the content of the tasks, and is documented by making the necessary changes to the syllabus of disciplines. The department is responsible for this and is approved by the CMC. Control and measuring tools undergo annual internal examination and approval at the department, at the industry and central educational and methodological commissions, and are reviewed by internal and leading specialists in the relevant areas - external reviewers. New assessment methods were introduced in 2023 at the simulation center when conducting interactive teaching methods - PBL - which are tested and analyzed first in several training groups, then recommended for further implementation in the educational process.

*Based on the results of a survey of Academic staff, various methods for assessing knowledge and skills used in the educational process were identified. Among the most common methods, the following were noted:*

1. An essay that received 59% of the votes.
2. Multiple Choice Questions (MCQs), with a score of 38%.
3. Advanced multiplex election with clinical context, receiving 35.5% of the vote.
4. Outstanding Answer (OA), which received 49.5% of the votes.
5. Portfolio, with a result of 58%.
6. Multi-source feedback (MSF) - 57.5%.
7. Feedback - 49.5%.
8. Logbook - 22%.
9. Structured clinical examination (OSCE) - 68.5%.
10. Skills Assessment Procedures (DOPs) - 15.5%.
11. Mini-clinical interview (MiniCEX) - 16.5%.

*It should be noted that such a variety of assessment methods was not confirmed during interviews with Academic staff and students.*

There is a system for appealing assessment results, documented in order to ensure transparency of the examination procedure and resolve controversial issues during the examination period, an appeal commission is created. If a student disagrees with the exam result, he has the right to file an appeal. The rules for conducting an appeal are defined in the "Regulations on the knowledge assessment system" [https://www.sammu.uz/uz/pages/assessment\\_regulations..](https://www.sammu.uz/uz/pages/assessment_regulations..) For the period 2018-2023. there were 12 appeals from 1st-3rd year students. The appeal system, documented to ensure transparency of the examination procedure, is an important tool for resolving controversial issues.

Thus, the study of control and measurement tools (CIS) (2000 tests, 350 tasks, 24 OSCE stations) showed that the organization has implemented an appropriate assessment policy that allows

for a comprehensive assessment of students' educational achievements. Students expressed satisfaction with assessment forms such as OSCEs and noted regular feedback from instructors.

The experts asked questions to the head of the department of educational and methodological management and checked the documents on the methodology for assessing students. The university has 13,000 test questions, which were compiled by the teaching staff of the departments and approved at the meeting of the Central Medical Examiner (Minutes No. 12 of 06/14/23). Instruments have been reviewed by internal and external reviewers. The head of the department, L.M. Garifulina, responded that additions and updates to the CIS are planned to be made before the start of the new academic year. Validation of tests is carried out on the basis of an analysis of preliminary testing of final year students; if incorrect questions are detected, they are sent for revision to the relevant departments (decision making at a meeting of the Education Quality Department).

A review of the website showed that its pages contain the regulatory documents of the educational process necessary for students and contain information on educational materials, which is regularly updated. This information was obtained during a conversation with the head of the information resource center, Dilshod Zakirovna Mansurova.

### **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 have determined that students achieve the final learning outcomes, which is confirmed in the syllabus of each discipline, and is implemented in various forms: test questions, tasks in test form, a list of practical skills, situational tasks, clinical situations, tasks for laboratory and other work. Assessment methods support learning as it is necessary to select an appropriate method based on the learning process.

A balance between formative and summative assessment helps guide learning and assess a student's academic progress, which requires establishing rules for assessing progress and their relationship to the assessment process.

The student's academic progress is assessed by analyzing his performance for the year in the form of GPA (average score in all disciplines, calculated as the ratio of the sum of the products of credits and the final grade in the discipline to the sum of credits for the current period of study). Students emphasized that it is beneficial for them to consistently accumulate the necessary credits, which is possible.

Assessing students' skills using simulation equipment ensures prior mastery of the necessary control skills and also ensures objectivity and validity of the assessment.

Having attended practical classes, experts were convinced that students are assessed in the following way: using models - high-tech mannequins, seminars, solving situational problems and test questions, as well as using test tasks on the mt.sammu.uz platform. Accordingly, organizing oral examination, testing, written examination, integrated examination and OSCE are effective assessment methods. We see the same picture at the university's simulation center. At the Department of Traumatology and Orthopedics, students are shown radiographs of typical fractures, which are included in the OSCE questions on this subject.

The number and nature of examinations contribute to integrated learning, which is reflected in the preclinical (at the end of the 3rd year of study) and integrated clinical examinations, as well as in the final state certification (at the end of the main program).

The Education Quality Control Department provides feedback to students every 3 months, and based on the results of this analysis, conclusions are drawn about the effectiveness and ethics of the assessment. The departments regularly conduct surveys of students to study their opinions on the organization of the educational process and methods of assessing knowledge.

The results of student assessment are documented as follows:

1. At the department level: each assessment of the current, midterm and end-of-course assessment is assigned based on the results of the answers contained in the discipline syllabus. University teachers are required to promptly submit grades in the academic journal and in electronic

format on the HEMIS platform. If students disagree with their assessment, they can contact the teacher, department head or dean for clarification. Upon completion of the discipline, students are surveyed for feedback (during a conversation with teachers, staff of the educational and methodological department and deans, similar opinions were expressed, but not a single case of student appeal and resolution of the issue was reflected in the minutes and other documents).

2. At the dean's office level: students have the opportunity to contact the supervising specialists of the dean's office and the dean of the faculty, both independently and through student government bodies. All dean's office specialists, as well as group curators, are constantly in touch with students and are open to discussing facts of incorrect (according to students) assessment. Interns express their opinions in a report following the session on areas of internship.

3. At the university level: the results of student surveys are analyzed by the Education Quality Department and taken into account when developing corrective measures. The university administration, the university rector and deans of faculties regularly meet with students on key issues of the educational process and other aspects of student life (only student requests to the rector are recorded in documents).

After each examination session, a survey of students is conducted to study their opinions about the quality of teaching, the examination procedure, etc. The results of the feedback are analyzed and discussed at meetings of departments, specialized educational and methodological commissions, faculty councils and the academic council of the university, after which a plan of corrective measures is drawn up (The report of the department on the quality of education in the academic council of the university is available).

Interviews with 18 teachers on assessment methods showed that assessment methods and types are determined based on an analysis of the knowledge assessment of the previous semester. Students also expressed their opinions on the timeliness of test delivery, pre-exam consultations, the clarity of the assessment procedure and its fairness. For example, they noted that preparation for exams begins during the monitoring process.

During the visit to the university, the question was asked: "Are external examiners being used to improve the fairness, quality and transparency of the assessment process?" The answer received was: "Practicing doctors of the clinic are involved."

Experts examined resources for organizing assessments of knowledge and practical skills, including moulages, simulators, and patients.

*The interviewed 21 representatives of employers also pointed out that the training of graduates corresponds to the modern development of medical practice and science, since the university provides decent personnel. Employers said that they themselves participate in the evaluation of students, since they are included in the Academic Council and even the supervisory board. But the educational organization did not provide systematic feedback to them. Employers believe that they wanted to see graduates have the strongest skills, such as examining patients and knowledge of clinical situations.*

At the same time, there are difficulties in the development of control and measurement tools, including issues of assessment methodology and examination of new assessment methods.

***EEC conclusions based on the criteria*** comply with 4 standards: fully - 2, partially - 2, do not comply - 0.

***Recommendations for improvement:***

**Standard 3.1.1., Standard 3.1.2**

To use software for validating test items of end-of-course assessment and FSC

To evaluate and document the reliability and validity of assessment methods

To conduct CDP program for Academic staff in the use of various assessment methods

To unify the system for assessing students' practical skills in the simulation center.

**Standard 3.1.1.**

To disseminate the experience of a number of departments in the use of anti-plagiarism programs for texts generated by artificial intelligence and to develop criteria for evaluating works taking into account the percentage of identified borrowed text

## **Standard 4: STUDENTS**

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

The organization has a policy for admitting students in accordance with the Law “On Education of the Republic of Uzbekistan No. 637 of September 23, 2020,” “Regulations on the procedure for admitting students to undergraduate studies in higher educational institutions” (Annex 1 to Resolution of the Cabinet of Ministers No. 393 of June 20, 2017).

The Vice-Rector for Academic Affairs spoke about the student admission policy. Approaches to the admission of students are based on the requirements of the country and internal regulations and are regulated by the admissions committee, the work of which is carried out in accordance with “On approval of the regulations on the procedure for admission to study, transfer, reinstatement and expulsion of students in higher educational institutions”, approved by Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 393 dated 06.20.2017 and the Decree of the President of the Republic of Uzbekistan “On the organization of admission to study at state higher educational institutions.” Currently, 4,227 foreign citizens of 13 nationalities are studying at the university under the educational program in the specialty “60910200 – General Medicine” (of which 2,979 are agreements and 1,248 are state educational grants).

Reliable, valid assessment methods were used to assess the progress of completing students and aimed at assessing learning outcomes and competencies. An integrated approach was used, taking into account various aspects of educational achievements. However, shortcomings in the assessment system were identified that require improvement, including in the context of the effectiveness of OSCE as a tool for assessing students' practical and communication skills.

The experts familiarized themselves with the documentation on student admission, including the Law “On Education of the Republic of Uzbekistan No. 637 dated September 23, 2020,” “Regulations on the procedure for admitting students to undergraduate studies in higher educational institutions,” Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 393 “On approval of the regulations on the procedure admission to study, transfer, reinstatement and expulsion of students in higher educational institutions” dated June 20, 2017.

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 37 students with disabilities were accepted into the general medicine program.

The practice of transferring students from other educational programs and medical educational institutions is documented in the work of the admissions committee, carried out in accordance with “On approval of the regulations on the procedure for admission to study, transfer, reinstatement and expulsion of students in higher educational institutions,” approved by Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 393 dated June 20. 2017 and the Decree of the President of the Republic of Uzbekistan “On the organization of admission to study at state higher educational institutions.”. **For the period 2018-2023. transferred from the university to other institutions by \_\_\_ people, including in connection with \_\_\_\_. \_\_\_ people transferred to the university from other educational institutions. \_\_\_ person was expelled due to \_\_\_\_.**

A connection has been established between the selection of students and the mission of the educational program, the competencies of graduates, in accordance with the mission of the university, where the main one is “training competitive healthcare professionals”, 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, annually enrolled in SSMU.

The admission policy is being revised in accordance with the mission of the university, where the main one is “training competitive healthcare professionals”, the admission policy is aimed at selecting the best applicants. Gender and ethnic background is not a barrier to admission to the university, as the university has a policy of balancing the admission of students taking into account their gender, ethnic background and other social requirements, including the potential need for special admission policies for students from disadvantaged backgrounds. Training is conducted in Uzbek, Russian, and English. The appeal of decisions on student admission is enshrined in the “Regulations on the knowledge assessment system.” You can learn about the appeal system from the appeal rules defined on the site [https://www.sammu.uz/uz/pages/assessment\\_regulations](https://www.sammu.uz/uz/pages/assessment_regulations). To conduct an appeal, an appeal commission is created and organized in accordance with the established procedure. In this case, an applicant who is dissatisfied with the test result can contact the chairman of the admissions committee or the chairman of the appeal (protest) commission of the university with an application to appeal the test work within 24 hours from the time the test results are announced. The period for consideration of the appeal application should not exceed two days.

#### **4.2 Student recruitment**

In total, 4,227 students are studying in the “General Medicine” program in Russian. The annual admission of students is compiled by the state commission and 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. Decision-making on student enrollment is regulated by national requirements and documents, such as the Law “On Education of the Republic of Uzbekistan No. 637 of September 23, 2020.” The university provides personnel mainly to the Samarkand region. The survey results showed the need to improve the student assessment system. During a meeting with the head of the educational program, it was determined that a revision of the system for assessing students' practical and communication skills is required.

A review of the number and contingent of admitted students is carried out annually and is the responsibility of the Admissions committee. During a conversation with teachers, experts determined that additional measures are needed to improve the effectiveness of the student assessment system

#### **4.3 Counseling and support for students**

The system of academic counseling for students includes the choice of electives, preparation for postgraduate studies, professional career planning, appointment of tutors, academic mentors, advisory work at departments and is reflected 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”, as well as by Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 736 dated September 17, 2018 “On measures to increase the effectiveness of spiritual and educational work in the education system” and on the basis of the order of Samarkand State Medical University No. 769/AF dated November 12 2021. The choice of electives is carried out in accordance with the State Compulsory Educational Standards for students admitted in 2017-2020 approved by order of the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan No. 303 dated August 21, 2015 (registered with the Agency for Standardization, Metrology and Certification of the Republic of Uzbekistan No. 36, 2018 in 2016), for students admitted in 2021-2022. approved by order of the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan No. 11 dated October 19, 2021 (registered by the Ministry of Justice of the Republic of Uzbekistan Registration Number 42 dated October 27, 2021) “On approval of the state standard of the Republic of Uzbekistan “State Standard of Higher Education. For any questions that arise, students contact the dean’s office and their tutor.

Professional career planning for 5-6 year graduates is supervised by the career center, whose tasks include organizing consultations on choosing a career path, assistance in writing a resume and preparing for interviews, as well as providing support in the development of professional skills. The



employment rate of graduates of the program “General Medicine” (Russian language of instruction) in 2022 was 98%.

The appointment of tutors is based on certain criteria established by the administration. During interviews with teaching staff, experts revealed that the salary for tutoring differs from teaching at the department and tutors do not teach. The tasks are described in the relevant regulations. There are 42 tutors in total.

There are academic mentors who are guided in their work by certain standards, protocols or regulations approved by the educational institution. There are a total of 648 mentors, including 554 healthcare workers.

The student support program is described in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 736 dated September 17, 2018 “On measures to increase the effectiveness of spiritual and educational work in the education system” and on the basis of the order of the Samarkand State Medical University No. 769/AF dated November 12, 2021 and implementation she is supervised by a Tutor.

At SSMU, the student support program includes: scholarships for educational grant holders, personal scholarships, social support for various categories of students, a personal growth program, and the “Student Health” program, financed from SSMU funds.

The Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan and the Ministry of Finance provide scholarships in a basic amount (400,000 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), as well as that scholarships for students with “excellent” academic performance were paid in addition to 15 percent of the base scholarship amount.

Student counseling includes various aspects such as academic support, help with personal problems, health and financial issues. This area is handled by the Department of Youth, Spirituality and Education. During a meeting with the Vice-Rector for Youth Affairs, the experts received information about the current state of students, their problems and needs. Counseling is based on systematic monitoring of students' progress and analysis of their academic and personal achievements. Meetings are periodically organized with the participation of the advisor to the rector of SSMU Elyorbek Aripov, psychologist D. Dzhuraeva and representatives of the faculty. During a discussion with Sobirjon Ergashovich Mamarajabov, the experts familiarized themselves with information about the academic and social-educational support provided to students.

Students are provided with appropriate documents confirming their qualifications and the status of the education received, in accordance with European Standards and Guidelines (ESG) G 1.4. Specific documents include diplomas, diplomas and certificates issued by the educational institution. The experts familiarized themselves with the process of issuing documents and the confirmation procedure.

#### **4.4 Student representation**

A policy for student representation in such advisory structures as faculty councils and the Academic Council of the university has been defined and implemented, where they actively participate in the discussion and development of the educational program. Students take part in the development, management and evaluation of the educational program through participation in the scientific, faculty, and academic council. Student self-government is represented by “University Student Government, Youth Affairs Committee, Debate Club, University Student Volunteer Team, Student Construction Team, Intellectual Club, Cheerful and Resourceful Club, Yoshlar ittifoqi” self-government (Student Government, Student Trade Union), having representation in all advisory university authorities. Experts met with representatives of the Youth Union and interviews with students, where they received evidence of student participation in various areas of the university. The experts familiarized themselves with documents on the composition of student organizations, including the SSS and the Youth Union.

In total, the university has 22 student organizations, creative groups and sports sections,

including 10 cultural, educational, and public, volunteer, and sports sections. At the undergraduate level, 40-50% of students are engaged in scientific work within the framework of 78 scientific circles of university departments. The university has such public organizations as: "University Youth Union", "SSMU Union, Sports Club which includes 8 clubs in different sports, theater studio "Ibn Sino Izdoshlari", student ombudsman, volunteer club, intellectual games club "Zakovat", music-folklore, vocal, choreographic and art studios, debate associations in which develop oratory skills, literary associations in which they discuss the books they have read. The department for youth affairs, spirituality 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.

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

**Recommendations for improvement - no**

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

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

The expert commission found that the university has a total of 761 employees, including 648 full-time teachers, 116 part-time teachers. A total of them are 378 women, 383 men. 0 people with disabilities. Education in the state language is carried out by 3929 people, in Russian - 298, in English - 116 people, foreign Academic staff - 40.

The experts got acquainted with the policy of selection and admission of employees, which is carried out on a competitive basis in compliance with the requirements of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "Procedure for admitting Academic staff to higher educational institutions; Basics of competition", approved by Resolution No 20. In order to ensure the implementation of the rector's order No. 4-XT dated January 28, 2022, the university issued an order "On competitive admission to vacant positions."

The personnel policy of the faculties of the specialty "General Medicine" is fully coordinated and complies with the Personnel Policy of the University. Monitoring of the responsibility of Academic staff (teachers) is provided on the basis of the current Regulations on clinical and non-clinical departments in the specialty "General Medicine" and job descriptions.

When forming a staff of teachers, the economic capabilities of the university and the amount of funding for employees are taken into account. Average salary in 2023 with distribution by position - 8.5 million soums

*While surveying teachers, it was found that the majority (94%) are completely satisfied with the organization of work and the workplace in this educational organization, but 5% are partially satisfied. In this educational organization, teachers have the opportunity to engage in scientific work and publish research results - 94.5% completely agree, 4.5% partially agree. Satisfied with the work of the HR (personnel) service - 93% completely agree, 5% partially agree. Satisfied with wages - 87% completely agree, 3.5% partially agree.*

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

The university has developed and implemented the "Personnel Policy of SSMU", based on the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 20 dated February 10, 2006 "On approval of the regulations on the procedure for hiring Academic staff to work in higher educational institutions on a competitive basis."

During the 2018-2023 academic year, 877 people (83.0%) underwent professional training, 1057 people received training in teaching and assessment methods, including within the framework of

various state and international programs - “El-Yurt Umidi”, Muskie, Fulbright, KOICA, etc.

Teachers said that they have enough time for each activity. The academic performance of teachers is assessed through an annual rating, and the results are presented in the form of remuneration. For 2018-2023 5 teachers were awarded various awards, including 2 teachers of the EP “General Medicine”.

University faculty have currently received 32 patents and 28 copyright certificates. Total for 2018-2023 teachers of the General Medicine program published 5687 articles, including 4384 with IF> 1. Teachers made 3654 reports at international and 2965 reports at republican conferences. 458 teachers of the educational program “General Medicine” are engaged in science and participate in 90 scientific projects.

The total number of scientific publications of Academic staff in the near and far abroad during the implementation of scientific and technological progress is 4780, including 757 in the 2020-2021 academic year; in the 2021-2022 academic year – 2009; in the 2022-2023 academic year - 2014. At the same time, the number of articles with a non-zero impact factor published by SSMU teachers is 2439.

Clinical activities of teachers and part-time teachers are used in teaching. 116 employees of clinical sites are involved as part-time workers in educational activities under the “General Medicine” program.

During conversations with the Academic staff of the departments, experts determined that the improvement of the teaching competencies of Academic staff is carried out at the School of Young Teachers, organized on the initiative of the rector of SSMU. The “Clinical Learning Skills” program of the Johns Hopkins University branch, JHPIEGO (Baltimore, USA), adapted to the conditions of SSMU, was adopted as the basis. The School of Young Teachers trains all newly hired teachers or those with no more than 2-3 years of experience, as well as part-time teachers - representatives of clinical sites. Certificates are issued based on the results of training.

Promotion of university employees is realized through inclusion in the Personnel Reserve. There is a list of personnel reserves, including 7 people. Promotions for 2022-2023 17 people received it.

Experts received answers about the teacher training program, which is conducted annually. During the period 2018-2023 877 people (83.0%) underwent professional training; 1,057 people received training in teaching and assessment methods. Over the past 5 years, 414 university faculty members participating in the implementation of the educational program “General Medicine” have undergone CDP, including pedagogical competencies.

These events are funded by the university. The expert verified teacher certificates on such topics as “Clinical teaching skills” and Development of test items.

*There is an opportunity for career growth and development of teacher competencies in the organization - 93% of surveyed teachers responded, and 5.5% partially agreed 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”.*

*Based on the results of the questionnaire, it was found that 86% of respondents (172 people) claim that educational organizations implement social support programs for teachers. Also, 3% (6 people) responded that they had already used these programs. However, 1% (2 people) claims that there are no such programs, and another 8.5% (17 people) do not know about their existence. Another 1.5% (3 people) expressed doubts on this issue.*

*The results of the survey showed that 74% (148 people) of respondents claim that the educational organization supports their participation in conferences (international, national) by paying for travel, travel allowances and registration fees. 6.5% (13 people) stated that the organization only pays for travel, while none of the respondents indicated that they only pay the registration fee. 2% (4 people) claim that the organization does not pay any expenses, and also stated their desire to self-finance participation (2 people). One person (0.5%) claims to find sponsors. 9% (18 people) of respondents said that they do not contact management about this, and 8% (16 people) did not answer this question.*

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

#### **Recommendations for improvement - no**

##### **Standard 5.2.1.**

To conduct CDP program for Academic staff in pedagogy in the field of introducing innovative teaching methods and evaluation methods.

#### **Standard 6: EDUCATIONAL RESOURCES**

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

SSMU has all the necessary resources to ensure the effective implementation of the educational program for both teachers and students. These resources include lecture halls, classrooms, laboratories, a library, information technology resources, and cultural and social facilities, including university hospitals. The latest visit of the EEC members confirmed the presence of an extensive and modern infrastructure of the university.

The university has introduced an electronic pass system for staff and students equipped with personal electronic pass cards. All main educational buildings of SSMU are isolated and equipped with checkpoints staffed by security officers. An access control system (ACS) of 14 units was installed to automate control over staff and visitors. There are 287 digital cameras located on the university campus and around the dormitories, combined into a single recording system with long-term data storage. The telephone exchange was modernized in 2022, transferred to IP technology to serve 110 subscribers with the installation of 105 IP phones. The university provides centralized information and training for staff and students on issues of Civil Defense (CD) and emergency situations (ES). Each department has a responsible employee for civil defense and emergency situations, who regularly trains teachers on security and civil defense issues.

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

A review of the resources showed that they correspond to the goals and objectives of educational activities; thus, clinical bases were visited: Multidisciplinary Clinic, Specialized Children's Surgical Clinic, as well as clinics of the Research Institute of Rehabilitation and Sports Medicine, Research Institute of Microbiology, Virology, Infectious and Parasitic Diseases named after L.M. Isaev Specialized Scientific and Practical Center for Neurosurgery and Neurorehabilitation with a total bed capacity of 6204, 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 the clinical bases of the Faculty of Medicine, where experts examined the resources, their compliance with training programs, and 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, interviews were conducted with students in the specialty. The experts asked questions about satisfaction with training, sufficient time for patient supervision, work in the electronic system <https://mt.sammu.uz/> with medical documentation, satisfaction with teaching methods and qualifications of teachers, social and moral support for students in need, participation in “Yoshlar ittifoqi” (Youth Union) and the Student Scientific Society (SSS), availability of international databases of professional literature as a resource. 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.

Students showed their commitment to the university, were active in answering questions from external experts, demonstrated their judgment in organizing training, assessing their skills, advisory support, the opportunity to participate in research and development, financing, and demonstrated proficiency in English when answering questions from experts. Experts examined student documents (portfolios, student assessment results, checklists, student survey results).

*An interview with 40 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).*

*During interviews with teaching staff, it became obvious that the university provides students with the necessary conditions to develop adequate clinical experience in accordance with the educational standards of the General Medicine program. It was also revealed that the university pays noticeable attention to the professional growth of teaching staff. Based on the survey results, 95.5% of participants completely agree with the statement about the possibility of realizing oneself as a professional in one's specialty in this educational organization. 2.5% somewhat agree, 1.5% somewhat disagree, and 0.5% strongly disagree. None of the respondents expressed doubts about the answer. The results of the questionnaire show that the vast majority of respondents, namely 93.5% or 187 people, completely agree with the statement that students have free access to patients at clinical sites and have all the necessary conditions for developing their practical skills. However, a small part of respondents (4.5% or 9 people) partially agree with this statement. There are also 2 people (1%) who completely or partially disagree with this statement, and another 1 person (0.5%) expressed doubts about their answer. The total number of survey participants was 200 people.*

*Various incentives and financial support are provided for teachers if necessary. According to the survey results, 86% of participants claim that their educational organization has social support programs for teachers. Of these, 3% have already taken advantage of these programs. 2% of respondents noted that there are no such programs, 8.5% do not know about their existence, and 1.5% expressed doubts about the answer.*

*In addition, teachers with an IELTS certificate receive an additional bonus of 5%, and can also receive additional payments for scientific work through the Scopus platform in the amount of 15% to 60%. The university actively supports the development of programs and the publication of scientific articles, holding events twice a year to exchange educational and methodological experience within the educational institution. There is also a mobility program, under which students can go to the Russian Federation, Tashkent for one semester of academic mobility for free, and also receive several free foreign language classes.*

*The interview also revealed information about the testing process, where teaching staff independently generate questions, ensuring the confidentiality of information.*

*Teaching and assessment methods were also widely discussed, including mention of innovative approaches, although not everyone used them very effectively due to lack of understanding. The survey revealed that the most common teaching method among teachers is Problem-Based Learning (PBL), used by 49.5% of teachers. This is followed by Small Group Teaching, which is used by 36% of teachers. At the same time, methods for assessing knowledge and skills are also varied: Essay, Portfolio and Assessment Clinical Examination (OSCE) are the most common, used by 59%, 58% and 68.5% of teachers respectively. Members of the EEC have repeatedly recommended that we consider other methods of assessing clinical skills other than the OSCE.*

*According to the survey, 83% of the surveyed teaching staff said that the leaders of the organization systematically listen to their opinion regarding issues related to the educational process, research and clinical work. 12% say this happens sometimes, 3% say it happens quite rarely. None of the respondents indicated that managers never listen. 2% did not provide an answer.*

*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.*

*According to the teaching staff survey, respondents took part in professional development courses (programs) as follows: 59.5% of participants took courses less than 1 year ago, 14% - this year, 15% - more than 3 years ago, and 4% - more than 5 years ago.*

*With the statement about the high level of knowledge and practical skills of students after completing the training program, 84.5% of participants completely agreed, 13.5% partially agreed, 1.5% partially disagreed, and 0.5% expressed doubts about the answer.*

*73.5% of respondents were completely satisfied with the level of previous training of students (residents) upon admission to training programs in their educational organization, 22% expressed partial satisfaction, while 2% were completely dissatisfied or partially dissatisfied.*

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

The university has three Internet centers (test center, library Internet room) equipped with modern server stations to ensure information security of the network, work of registered users with e-mail and access to educational Internet resources. Structural divisions, such as the Department of Information Technology, the Educational Department for Distance Education and the Department of Automation and Electronic Resources of the Information Resource Center of SSMU, have been modernized for the effective implementation and use of information and communication technologies in the educational process. Information and didactic blocks on electronic media and teaching aids are being created to prepare for practical classes. The University is also implementing a Program for the digitalization of education and services provided, based on modern IT technologies, with the aim of automating educational, research, clinical and management processes to increase their openness and transparency, as well as providing effective electronic services.

Students are given access to the educational resources of the Information Resource Center (IRC) and the Internet for self-study. At the initial stage of training, each student receives a guidebook containing the basic rules for organizing the educational process and a set of educational literature. Outside of class time, students visit the Simulation Center, where they are trained using models, mannequins, simulators and computer programs. Important attention is paid to the development of the information culture of students through the study of disciplines such as “Computer Science”, “Biostatistics” and “Fundamentals of Evidence-Based Medicine”. The university conducts CDP courses for teachers on the use of information and communication technologies in the educational process. The IRC has modern equipment and databases, such as the Cochrane Library, Web of Science, MEDLINE Complete and others, providing access to up-to-date scientific information. The total number of seats in the reading rooms of the IRC is 350, and the total number of copies of literature exceeds 316,003. The IRC regularly updates its collection according to requests from the university departments.

### **6.4. Medical Research and Scientific Advances**

Research activities in the field of healthcare are carried out at SSMU in several areas, including therapeutic ones. In total, by 2024 there will be 13 scientific projects, involving 45 employees.

Experts have established the integration of education, practice and science, which is confirmed by scientific projects and innovative assessment methods. They familiarized with the documents provided by the departments and data on scientific projects.

The research base includes 4 bases: the Research Institute of Rehabilitation and Sports Medicine, the Research Institute of Microbiology, Virology, Infectious and Parasitic Diseases named after L.M. Isaev and his clinic, the Specialized Scientific and Practical Center for Neurosurgery and Neurorehabilitation, as well as the Scientific Center for Immunology, Allergology and Human Genomics.

Information about the research base and priority areas in the field of scientific research is available on the university website [www.sammu.uz](http://www.sammu.uz).

As part of the educational process, demonstrations of practical skills and training on laboratory equipment are carried out for university departments in the following profiles:

- Clinical and laboratory diagnostics;
- Biochemistry;
- Microbiology.

The scientific activities of the university encourage students to engage in science, as conditions are created, including the material and technical base, there is a system of rewarding students with scholarships for scientific activities, and assistance to the committee for working with gifted students in science. The experts got acquainted with the system for encouraging the scientific activities of teaching staff, which was established during interviews with the top management of the university and with the performers of scientific research themselves.

### **6.5. Educational expertise**

Expertise and research in the field of education are carried out in the form of scientific projects on boats and bases. Thus, by 2024, 2 education projects have been completed. The results of the projects made it possible to improve such sections of the educational program as teaching methods and assessing students' knowledge and skills.

During a conversation with the head of the Academic council, experts established that the university is carrying out work in educational scientific activities.

In the organizational structure of the university there is a division "Department for Quality Control of Education", responsible for the development of education.

The university has a psychologist and a sociologist on staffs who are involved in project activities.

Research in the field of education is carried out in collaboration with such national and international organizations, so the university actively participates in the academic projects Capacity Building in Higher Education Erasmus+ of the European Commission. The university is currently participating in two similar projects: 619037-EPP-1-2020-1-EL-EPPKA2-CBHE-JP project "Fostering the doctor of the 21st century: education for patient-centered communication" (FOR21); 618829-EPP-1-2020-1-IT-EPPKA2-CBHE-JP "Harmonization and mutual recognition of master programs in occupational and environmental health" (HARMONEE).

### **6.6. Educational exchange**

The university has signed 236 memorandums and cooperation agreements with organizations from around the world, including the USA, Great Britain, Europe, Asia, the Asia-Pacific region and the CIS and Baltic countries. International cooperation within the framework of the educational program "General Medicine" in Russian includes various aspects of joint activities. Thanks to cooperation with these organizations, new methods and practices have been introduced into the program. With local organizations are 82, neighboring countries are 102, non-CIS organizations are 52. Examples of some memoranda of cooperation are given below:

- **UK:** Department of English Language Examinations, University of Cambridge. Memorandum of cooperation in the educational and scientific spheres for an indefinite period from 2021.
- **Italy:** Friedrich II University of Naples Memorandum of Cooperation. Cooperation in the educational and scientific spheres is indefinite from 2022.
- **Russian Federation:** All-Russian Center for Emergency and Radiation Medical Care named after A.M. Nikiforova Memorandum of cooperation. Cooperation in the educational and scientific spheres is indefinite from 2021. Collaboration between SSMU and Privolzhsky Research Medical University (PRMU) was the result of deep mutual understanding and desire to develop medical education and research in both educational institutions. On July 1, 2019, in order to implement the project, a Memorandum of Cooperation was signed between SSMU and PRMU University. Since 2021, joint educational programs have been introduced at the undergraduate level (General Medicine, Pediatrics, Dentistry), as well as at the clinical residency level (Therapeutic dentistry, Surgical dentistry, Orthodontics, Maxillofacial surgery, Allergology and immunology, Infectious diseases, Cardiac surgery, Endocrinology, Urology, Traumatology and orthopedics, Radiology,

Gastroenterology). One of the key elements of cooperation between SSMU and PRMU is the organization of exchanges of students and teachers. Activities in these areas have been established at a high level and activities are carried out in a systematic manner.

While a student is transferred from other educational organizations on the basis of an order from the rector of a given higher educational institution, educational credits are offset. In other cases, the transfer and reinstatement of students is carried out on the basis of an order of the ministry (department) under which the higher educational institution hosting the student is affiliated: in relevant or related areas (specialties) of a higher educational institution affiliated to the same ministry (department); transfer of students or reinstatement to study in relevant or related areas (specialties) from one higher educational institution to a higher educational institution under the jurisdiction of another ministry (department).

In other cases, the transfer of students and reinstatement to study is carried out on the basis of an order of the Interdepartmental Commission: from foreign accredited higher educational institutions to higher educational institutions of the Republic of Uzbekistan; from one higher educational institution or higher educational institutions under one ministry, as well as higher educational institutions subordinate to different ministries (departments) to inappropriate and unrelated areas. A transparent system of credit units and flexible course requirements is used. The exchange of university staff and students is carried out on the basis of a memorandum and is provided with resources. To ensure academic mobility of students and recognition of educational programs (all levels and forms of higher and postgraduate education) in the European educational space, Uzbek credits were recalculated into ECTS credits. 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 labor intensity of the Uzbek credit to the labor intensity of the ECTS credit. So, for example, for a bachelor's degree the labor 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.

SSMU, with the support of the Ministries of Health and Higher Education, Science and Innovation of the Republic of Uzbekistan, has been implementing the “Academic Mobility of Students” program since 2013, the goal of which is the internationalization of education and integration into the global educational space, accompanied by the use of modern pedagogical technologies when teaching SSMU students at leading universities in the world or invited foreign scientists (<https://www.sammu.uz/ru/news/2563591> ). The academic mobility program and the visiting program are financed from the budget of SSMU.

Ethical principles in carrying out academic exchanges and fulfilling the goals and objectives of the memorandums are based on mutual understanding. The list of memorandums is published on the university website [www.sammu.uz](http://www.sammu.uz).

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

***Recommendations for improvement:***

Standard 6.5.1.

- 1) Creation of a local bioethical commission for the examination of scientific research;

Standard 6.5.2.

- 2) To develop and implement a policy on the use of expertise in the development of teaching methods and assessment of knowledge and skills - validity and reliability.

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

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

Samarkand State Medical University carries out activities to develop an educational program in the specialty “General Medicine”, planning, providing, monitoring, studying and evaluating, improving and ensuring the quality and integrity of this educational program, credits and awarded



academic degrees, and qualifications. The educational program in specialty 60910200 “General Medicine” was developed in accordance with the State Compulsory Educational Standards for students admitted in 2017-2020 approved by order of the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan No. 303 dated August 21, 2015 (registered with the Agency for Standardization, Metrology and Certification of the Republic of Uzbekistan No. 36, 2018 in 2016), for students admitted in 2021-2022, approved by order of the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan No. 11 dated October 19, 2021 (registered by the Ministry of Justice of the Republic of Uzbekistan Registration Number 42 dated October 27, 2021) “On approval of the state standard of the Republic of Uzbekistan “State Standard of Higher Education; Classifier of directions and specialties of higher education.”

In accordance with the State Compulsory Educational Standards of Higher Education, the Qualification Characteristics and Qualification Requirements of the direction of education 60910200 “General Medicine”, general curricula are developed for the entire period of study.

The mandatory component of the curriculum, the names of academic disciplines, their volume and content comply with the requirements of the State Compulsory Educational Standards for Higher Education (2021). The structure of the curriculum (SC) for specialties consists of 2 cycles of disciplines: compulsory disciplines (CD) and elective disciplines (ED). Additional types of training - various types of professional practices, physical education, etc.

The mission and goals of SSMU are aimed at the professional orientation of the graduate as a highly professional specialist in demand in the healthcare system of the Republic of Uzbekistan, as well as foreign countries with developed and developing healthcare systems. The formation of the university’s mission is influenced by the opinions of all interested parties - heads of departments and divisions of the university, Academic staff, students, graduates, employing organizations, health and education authorities, and representatives of the public.

The main aspect of the stated mission of the educational program is to study the needs of practical healthcare for specialists and their effective system of professional training.

The university has introduced corporate governance based on the principles of collegiality and openness of decisions, separation of management bodies and their responsibilities, and financial transparency. In accordance with Resolutions 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” and No DP-61 “On measures to provide financial independence to state higher educational institutions” SSMU has a Supervisory Board. The University regularly holds targeted meetings with employers - when coordinating educational programs, catalogs of elective disciplines (CED); Representatives of employers are members of the Supervisory Board of SSMU, at whose meetings issues related to the implementation of the Mission are discussed.

University graduates are employed in medical organizations mainly in Samarkand, Kashkadarya, Jizzakh, Surkhandarya, Navoi regions, as well as many countries near and far abroad, educational and scientific organizations, due to which continuous feedback is maintained with practical healthcare.

Based on Resolutions 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” and No DP-61 “On measures to provide financial independence to state higher educational institutions” in Samarkand State Medical University has introduced elements of academic, organizational and managerial, as well as financial autonomy. Academic freedom implies independence in the development and implementation of educational programs, within the framework of the State Standard of Higher Education (Order of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan No. 11 dated October 19, 2021) and is implemented through the university component. Freedom in the preparation of educational programs is achieved by describing syllabuses, QED, IEP, WC, the form, structure and procedure for development of which are determined by the organization independently. The educational program, after approval by the department, is reviewed at meetings of the Central

Educational and Methodological, Academic and Supervisory Councils.

The structural units responsible for the planning, formation and implementation of the educational program “General Medicine” are the 1st and 2nd medical faculties, 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 EP is discussed at joint meetings, including with employers and students. The subject of agreement is the volume of disciplines in credits, their distribution among courses and levels of study, teaching and assessment methods, the format of ongoing monitoring and final certification. In addition, the EP is discussed at meetings of industry educational and methodological commissions, the Academic Council and the University Supervisory Board.

The guarantee of representation from teachers and students in the structural unit responsible for the educational program is ensured by their inclusion in the composition.

The management of the educational program is carried out through the constructive cooperation of all interested participants in the process: administration, teachers, students, representatives of practical medicine (practicing doctors, the center for the development of medical education of the Ministry of Health of the Republic of Uzbekistan). Teachers, students and employers are directly involved in the educational process and development of the educational program, also through representation in the advisory bodies of the university. Representatives of the administration of medical institutions are full members of faculty councils, Academic Councils of the university and participate in decision-making on the management of educational programs.

According to the developed plan of main activities for the implementation of the university development strategy, analysis and monitoring of the provision of departments with the resources necessary for the implementation of the educational program, the introduction of innovative teaching and learning methods, and the assessment of students’ knowledge and skills is carried out.

The introduction of innovations into the educational program is coordinated by the Industry Central Methodological Commissions and the Central Educational and Methodological Commission, which reviewed all innovative materials developed by teachers of departments and modules, with the subsequent approval of methodological development according to a specific innovative methodology.

The participation of representatives of practical healthcare in the process of implementation and management of EP also occurs through their involvement as clinical mentors to conduct the educational process at the level of clinical residency and master's degree, during the practical training of students. In addition, representatives of practical healthcare are constantly included in certification and examination commissions. Cooperation with professional associations includes holding “external” lectures and seminars for students, holding round tables with employers on issues of compliance of educational programs with the needs of practical healthcare, analysis of the state educational standard in the specialty with making proposals for changing the content of educational programs.

Stakeholder participation is guaranteed when monitoring the employment of university graduates. The university annually holds a Job Fair for graduates, within the framework of which round tables “University-Graduate-Employer” are organized <https://www.facebook.com/sammi.education>; <https://www.facebook.com/sammi.education>

Medical education at SSMU is guided by the principles of AMEE and WFME recommendations. On the recommendation of these organizations, ECAQA, in connection with the implementation of new educational programs, to strengthen the monitoring and evaluation of educational programs, and strengthen the structure of institutional research (hereinafter referred to as IR), the Department of Medical Education was created in the new structure of SSMU.

The examination of education at SSMU is carried out in accordance with the logical model for assessing the educational program. External expertise is provided by involving different stakeholders in institutional research and obtaining feedback according to a specified logic model.

An analysis of modern conditions for the implementation of medical education substantiated the

development by the SSMU team of a new competency-oriented model that contributes to the formation of a professionally competent, competitive graduate of SSMU, capable of independently and creatively solving professional problems, fully realizing the personal and social significance of their professional activities, in demand at market of medical services. This was preceded by a comprehensive analysis and study of the experience of the best practices in higher and medical education in the USA, Canada, Singapore, and the UK.

In order to ensure the quality of educational programs, Committees of educational programs in areas of training have been created, which includes teachers and representatives of professional associations, employers. The work of the dean's offices is coordinated by the Educational and Methodological Department (EMD).

The development, examination and implementation of educational programs are carried out by working groups from among the teaching staff of SSMU and representatives of practical healthcare under the control of the CEPs. To improve the quality of developed educational programs, situations in the field of education at leading universities in the world are constantly monitored.

To improve the expert assessment of the educational and scientific process, the Faculty of Medicine has a Faculty Council, a Central Educational and Methodological Commission, an Industry Educational and Methodological Commission, as well as research universities that provide high-quality organization and assessment of the educational and scientific process at SSMU.

Thus, program evaluation is carried out taking into account the main priorities of the health system and the needs of citizens. The employment department is working to conclude a tripartite training agreement with the educational organization and the Health Department, which resolves issues of further employment of university graduates.

The educational program 60910200 "General Medicine" is compiled taking into account the social expectations of society for the intellectual, personal behavioral qualities and skills of a graduate, which determine his readiness for independent life and productive professional activity in modern market relations in society.

The educational program and teaching methods used are focused on the final results and development of competencies necessary for a future healthcare specialist. The final learning outcomes of a university graduate are consumer-oriented, determined taking into account the achievements of scientific and technological progress and international standards in higher medical education in order to ensure competitiveness in the labor market.

Special competencies (learning outcomes) that reflect the formation of the basic skills of a clinician during the training process include patient consultation (history collection, objective examination), clinical case evaluation (differential diagnosis; determination of an examination and treatment plan; assessment of the effectiveness of therapy), provision of emergency medical care; effective communication, application of ethical and legal principles in medical practice; application of achievements of biomedical sciences based on research, scientific knowledge and evidence-based medicine; use of information technology; the skill of working effectively in the healthcare system to solve public health problems, identify risk factors and prevent diseases, improve the health of patients and population groups. Practical training is provided on the job in hospital and primary care settings.

Students participate in the process of developing and evaluating educational programs by expressing their opinions and wishes at the end of the course or mastering a specific discipline 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, the dean's office, and the hotline. Every year, the content of the educational program is revised and supplemented taking into account the achievements of scientific research.

Students and other students are involved in the process of evaluating educational programs by expressing their opinions and wishes at the end of a course of study or mastering a specific discipline, or by surveying to identify opinions and take into account comments and suggestions from direct consumers. The comments and suggestions of students on the organization of the educational process (class schedule, etc.), the training program for elective disciplines, the list of elective disciplines, the

library collection and other issues directly related to the learning process can be taken into account. For this purpose, there is a blog of the rector, a blog of the dean, a hotline, and surveys are regularly conducted.

The Marketing Department of SSMU monitors personnel needs by region. The dean's office, departments, and marketing department help graduates enter into employment contracts with consumers and monitor their implementation. The need for personnel is determined according to statistical data from the Ministry of Health of the Republic of Uzbekistan, and according to vacancies offered in the electronic labor exchange (<https://ish.mehnat.uz/>) and the Agency for External Labor Migration (<https://labormigration.uz/>).

To improve all areas of the university's activities, including the mission, SSMU has introduced a system for collecting and analyzing feedback from consumers through internal and external monitoring. The following units are involved in the implementation of monitoring: the department of educational and methodological management, the department for quality control of education, the dean's offices of the faculties of undergraduate, clinical residency and master's programs, the scientific department, and the service of medical activities. The results of feedback are taken into account when planning work for improvement. In general, the use of feedback contributes to a better understanding of the current needs of students and teachers and is systematic in making changes to the educational program.

Receiving an external evaluation for an educational program is carried out when:

- national accreditation carried out by the Department of Education Quality Control of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan;
- involving members of independent professional associations and administration of clinical sites in the review of educational programs;
- monitoring job satisfaction of graduates at clinical sites;
- receiving feedback (reviews) on graduates from employers.

Expanding the circle of stakeholders makes it possible to more accurately evaluate the activities of the university and improve the process of continuously improving the formulation of the mission and goals. Cooperation with all stakeholder groups helps the university achieve the goal of forming and implementing standards of corporate ethics, creating a scientific, socio-cultural, healthy corporate environment, and trust in the healthcare system.

Every year, taking into account permissible changes due to the university component, the working curricula are reviewed and approved at meetings of the Central Educational and Methodological Commission and the Academic Council of the university (WC for 2018-2019, protocol AC No. 1 of 08.29.2018; for 2019-2020 . minutes AC No. 6 from 07/05/2019; for 2020-2021 minutes AC No. 11 from 06/24/2020; for 2021-2022 minutes AC No. 11 from 06/30/2021; protocol AC No. 11 dated June 29, 2022). There are standard curricula for all disciplines, published by the authorized bodies of the Ministry of Health of the Republic of Uzbekistan and the Ministry of Higher Education of the Republic of Uzbekistan in accordance with the State Educational Standard of specialty 60910200 "General Medicine"; work programs have been developed for all disciplines based on standard curricula. Work (educational) programs are adapted to the credit education system. Work programs are discussed at a meeting of the department, considered at a meeting of the Industry Educational and Methodological Commission, and the Central Educational and Methodological Commission and are approved by the Vice-Rector for Academic Affairs.

The catalog of elective disciplines is reviewed annually and discussed with the participation of employers in order to adapt to local, regional and national requirements of practical healthcare. There is a clear connection between the program of study and the subsequent professional training that the student begins upon graduation. Such training allows the student to successfully carry out professional activities in the future.

Discussion and approval of educational programs is carried out at meetings of advisory bodies (Industrial and central educational and methodological commissions, Academic Council of the University). Reviews and amendments to the educational program are carried out in accordance with

the proposals of employers, students, graduates, and strategic partner universities - and reflect the needs of practical healthcare and the requirements of the modern labor market.

Students are members of various advisory bodies (faculty councils, University Academic Council), where they actively participate in the discussion and development of the educational program.

At meetings with employers, issues of employer participation in the formation and approval of an educational program in the specialty, participation in the certification of graduates, and solutions to problems of advanced training of medical workers are discussed. Notes on the preparation of the program are taken into account, taking into account the continuity of levels of training and the logical sequence of the disciplines studied. Also, based on the results of these meetings, adjustments are made to the curriculum in the content and duration of disciplines. Changes in curricula for 2022-2023 (adding an elective subject “Oncohematology”, “Psychosomatics”, “Fundamentals of Transplantology”) correspond to current realities (deterioration of the epidemiological situation for oncological diseases and borderline psychiatric pathology, widespread development of transplantology throughout the world), and also take into account the needs of practical healthcare and the wishes of employers (increasing number of conflict situations in the healthcare system). Employers are included in the “University Board of Trustees”, in the State Attestation Commission, in the commission for accepting the integrated clinical exam.

At the university, the department for quality control of education conducts an internal audit on an ongoing basis; there is a Working Group for monitoring the educational process, the results of which are discussed at meetings of the Faculty and Academic Councils of the university. An external assessment of the material and technical base for clinical training is carried out by members of the commissions for state certification, final state certification, post-licensing control of the Ministry of Higher Education, Science and Innovation, as well as the Ministry of Health of the Republic of Uzbekistan.

In order to improve the quality of educational activities, SSMU has created an internal quality assurance system based on international standards and guidelines to ensure the quality of higher and postgraduate education in the European higher education area (ESG).

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

The main (internal) stakeholders involved in the process of forming the mission of educational programs include: students, teachers, clinical mentors involved from clinical sites, administrative staff, advisory and advisory bodies, graduates.

While forming the program, its goals, and final results, discussions were held at the level of: student audience, graduates (discussion of possibilities), department staff (discussion in a working group, at a department meeting), in the dean’s office, at a meeting of the Academic Council. Corrections were made to the general structure of the program, to the formation of its goals and results. Educational programs have been entered into the Republican Register of Educational Programs.

Student representatives are members of a number of advisory bodies of the university (Dean’s Council, Faculty/School Council, and University Council). To promote the principles of student self-government and participation in the activities of the management bodies of a medical educational organization, work is underway to develop civic maturity, patriotism, moral qualities, foster a legal culture, prevent crimes and negative phenomena; promotion of a healthy lifestyle, psychological and pedagogical work, organization of educational work in dormitories, cultural, sports and recreational work. Meetings of students with university management, academic professors, and employees of the Internal Affairs Directorate, the Migration Department, and the Inspectorate for Minors are held regularly.

Information about University events to which students contributed:

In the 2020-2021 academic year, 65 events were organized;

In the 2021-2022 academic year, 67 events were organized;

In the 2022-2023 academic year, 91 events were organized;

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

Academic policy regulates the policy of transfer from course to course, taking into account the “Regulations on the control and assessment of students’ knowledge,” re-taking the discipline and the mechanism for the expulsion and reinstatement of students. Analysis of educational results in EP is carried out at all levels: department, faculty, Academic Council of the university.

Analysis of the educational achievements of students and graduates, regarding: the mission of the educational program, the final learning outcomes and the provision of resources, is carried out based on the results of intermediate and end-of-course assessment, the level of employment and feedback from employers.

The University’s admission rules for all levels of education are posted on the website.

The increase in the passing score from 2018 to 2023 shows an increase in the level of knowledge based on the test results of applicants admitted to study.

The university has developed a system of feedback and analysis of students’ educational achievements, which includes:

- surveying students after completing their studies in the discipline in order to improve the organization of the educational and methodological process in the departments;

- monthly at the Faculty Councils the results of current and final monitoring of student progress are discussed and corrective measures are taken;

- at meetings of the University Academic Council 2 times a year, an analysis of the results of the sessions is heard in order to plan work to identify shortcomings and improve the competency assessment system;

- a catalog of elective subjects, which is annually updated, supplemented and serves as a tool for shaping the individual educational trajectory of students.

- as a result of analyzing the selection of elective disciplines based on a survey of students and feedback from employers, it allows making changes and additions aimed at improvement.

The curriculum of the educational program is drawn up for the entire period of study, fixing the number of credits for academic periods based on a competency-based approach and consists of a university component and an elective component. The description of the educational program contains a catalog of elective subjects, within which the student has the right to choose the discipline and language of study.

#### **7.4 Stakeholder engagement**

Cooperation in partnership with the Ministry of Health of the Republic of Uzbekistan, regional, city and district health departments, public and private medical organizations, and civil society makes it possible to modernize the educational program taking into account the needs of the labor market, thereby increasing the efficiency of the educational process and the employment rate of graduates. In 2022, the graduate employment rate was 98%.

The EP is regularly revised to reflect local, national, regional and global conditions based on feedback from the health sector, faculty, students and other stakeholders. Every year, based on the results of discussions with employers, the catalog of elective disciplines is updated.

For the purpose of feedback, annually the employment department conducted surveys of employers, job fairs, and visits of employers in order to attract young specialists to the regions, taking into account local, national and global conditions. The results of the survey make it possible to make changes to the training program and take into account the opinion of employers on the quality of student training.

SSMU regularly assesses the degree of satisfaction of employers with university graduates to identify the compliance of the educational program with the real requirements of the labor 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 analyzed, 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.

The educational program evaluation system includes internal and external monitoring. Students are involved in internal monitoring (group interviews, annual surveys during the academic year, online voting, interviewing students at the end of each academic period, expressing their wishes on the blog of the rector of SSMU, using various social networks), teaching staff (by analyzing student performance, surveys, using a special website on social networks for proposals to improve the activities of the university).

External monitoring is carried out through the development of social partnership of the university with public organizations and other advisory bodies.

Representatives of the Ministry of Health of the Republic of Uzbekistan, non-governmental organizations, business structures were included in the Supervisory Board from 2021; representatives of practical healthcare and the public, technical schools of public health, representatives of student societies - in the Academic Council of SSMU, Faculty Councils, Industry Educational and Methodological Commission, Final Certification Commission.

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

***Recommendations for improvement:***

**Standard 7.1.1., Standard 7.1.2., Standard 7.1.3, Standard 7.1.4.**

To develop and implement a system of monitoring and comprehensive assessment of the effectiveness of the educational program

**Standard 7.2.1 Standard 7.2.2.**

To conduct a systematic study of feedback from all stakeholders, followed by analysis and development of corrective measures to improve the educational program

**Standard 7.4.2.**

To implement a student representation policy, incl. foreign students and employers to all advisory bodies of the university

To systematically analyze academic performance and evaluate the learning progress of students, including foreign students, in their courses of study.

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

### **8.1 Management**

The experts got acquainted with the structure of the university, the charter, and the functions of the vice-rector's office. In accordance with the Decree of the President of the Republic of Uzbekistan DP-188 dated April 1, 2022, SSMU was transformed into a university. In response to this change, a new university management system was reviewed and developed. The current management structure was approved by internal order No. 207AF dated April 18, 2022. (Link to official source: [https://www.sammu.uz/uz/pages/structure\\_university](https://www.sammu.uz/uz/pages/structure_university)). 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 demonstrated the key role in ensuring the efficiency and quality of the educational process at the university. Main directions: management and planning: the vice-rector is responsible for strategic planning and management of the educational activities of the university in accordance with legislation and internal rules; determination of priorities: participates in determining key areas of academic work of the university; program development: organizes the development of training programs and other educational and methodological documentation, as well as their inclusion in the relevant registers; Schedule and certification: coordinates the scheduling of classes and controls the process of student certification and other management measures to ensure the university has qualified teachers.

A conversation with the vice-rector for scientific work demonstrated the coordinating role in the training of scientific and pedagogical personnel, the involvement of students in scientific directions (SSD) for the high-quality implementation of the educational process of the EP, and the implementation of a number of research projects, including in the field of education.

The vice-rector for medical work said that the quality of the educational process in clinical departments depends on the capacity of clinical bases. Therefore, the university strives to expand cooperation with leading clinics in the city, including the university has a contract agreement with 4 huge private clinics. The vice-rector assigns a special role to the work of students in the Simulation Center in mastering clinical skills.

There is a central methodological council, which is a consultative and advisory body that considers issues related to the educational program. The Supervisory Board includes the Khokim (Mayor) of the Samarkand region (chairman) and the head of the regional health department. The experts are familiar with protocols No. 02 dated March 15, 23, 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. The experts visited 5 clinical bases: Multidisciplinary Clinic of SSMU, Regional Infectious Diseases Hospital, Specialized Children's Surgical Clinic of Samarkand State Medical University, United Hospital of Samarkand Station, and Samarkand Branch of the Republican Center for Traumatology of Orthopedics, where training is conducted in the educational program "General Medicine" and where information was received about implementation of clinical disciplines.

Transparency of the management system and decisions made is ensured through the Academic staff of the university, employees of structural divisions of the academic block, students, representatives of employers, and other interested parties in discussing and making decisions regarding the content of the EP, the organization of the educational process and its evaluation. Decisions are documented by minutes of meetings of advisory bodies and posted on the SSMU website in the news section. Experts are familiar with the content of the website.

## **8.2 Academic leadership**

The educational program in the specialty 60910200 "General Medicine" was developed in accordance with the State Compulsory Educational Standards 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 educational and methodological department 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 Center for Medical Sciences. The departments' report is submitted to the dean's office. Departments report to the dean of the faculty.

Experts visited 18 departments, including 5 clinical sites. Meetings were held with teachers who answered the following questions from experts: Student participation in morning clinical conferences, rounds of professors and positive responses were received. It has been established that all clinical departments are located in decent, powerful bases, where students have the necessary conditions for high-quality organization of the educational process.

Evaluation of academic leadership regarding the achievement of the mission of the educational program and the final results of student learning is carried out by evaluating the quality of the educational process, the results of student learning activities, as well as comparing these results with the stated goals and expectations of the curriculum.

*To the survey question "Do university leaders listen to your opinion regarding issues related to the educational process, research work, and clinical work," 83% of teachers answered that systematically, 12% answered "sometimes," 3% "rather rarely," 0% "never" " Most people in an organization feel that their opinions are taken into account by management, although the level of this attention can vary from systematic to occasional.*

## **8.3 Training budget and resource allocation**

SSMU is a legal entity with an independent balance sheet, bank accounts and official attributes.



The target budget allocated by the main customer of services (Ministry of Health of the Republic of Uzbekistan) is determined based on data on the actual number of university students. The activities of SSMU are carried out on the basis of constituent documents, such as a certificate of state registration, a statistical map, a certificate of registration with the tax authority, the Charter of SSMU, as well as state licenses for educational and medical activities.

Control over the financial support of the university's material and technical base is carried out directly under the leadership of the rector of SSMU, Zh.A. Rizaev, who, in accordance with the law, manages the property of the university, concludes contracts, issues powers of attorney, opens bank accounts, and makes other transactions, issues orders and instructions within the framework of the powers granted to him. The structure of the university provides for the position of vice-rector for economic affairs, and there is also an economic planning department. Since gaining academic independence in 2021, all financial issues are resolved independently.

Experts got acquainted with the university's plan. University strategic plan for 2021-2030 includes financial indicators; the training budget is formed from the following sources - budget and extra-budgetary funds. Dynamics for 2018-2023 the influx of financial resources was increased by 713% due to the attraction of foreign students. Expenditures on educational resources in 2023 amounted to 17,767.4 billion soums. The largest share of expenses fell on the purchase of educational material, phantoms, dummies, etc. The university spent 3,193.3 billion soums (converted to US dollars 251.47) to update the library fund in 2023. Payroll expenses in 2022 and 2023 amounted to 127147.3 and 161816.3 billion, respectively. Expenditures on the teacher development program in 2023 amounted to 84 million, which is 2.4 billion more than in 2018. The scholarship fund currently amounts to -25% of the total budget. 24.2 billion soums were spent on the creation of the simulation center. The university has autonomy in the distribution of resources, which is supported and documented in PP-61 of the Republic of Uzbekistan.

#### **8.4 Administrative staff and management**

The quantitative and qualitative indicators of the administrative and academic staff of the university correspond to the staffing table approved by the Ministry of Health of the Republic of Uzbekistan and are sufficient to ensure the implementation, monitoring and improvement of the educational program. Internal processes in the university structure are dynamic. All permissible changes in the structure of the administrative and academic staff are carried out in accordance with regulatory documents, personnel policies of the university, and the needs for the implementation of the educational program. The responsibilities of each structural unit and employees are established in the regulations on structural units and in job descriptions.

The administrative staff of the university is 217 people at the beginning of the 2024 academic year, including 32 people who are involved in managing the general medicine program.

There will be 648 full-time teachers in 2023, whose graduation rate is 59.6%. Among the teachers of clinical departments (397 people), of which 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 evaluating student knowledge. Evaluation of the effectiveness of the EP specialty "General Medicine" is based on monitoring the main criteria defined by the Academic Policy of the university.

A quality management system (QMS) has been implemented, certified in 2022. The 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 on the quality of education.

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

Cooperation with the healthcare sector is carried out on the basis of an agreement between the Health Department of Samarkand and SSMU, contracts concluded between SSMU and chief doctors

(directors) of medical organizations. 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.). Official status is given to cooperation with partners in the healthcare sector through the conclusion of perpetual memorandums and agreements with clinical sites for the organization of students undergoing SCP and PP, as part of the implementation of the educational program

Interaction with the healthcare sector is carried out through feedback, which allows you to quickly modernize and improve the educational program in the areas of “General Medicine”, “Pediatrics”, “Dentistry”, “Pharmacy”, “Medical and Preventive Care”, “Traditional Medicine” with taking into account the real needs of the labor market, the local health care system in the districts and cities of the Samarkand region. Also, representatives of the Ministry of Health of the Republic of Uzbekistan, non-governmental organizations, and business structures were included in the Supervisory Board from 2021; representatives of practical healthcare and the public, technical schools of public health, representatives of student societies - in the Academic Council of SSMU, Faculty Councils, Industry Educational and Methodological Commission, Final Certification Commission.

The EP is regularly revised to reflect local, national, regional and global conditions based on feedback from the health sector, faculty, students and other stakeholders. Every year, based on the results of discussions with employers, the catalog of elective disciplines is updated.

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 the departments participating in the implementation of the “General Medicine” program participate in the expert work of the Medical Councils of clinical bases, the heads of clinical departments, together with the administration of medical organizations, manage the treatment and preventive, organizational and methodological activities of the clinical base. Teaching staff provide therapeutic, diagnostic and advisory assistance in the amount corresponding to regulatory documents, conduct clinical rounds, examine patients, consultations, consultations, and participate in the implementation of road maps of the Ministry of Health of the Republic of Uzbekistan.

Teachers are members of professional republican and international associations, such as obstetricians-gynecologists, 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 counseling and treatment of outpatient and inpatient patients, conducting various types of operations, diagnostic activities, conducting clinical lectures, seminars, introducing the results of scientific activities into practical healthcare, participation in pathological analyzes, sanitary educational work. This process is monitored and taken into account by the Vice-Rector for Medical Work, whose department systematically analyzes 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.

The official status of cooperation with partners in the healthcare sector is formalized by concluding contracts, which are stored in the department supervised by the vice-rector for medical work and are extended after the expiration of the contract. For example, all contracts with medical institutions in the region were renewed in April 2022, in connection with the acquisition of university status. As part of the cooperation, the university staffs carry out the following activities: in-depth specialized medical examinations in the areas of the Samarkand region, as well as other regions, holding master classes and webinars, organizing and conducting advanced training courses for doctors, organizing and conducting international conferences, extensive sanitary educational work among 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 them,

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.

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

*Recommendations for improvement:*

#### **Standard 8.4.2**

To develop and implement an internal quality assurance system for educational program management based on ESG (European Education Quality Assurance Guidelines)

#### **Standard 9: CONTINUOUS RENEWAL**

The social responsibility of the university is to serve society through the training of competitive specialists in the field of healthcare, to improve healthcare based on the integration of advanced educational, scientific and medical technologies.

Samarkand State Medical University is the largest medical university of the Republic of Uzbekistan. The University's mission was first formulated in 2014 and revised in 2018 and 2022. The latest version of the University's mission was updated and approved by the Decision of the Supervisory Board of SSMU (Minutes No. 2 of May 23, 2022) in connection with obtaining university status on the basis of Resolution of the President of the Republic of Uzbekistan No. DP-188 "On the establishment of Samarkand State Medical University and further improvement of the training system personnel in this field" dated April 1, 2022 (<https://lex.uz/docs/5934205>). The current mission of the University reflects the educational strategy in accordance with the State Health Development Program of the Republic of Uzbekistan until 2030.

The Resolution of the President of the Republic of Uzbekistan approved the "Comprehensive Development Program of Samarkand State Medical University for 2022 – 2025." It has been established that at SSMU the University development strategy is developed for 5 years with subsequent revision and updating.

The structural units responsible for the planning, formation and implementation of the educational program "General Medicine" (hereinafter referred to as EP) are the 1st and 2nd medical faculties, the clinical residency faculty, and the master's department. 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 EP is discussed at joint meetings, including with employers and students. The subject of agreement is the volume of disciplines in credits, their distribution among courses and levels of study, teaching and assessment methods, the format of ongoing monitoring and final certification. In addition, the EP is discussed at meetings of industry educational and methodological commissions, the Academic Council and the University Supervisory Board.

The introduction of innovations into the educational program is coordinated by the Industry Central Methodological Commissions and the Central Educational and Methodological Commission, which reviewed all innovative materials developed by teachers of departments and modules, with the subsequent approval of methodological development according to a specific innovative methodology.

The management of the university initiates procedures for external assessment of the educational program 60910200 "General Medicine", which is carried out under national accreditation carried out by the Department of Education Quality Control of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan; involving members of independent professional associations and administration of clinical sites in the review of educational programs; monitoring job satisfaction of graduates at clinical sites; when receiving feedback (reviews) on graduates from employers.

Additions and changes are made to the educational program every year. The revision process is recorded in the minutes of meetings of the University Academic Council. Modern achievements of

science and practice are reflected in annually updated elective disciplines, focused on healthcare needs and individual educational trajectories. Didactic material is updated annually in accordance with the achievements of science and medical practice. In addition, the list of recommended literature, medical periodicals, the use of monographs and national guidelines, and Internet resources are reviewed and supplemented annually.

Activities to improve learning outcomes for the period 2017-2023 are presented in the university reports. Among them, the main ones are: the areas of competence of a university graduate have been approved; the policy for admission of applicants was approved; a catalog of elective disciplines is agreed upon with employers; result-oriented educational programs have been developed; integrated training programs have been improved in accordance with State educational standards; Modular training was introduced; a transition was made from simple test tasks to tests based on clinical cases and various situational tasks; a written exam was introduced; a comprehensive/integrated exam was introduced in fundamental disciplines (human anatomy, histology, cytology and embryology, normal physiology, biochemistry, pathological anatomy, pathological physiology, microbiology, virology and immunology) after the 5th semester of study and in clinical disciplines after the 10th semester; OSE and OSCE have been improved. Analysis of the final certification in the disciplines, as well as the IGA, independent examination of graduates, the degree of employment of graduates, and employer satisfaction provides the basis for revising the educational program, teaching and assessment methods, making additions and changes to the educational program.

According to the Decree of the President of the Republic, Uzbekistan No DP-5847 “On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030” dated October 8, 2019, the structure of training of healthcare specialists has been changed. The educational program in General Medicine is consistent with the European principles of the higher education system. In addition to the mandatory component of basic and major disciplines, it is possible to select disciplines according to the interests of students and form an individual educational program.

Samarkand State Medical University began implementing a double undergraduate degree program “General Medicine” with many leading foreign universities, such as the Immanuel Kant Baltic Federal University, the Volga Region Research Medical University, the National - Louis University Graduate School of Business, the Chuvash State University, etc.

In 2022, the Scientific Research Institute of Rehabilitation and Sports Medicine, the Scientific Research Institute of Microbiology, Virology, Infectious and Parasitic Diseases named after L.M.Isaev were established at the Samarkand State Medical University and the corresponding clinic, the Specialized Scientific and Practical Center for Neurosurgery and Neurorehabilitation, as well as the Scientific Center for Immunology, Allergology and Human Genomics, thanks to which the research potential of the university and the number of bases for clinical and practical activities in the preparation of bachelors in the General Medicine program have sharply increased "

In recent years, Samarkand State Medical University has been actively participating in the Capacity Building in Higher Education Erasmus+ academic projects of the European Commission. The university is currently participating in two similar projects: 619037-EPP-1-2020-1-EL-EPPKA2-CBHE-JP project “Fostering the doctor of the 21st century: education for patient-centered communication” (FOR21); 618829-EPP-1-2020-1-IT-EPPKA2-CBHE-JP “Harmonization and mutual recognition of master programs in occupational and environmental health” (HARMONEE). Within the framework of these projects, as well as with the funds of the university, academic and scientific mobility of the Academic staff and students of the university is actively encouraged. The main partners of the university in mobility programs are the Immanuel Kant Baltic Federal University, the Volga Research Medical University, as well as the Kazakh National Medical University named after S.D. Asfendiyarov.

In 2023, Samarkand State Medical University concluded 27 international cooperation agreements and memorandums of understanding with foreign educational, scientific and clinical organizations of the Republic of Korea, the Turkish Republic, the Republic of Belarus, the Russian Federation, the Federal Republic of Germany, the Republic of Poland, Italy and the Republic of India.

Samarkand State Medical University allocates resources for continuous improvement, which is enshrined in the Integrated Development Program of Samarkand State Medical University for 2022 - 2025 (<https://lex.uz/docs/5934205>). In particular, this made it possible to almost completely update and equip the University Simulation Center with modern equipment in 2024. The area of the center is more than 2500 square meters. Bachelors majoring in General Medicine had the opportunity to study on high-tech interactive models, mannequins and equipment (500 units).

With the opening of the new Simulation Center there have been improvements in equipment. Thus, compared to previous years, the number of classrooms has increased; the University management has additionally purchased new equipment, more than 50 dummies of sixth-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.

Today, the Simulation Center has more than 500 pieces of equipment, of which interactive and high-tech equipment makes up (10%) including training equipment, simulators, mannequins, dummies, materials for simulators. The student population for the 2022-2023 academic year was 1,740 students, training was carried out in 11 clinical scenarios. Within the framework of the current academic year 2023-2024, it is planned to conduct training for 5395 students of various courses of study, of which, based on those who completed and transferred to the next year, 3rd year students - 1845 students, 4th year students - 1602 students, 5th year students - 1289, 6th year students - 659 students. 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.

At the expense of budgetary and extra-budgetary funds, the reconstruction and repair of all buildings and dormitories of the university, as well as the territory of the university, was carried out. Recreation areas for students have been created.

Currently, in the buildings of the Research Institute of Rehabilitation and Sports Medicine, the Research Institute of Microbiology, Virology, Infectious and Parasitic Diseases named after L.M. Isaev and the Specialized Scientific and Practical Center for Neurosurgery and Neurorehabilitation, repair and reconstruction work is underway. It is planned to organize beds in each of the research institutes or expand existing ones so that these institutes can provide highly qualified specialized assistance to the entire southern region of the Republic of Uzbekistan.

Currently, university clinics - the Multidisciplinary Clinic (500 beds) and the Specialized Children's Surgical Clinic (200 beds) are the main clinical bases of the university departments.

Every year the library subscribes to over 110 titles of newspapers and magazines and receives over 4 thousand copies of periodicals.

In recent years, the computer equipment park has been updated, computer classes have been modernized, and the university website has been improved.

The university has three Internet centers (test center, library Internet room), equipped with modern server stations that ensure information security of the university network, work of registered users with e-mail, as well as open access to educational information resources on the Internet for all teachers and students with any computer included in the university telecommunications network.

To ensure the effective implementation and implementation of information and communication technologies in the educational process, structural divisions have been organized and modernized - the Department of Information Technology, the Educational Department for Distance Education, the Department of Automation and Electronic Resources of the Information Resource Center of SamSMU.

To help students prepare for practical classes at the departments, information and didactic blocks on each topic of classes, teaching aids are created on electronic media.

In order to implement the tasks of digital transformation using modern IT technologies, in accordance with the Decree of the President of the Republic of Uzbekistan No DP-5847 dated 10/08/2019 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030", the Digitalization Program is being implemented at Samarkand State Medical University education and services provided. The program defines the policy and contains the university's action plan for the formation of a single information space integrated into the

interuniversity and global information community, automation of educational, research, clinical and management processes to increase their openness and transparency, and provide effective electronic services.

In general, SSMU has made a transition from the use of individual computers to an intra-university computer network. The university has built a local network that unites the main infrastructure facilities of the university. Thus, an unlimited data transmission channel has been created between buildings and departments of the University for Access to internal information resources and exchange of information. The capabilities of the university local network have been expanded: in January 2023, the speed of the Internet access channel was increased from 2.5 GB/s (TAS-IX 4.5 GB/s) to 1 GB/s, from 2023 to 3 GB/s (TAS- IX 5 GB/s). An increase to 3.5 GB/s (TAS-IX 6 GB/s) is currently being considered. 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).

At the moment, in general, in SamSMU, in order to create a modern organizational and technical base:

- The university's computer park has been updated, and further updates are carried out regularly.
- Since 2023, a book identification system has been launched using a QR code in the library, which has made it possible to optimize the acceptance and issuance of books;
- An electronic queuing system (clinics, central service centers), a system for accelerated patient identification by scanning a barcode using an ID card have been installed and launched;
- 100% of medical staff and laboratory workplaces are provided with computers, printers and the required operating system;
- The network structure of 2 SSMU clinics was 100% updated, the local network segments of all educational buildings, the Testing Center, and the SamSMU library were reconstructed. 138 Internet access points (2-Wi-Fi) are connected;
- Since 2023, a project to create a Situation Center with an IP video surveillance system has been implemented;
- in order to ensure the development of cloud technologies and virtualization, the transition to "cloud technologies" has begun: since 2022, a license has been acquired and MS Office 365 products are being implemented.

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 Academic staff, employees, and patients.

The introduction of a Unified Electronic Document Management System with electronic approval and signing of documents in a "paperless format", an Electronic Library in integration with other internal and external document management systems (IJRO.GOV.UZ) and accounting (UZASBO, E-TENDER, etc.) made it possible to achieve the key effect expected from the implementation of information systems - a certain level of resource savings (personnel, paper, toners and cartridges, electricity, etc.) due to the reduction of routine operations and monotonous manual labor, reduction of time for performing routine operations, reduction of paper versions of documents and thereby increasing process efficiency.

Since 2021, the automated Unified Electronic Document Management System of SSMU, adapted to the conditions of processes at SSMU, has been implemented and is actively operating, which automates the management of educational, administrative, organizational, accounting and analytical processes at the university in a complex and is most adapted for medical education. The unified electronic document management system of SSMU has a clear structure and consists of more than 30 modules. Teachers and staff were trained to work in the system in several stages.

More than 12,000 accounts of university employees and students, unified databases have been

created in the Unified Electronic Document Management System of SSMU, including:

- databases of employees and Academic staff with functions: movement history, personal achievements, scientific, educational, administrative and other activities, performance assessment based on key indicators and the formation of KPIs, conducting the educational process, etc. (Modules “Faculty and Academic Staff”, “Scientific, clinical, educational and educational activities”);
- databases of students with the functions of movement histories, orders, transcripts, individual study plans, printing of applications and diplomas, issuance of certificates, personal data and life cycle of the student, etc. (Modules “Students”, “Orders”, “Printing of diplomas and applications” , “Student's personal account”);

A number of automated functionalities and online electronic services have been created in the Unified Electronic Document Management System of SSMU for both employees and students:

- automated acceptance of applicants’ documents for admission to SSMU for educational programs of higher and postgraduate, postgraduate education and the admission procedure (Module “Admissions Committee”, “Orders” and online registration);
- the process of drawing up working curricula is automated (Module “Curriculum”);
- the process of testing and appeals is automated, students with the functions of generating reports and statements, filing and conducting an appeal (Module “Testing”);
- the function of loading educational and methodological materials of teaching staff is automated: EMCD, syllabuses, work programs, lecture complexes, etc., allowing the student to gain access to educational materials (Module “Educational and Methodological Center”);
- the process of organizing history and monitoring educational achievements, student attendance is automated with functions for entering grades and outputting various types of statements and all kinds of reports based on the results of sessions (Module “Achievement Record”);
- the process of selection and registration for elective disciplines is automated (Module “Elective disciplines”);
- work on organizing and monitoring practices is automated (Module “Practice”);
- automated acceptance of applications (online) and provision of places in dormitories to students with the functions of reports and complete stories on dormitories (module “Dormitory”);
- automated acceptance of documents for participation in the rating of Academic staff online, review of documents, generation of results and appeal procedure (Modules “Academic Staff”, “Scientific-clinical, educational and educational activities”);
- the function of conducting work and generating reports on the employment of graduates is automated (Modules “Contingent”, “Employment of Graduates”);
- library processes are automated: replenishment of the book fund, organization of services for readers of all categories, maintaining a card index of educational literature, services for obtaining UDC and LBC online, generating applications and drawing up a consolidated application for the purchase of literature, etc. (Module “Information Resource Center”)
- accepting applications and issuing certificates, transcripts, worksheet to students, Helpdesk system based on web applications.

The created services are the basis of the Virtual Digital Services Center. The Digital Services Center will ensure the implementation of the “one window” principle to eliminate administrative barriers and create an anti-corruption culture for participants in the educational process.

In order to implement tasks in the direction of improving the quality of education, promoting the development of culture based on ICT, SSMU has introduced the MT Moodle distance learning system, on which the information and educational portal <https://mt.sammu.uz/> is based.

Today, MT Moodle is integrated with online proctoring systems, and is integrated with MS Office 365 products. The following platforms are also used to conduct classes online and offline: Google Classroom, Youtube, Microsoft Teams. Taking into account the characteristics of the subject and the wishes of the students, each teacher chooses the most convenient platform for their discipline.

The updated legal status of Samarkand State Medical University made it possible to redistribute the source of income through knowledge-intensive processes for the economic development of the

university, directing monetary assets to academic potential, information support and digitalization of processes, increasing the satisfaction of employees with their work, employers, students - with the conditions and process of learning.

The implementation of the educational program 60910200 “General Medicine” is based on modern principles and achievements of education, science and practice, which allow students to most fully, develop key professional competencies and achieve the expected final learning results.

The Decree of the President of the Republic of Uzbekistan No DP-188 “On the creation of Samarkand State Medical University and further improvement of the training system in this field” dated 04/01/2022 for 2022 – 2025 states that “a mandatory condition of educational programs of SSMU for students will be participation in projects of a scientific nature.” This right includes freedom to choose the topic of scientific research.

The research component is integrated into the working curriculum at all levels of study. This is facilitated by the fact that in 2022, the Scientific Research Institute of Rehabilitation and Sports Medicine was established at the Samarkand State Medical University ([https://www.sammu.uz/ru/pages/institute\\_rehabilitology\\_sports\\_medicine](https://www.sammu.uz/ru/pages/institute_rehabilitology_sports_medicine)), Research Institute of Microbiology, Virology, Infectious and Parasitic Diseases named after L.M. Isaev and the corresponding clinic ([https://www.sammu.uz/ru/pages/institute\\_microbiology\\_virology\\_infectious\\_parasitic\\_diseases](https://www.sammu.uz/ru/pages/institute_microbiology_virology_infectious_parasitic_diseases)), Specialized Scientific and Practical Center for Neurosurgery and Neurorehabilitation ([https://www.sammu.uz/ru/pages/specialized\\_scientific\\_practical\\_center\\_neurosurgery\\_neurorehabilitation](https://www.sammu.uz/ru/pages/specialized_scientific_practical_center_neurosurgery_neurorehabilitation)), as well as Scientific Center for Immunology, Allergology and Human Genomics, coordinating the main directions, forms and content of scientific work of SamSMU ([https://www.sammu.uz/ru/pages/scientific\\_center\\_immunology\\_allergology\\_human\\_genomics](https://www.sammu.uz/ru/pages/scientific_center_immunology_allergology_human_genomics)). Thanks to this, the research potential of the university and the number of bases for clinical and practical activities in the preparation of bachelors in the General Medicine program has increased.

The educational program 60910200 “General Medicine” is updated at regular intervals in order to adapt to local, regional and national requirements of practical healthcare. There is a clear connection between the program of study and the subsequent professional training that the student begins upon graduation. Such training allows the student to successfully carry out professional activities in the future. In order to ensure the connection of the final learning outcomes of the educational program with the requirements of global health, the university maintains constant and effective communication with practical healthcare organizations. Educational program 60910200 “General Medicine” was included in the Republican Register of Educational Programs.

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

***Recommendations for improvement:***

Standard 9.2.

To carry out an update process based on medical education data and your own research results.

Standard 9.3.

To develop a policy of continuous renewal to improve the educational program, including conditions for inclusive education

Thus, when conducting an external evaluation of the educational program, out of **107 accreditation standards**, compliance with 81 accreditation standards was established. 26 standards were partially met. No non-compliance with standards has been identified.



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

### **Standard 1. “MISSION AND LEARNING OUTCOMES”**

#### **Standard 1.1.1.**

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

### **Standard 2. “EDUCATIONAL PROGRAMME”**

#### **Standard 2.1.4**

2. To develop a program for the implementation of student-centered learning and teaching, providing for:

- showing respect and attention to different groups of students and their needs, which allows for more flexible learning opportunities;
- considering and using different forms of training delivery (where possible);
- flexible use of a variety of pedagogical methods;
- regular assessment and adaptation of knowledge transfer methods and pedagogical methods;
- promoting a sense of autonomy in the learner, while providing adequate guidance and support from the teacher.

3. Development of a catalog of elective disciplines, incl. for foreign students to form an individual learning path.

#### **Standard 2.1.7**

4. To ensure student participation in the development of the educational program.

5. To take into account the results of external examination and control checks of the quality of implementation of the educational program.

#### **Standard 2.2.1**

6. To introduce the discipline “Evidence-Based Medicine” into the curriculum.

#### **Standard 2.7.2.**

7. To develop regulations on interactive teaching methods and implement them in the educational process.

#### **Standard 2.8.2 (eng)**

8. To improve the EP in accordance with the results of feedback from stakeholders - foreign students, taking into account the conditions of their future work

### **Standard 3. “ASSESSMENT OF STUDENTS”**

#### **Standard 3.1.1., Standard 3.1.2**

9. To use software for validating test tasks of end-of-course assessment.

10. To evaluate and document the reliability and validity of assessment methods.

11. To conduct CDP program for Academic staff in the use of various assessment methods.

12. To unify the system for assessing students’ practical skills in the simulation center.

#### **Standard 3.1.1.**

13. To disseminate the experience of a number of departments in the use of anti-plagiarism programs for texts generated by artificial intelligence and to develop criteria for evaluating works taking into account the percentage of identified borrowed text.

#### **Standard 4. "STUDENTS"**

No recommendations

#### **Standard 5. "ACADEMIC STAFF/TEACHERS"**

##### **Standard 5.2.1.**

14. To conduct CDP program for teachers in pedagogy in the field of introducing innovative teaching methods and evaluation methods.

#### **Standard 6. "EDUCATIONAL RESOURCES"**

##### **Standard 6.5.1.**

15. To create a local bioethical commission to examine scientific research.

##### **Standard 6.5.2.**

16. To develop and implement a policy on the use of expertise in the development of teaching methods and assessment of knowledge and skills - validity and reliability.

#### **Standard 7. "EVALUATION OF THE EDUCATIONAL PROGRAMME"**

##### **Standard 7.1.1., Standard 7.1.2., Standard 7.1.3, Standard 7.1.4.**

17. To develop and implement a system of monitoring and comprehensive assessment of the effectiveness of the educational program.

##### **Standard 7.2.1 Standard 7.2.2.**

18. To conduct a systematic study of feedback from all stakeholders, followed by analysis and development of corrective measures to improve the educational program

##### **Standard 7.4.2.**

19. To introduce a student representation policy, incl. foreign students and employers to all advisory bodies of the university.
20. To systematically analyze the performance and evaluate the learning progress of students, including foreign students, in courses of study.

#### **Standard 8. "MANAGEMENT AND ADMINISTRATION"**

##### **Standard 8.4.2**

21. To develop and implement an internal quality assurance system for the management of the educational program based on the ESG (European Guidelines for Quality Assurance in Education)

#### **Standard 9. "CONTINUOUS RENEWAL"**

##### **Standard 9.2.**

22. To carry out an update process based on medical education data (for example, Medical teacher, BEME) and your own research results.

##### **Standard 9.3.**

23. To develop a policy of continuous renewal to improve the educational program, including conditions for inclusive education


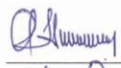
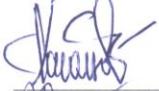




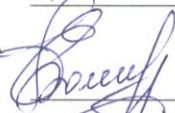



**6. Recommendation to the ECAQA Accreditation Council on accreditation of the educational program “General Medicine” (Uzbek and Russian languages of instruction):**

The members of the EEC established the compliance of the educational program “General Medicine” (Uzbek and Russian languages 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 student	Dildabek Turar Kanatuly

## 6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК пришли единогласному мнению рекомендовать Аккредитационному совету аккредитовать образовательную программу 60910200 – «Лечебное дело» (на русском языке и узбекском языке обучение) Самаркандского государственного медицинского университета Республики Узбекистан, соответствующую Стандартам аккредитации программы базового медицинского образования медицинских организаций образования на период 5 лет.

Председатель Внешней экспертной комиссии	ЖУНУСОВА АЙГУЛЬ БИТИМБАЕВНА	
Международный эксперт	РЫЖКИН СЕРГЕЙ АЛЕКСАНДРОВИЧ	
Академический эксперт	ХАСАНОВ АДХАМ ИБРАГИМОВИЧ	
Академический эксперт	РАСУЛОВ ХАМИДУЛЛА АБДУЛЛАЕВИЧ	
Академический эксперт	ГАЙПОВ АБДУЖАППАР ЭРКИНОВИЧ	
Академический эксперт	ИСКАКОВА МАРЬЯМ КОЗБАЕВНА	
Академический эксперт	КАЛИЕВА ШОЛПАН САБАТАЕВНА	
Академический эксперт	КОЛОСКОВА ЕКАТЕРИНА АЛЕКСАНДРОВНА	
Эксперт – представитель работодателей	УЛМАСОВ ФИРДАВС ГАЙРАТОВИЧ	
Эксперт – представитель студентов	ДИЛДАБЕК ТУРАР КАНАТҮЛЫ	
Эксперт – представитель студентов	ШАРИПОВА ШОХИДИЛ ЗАЙНИДДИНКИЗИ	

Профиль качества и критерии внешней оценки образовательной программы «Лечебное дело» (узбекский и русский языки обучения) (обобщение)

№ стандарта	Стандарты аккредитации  Количество критерии оценки	БС/ СУ	Кол-во стандартов	Оценка		
				Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И КОНЕЧНЫЕ РЕЗУЛЬТАТЫ	7/5	12	6	6	
2.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА	10/15	25	20	5	
3.	ОЦЕНКА СТУДЕНТОВ	2/2	4	2	2	
4.	СТУДЕНТЫ	8/6	14	13	1	
5.	АКАДЕМИЧЕСКИЙ ШТАТ/ПРЕПОДАВАТЕЛИ	2/3	5	5	0	
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	9/10	19	17	2	
7.	ОЦЕНКА ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ	6/6	12	5	7	
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	6/7	13	12	1	
9.	НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ	1/2	3	1	2	
	*БС- базовые стандарты, СУ- стандарты улучшения					
	<b>Итого</b>	51/56	<b>107</b>	<b>81</b>	<b>26</b>	

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

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

№	Наименования документов	Количество
1.	«Сетевой тарифно-квалификационный справочник» Самаркандского государственного медицинского университета	1
2.	Аттестация сотрудников	2
3.	Положение об отделе контроля качества образования	1
4.	Сертификат ИСО	1
5.	Позиция университета в международном рейтинге	1
6.	Меморандум и договоры	145
7.	Правила внутреннего распорядка обучающихся Самаркандского государственного медицинского университета	1
8.	Устав Совета молодых ученых	1
9.	Студенческое научное общество	1
10.	Список студентов студенческого научного общества, продолживших свою научную деятельность	1
11.	О параметрах государственного заказа по приему на учебу в государственные высшие образовательные учреждения в 2023/2024 учебном году	1
12.	Отзывы, полученные на тестовые вопросы	14
13.	Система «Антиплагиат» – профессиональное решение для проверки письменных научных работ на наличие текстовых заимствований	1
14.	Документы Союза Молодежи	4
15.	Документы Учебно-методического управления	16
16.	Соответствующие документы Ученого совета	4
17.	Соответствующие документы факультета последипломного образования	35
18.	Устав СамГМУ	1
19.	Об организации информационно-библиотечного обеспечения населения Республики	1
20.	Об утверждении некоторых нормативно-правовых актов в области учета информационно-библиотечных ресурсов в информационно-библиотечных учреждениях, хранения фондов и снятия с учета	1
21.	Соответствующие документы Информационно-ресурсного центра	2
22.	Языковые сертификаты студентов	145