

Accreditation Council of the  
Eurasian Center for Accreditation and  
Quality Assurance in Education and Healthcare  
November 21, 2023

**REPORT  
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE  
EVALUATION OF THE BACHELOR PROGRAMME 5510100 "MEDICINE"  
OF THE TASHKENT PEDIATRIC MEDICAL INSTITUTE FOR  
COMPLIANCE WITH THE STANDARDS FOR ACCREDITATION  
OF BASIC MEDICAL EDUCATION PROGRAMME (BACHELOR DEGREE)**

**External expert evaluation period: 25.10-27.10.2023**

**Tashkent, 2023**

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## LIST OF SYMBOLS AND ABBREVIATIONS

WHO	World Health Organization
HEI	Higher education institution
EEC	External expert commission
MCC	Main Certification Commission
SCES	State Compulsory Educational Standard
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare
ICT	Information and communication technologies
IRC	Information Resource Center
NCMC	National Children's Medical Center
R&D works	Research&development work
LSI	Laws and Statutory Instruments
EP	Educational program
OSCE	Objective Structured Clinical Exam
Academic staff	Academic staff
RSSPMC	Republican Specialized Scientific and Practical Medical Center
RRCEM	Republican research Centre of Emergency Medicine
RPC	Republican Perinatal Center
RUz	The Republic of Uzbekistan
WC	Working curriculum
TashMPI	Tashkent Pediatric Medical Institute
TMI	Tashkent Medical Institute
EMC	Educational and Methodological Council
AC	Academic Council
CMC	Central Methodological Council
CATSI	Center for Advanced Technologies and Strategic Initiatives

### 1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 22 dated October 05, 2023, an External Expert Commission (hereinafter referred to as EEC) was formed to conduct an external evaluation during the period October 25-27, 2023 as part of the accreditation of the Bachelor programme “Medicine” of the Tashkent Medical Pediatric Institute in the following composition:

<b>№</b>	<b>Status as part of the EEC</b>	<b>Full name</b>	<b>Regalia, position, place of work/place of study, course, specialty</b>
1	Chairman	Chingaeva Gulnar Nurtasovna	Doctor of Medical Sciences, Professor of the Department of clinical disciplines of the Higher School of Medicine of the Al-Farabi Kazakh National University
2	International expert	Jean Scott Ker Obe DL	Emeritus Professor of Medical Education University of Dundee, OBE (Officer of the British Empire) by Her Majesty Queen Elizabeth 2, National Innovation Teaching Award, NHS Education for Scotland, George Lawrence Travel Fellowship to Harvard, USA by University of Dundee, BMJ Group Awards Finalist 2010 Excellence in Healthcare Education -Enhancing Engagement in Medical Leadership Project Team, NHS Institute – Academy of Medical Royal Colleges, Professor of Medical Education University of Dundee
3	Kazakh academic expert	Nugmanova Aigul Maratovna	Doctor of Medical Sciences, Head of the Department of Pediatrics with the course of children's infectious diseases NEI "Kazakh-Russian Medical University"
4	Kazakh academic expert	Mustafina Kamila Kamalovna	Candidate of Medical Sciences, Professor of the Department of Microbiology, Virology and Immunology of the Asfendiyarov Kazakh National Medical University
5	National Academic Expert	Turakulov Rustam Ismatullaevich	Doctor of Medical Sciences, Head of the Education Quality Control Department of the Tashkent Medical Academy
6	Employers' representative	Abdusattarova Shoirakakhramonovna	MD, chief physician of family clinic No. 50 Tashkent, Republic of Uzbekistan
7	Student Representative	Tlegenova Gulnura	4th year student of the General Medicine, Vice Director for Internal Affairs at local committee of COMM NJSC “Asfendiyarov Kazakh National Medical University”, Assistant local officer for medical education at KAZMSA
8	Student Representative	Bakhadirov Bekhruz	2nd year student of the Pediatrics, Tashkent Medical Academy, Republic of Uzbekistan.

The EEC report contains the results and conclusion of an external evaluation of the Bachelor programme 5510100 “Medicine” for compliance with the Standards for accreditation the basic medical education programme (bachelor’s degree) of medical educational institutions and conclusions (hereinafter referred to as the Standards), EEC recommendations for improving the

quality of the educational programme and recommendations for accreditation for the ECAQA Accreditation Council.

## 2. General part of the final report

### 2.1 Presentation of the Bachelor programme 5510100 “Medicine” of the Tashkent Pediatric Medical Institute

Name of organization, legal form of ownership, BIN	Tashkent Pediatric Medical Institute
Management body	<i>Institute Supervisory Board</i>
Full name of the first manager	Daminov Botir Turgunpulatovich Doctor of Medical Sciences, Professor
Date of creation	<i>September 7, 1972</i>
Location and contact details	City/District: Tashkent, Yunusabad district Address: Bogishamol street, 223 Index: 100164 Phone: +998 (71) 262-34-22 Fax: +998 (71) 262-34-22 E-mail: <a href="mailto:info@tashpmi.uz">info@tashpmi.uz</a> Website: <a href="http://www.tashpmi.uz">www.tashpmi.uz</a>
State license for educational activities in undergraduate education (date, number)	January 05, 2007 No. 000375 October 23, 2019 No. 10
Information about branches, subsidiaries (if any)	Not available
Year of commencement of the accredited educational programme (EP)	<i>July 16, 2021</i>
Duration of training	<i>6 years</i>
Total number of graduates since the beginning of the EP implementation	Bachelors – 26606
Number of students on EP since the beginning of this year	Bachelors – 3122
Employment	Employment rate, % over 5 years: 2017 – 99.3% 2018 – 100% 2019 – 99.7% 2020 – 100% 2021 – 98.1%
Full-time teachers/part-time teachers involved in the implementation of the EP	There are 432 teachers in total, including 378 full-time and 54 part-time teachers. The indicator of gradualness is 56.2%..
Website	<a href="http://www.tashpmi.uz">www.tashpmi.uz</a>
Instagram	<a href="https://www.instagram.com/tashpmi_press">www.instagram.com/tashpmi_press</a> )
Facebook with active pages	<a href="https://www.facebook.com/tashpmi_press">www.facebook.com/tashpmi_press</a>

### 2.2 Information about previous accreditation

Until now, accreditation of the Bachelor programmes “Medicine” of the Tashkent Pediatric Medical Institute (hereinafter referred to as TashPMI) has not been carried out. Certificate of state accreditation of TashPMI No. 10 dated October 23, 2019 for a period of 5 years.

### **2.3 Brief description of the self-assessment report of the Bachelor programme 5510100 “Medicine”**

The report on self-assessment of the the Bachelor programme “Medicine” (hereinafter referred to as the report) is presented on 145 pages of main text, 16-page annexes, copies or electronic versions of 28 documents located at <https://my.tashpmi.uz>.

The report is characterized by completeness of answers to all 9 main accreditation standards and criteria, structured taking into account the recommendations of the Guidelines for self-assessment of the educational programme, 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, Professor B.T. Daminov, which confirms the accuracy of the quantitative information and information included in the self-assessment report.

The report contains a list of 48 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 programme - Khaitov K.N., Vice-Rector for Academic Affairs, Doctor of Medical Sciences, and Professor.

Self-assessment of the Bachelor programme “Medicine” was carried out on the basis of the head’s order No. 31 of February 27, 2023 “On external accreditation” and No. 52 of March 28, 2023 “On the creation of a working group to conduct specialized self-assessment and write a report.

All sections of the report present the actual practice of the Tashkent Pediatric Medical Institute in training bachelors in the specialty “Medicine”, taking into account the start of admission of students in 2018-2022, reasoned data, examples of the implementation of the objectives of the educational programme, national and international events, methodological support, confirming compliance 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 institute and clinical sites, contractual obligations with partners (universities, associations, database), financial information, plans for development and improvement, etc.

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

### **3. Description of external expert evaluation**

External expert work as part of the evaluation of the the Bachelor programme “Medicine” was organized in accordance with the Guidelines for Conducting External Evaluation of Educational Institutions and Educational Programmes of the ECAQA. Dates of visit to the organization: 10/25/2023-10/27/2023.

The sequence of the visit within 3 days is presented in detail in the Visit Program (hereinafter referred to as the programme), which is located in the documentation of the accreditation center and in Annex 3 to this report.

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

- interviews with governance and administrative employees – 78 people in total;
- interviews with students – 349 in total, including foreign ones (81 foreign students from 11 countries near and far abroad)
- studying the website <https://tashpmi.uz/>, <https://my.tashpmi.uz>;
- interviewing 27 employees, 19 teachers;
- survey of teachers and students - 250 and 349, respectively;
- observation of student learning: attending 4 practical classes.

Обзор ресурсов в контексте выполнения стандартов аккредитации: посещено 5 баз практики/клинического обучения, в том числе родильный дом № 3 и Городская клиническая больница № 4 имени И.Эргашева и кафедра акушерства и гинекологии, кафедра хирургических болезней, кафедра внутренних болезней (на базе Республиканского специализированного научно-практического медицинского центра терапии и медицинской реабилитации, областного многопрофильного медицинского центра), кафедра оториноларингологии, детской оториноларингологии, стоматологии на базе многопрофильного медицинского центра «Happy Life», где проводится обучение образовательной программе с участием 35 штатных преподавателей;

- изучение учебно-методических документов в количестве 62 ед. как до визита в организацию, так и во время посещения подразделений (перечень изученных документов в приложении 2).

Со стороны коллектива аккредитуемой организации обеспечено присутствие всех лиц, указанных в программе посещения и по спискам участков интервью и собеседований (таблица 1).

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

<b>№</b>	<b>Full name</b>	<b>Job title</b>
1.	Daminov Botir Turgunpulatovich	Rector
2.	Khaitov Kakhramon Nazhmitdinovich	Vice Rector for Academic Affairs
3.	Jalilov Abdumalik Ahadovich	Vice-rector for medical work
4.	Gulyamov Surat Saidivalievich	Vice-Rector for Research and Innovation
5.	Akhmedova Muborak Akhmedovna	First Vice-Rector for Youth Affairs and Moral and Educational Work
6.	Isakhanova Nigora Khikmatovna	Head of educational and methodological department
7.	Khudaiberdiev Asomiddin Kurbonkulovich	Head of Youth Department
8.	Tadzhiev Mirkhotam Mirhashimovich	Head of Clinical Bases Department
9.	Abzalova Shakhnoza Rustamovna	Head of the Department of Scientific Research, Innovation and Training of Scientific and Pedagogical Personnel
10.	Saidkhodzhaeva Saida Nabievna	Head of the Department of International Relations
11.	Nasirov Abdulaziz Akhmatullaevich	Head of Business Administration
12.	Mardanov Kholmira Mamaraimovic	Chief Accountant
13.	Norkulov Bakhrom Kuldashevich	Head of Planning and Financial Department
14.	Asatova Nargiza Abdunabievna	Economist 1st category
15.	<b>Shayusupova Nazokat Rakhimovna</b>	HR employee
16.	<b>Abdullaeva Umida Umidovna</b>	Center for educational simulation and evaluation of student knowledge
17.	Rakhmatullaev Akmal Abadbekovich	Dean I - Faculty of Pediatrics
18.	Ashurova Dilfuza Tashpulatovna	Dean II - Faculty of Pediatrics
19.	Mansurova Munozhat Ismatillaevna	Responsible for student admission. Student Registration Section
20.	Karimova Ziyoda Kushbaevna	Department for organizing research activities of talented students
21.	Muhammedkhanova Shakhnoza Turgutovna	Methodical council. Educational Programmes Committee

	Tursunova Oliya Abduraufovna	
22.	Kadomtseva Larisa Viktorovna	Associate Professor, Department of Family Medicine No. 2, Clinical Pharmacology
23.	Nazarmukhamedova Mukhayo Mansurovna	Director of Information Resource Center
24.	Ashirbaev Sherzod Paradaevich	Head of the Center for Advanced Technologies and Strategic Initiatives
25.	Tursunbaev Kobil Nigmatullaevich	Director of the Information Technology Center
26.	Djurabekova Nozimakhon Akmalovna, Mukhtorov Bobur Odilbekovich	Graduate Employment Department
27.	Abidov Khasankhodzha Alisherovich	Library of TashPMI, museum
28.	Alieva Nigora Rustamovna	Head of the Department of the Pediatrics Hospital No. 1, Traditional Medicine
29.	Rakhmatullaev Akmal Abadbekovich	Head of the Department of Faculty of Pediatric Surgery
30.	Alimov Anvar Valievich	Head of the Department of Neonatology
31.	Majidova Yakutkhon Nabievna	Head of the Department of Neurology and Child Neurology, Medical Genetics
32.	Akramova Khursanoy Abdumalikovna	Associate Professor of the Department of Hospital Pediatrics No. 1, Traditional Medicine (Secretary of the Academic Council of Tashkent PMI)
33.	Yuldashev Nasirdzhan Mukhamedzhanovich	Head of the Department of Medical and Biological Chemistry, Medical Biology, General Genetics
34.	Rasulov Khamidulla Abdullaevich	Head of the Department of Anatomy. Pathological anatomy
35.	Begmanov Sattar Amanzhulovich	Head of the Department of Pathological Physiology. Histology
36.	Aminov Salakhitdin Dzhuraevich	Head of the Department of Pharmacology, Physiology
37.	Khadzhaeva Dilbar Khamidovna	Head of the Department of Allergology, Clinical Immunology, Microbiology
38.	Buranova Dilafruz Jamaldinovna	Head of the Department of Foreign Languages
39.	Shohimova Shohista Sanakulovna	Head of the Department of Social Sciences, Pedagogy and Psychology
40.	Abidov Khasankhodzha Alisherovich	Leader of the Youth Union
41.	Sattarov Jamoliddin Bakhronovich	Head of Education Quality Control Department
42.	Boboev Maruf Shomurodovich	Chief specialist of the education quality control department

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 was held on the results of the external evaluation of the educational programme, study of documents, results of interviews, talks, and questionnaires. 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 Bachelor programme “Medicine” for compliance



with the ECAQA Accreditation Standards.” No comments were made by the EEC members. Recommendations for improving the educational programme were discussed and the chairman G.N. Chingaeva held a final open vote on the recommendations for the ECAQA Accreditation Council for the accreditation period - for 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 Institute, the high degree of openness of the team in providing information to EEC members.

*When conducting a survey of students, 96% rated the work of the External Expert Commission on Accreditation as positive, 4% as satisfactory. The majority of respondents (89%) believe that it is necessary to accredit educational organizations or educational programmes.*

*According to 96% of teachers, they believe that the survey conducted by the 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 based on the results of the external evaluation as part of specialized accreditation to the management and employees of the educational organization.

#### **4. Analysis of compliance with accreditation standards based on the results of an external evaluation of the Bachelor programme “Medicine”**

##### **Standard 1: MISSION AND VALUES**

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

The mission of the EP was developed in accordance with the current management system and reflected in the Strategic Development Plan for 2017-2030, approved by a joint resolution of the Ministry of Higher and Secondary Special Education and the Ministry of Health of the Republic of Uzbekistan <https://tashpmi.uz/institute/ob-institute/>, is transparent and publicly accessible to all interested parties, aimed at providing qualified medical care to the population, which combines the latest achievements in the field of education, science and medicine with priority for the children's population ([www.tashpmi.uz](http://www.tashpmi.uz)).

The mission reflects the medical needs of the country and the health care system as a whole, and also reflects the goals and strategy of the EP, which makes it possible to prepare highly qualified specialists who meet the high and dynamically changing conditions of the labor market and the needs of the regions.

When implementing the activities of the visit programme, namely, based on the results of an interview with the first head of the organization, members of the consultative and advisory body (Academic Council), in interviews with students and teachers, compliance with the criteria of **standard 1** was established. All participants in the educational process know the mission of the educational programme, took part in the formation of proposals for formulating the mission, while the mission is brought to the attention of potential students through the website, social networks, and information letters to medical organizations. Reviewed the organization's strategic plan for a period of 5 years (2022-2027), set out in the strategic development roadmap. The plan includes such areas as: improving educational programmes, increasing the efficiency of research work with the commercialization of scientific developments, introducing advanced scientific developments and technologies into healthcare practice, strengthening the spiritual and moral content of education, expanding the areas and scope of cooperation with foreign institutions, which confirms the implementation accreditation standard, demonstrates the goals, objectives and prospects of the organization.

During the visit to the departments, experts noted the strengths of TashPMI in relation to the accredited educational program: the institute has all the resources necessary for the formation of professional qualities and achievement of final results in the EP, a built-in training path of bachelor's

degree-master's degree-residency and basic doctoral studies, which allows preparing a competent physician specialist therapist, the Concept for the development of strategic partnerships with leading international universities and medical organizations has been developed and approved (joint EP with the St. Petersburg State Pediatric Medical Institute "Medicine" 3+3 (RF); Yonsei University (Republic of Korea); Kazakh National Medical University named after S.D. Asfendiyarov (Kazakhstan), University of Pavia (Italy), Başkent University (Turkey).

From interviews with students, it was established that before the start of classes, teachers inform about the mission, work plans of the educational organization, and tell where to get the necessary information about the educational programme, teachers, and training bases.

TashPMI has units that are directly related to the Bachelor programme "Medicine", which can be noted as the best practice in education: the presence of its own clinical base (University Clinic of TashPMI), where students of 4-6 years are trained; own scientific laboratory, equipped with modern equipment for conducting practical classes and experiments, allowing the formation of both critical and analytical thinking among students, the formation of the scientific method; integration of fundamental and clinical knowledge is carried out in the simulation center for practical skills (Simulation Center), the presence at the departments of rooms with simulation equipment for practicing practical skills in thematic classes (in particular, at the Department of Pediatric Surgery - gastroscopie, at the Department of Surgical Diseases - for practicing the skill of making an incision and suturing, on the basis of the ENT clinic - ENT combine, etc.); Carrying out training and cycle exams in the training and simulation center under the supervision of video cameras in the MyTestXPro programme with the provision of evaluation results online on the website <http://dbtest.tpmi:7777>; availability of digital educational technologies and technical teaching aids; the Center for Advanced Technologies and Strategic Initiatives (CATSI) has been opened since 2022. Department of commercialization of scientific and innovative developments, which is responsible for the implementation of innovative technologies in management and educational processes; the presence of a Career Center that provides assistance in finding employment for TashPMI graduates; presence of Department for coordinating work to provide students with housing; presence of an Anti-Corruption Department with a "Compliance-Control" management system. In addition, the institute has an academic lyceum for pre-university preparation and career guidance, which provides pre-university education, which includes comprehensive activities aimed at ensuring high-quality enrollment of students and increasing the effectiveness of vocational guidance of applicants. This conclusion was made because these units contribute to the improvement of educational programmes and the achievement of final learning outcomes.

*When surveying students, 88,5% noted that they were completely satisfied with the conditions and equipment of training rooms and classrooms in departments, 8,8% were partially satisfied; 85,9% noted that they are provided with handouts on a regular basis. At the same time, only 58,7% of students noted their participation in the research work of the department, 30,3% that they plan to participate in research work.*

The results of studying the documentation demonstrate that the mission of the organization and the mission of the Bachelor programme "Medicine" are built in accordance with the State Educational Standard and Laws and Statutory Instruments (LSI) in postgraduate education and healthcare.

## **1.2 Participation in formulating the mission of the educational programme**

All stakeholders (management, departments, teachers, students, parents, employers) are involved in the formation of the mission of the educational programme, taking into account the needs of the country and regions/regions. Feedback is mainly provided through an online survey (questionnaires are revised annually and posted on the institute's website).

At the same time, the institute should pay attention to the involvement of key stakeholders to participate in the discussion and revision of the mission, including through regulations and incentives.

During meetings with employers, experts identified a number of problems, including insufficiently active participation of employers in the formation of the mission of the EP.

At the same time, experts have determined the active participation in the formation of the mission of the EP of Academic staff, students, in particular, the TashPMI has a Youth Union (since 2017), the leader and participants of which take an active part not only in the life of students and the university, but also in the development of the EP. In addition, in 2020, a student organization was created - the Student Council, which also participates in the development of proposals to improve the quality of the educational process, taking into account the scientific and professional interests of students

During a conversation with students, 67,6% confirmed that they participate in the work of advisory bodies. When meeting with employers and experts, a clear answer was not received to the question “Are you involved in formulating the mission and goals of the organization, educational programme?”, “What personal contribution did they make to improve the educational programme?” To these questions, employers answered that not everyone participates in the discussion and development of the EP.

### **1.3 Institutional autonomy and academic freedom**

Training of students in the specialty “Medicine” is carried out on the basis of its own clinic, based on the trinity: science, education, practice, which contributes to professional search. During the survey, 93.2% of Academic staff noted free access to patients at clinical sites. The majority of students (85.1% and 82.8%) indicated the accessibility and satisfaction with the quality of medical services at the university clinic, while 7.4% and 10.6% - partially.

In the process of external evaluation, experts received convincing data, TashPMI has institutional autonomy in decision-making in the development of EP, in terms of the elective component, evaluation policy (current, final), including the choice of evaluation methods (testing, oral questioning, clinical examination), selection and admission of students, personnel policy in relation to teachers in an accredited educational programme, distribution of resources (classroom fund of clinical bases according to contracts), and also expands international cooperation, which is documented and confirmed at meetings with institute staff, Academic staff and students.

The university operates on the basis of the Concept and Development Program for 2017-2030, which was developed on the basis of the Resolutions of the President of the Republic of Uzbekistan “On measures for the further development of the higher education system” No. EP-2909 dated April 20, 2017 and PP-3151 dated July 27, 2017 “On measures to further expand the participation of industries and spheres of the economy in improving the quality of training of specialists with higher education” and approved by a joint resolution of the Ministry of Higher Education and Science of the Republic of Uzbekistan and the Ministry of Health of the Republic of Uzbekistan (<https://lex.uz/docs/-3286194>).

TashPMI is autonomous in the development of EP and the formation of a catalog of elective disciplines, which are agreed upon with employers, taking into account local, national and regional needs, confirmation of which was received during interviews with them; the autonomy of the university is also manifested in the introduction of modular training in 1-3 years in basic and some clinical disciplines, it should be noted that clinical disciplines at TashPMI begin in the 2nd year (Propaedeutics of childhood diseases), 4-6 courses are preclinical, clinical, subjects on choice and industrial practice; in the 6th year, cycles on outpatient surgery, outpatient pediatrics and therapy were introduced, from 2021 an elective component - the module “Universal Patronage Model” and “Recommendations of the World Health Organization”.

In addition, the EP includes basic biomedical sciences to develop students' understanding of the fundamentals of scientific knowledge, concepts and methods that are fundamental to the acquisition and application of all scientific knowledge.

In 2023, the structure of the EP included credit training in the following disciplines: “Recent history of Uzbekistan” - 60 hours (2 credits), “Philosophy” - 60 hours (2 credits), module “Introduction to Medicine” - 234 hours (6.5 credits).

During the visit to the university and clinical sites, experts were able to verify the integration of basic and clinical disciplines both horizontally and vertically.

An analysis of the constituent documents showed that TashPMI has a sufficient degree of institutional autonomy to develop and implement a quality assurance policy, for which the administration and teachers are responsible.

Procedures for internal quality assurance of the TashPMI educational programme include analysis of the internal and external environment: sociological monitoring of the opinions of students, teachers, employers and other stakeholders; making management decisions through identifying and analyzing problems.

The Institute uses the results of assessing the competencies of graduates as a feedback tool for further development and improvement of the educational programme.

To verify **standard 1** a meeting was held with the head of the organization, Rector Daminov Botir Turgunpulatovich. During the conversation, experts asked the following questions: strategic development of TashPMI. During the answers, the rector of TashPMI confirmed that the university has institutional freedom to develop and revise EP, is continuously expanding its material and technical base (a Simulation Center was opened in 2023), and the university has great potential for development and international cooperation.

When conducting a survey of 349 students (on the resource <https://webanketa.com/>), out of 40 questions, a number were devoted to the quality of the educational process and educational program. It was found that 88.2% of students would recommend studying at this educational organization to their acquaintances, friends, and relatives. 84.5% of respondents believe that educational program leaders and teachers are aware of students' problems related to learning. To the question "Do you think this educational organization allows you to acquire the necessary knowledge and skills in your chosen specialty?", 89.3% of students answered positively, 37.2% were not sure about this, 4% could not yet answer this question and 1.4% would like to believe this. 86.8% of students noted the availability of individual counseling.

Almost all students noted that the educational organization has created conditions for rest and meals for students (rest rooms, benches/gazebos on the territory, a cafeteria) during breaks between classes - 91.1%, 4.8% disagree with this statement, 2.8% completely disagreed and 1.1% partially disagreed.

The 250 teachers surveyed (27 survey questions) also answered that 88.8% were satisfied with the organization of work and workplace in this educational organization, and 8.8% partially agreed 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 supports the participation of both Academic staff and students in conferences. In the questionnaire, 76.4% of teachers are satisfied with the microclimate of the organization, 0.8% of respondents are not satisfied. According to 90.8% of Academic staff in educational organizations, a teacher has the opportunity to realize himself as a professional in his specialty. For your information, a total of 250 people responded (432 in total), with teaching experience of up to 5 years – 19.2%, up to 10 years – 21.6%, over 10 years – 59.2%.

When surveying Academic staff, 80% of respondents demonstrated commitment to the medical profession and the institute, as one of the best medical universities in Uzbekistan.

Analysis of documents, the results of meetings of EEC members with university management, vice-rectors, deans of faculties, heads of departments, representatives of the professional community, employers and graduates allowed us to establish a high degree of compliance with the criteria of the "Mission" standard.

At the same time, the institute should pay attention to the involvement of key stakeholders to participate in the discussion and revision of the mission, including through regulations and encouragement

***Conclusions of the EEC on the criteria.*** Comply out of 11 standards: fully - 8, partially - 3, do not comply - 0.

***Recommendations for improvement:***

1) To bring to the attention of all stakeholders the mission, quality policy and vision of TashPMI (by August 1, 2024).

2) The governance of TashPMI and the leaders of the educational programme on an ongoing basis involve interested parties (stakeholders) in developing the mission of the Bachelor programme “Medicine”.

3) The leaders of the educational programme on a regular basis (at least once a year) study analyze and document the opinions/suggestions of stakeholders regarding the mission, vision and final learning outcomes.

4) To bring to the attention of the leaders of the Bachelor programme “Medicine” the meaning of the term “global health” and develop appropriate content and learning outcomes related to global health (by August 1, 2024).

## **Standard 2: EDUCATIONAL PROGRAMME**

### **2.1 Final learning outcomes of the educational programme**

The educational programme was developed in accordance with the Decree of the President of the Republic of Uzbekistan No. 4310 dated May 6, 2019 “On measures for the further development of the system of medical and pharmaceutical education and science”, the Order of the Ministry of Health of the Republic of Uzbekistan dated September 8, 2020 No. 236 “On approval of regulatory documents on the organization of the educational process of medical and pharmaceutical universities" and PC - 4666 dated 04/07/2020 "On measures to create a completely new system for training and continuous professional development of personnel in the medical and sanitary sectors", providing for the transfer of the system of higher medical education from the 2020/2021 academic year to the credit-module system from the 1st year of study. The Bachelor programme “Medicine” was developed in accordance with the State Educational Standard, approved by order of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan No. 311 dated July 16, 2021 “On approval of state general educational standards of universities” and began its operation in the 2021-2022 academic year according to the order of the rector of TashPMI No. 26 dated March 25, 2022, which also stipulated the composition of the commission for revising the EP. Thus, the credit-module training system was introduced in the 1st, 2nd and 3rd courses. Students of the remaining courses follow the previous education system.

	1st year	2nd year	3rd year	4th year	5th year	6th year
SCES	2022	2021	2020	2018	2018	2017
Year of admission	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018

The educational organization adapted the learning outcomes recommended by state regulatory documents and reflected them in the “Qualification characteristics of a general practitioner” (5510100 – “Medicine”).

The structure of the EP identifies 8 main graduate competencies, which must be mastered within the framework of 324 educational credits.

Information about the EP and its implementation was published by the TashPMI Press Service on the website in the section “Regulatory, methodological and executive documents adopted by the higher education institution,” in particular in the “Academic Policy” (clause 4) and in the “Qualification characteristics of a general practitioner.” This allows students to become familiar with the final learning outcomes. In addition, teachers of each department, before the start of the first lesson, introduce students to the learning outcomes orally (this fact is confirmed by students during their survey when attending classes), and the learning outcomes, as well as teaching methods and assessment methods, are described in the discipline syllabuses. At the beginning of the academic year, a “1st year school” is held, where the rector, vice-rector for academic affairs, and deans who entered the 1st year are introduced to the final results of their studies. Information about such

meetings is posted on the institute's website. In addition, every year all students are explained the main provisions for the corresponding academic year, the full text of which is posted on the official website of the institute.

When visiting clinical bases (maternity hospital No. 3 and City Clinical Hospital No. 4 named after I. Ergashev and the department of obstetrics and gynecology, pediatric gynecology and surgical diseases and military field therapy), as well as departments of theoretical direction (department of medical and biological chemistry, medical biology, general genetics; department of pharmacology and normal physiology; department of allergology, clinical immunology, microbiology) students and teaching staff were interviewed: Karimova Sh.F., Gofurova N.S., Tursumetov A.A., Rakhimov O.U., Akhmedov A.I., Yuldashev A.O., Tulyaganov D.R., Zhuldibaeva S.Zh., students of groups 219, 512, 504, 321).

*According to the survey results, teachers responded that 91.6% were completely satisfied with the organization of the educational process at the institute; 82.8% believe that students have a high level of knowledge and practical skills after completing the training program, and 13.2% partially agree; 93.2% note that students have free access to patients at clinical sites and conditions for improving their practical skills; 60.4% of respondents are completely satisfied with the level of students' previous training, and 34.8% are partially satisfied.*

A conversation with TashPMI graduates (these included graduates working in the Republic and abroad) showed that they were satisfied with the knowledge and skills that they received during their studies at the university. Graduates noted the practice of early contact between students and patients, the knowledge gained in basic disciplines, as well as communication skills. In the educational programme, the first acquaintance with the patient is provided from the 1st year in the discipline "Introduction to the Medical Profession", included in the programme, according to the curriculum approved by the Ministry of Health of the Republic of Uzbekistan in 2018 (order No. 564 of October 31, 2018).

Throughout the entire period of study, the structure of the educational programme implies a gradual in-depth study of a specific topic (organ system) from normal to pathological. This principle is implemented on the basis of a modular approach to training, integration of disciplines, both horizontally and vertically. For example, the modules "Anatomy", "Physiology", "Biochemistry and histology, cytology, embryology" are studied systemically: nervous system, endocrine, respiratory, cardiovascular, hematopoietic, digestive, genitourinary, and musculoskeletal. The Pathology module includes the study of issues of pathological anatomy and pathological physiology (2-3 courses). The EP provides for the study of disciplines in their continuity. For example, "Microbiology 1 and 2", "Pharmacology 1 and 2", "Propaedeutics of Internal Medicine 1 and 2". Continuity is also noted in the field of behavioral disciplines. Thus, in the 3rd year, students' study "Pedagogy and Psychology", and in the 4th year, "Professional Psychology. Professional pedagogy." Considering that graduates of the Faculty of Pediatrics will work in primary healthcare as family doctors, cycles on outpatient surgery, outpatient pediatrics and therapy have been introduced in the 6th year, and from the 2021 academic year an elective subject - the module "Universal Patronage Model". Thus, the EP ensures continuity in the study of disciplines.

## **2.2 Organization and structure of the educational programme**

In accordance with Order of the Ministry of Health of the Republic of Uzbekistan No. 236 dated September 8, 2020 "On approval of normative documents on the organization of the educational process of medical and pharmaceutical universities", State Educational Standards approved by Order of the Ministry of Higher Education of the Republic of Uzbekistan dated July 16, 2021 No. 311 "On approval of state general educational standards universities" in the specialty "Medicine", the institute has developed working curricula (WC). WCs include a list of disciplines by semester, the total amount of educational credits, classroom hours, hours of IWST, IWS. The academic disciplines specified in the WC are distributed across cycles of general education, basic and major disciplines, and elective disciplines; in years 1-3 they are also presented in the form of educational modules (Annex standard 2.1).

The ratio of disciplines is 3:1: general education - 3.5%; basic - 25%, clinical -70%. Based on the WC for each discipline, a syllabus, an educational and methodological complex of the discipline, a schedule indicating the form of monitoring the educational achievements of students have been compiled. In the syllabus of the discipline, the title page reflects the period of study, the number of credits allocated for its study, the form of control, and the language of instruction.

The content of the syllabus includes the following sections: relevance of the discipline, purpose, objectives, learning outcomes, teaching methods and assessment methods, pre- and post-requisites, thematic plans for lectures and practical classes, topics for independent work, criteria for evaluating the educational achievements of students, literature (basic and additional), including Internet resources.

Experts became familiar with the syllabus of the discipline when attending practical classes on surgical diseases, obstetrics, ENT diseases, therapy, normal physiology, biochemistry, microbiology. In general, it should be noted that the syllabus takes into account the integration of the theoretical and practical components of the discipline.

When attending practical lesson No. 8 at the Department of Obstetrics and Gynecology on the topic "Clinical course and management of childbirth," the experts noted that the teacher had a folder with methodological instructions, a syllabus of the discipline, a paper version of the educational journal, certified by the seal of the educational and methodological department of the institute (duplication of the electronic educational journal).

The experts received convincing evidence that training is carried out according to the plan and timing of the lesson; on conducting initial and final control of students' knowledge in the form of testing; on receiving feedback from the teacher when checking test items and during an oral questioning; about the possibility of using practical skills developed in the simulation center with patients (for example, vaginal examination of a pregnant woman; examination of a patient with ENT pathology or arterial hypertension).

When attending a class at the Department of Allergology, Clinical Immunology and Microbiology on the topic "Morphology of Microorganisms. Technique for preparing a bacterial preparation. Coloring methods. "Microscopy Technique" experts were convinced that students had mastered practical skills in the laboratory of the department. In particular, students of group 219 (teacher is senior lecturer Gafurova N.S.) practiced the skill of preparing a bacterial preparation, its Gram staining and microscopy. Despite the fact that the department has one laboratory room, a schedule has been drawn up for groups to work for 20 minutes during the lesson. The experts noted that, according to the class schedule, a training room was allocated at the clinical base for each group (there were 12 of them), and maternity hospital No. 3 has a separate entrance and locker room for students.

An analysis of educational activities showed that the scientific component in the advising disciplines was taken into account, and monographs published by employees of the departments were included in the bibliography of the syllabus, and were also placed on stands in the corridors. Teachers use them in classes. For example, the bibliography of the discipline "Surgical Diseases" includes the monograph of Sh. I. Karimov "Xirurgik kasalliklar" (2011), in the bibliography of internal diseases - "Development of new ways to protect the body from acute hypoxia and hyperadrenalinemia" (2022). A special feature of introducing students to the syllabus and questions to prepare for the lesson is that they are sent by department teachers to students via the official channel in the Telegram messenger, which fully suits the students (this fact was clarified during a conversation with students while attending classes).

Practice is an integral component of the educational programme. The main provisions are described in the academic policy (clause 11). The Institute has concluded agreements with 105 clinical bases (21 Republican specialized centers, 25 city clinical multidisciplinary hospitals, 32 private clinics, 23 family clinics and 4 diagnostic centers), where clauses 1,2,3,5,7 provide for the implementation of practical classes, practical training by students, as well as the responsibility of the clinic staff for their implementation (For example, an agreement with the Republican Specialized Scientific and Practical Medical Center of Endocrinology dated June 20, 2019). In addition, the

educational organization has its own clinic. All this allows you to effectively implement active learning methods (analysis of clinical cases, preparation and defense of medical history, teaching at the patient's bedside, training in the clinic with the participation of a real patient, etc.). Mastering practical skills also takes place in the training and simulation center.

In the context of the implementation of the educational programme at the institute, there is an academic counseling system, which includes the activities of tutors who accompany students throughout the entire period of their studies and provide support on various issues. This information, written in the academic policy (clause 5, clause 5.3.2.), was confirmed to experts by teachers and students during their visit to practical classes. In addition, tutors attend classes according to the work plan, as well as unexpectedly, in order to check attendance and compliance with academic discipline by both Academic staff and students. The tutor service is created under the dean's office and their activities are supervised by the dean of the faculty. The list of tutors was approved by order of the rector No. 328 of 08/29/23.

Currently, at the Tashkent Pediatric Medical Institute, 7 tutors work with students studying in the specialty "Medicine" (approximately 1 for each course).

In addition, 88 teachers carry out supervisory activities regulated in the academic policy (clause 5, clause 5.3.2.). The list of curators was also approved by order of the rector (No. 328 of 08/29/23). Information about the area of activity of mentors and curators is posted on the institute's website in the section "Work with youth, spiritual and educational activities." The results of the student survey showed that 81.9% of students rated the work of tutors/supervisors positively.

TashPMI ensures compliance with ethical aspects and academic integrity in the implementation of the educational programme. The principles of academic integrity are reflected in clause 3 of the academic policy, and ethical standards of behavior are reflected in the Regulations for Students (dated March 24, 2022), based on the Code of Conduct approved by the Decree of the President of the Republic of Uzbekistan "PF-5590". During interviews with students, experts found that they were familiar with these principles and followed them.

Experts assessed the mentoring system, which is carried out in accordance with the order of the Minister of Higher and Secondary Special Education dated October 8, 2018 "On approval of the Rules for determining the teaching load of the Academic staff of a higher educational institution, as well as educational, methodological, research and mentoring-student work." This type of work, like other types of Academic staff work, is reflected in the individual plan in the form of conditional hours with a mandatory indication of implementation deadlines.

TashPMI students are familiar with the Institute's Charter (clause III), posted on the official website, and, therefore, are aware of their rights and responsibilities. In addition, the institute conducts a "1st year school", where in the first week of the academic week, deans and their deputies explain to newly admitted students the results of their studies, the rights and responsibilities of students, and the rules of conduct at the institute. Control over the observance of their rights is carried out in a hierarchical order by the vice-rector for academic affairs, the vice-rector for youth affairs and spiritual and educational work, heads of departments, deans, as well as the *primary organization of the Youth Union of Uzbekistan*. Students have the opportunity to inform the dean's office about any cases of violation of rights through the e-mail of the rector and vice-rector, through the institute's website, as well as at regular meetings of the institute's management with students.

Thus, the experts received convincing data on the organization and structure of the EP, its methodological support, and the use of various teaching methods by teachers (traditional and interactive, active, simulation technologies). During the development of the EP, students are taught scientific methodologies, research through discipline, and evidence-based medicine. When surveying students, a high percentage of student satisfaction with studying at Tashkent PMI was established (88.5%). The concept for the development of the EP is presented until 2030 with a description of the tasks and target indicators.

All this indicates compliance with standard 2 in terms of adapting teaching to the needs of students.



### **2.3 Contents of the educational programme**

The structure and implementation of the EP are described in the “Academic Policy” (clause 4), presented on the institute’s website.

Every year, from January to March, each department considers a thematic plan according to the wishes of employers, teachers, students (questionnaires are posted on the institute’s website), and student learning outcomes. In June, a discussion of the changes made is held at the institute’s CMC and then, on its recommendation, additions and changes are submitted to the institute’s Council.

Every year, taking into account permissible changes due to the institute component, the WC is reviewed and approved at meetings of the Central Methodological Council (CMC) of the institute (WC for 2018-2019, CMC protocol No. 10 of June 20, 2018, 2019-2020 CMC protocol No. 10 dated 06/19/2019; 2020-2021 CMC protocol No. 10 dated 06/24/2020; 2022-2023 CMC protocol No. 10 dated 06/20/2022).

Taking into account the needs of practical healthcare of the Republic, the EP includes cycles on outpatient surgery, outpatient pediatrics and therapy, the discipline “Evidence-Based Medicine”, “Healthcare. Marketing and Management”, “Legal Fundamentals of Medical Practice”, and from the 2021 academic year, an elective subject is the module “WHO Recommendations. Universal patronage model”

It should be noted that students are included in the planning and implementation of the EP (according to the survey, 67,6% responded that they participate in the work of advisory bodies). The commission was presented with a list of the CMC dated 09/21/22, where two students Zh.B. Khamdamov and Umarov E.M are included in the list of members.

The content of the EP takes into account the specifics of research and the scientific achievements of teachers. These include acts of implementation for the academic year and educational and methodological material. For example, the methodological recommendation “Assessment of cognitive functions in patients with COVID-19” was included in the list of additional literature in the syllabuses of the relevant disciplines.

For the successful implementation of the educational programme in the specialty “Medicine”, the organization has such resources as a library with scientific information, presented both in printed publications and electronic resources; information and resource center with access to scientific platforms such as Scopus, Web of Science, Elsevier, Ziyonet, Hemis, e-library, RSCI, GEOTAR, etc., where students and Academic staff have their own access. In order to practice and evaluate the development of practical skills, the institute operates a training and simulation center.

When visiting the library, the experts were familiarized with the available educational, methodological and fiction literature in Uzbek, Russian and English. 1st year students are provided with electronic textbooks, in accordance with the agreement between the institute and the GEOTAR-MEDIA publishing group. The survey results showed that 87,3% of students completely agree that library resources are available to them, 83,3% noted that the library has literature recommended by teachers.

Teachers provide students with methodological and didactic materials, additional literature to prepare for classes, most often through the cross-platform instant exchange system Telegram, with which 88.5% of students are completely satisfied, 6.5% are partially satisfied, and 2% is not satisfied.

At the training and simulation center, experts made sure that classes were conducted according to the schedule presented on the electronic board in the foyer. The use of simulators of varying degrees of technical complexity allows you to repeatedly practice certain medical procedures under conditions that are as close as possible to a real medical situation. To analyze the situation and existing errors in performing manipulations, a briefing room is provided, where students can watch video material filmed during the development of a practical skill, and to assess practical skills, experts were presented with an observation room with several monitors. Currently, the training and simulation center has 5 specialized classrooms and 2 thematic module sites; there are about 80 simulations provided by the GEOTAR-MEDIA publishing group.

TashPMI has its own clinical base, and has also entered into 105 agreements with medical organizations, including 21 Republican Specialized Centers, 25 city clinical multidisciplinary hospitals, 32 private clinics, 23 family clinics and 4 diagnostic centers. As a result of such work, 73.3% of students rated the organization of clinical (practical) training as “excellent” and 18.6% as “good.” To the question of the questionnaire “Is there enough time for practical training (supervision of patients, etc.)” 82.2% of students responded with complete agreement, 12.6% with partial agreement, and 3.4% disagreed with this statement. At the same time, 82.2% of students claim that the teacher provides feedback (listens to the student’s opinion, conducts a mini-questionnaire, works on mistakes).

*The survey of students also showed that the majority were satisfied with the conditions and equipment of classrooms (84.5%), recreation and food conditions, class schedule (83%), quality of classes (84.5%), computer software (88.5%), student incentive system (85.6 %), assessment of knowledge and skills (82.8%), respect for them from teachers (91.6%) and medical care (85.1%). Separately, it should be noted that 89.3% believe that the organization of education allows them to acquire the necessary knowledge and skills in their chosen specialty.*

#### **2.4 Basic biomedical sciences**

The EP defines the following as learning outcomes in basic biomedical sciences: “Apply the principles of medical practice, methods and knowledge of biomedical sciences, including anatomy, histology, medical genetics, immunology, microbiology, pathology, physiology, etc.”

The EP defines the following as learning outcomes in basic biomedical sciences: “Apply the principles of medical practice, methods and knowledge of biomedical sciences, including anatomy, histology, medical genetics, immunology, microbiology, pathology, physiology, etc.”

92 educational credits of basic biomedical sciences are distributed across disciplines and modules. Modules of basic disciplines are compiled taking into account organ systems. For example, “Anatomy and Physiology” (14.5 credits), “Pathology of the Body” (12 credits). The module “Anatomy and Physiology” and the module “Biochemistry and Histology, Cytology, Embryology” are studied systemically: nervous system, endocrine, respiratory, cardiovascular, hematopoietic, digestive, genitourinary, musculoskeletal systems. The Pathology module includes pathological anatomy and pathological physiology (2-3 courses). Modular training is based on the principle of simultaneous study of human systems from the perspective of all integrated disciplines. First, the fundamental principles of a number of natural sciences are studied: modules of normal morphology and physiology of the body in the first and second year in order to know the individual, gender, age-related anatomical and physiological characteristics of the body. Then there are modules on pathology of the body, and microbiology with the basics of immunology. Having acquired knowledge about the nature, causes and mechanisms of various processes in the human body, the student is ready to master major disciplines: therapy, surgery, obstetrics and gynecology, pediatrics, acute respiratory infections, emergency situations, etc.

#### **2.5 Clinical sciences**

As the results of training in core disciplines, the EP defines graduate competencies that reflect the formation of the basic skills of a clinician: patient consultation (history collection, objective examination), evaluation of a clinical case (carrying out differential diagnosis; determining an examination plan, treatment; assessing the effectiveness of therapy), emergency care, effective communication, application of ethical and legal principles in medical practice.

Early contact with patients begins with the 1st year of the “Introduction to the Medical Profession” discipline, then during training at clinical sites. Practicing practical skills begins in the training and simulation center. For practical training, rules, an internship programme, and an internship diary have been developed, described in the academic policy of the institute (clause 11, annex 2). The types and timing of internships (1-6 courses) are indicated in the WC. One of the strengths of clinical training is the presence of its own clinic and contracts with 105 clinical sites. The share of clinical teaching hours, work practice diaries, and student reports allow us to determine the compliance of competencies with the level of training.

## **2.6 Scientific method**

At the initial stage of the EP implementation, mathematical and natural sciences are taught to students so that they can understand and master medical research methods (for example, the discipline “Medical and Biological Physics. Information Technologies in Medicine”, “Mathematics and Statistics”). At the second stage, students study various methods of medical research through the acquisition of basic disciplines (for example, the discipline “Microbiology, Virology and Immunology”). In practical classes, students have the opportunity to master various research methods in the field of biological and basic sciences (for example, working with an enzyme immunoassay analyzer at the Department of Pharmacology and Normal Physiology), as well as understand methods of thinking through the analysis and interpretation of data (the discipline “Evidence-Based Medicine”).

To develop competence in research areas, the disciplines “Organization of research work and planning”, “Introduction to laboratory work”, “Information technologies in education”, “Fundamentals of cytological diagnostics”, “Evidence-based medicine” were introduced into the structure of the EP (dated 08/31/2023).

The learning results in these disciplines are confirmed by the increased interest among students seeking to participate in the scientific projects of teachers. In addition, at the institute, scientific research of students is carried out under the guidance of the department “Research Activities of Gifted Students,” as well as at departments in student scientific circles. The results of scientific work are presented annually in April-May at the “Student Spring” conference. This is confirmed by the following data: over the past 5 years, students of the Faculty of Medicine have participated in 114 scientific works, published 29 articles and 85 theses (information is posted on the institute’s website in the “Student Scientific Society” section).

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

In the EP, the implementation of competencies in behavioral and social sciences, medical ethics is carried out through the discipline “Ethics of Healthcare. Medical legal foundations of activity”, “Pedagogy and psychology”, “Religious studies”, “Forensic medicine. Fundamentals of medical legal activity”, “Professional psychology. Professional pedagogy”. The EP also includes the elective discipline “Communicative Medical English” and “Physical Education and Sports. Bioethics”. All this contributes to the formation of skills in responding to the individual needs of the patient, defending one’s interests and the interests of the patient in the clinical environment and beyond, and responding to the needs of the population served on the basis of social responsibility.

## **2.8 Educational technologies, teaching methods and practical training**

The implementation of the EP is ensured by conducting classes using innovative teaching technologies. In the classrooms there are smart boards connected to a video projector and monoblocks, in lecture halls and foyers - high-resolution LED screens and Demo panels with various training programs and simultaneous testing of student knowledge in various fields of knowledge. 39 innovative programs and web projects have been developed for students of the Faculty of Medicine, including 9 web projects, 16 telegram bots, 9 AI-projects and 5 mobile applications. For example, in endocrinology, obstetrics and gynecology, pediatrics, surgery and other disciplines, these programs and projects are used in the educational process. Using these projects helps students learn the principles of diagnosis and treatment using modern technology. TashPMI has 5 book stands with QR codes, a transformable reading room in the IRC, which is designed for 250 seats, and there are MOODLE and HEMIS system platforms, where 8 educational resources are located.

The experts were presented with methodological developments that meet the requirements for conducting active teaching methods, which contributes to the cognitive activity of students. The Medical Simulation Center has a sufficient number of mannequins and simulators, which fully covers the number of students and the clinical skills they master. In addition, an application is being submitted for the purchase of consumables and simulation equipment to expand the range of clinical practice and produce their own national product in the Uzbek language. The effectiveness and efficiency of the implementation of innovations is determined by the feedback system, and the

evaluation of learning results is carried out by analyzing the educational achievements of students and questioning students and Academic staff (questionnaires are posted on the official website of the institute, the analysis is carried out at departments, in dean's offices, and approved by the Central Educational Center, the Council of the Institute).

## **2.9 Educational programme management**

The faculty has a plan for the development of EP and the stages of its approval. First, based on orders and recommendations of the Ministry of Education and the Ministry of Health, the results of a survey of employers, students and Academic staff, analysis of the results of examination sessions and recommendations of members of the State Attestation Commission, a working curriculum is developed and approved. On its basis, a programme is developed for each discipline. The developed curricula are reviewed at the interdisciplinary cyclo-subject methodological council in the field of study. Next, an EP is formed, which goes through the review stage. After receiving a positive conclusion, it is submitted to the central methodological council for review and approval. After approval by the Central Methodological Council, it is approved by the Institute Council.

During the visit, experts found that the implementation of the EP is ensured by a number of regulatory documents, such as Decrees and Resolutions of the President of the Republic, orders of the Ministries of Education and Health of the Republic of Uzbekistan, internal regulatory documents - Academic Policy, Charter of the Institute, Internal Regulations, etc.

Management of the educational process, reflected in the self-assessment report (standard 2, clause 2.9) and general approaches to management were confirmed during a conversation with the rector and vice-rectors for academic work, medical and scientific work and innovation, the rector's adviser on youth policy, and the heads of the center of excellence technologies and strategic initiatives, test center, training and simulation center, library, planning and financial department, graduate employment department, educational and methodological department, youth work department, education quality control department, dean of the pediatric faculty and the department of international relations, teachers and students, as well as as a result of familiarization with the work of the relevant departments of TashPMI. When visiting practical classes and talking with students, experts saw that the organization promotes the development of practical competencies of students, including using simulation equipment. At the same time, students deepen their theoretical knowledge and develop communication skills. A total of 55 meetings were held. During the cross-interview, it was found that all participants in the educational process are familiar with the educational results of the EP, academic policy, internal regulations and the ongoing social policy at the institute.

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

The training of students in the specialty "Medicine" is aimed at meeting the needs of practical healthcare, since when analyzing the shortage of specialists for 2022, it was found that in the Republic there is a shortage of primary care doctors in family clinics and first aid points. Therefore, this educational organization, taking into account its history of training specialists, is specialized in the field of healthcare, and provides great opportunities and conditions for qualified training of national and international personnel. Thus, during a conversation with the leadership of TashPMI, experts received information that the institute has concluded agreements with 105 clinical institutions of the Republic (the agreements are presented), where students undergo training in core disciplines and practical training. To develop the necessary skills and abilities within the framework of a competent approach and in order to ensure the quality of training and conduct of all types of practices, agreements were concluded in 2018-42, 2019-53, 2020-62, 2021-70, 2022-82 agreements with regional, city and district health departments. Teachers confirmed this information during interviews. For example, it was announced that students are undergoing training on the basis of the Russian Social Science and Research Center and the State Institution "Republican Specialized Scientific and Practical Medical Center for Therapy and Medical Rehabilitation." At clinical sites, students studying in the specialty "Medicine" supervise patients with therapeutic and surgical pathologies, pregnant women and women in labor. The location of clinical departments on the bases of city and republican clinics, family clinics allows for the effective implementation of active

teaching methods (analysis of clinical cases, preparation and presentation of medical history, bedside teaching, training in a clinic with the participation of a real patient, training in primary health care settings, attending medical conferences, consultations). In the medical field, a sufficient number of loans have been allocated for practical training: in the 1st year - 6 credits (junior physician assistant), in the 2nd year - 6 credits (department nurse assistant), in the 3rd year - 8 credits (emergency nurse assistant and outpatient clinic), in the 4th year – 6 credits (inpatient physician assistant), in the 5th year – 6 credits (emergency and outpatient clinic physician assistant).

This is facilitated by mentoring, which is carried out in the organization in accordance with the order of the Minister of Higher and Secondary Special Education dated October 8, 2018 “On approval of the Rules for determining the teaching load of the Academic staff of a higher educational institution, as well as educational, methodological, research and mentoring student work”, the work of tutors and curators, in accordance with the academic policy (clause 5, clause 5.3.2.). Thanks to on-site training, students master the following competencies: cognitive, practical skills and abilities, communication.

*Of the 349 students surveyed, 73.3% rated the organization of clinical training at the institute as “excellent” and 16.7% as “good”; 82.2% indicated that they strongly agreed with the amount of time allocated for practical training; for 87.9% of students, their mentors are examples of professional doctors for them. The survey results showed that 100.0% of students are familiar with active learning methods (TBL, PBL, CBL, work in small groups) and responded that teachers use them in practical classes.*

When visiting an educational organization, experts identified problems in introducing new teaching methods. For example, the Academic staff of the departments practically does not use the capabilities of the *Center for Advanced Technologies and Strategic Initiatives* in their creation of educational animation films.

As part of clinical training, TashPMI prepares students for future clinical practice through the study of disciplines such as “Introduction to the Medical Profession” and, further, specialized disciplines.

Thus, the EP of the medical faculty was compiled and determined the final learning outcomes, in accordance with the reforms, the development of the medical education and healthcare system in the Republic. Education is characterized by integrity, continuity, and consistent study of disciplines. The structure of the educational programme implies a gradual in-depth study of certain topics from normal to pathological throughout the entire period of study. This is realized on the basis of the integration of disciplines, both horizontally and vertically, by using active teaching methods, using the capabilities of structural units for training and evaluating the knowledge and skills of students, information and communication resources, a mentoring institute, etc.

The educational programme is compiled in accordance with the principles of equality in relation to students, regardless of gender, age, nationality, religion, socio-economic status.

***Conclusions of the EEC on the criteria.*** Out of 38 standards they comply: fully - 32, partially - 6, do not comply - 0.

***Recommendations for improvement:***

1) To carry out a phased adaptation of the educational programme model based on competencies and methodological approaches, taking into account modern theories in medical education, adult education methodology and principles of active learning.

2) To determine the further principle of forming modules.

3) To create a catalog of elective disciplines in the form of a separate document, expand their range and take into account the vertical integration of disciplines when forming it.

4) To develop international partnerships with medical universities in order to exchange experience and implement an academic mobility programme.

5) Teachers use the capabilities of the Center for Advanced Technologies and Strategic Initiatives to create educational animation films.

6) Teachers and the training and simulation center should create their own national simulation product to expand the range of tasks offered to students.

7) To update the basic and additional literature in the syllabuses, including literature for the last 5 years.

8) To strengthen the simulation-based training component (clinical skills training) in the educational programme.

9) To include non-clinical skills in the educational program: decision making, leadership, teamwork, communication skills.

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

#### **3.1 Policy and evaluation system**

The policy and system for evaluating the educational programme of TashPMI is carried out in accordance with the order of the Ministry of Higher and Secondary Special Education No. 3069 dated September 26, 2018. "On approval of the regulations on the system of control and evaluation of students' knowledge in higher educational institutions" and academic policy dated 08/31/22.

The internal regulatory document contains information on the registration of educational achievements of students (clause 8), on the organization of ongoing monitoring, intermediate certification of students (clause 9), on the procedure for conducting ongoing monitoring of students (clause 9.1), the procedure for organizing and conducting intermediate certification and end-of-course assessment of students' knowledge (clause 9.2), students' practice (clause 12), end-of-course certification of students (clause 12). These paragraphs discuss the evaluation policy, evaluation methods and criteria, the appeal procedure, retake conditions, organization of independent work of students, monitoring of the educational process, rules for organizing and conducting professional practice, rules for transfer, reinstatement and expulsion of students. The academic policy is posted on the institute's website and, therefore, is accessible for reading, understanding, and use. In addition, at the beginning of the academic year, a meeting of deans and deputy deans ("1st year school") is held with first-year students, where they are introduced to the provisions of the academic policy of the institute. Confirmation that students are informed about the criteria for evaluating educational achievements are the syllabuses of the disciplines in which they are prescribed. Teachers introduce students to syllabuses during the first lesson in each discipline and send them out via the official Telegram messenger channel. At TashPMI, the results of students' educational achievements are recorded in paper and electronic journals. At the same time, paper versions certified by the seal of the educational and methodological department are issued to each teacher. The experts were convinced that the scores recorded in the paper and electronic journals were identical. Statements with the results of intermediate and end-of-course certification of students are generated automatically. To evaluate the educational achievements of medical students, a system of formative and summative assessments is used.

The number of exams and tests is regulated by the regional unitary enterprise for the specialty.

The study of control and measurement tools (test tasks, situational tasks, simulation cases, midterm control questions, stages of practical skills) showed that the organization has introduced an appropriate assessment policy that allows for a comprehensive assessment of students' educational achievements. During the interviews, students talked about forms of assessment, for example, about being assessed for mastering a practical skill, for test assignments, for working in small groups. At the same time, they noted that they were satisfied with the existing system for assessing their knowledge and skills. In the questionnaires, 86.5% of students responded that they were fully satisfied with the assessment system; 82.5% of the students surveyed noted that they regularly receive feedback from teachers. The system of appealing assessment results is reflected in the academic policy (Chapter 3, paragraphs 25,29). During the period described, there were no precedents for appeal.

To verify the data of standard 3, the experts asked questions to the head of the educational and methodological department N.Kh. Isakhanova, the dean of the medical faculty A.R. Valiev, the

teacher of the department of medical and biological chemistry, medical biology, general genetics Sh.F. Karimova, checked the documents, evaluation criteria, journals. At the same department, experts were presented with reviews of control and measuring equipment. The head of the educational and methodological department replied that the CIS is updated annually in accordance with the implementation of new clinical recommendations, treatment and diagnostic standards, based on the results of intermediate and final certification of students, as well as taking into account the results of the Test Editor/Test Corector system, which allows determining the validity of test tasks in the CT, and after their discussion at the departments, faculty council, CMS. 20-30% of test assignments and exam questions are updated annually.

The results of students' educational achievements are documented in electronic and paper versions of the educational journal. Points are awarded on the day of the class. Students see their scores in their personal account.

During a visit to the educational and methodological department, departments and during interviews with employees, the commission was convinced that there were working curricula, class schedules, syllabuses, magazines (paper and electronic versions), evaluation rubrics (checklists, statements).

A review of the TashPMI website showed that its pages contain documents necessary for students: the mission and vision of the institute, the development concept of TashPMI, internal regulations, academic policy, qualification characteristics of a doctor, schedule of the student assessment center, criteria for evaluating educational activities. In addition, the website contains information about the work of the council of mentors and curators, the student scientific society, the Youth Union of Uzbekistan, the student council, and there is a section "Encouraging students." Information is updated regularly. Thus, the commission members were convinced that all the work of the organization is transparent and accessible to all participants in the educational process. Members of the commission heard confirmation of this during a conversation with teachers and students.

### **3.2 Assessment that promotes and supports learning (formative assessment)**

To assess the educational achievements of students of the Faculty of Medicine, a system of formative and summative assessments is used.

Monitoring of student attendance and progress is carried out by dean's office staff and tutors. The main method of formative assessment is to provide constructive feedback when conducting surveys, analyzing clinical situations, and testing results. The training and simulation center has a transforming hall, where practical skills are analyzed using video recordings. Teachers try to support and motivate students to achieve the final learning outcomes. This is evidenced by the results of a student survey: 81.9% of students responded that tutors/curators constantly help them in their studies; 91.6% noted the respectful attitude of teachers and staff of the institute towards them; 82.2% showed that the teacher listens to their opinion, works on mistakes, and gives feedback; 82.8% of students wrote that they receive academic support if they have problems with their academic performance, and 84.5% responded that the dean's office is aware of their problems and 87.6% completely agree with the statement that the dean's office makes decisions on students' problems.

When conducting interviews with 28 teachers and analyzing the results of a survey of 250 teachers regarding evaluation methods, experts received convincing information that they are proficient in various evaluation methods: essay (57.2%), testing with one correct answer (32.4%), MCQ (13.2%), OSCE (66.8%).

Students have the opportunity to familiarize themselves with examples of tests excluded from previous years, as well as self-study tests available on the MOODLE platform. Students confirmed this information during the interview. They noted that the evaluation procedure was clear to them and that it was fair.

In order to ensure reliability and validity, evaluation tools for intermediate certification undergo an examination, the results of which are presented in the form of 2 reviews. The organization evaluates the reliability and validity of evaluation methods using the Test Editor/Test

Corector programme, the work of which was demonstrated by an employee of the test center.

During a visit to the organization, management was asked the question: “Are external examiners involved in order to improve the fairness, quality and transparency of the evaluation process?” And a positive response was received. As an example, the commission was presented with an order on the formation of a certification commission for the 2022-2023 academic year, where members of the commission were chief physician of ToshSHBKBK M.V. Tabibova, Deputy Director of RPM Khasanova S.S., senior nurse at the TashPMI clinic Bozorova M.Z.

The experts examined the resources for organizing the evaluation of knowledge and practical skills, namely, robot simulators, virtual programmes and dummies of the training and simulation center, and the laboratory of the microbiology department. During a visit to the simulation center, experts saw the analysis of clinical situations with a standardized patient, self-assessment and evaluation of student classmates. When visiting these structural units, the experts familiarized themselves with the evaluation sheets.

The 14 employer representatives interviewed said that the institute’s management invites them to a meeting twice a year to receive feedback. They also pointed out that the training of graduates corresponds to the modern development of medical practice and science, since when hiring they test their knowledge and practical skills. In order for a graduate to be able to adapt to a new job, there is a mentoring system from employers. They have developed their own assessment criteria, which are recorded every 3 months. Since TashPMI graduates show good results in their work from year to year, employers have confirmed that they give preference to them when hiring. Employers believe that it is necessary to increase the number of practice hours so that students have more contact with patients. In addition, the representative of the regional oncology center Abdukhakimov A.N. proposed to create a research laboratory at clinical sites, where senior students will be able to carry out scientific work.

### **3.3 Assessment to support decision making (summative evaluation)**

TashPMI has developed and implemented an evaluation system that allows us to determine the level of achievement of educational goals and competencies necessary for successful work in the medical field. After all evaluation procedures have been completed, a final grade is generated that reflects the student’s overall performance. Types of control and evaluation criteria are prescribed in Chapter 2 of the academic policy. The procedures for passing and retaking are specified in Chapter 3, paragraphs 20-24, conducting an appeal (Chapter 4, paragraph 25), transferring from course to course (Chapter 2, paragraph 9) of the same document, timing of control (Chapter 4), registration and analysis of results (Chapter 5).

Students who have fully completed the study program and accumulated a specified number of credits are allowed to take the final exam. All academic achievements are reflected in the diploma insert in the list of disciplines completed, indicating their volume, compulsory component and elective component. The diploma insert is issued to graduates after full and successful completion of training and based on the results of passing the final exam, along with a state-issued diploma. The form and procedure for conducting the examination for each academic discipline are discussed at a meeting of the department, reviewed and approved by the Central Medical Examiner, and prescribed in the RUPs. After approval, questions and test tasks are entered into the MyTestXPro program. Admission to current testing is possible only from computers located in the training and simulation center. The final assessment of medical-biological and social-humanitarian disciplines is carried out using computer testing in a training and simulation center. To pass the exam, the student needs to go through the QR code by connecting to the institute’s Wi-Fi; the test results are available via a special link and the same QR code immediately after completing the exam, i.e. transparency is noted when assigning scores. In clinical disciplines, a comprehensive assessment is carried out, including several stages: practical skills at the bedside, oral response and testing. To assess the development of competencies and practical skills, real or standardized patients, dummies, and virtual programs are used. At the end of each semester, an analysis of the achieved results in student learning is carried out at various levels (departments, faculty council). The results obtained are highlighted in the relevant



protocols and annual reports.

### **3.4 Quality control**

General monitoring of the quality of the educational programme is carried out by the education quality control department through a survey of stakeholders, decisions of the Center for Education, and the Council of the Institute. The institute has developed a system of feedback and analysis of students' educational achievements with monthly discussion of the results of current and final monitoring of student progress with the adoption of corrective measures. Student evaluation results are analyzed and used to determine the strengths and weaknesses of curricula and teachers, and are used to update and modernize curricula. Feedback is carried out 2 times a year, at the end of the intermediate assessment; responsibility is assigned to the education quality control department. The assessment sheets used audio and video recording of skills development during testing and OSCE allow for regular analysis with subsequent adjustment of the educational process.

In order to improve the educational process, the university has a quality commission, which the commission could verify in the document “Composition of commission members, according to internal evaluation” (2021).

*Conclusions of the EEC on the criteria* comply with 14 standards: fully - 11, partially – 30, do not comply – 0.

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

- 1) To include representatives of employers in the Cyclic Methodological Council.
- 2) To review the control system for evaluating students' knowledge and skills. To develop checklists with step-by-step evaluation of completed actions, as well as self-assessment and teamwork sheets.
- 3) To develop methods for evaluating clinical competencies, adapted to the changing needs of practical healthcare.
- 4) To improve the examination of the reliability and validity of test items.
- 5) To review the Objective Structured Examination/OSCE methodology and bring it in line with international best practices.

## **Standard 4: STUDENTS**

### **4.1 Student Selection and Admission Policy**

Educational activities at TashPMI are carried out in accordance with the Constitution of the Republic of Uzbekistan <https://lex.uz/docs/6445147>, Law of the Republic of Uzbekistan No. LRU-63 of September 23, 2020 “On Education” <https://lex.uz/ru/docs/5013009> and is regulated by the Cabinet of Ministers of the Republic of Uzbekistan.

The work of the admissions committee is regulated by the Rules for the admission of applicants to study at the institute in the field of the Bachelor programme “Medicine” (<https://tashpmi.uz/institute/akademicheskaya-politika/>). The organization has a student admission policy called the Institute Admission Policy. Admission policies and procedures are clear, consistent with the mission and goals of the institute, officially published and available to all prospective students (electronic website of the institute [www.tashpmi.uz](http://www.tashpmi.uz), etc.).

Rakhmatullaev A.A. spoke about the policy for admitting students: standards for admission to universities are formed by the Ministry of Health taking into account the needs of the regions, for example, a shortage of medical workers is noted in some regions such as Surkhandarya, Kashkadarya, Jizzakh regions. Admission of students to the university is carried out on a grant basis (quota) taking into account the needs of regions and regions) and from 2022 on a paid contract basis by decision of the Supervisory Board.

Applicants submit documents to the admissions committee online through the official website of the State Testing Center (Agency for Knowledge Evaluation) - <http://my.uzbmb.uz> and the Unified Portal of Interactive Public Services (UPIPS) – [my.gov.uz](http://my.gov.uz), based on the results of which and in accordance with the requirements (<https://tashpmi.uz/informacziya-dlya-abiturientov/>), established by

the law of the Republic of Uzbekistan, recruitment for training in the specialty “Medicine” is carried out.

From the 2021-2022 academic year, applicants have benefits for admission to the institute on the basis of an additional state grant outside the general admission requirements: these are laureates of State Prizes, winners of the republican competition (“Nurse”), active members of the Youth Union of Uzbekistan, winners of international Olympiads, children of career military personnel and employees of internal affairs bodies, as well as girls in need of social protection (4% state grant) on the recommendation of the Ministry of Mahalla and Family Support (<https://goo.su/1Y6e3y2>); persons with disabilities and residents of charity homes - they are exempt from paying for testing and an additional quota is allocated based on a 2% state grant. During the period 2018-2023, 162 students with disabilities entered TashPMI.

During the visit, EEC experts got acquainted with the conditions created for people with disabilities: adapted special textbooks and technical teaching aids, volunteer assistance, convenient access to the building and classrooms, markings, etc.

Admission of foreign citizens is carried out in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. RCM-169 “On improving the procedure for admission and training of foreign citizens in educational institutions of the Republic of Uzbekistan” dated 08/04/2008 and the charter of the institute. Training is conducted on a paid contract basis; based on the results of the admissions committee, an agreement is drawn up with the institute online through the official website of the Ministry of Higher Education, Science and Innovation [kontrakt.edu.uz](http://kontrakt.edu.uz). At the time of the visit, 9 foreign citizens were studying (3 from the Russian Federation, 3 from the Republic of Kazakhstan, 2 from Kyrgyzstan and 1 from Tajikistan).

For the purpose of career guidance for graduates and in order to ensure the implementation of the Decree of the President of the Republic of Uzbekistan No. DP-6108 dated November 6, 2020 “On measures to develop education, upbringing, and science in a new period of development of Uzbekistan”, November 6, 2020 “Additional measures for further improvement of the education system” Resolution No. RP-4884 organizes Open Days for school graduates.

TashPMI has an Agency for evaluating knowledge and qualifications, which is carried out online through the website [my.uzbmb.uz](http://my.uzbmb.uz) (in the applicant’s personal account) in case of filing an appeal, the consideration of which is carried out on a confidential basis.

The practice of transferring students is regulated by the Decree of the President of the Republic of Uzbekistan No. DP-279 “On organizing admission to study at state higher educational institutions” dated June 15, 2022, according to which the procedure for transferring students’ studies to state universities is approved.

A transfer from one state university to another is permitted only if the student applies to transfer his studies to a university located in the territory of permanent residence of the spouse in connection with the creation of a family or the application of the spouse or minor child, a government employee when changing his place of work based on the recommendations of the head of the relevant ministry (department).

Transfer of students from foreign and non-state universities operating in Uzbekistan is carried out in accordance with the direction of education and on the basis of a one-time payment equal to the minimum size of the differentiated paid contract for the corresponding direction of undergraduate education - to inappropriate and unrelated areas of education of state universities.

Transfer from foreign universities to state universities of Uzbekistan in inappropriate and unrelated areas of education is not allowed.

When transferring from foreign universities (including from the top 1000 international rankings) to relevant and related areas of education:

Approaches to admitting students are based on the requirements of the country and internal regulations, namely, Decree of the President of the Republic of Uzbekistan No. DP-61 “On measures to provide financial independence to state higher educational institutions” dated December 24, 2021; Resolution of the President of the Republic of Uzbekistan No. RP-279 “On organizing admission to

study at state higher educational institutions” dated 06/15/2022; Order of the President of the Republic of Uzbekistan No. O-60 “On the parameters of the state order for admission to study at state higher educational institutions in the 2022/2023 academic year” dated 06/15/2022.

To improve the effectiveness of training, an annual analysis of the competition of applicants and the passing grade admitted to the institute is carried out, as well as a self-assessment of the work of the admissions committee on the openness of information and admission procedures to the medical faculty.

During the visit, the experts received convincing data that admission to the field of study “Medicine” is carried out on the basis of equality for everyone (both on grants and on a paid-contract basis), uniform rules for admission and a single competition, ensuring the right of priority admission for state grants for applicants who scored the highest number of points during testing.

For the period 2017-2022. Only 709 students were admitted to the educational program in the specialty “Medicine”, 709 people successfully completed their studies. At the same time, 16.6% (118) of people received only “excellent” as a result of the final exam, 41.7% (296) “excellent” and “good”, 33.2% (235) “only good” and 8.5% (60) “satisfactory”.

#### **4.2 Student counseling and support**

TashPMI operates a system of academic counseling for students, which pays attention to social, professional, personal and financial support.

In order to support and advise students, to facilitate integration into education, orientation in choosing an educational, cultural and social program, the institute has created and is implementing a mentoring program for first-year students (“First-Year School”), involving, along with teachers and the Youth Union of Uzbekistan, since 2020 the Student Council and the primary trade union organization of students.

Since the 2021-2022 academic year, the work of tutors has been established at the institute; at the time of the visit, 12 tutors were carrying out their activities.

Experts surveyed 349 students about the practice of academic advising, personal support for students and the development of not only professional skills. During the survey, 81.9% of students noted that the tutor helps on an ongoing basis, 7.4% - sometimes, 8.3% on the initiative of the student. 82.8% of students noted that they receive academic support for problems with academic performance. The availability of a curator for educational work was indicated by 84.5%, noted the availability of library resources, 87.3%, the availability of recommended literature, 83.3% noted the availability of free access to electronic educational resources.

The organization has a system of social and material incentives for students by establishing bonuses to scholarships for success in academic, scientific, spiritual, educational, organizational activities, knowledge of a foreign language and victories in various competitions, olympiads and sports competitions. Over the past 3 years, 131 students in the field of “Medicine” received financial incentives from the institute in the amount of more than 156 million soums (<https://goo.su/C5IprU>). 85.6% of students noted satisfaction with the incentive system at the institute.

To encourage students participating in scientific research, our institute has named “Famous Scientists” scholarships, of which 9 scholarships have been awarded since 2000, 10 since the 2018-2019 academic year and 15 since the 2020-2021 academic year. Total 10 in 2020; only 15 in 2021; only 15 in 2022

4 students are members of the management staff of the primary organization of the Youth Union of Uzbekistan as faculty coordinators and are included in such advisory bodies as the Supervisory Board and the Academic Council of the institute. More than 2.5 thousand students are members of the Youth Union of Uzbekistan. The activities of this organization are significant; on the recommendation of members of the Youth Union of Uzbekistan, financial assistance is provided in the form of payment of 35% of the 1st academic year for the active work of students who have completed compulsory military service in the Armed Forces of the Republic of Uzbekistan. For example, the experts were shown lists that listed 105 students majoring in “Medicine” who received financial assistance over the past 4 years.

EEC experts familiarized themselves with the confirming lists of student scholarships; over the past 5 years, 18 students have become holders of this scholarship.

There is a system of support and encouragement for students through the appointment of state nominal scholarships and the state scholarship of the President of the Republic of Uzbekistan, appointed in order to stimulate and support their development of relevant educational programs. State scholarships for achievements in educational, research, social, cultural, creative and sports activities have been awarded to 9 students over the past 5 years. The presence and implementation of social programs - 85.6% of students confirmed during a survey and personal meeting with experts.

Experts visited 2 dormitories of the institute with a total number of places of 454. The organization "Student Housing Commission", when providing a place in a dormitory, takes into account the social status of the student: orphans, regardless of the course of study, pupils (homes of mercy), students with disabilities, children from families included in the "Iron Notebook" and "Women's Notebook" and students included in the "Youth Notebook" (regardless of the course) are provided with priority.

The institute has a system of paying for rental housing for students, both at the expense of the State and the institute and khokimiyats in the amount of 50% of the cost of housing. In addition, this group is provided with financial assistance by the institute from the Incentive Fund: 2 times a year they buy a full set of clothes, hygiene, stationery, a vehicle ticket, coupons for free food, payment of the contract amount for the academic year, tickets to visit theaters and museums and other entertainment events, as well as material assistance in the form of money.

For employment opportunities after completion of studies, the institute has a graduate marketing and employment department that assists students with vocational guidance and career planning. When members of the EEC visited the marketing and employment department, they demonstrated the work of the department: there is an electronic database of graduates by specialty and lists of medical organizations with a need for medical personnel. When searching for a job, department employees take into account the wishes of graduates (employment if possible in the selected region, provision of housing, etc.).

All students are assigned to the institute clinic, where they undergo a full medical examination once a year. Confidentiality regarding the health status of students should be ensured.

The institute has a department for combating corruption and system management ("Compliance Control"). All educational activities in work with students and information events among employees of the educational institution are aimed at creating a high level of intolerance towards cases of corruption; therefore the institute has created an Internet platform that allows studying public opinion about the institute and its individual teachers. For this purpose, there is an electronic mailbox of TashPMI ([info@tashpmi.uz](mailto:info@tashpmi.uz)) and mail of the rector of the institute ([mail@tashpmi.uz](mailto:mail@tashpmi.uz)), through which you can provide information about negative facts in the activities of the institute, dean's offices, departments, and teachers. There is also a telephone line +998 (71) 262-34-22 for citizens and requests for public information.

Since 2018, a full-time psychologist has been working at the institute with students and teaching staff to provide psychological assistance if necessary. The work on the spiritual, moral and educational education of students has been well done. Mutual respect between students and teachers and administrative structures was noted. Social and material assistance is provided to socially vulnerable groups among students. In terms of support and advice, the Youth Union of Uzbekistan and the Student Council play an important role.

The processes implemented at TashPMI meet the criteria of the standard. TashPMI carries out activities aimed at increasing student potential. The results of the student survey demonstrate satisfaction with the relationship with the dean's office staff (84.5%) and the level of accessibility of the dean's office (87.6%).

### **Results of a survey of students in the specialty “Medicine”.**

The student survey included 40 survey questions. A total of 349 were surveyed, of which 7.7% were 10th year students, 18.6% were 2nd year students, 15.7% were 3rd year students, 15.6% were 4th year students, 32% were 5th year students, and 6 th course 14%.

To the question “I will recommend studying at this educational organization to my acquaintances, friends, relatives,” the majority answered positively 88.2%, 5.3% - partially, 2% would not recommend, and 1.4% doubted the answer.

Among the students surveyed, 67.6% responded that they take part in advisory bodies (methodological council, academic council, educational program committees), 27.5% do not participate, and there were students who did not know about this - 4.8%.

88.5% of students are satisfied with the conditions and equipment of training rooms and classrooms in departments that teach 1-3 years, 8.8% are partially satisfied, 1.7% are not satisfied, 0.8% are partially dissatisfied.

Almost all students noted that the educational organization has created conditions for rest and meals for students (rest rooms, benches/gazebos on the territory, a cafeteria) during breaks between classes - 91.1%, 4.8% disagree with this statement, 2.8% completely disagreed and 1.1% partially disagreed.

85.9% of students noted the provision of handouts, tests, tasks, additional literature to prepare for classes by the teacher, 10.8% noted that not always, 2.2% rarely.

Regarding the class schedule, 83% responded that they were satisfied, 10.8 were partially satisfied, and 2.2% disagreed.

To the question “What teaching and learning methods were used in the classroom?” - 60.1% answered TBL, 8.5% - PBL, 1.4% - CBL and 29.7% indicated small group training.

84.5% of students noted that they liked the quality of the lesson, 11.1% partially agreed, 2.8% completely disagreed, 0.8% partially disagreed and 0.5% of students had no opinion on this question.

To the question “What methods of assessing knowledge and skills do you know?” students highlighted Essay (32.9%), MSF - feedback from various sources (doctors, mentors, real patients, nurses, clinical teachers) (31.5%), OSCE (14.8%), other methods scored the least number of answers: OBA (one correct answer) (6.8%), portfolio - 3.1%, Extended MCQ (with clinical context) (5.7%), MCQ and Feedback - feedback only 2%, MiniCEX - 0.8% and no one noted DOPs and Logbook.

Regarding research, 58.7% of students answered that they are engaged in scientific research, 30.3% - that they are planning, 0.2% do not express a desire to engage in research.

85.6% of students are satisfied with the system of incentives for students for participation in scientific, creative, sports activities (grants, diplomas, prizes, personal scholarships, titles, etc.), 9.7% - partially, not satisfied + 2%, partially 1.7% disagreed, 0.8% doubted the answer.

87.3% of students responded that they have access to library resources, 8.3% partially, 1.7% indicated that they do not, 2% partially disagreed and 0.5% did not have an opinion.

83.3% of students responded that the library has educational literature on disciplines recommended by teachers, 10.6% responded that there are not enough necessary textbooks, 3.1% do not use the services of the university library, 0.5% do not have everything, what is necessary and 2.2% found it difficult to answer this question.

Regarding the tutor, 81.9% of students answered that the tutor helps on an ongoing basis, 7.4% - sometimes, 8.3% - at the request/initiative of the student, rarely - 1.1% and 1.1% answered that they do not know your tutor.

89.9% of students responded that they knew about the existence and implementation of social programs to support students at the faculty, 3.1% did not agree with this statement, 5.6% responded that they had not heard of such programs, 1.1% did not answer to this question.

83.9% of respondents answered the question “Are you satisfied with the quality of library services?” satisfactorily, 10.8% answered partially, 2% answered unsatisfactorily, 0.85% partially disagreed, 2.2% had no opinion.

Almost all students noted the teacher's respectful attitude - 91.6%, 4% disagreed with this statement, 4.2% did not answer.

84.5% of students responded that they were satisfied with the facilities and equipment of classrooms in clinical departments, 11.1% were partially satisfied, 3.1% were not satisfied and 1.1% doubted the answer.

To the question "Are there sufficient computer learning resources available?" 88.5% answered positively, 6% indicated that there are not enough computers, 3.1% do not use them, 1.7% do not have everything they need, and 0.5% could not answer this question.

88.5% responded that they have free access to electronic educational resources, 6.5% partially, 2% completely disagreed, 1.4% partially disagreed and 1.4% had no opinion.

83.6% of those surveyed indicated that independent work of a student is a necessary part of studying at a university, 10% partially agreed, 4% completely disagreed, 1.7% partially disagreed and 0.5% doubted the answer.

To the question "Evaluate the organization of clinical (practical) training organized at the university," 73.3% answered excellent, 18.6% answered good, 3.1% could not rate it, 2.5% satisfied and 1.4% rated it as unsatisfactory.

The majority of students responded that they have sufficient time for practical training (supervision of patients, clinical rounds, clinical reviews, assisting in operations, work in laboratories and pharmaceutical production) - 82.2%, partially - 12.6%, disagree completely 12.6%, partially disagree, 1.1% and 0.5% doubted the answer.

86.2% of students responded that the teacher fairly and correctly assessed their knowledge and skills, 9.7% - partially, did not completely agree - 0.5%, partially disagree - 2.2% and 1.1% doubted answer.

82.2% of students indicated that the teacher provides feedback, 12% sometimes, 2.2% rarely, never 2% and did not know what to answer - 1.4%.

The majority of students (87.9%) noted that the teacher (mentor, curator) is an example for me as a professional doctor, a person, 2.8% disagreed with this statement, 8.3% noted the inconsistency of the teaching staff.

The presence of psychological support was indicated by 87.3% of students, 4.2% disagreed, 6.2% had not heard about psychological support, and 2% did not answer this question.

To the question "Is there counseling for tuition debt?" - 83% answered affirmatively, 5.7% disagreed, 8.4% did not hear about it and did not know, 2.2% did not answer.

82.8% of students answered that they receive academic support for problems with academic performance, 4.5% disagreed, 7.4% did not hear about it and did not know, 5.1% did not answer the question.

84.5% of respondents noted the availability of the supervisor for educational work and his respect for confidentiality during personal consultations, 10.3% partially agreed, 0.8% completely disagreed, 0.8% partially disagreed and 3.4% had no opinion opinions.

The majority of students (84.5% and 87.6%) responded that the dean's office is aware of students' problems and makes decisions; 7.1% and 6.3%, respectively, partially agreed.

86.8% and 87.3% of students noted the availability of personal counseling on issues that arose and respect for confidentiality, 2.8 and 1.4% disagreed, did not know or heard about it - 7.9%, did not answer question 2.2 and 4.5%.

88.5% liked studying at this educational organization, 8.8% partially agreed, 0.5% disagreed completely, 0.8% partially disagreed and 1.1% had no opinion.

To the question "Do you think this educational organization allows you to acquire the necessary knowledge and skills in your chosen specialty?" - 89.3% are sure of this, 3.7% are not sure, 4% could not answer the question, 1.4% would like to believe in it and began to doubt it.

The majority of students (85.1 and 82.8%) indicated accessibility and satisfaction with the quality of medical care, 7.4 and 10.6% - partially, disagree completely - 2.8 and 1.7%, partially disagree 1.4 and 2% and doubted the answer to this question by 3.1 and 2.8%, respectively.

To the question “Have managers and/or teachers involved you in activities to prepare for institutional or specialized (program) accreditation?” 65.9% answered affirmatively when preparing a self-assessment report, 6.3% were involved in organizing a meeting of external experts, 5.4% of students participated at all stages of preparation, 3.7% were involved for their knowledge of a foreign language, 2% refused for good reasons reason, 10.8% were not involved and 5.7% first heard about accreditation when the commission arrived.

To the question “What do you like most about the university?” students answered: Manga hama narsa yoqadi, they teach very well here, everything, cycles, response from teaching staff, Teaching staff, academic building, method of teaching associate professors, Kutubxona, Karupsiya yo'q, I find it difficult to answer.

Students don't like that everything is outdated, Yoqmaydigan narsa yoq

The results of the survey generally demonstrate satisfaction with the educational process, the resources of the clinical base, the provision of social support, the competencies of teachers, and also indicate the presence of centralized management of educational programs.

**Conclusions of the EEC on the criteria.** Compliant out of 16 standards: fully - 16, partially - 0, do not comply - 0

*There are no recommendations for improvement.*

## **Standard 5: ACADEMIC STAFF**

### **5.1 Policy on the formation of academic staff**

The personnel policy of TashPMI is carried out in accordance with the Code of Educational Activities of the Faculty of the Institute, implemented in accordance with the Constitution and the Law of the Republic of Uzbekistan “On Education”, has a transparent recruitment system and is carried out in accordance with the Regulations “On the Procedure for Hiring in Higher Education educational institutions of Academic staff”, attached to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 20 dated February 10, 2006.

Admission to positions of scientific-pedagogical, scientific and scientific-pedagogical workers is carried out on a competitive basis by collegial management bodies: the academic council of the institute, academic councils of specialties with the conclusion of a labor and collective agreement.

The hiring decision is not influenced by political views, race, nationality, gender, age, or religion. The Institute adheres to the openness of the recruitment and selection procedure, the objectivity of competitions and procedures in the selection of applicants for scientific and pedagogical positions. Announcements about competitions are publicly available on the institute’s website, which allows both institute employees and third-party applicants to participate in the competition (Human Resources Management and HR Work page).

Qualification requirements for employees are determined in accordance with the goals and objectives of each structural unit on the basis of the current Regulations on clinical and non-clinical departments. Managers and employees of clinical sites are recruited to work at the institute as external part-time workers. 86 teachers of the institute work at the clinical bases of TashPMI.

In accordance with the current legislation, academic staff and other categories of workers, additional payments are established to wages for a qualification category, for an academic degree, according to working conditions - for harmfulness, in addition, an additional payment of an incentive nature is provided for the work performed.

Certification is carried out for the professional competence of specialists and the formation of an internal personnel reserve, which is documented in a protocol.

A course of pedagogical skills on the basis of the Main Scientific and Methodological Center of the Republic of Uzbekistan provides training to academic staff to improve pedagogical competencies.

To control and evaluate the quality of teaching at the faculty, open classes and lectures by teachers are held. An internal audit and certification of departments according to the quality

management system is carried out annually. The institute has introduced a rating system for evaluating the performance of Academic staff as part of the employee motivation programme.

The degree of Academic staff over the past 5 years has remained stable at a level of at least 56.2%. All teachers of clinical departments have specialist certificates. The academic staff has a high level of qualifications and competence; more than 50% of the academic staff have 15 years or more of experience in scientific, pedagogical and clinical work. During the survey, 86% of academic staff noted the possibility of career growth at the institute, 4.4% partially.

For the period 2021-2023 34 articles were published in journals of the Republic of Uzbekistan, and 20 in journals from near and far abroad. The results of scientific developments are included in the educational process. The academic staff has close ties with representatives of practical healthcare. During the survey, 89.2% of academic staff responded that they had the opportunity to engage in scientific work, 9.6% partially.

The total number of the faculty of “medical-pedagogical and medical care”: teaching staff - 220 people, of which 192 (87.3%) are main workers, part-time - 28 (12.7%). The experts are familiar with the personnel policy (05/24/2022), the Regulations on mentors (09/04/2022) and the job descriptions of teaching staff (12/24/2021).

*In order to verify the data of standard 5, external experts obtained the opinion of teachers on personnel policy, which includes: the availability of the institute administration, including the rector (79.6%), the opportunity to participate in research work, and receive incentives.*

Conversation with Shayusupova N.R. included questions such as the ability of teaching staff to work at clinical sites and for clinical staff to work part-time, and allowed experts to learn about approaches to attracting staff from clinical sites to teach (there are 86 such teachers in total), about the strategy and tactics of student recruitment, and the information security of the educational program, as well as identify problems in the management and development of human resources, since most part-time workers do not master teaching methods (PBL, TBL, etc.), most classes at clinical sites are conducted using traditional methods - question and answer. To develop practical skills, a simulation center has been operating at the institute since 2023; the departments have simulators for thematic classes.

When surveying teachers, it was found that the majority (91.6%) were completely satisfied with the organization of work and workplace at Tashkent PMI, but 6.8% were partially satisfied. At TashPMI, teachers have the opportunity to engage in scientific work and publish research results: 89.2% completely agree, 9.6% partially agree. Satisfied with the work of the HR (personnel) service - 91.6% completely agree, 7.6% partially agree. Satisfied with wages - 70.4% completely agree, 9.6% partially agree.

## **5.2 Academic activities and professional ethics of teachers**

The experts were presented with documents on the workload of Academic staff, according to the Code of Educational Activities of Academic Staff - for the entire academic year - 1200 astronomical hours. The results of the survey of academic staff indicate a high level of satisfaction of academic staff with the organization of the educational process at the university - 91.6%, 6.8% are partially satisfied. 88.8% of Academic staff are satisfied with the organization of work at the university, 8.8% are partially satisfied.

The scope of work of each teaching and research staff member (including part-time workers) is registered in a mandatory individual plan.

Monitoring of the implementation of scientific and pedagogical standards is carried out by the deans of faculties, the Department for working with requests from individuals and legal entities, control and monitoring and the department of educational and methodological work on the basis of annual reports submitted by educational structures.

The institute has a school for young teachers; in the 2022-2023 academic year, 48 teachers were trained and training courses were organized on the topics “Design and organization of the educational process, traditional and non-traditional teaching methods” and “Taking into account the



personal and individual characteristics of students in the educational process” Organization of the educational process”, “How to organize a system of credit modules”, etc.

### **5.3 Continuous professional development of academic staff**

The advanced training program complies with the order of the Ministry of Higher and Secondary Special Educational Institutions: every three years, faculty teachers undergo an intensive advanced training course in order to improve their teaching skills. Teaching staff of clinical courses undergo training every 5 years according to the order of the Ministry of Health of the Republic of Uzbekistan.

As part of additional education, programs have been prepared for teaching staff: courses on the implementation of new electronic systems (24 hours), development of the English language (36 hours), development of a spiritual and enlightened personality on a free basis.

The teaching staff undergoes continuous training at the Main Scientific and Methodological Center of the Republic of Uzbekistan (<https://bimm.uz/ru>), at the Center for Advanced Training of the Tashkent Medical Academy, and the Tashkent Center for Professional Training of Medical Workers. In order to support the continuous professional education of teachers, the institute provides training in nearby and distant educational institutions on the basis of grants, contracts and agreements received from the President of the Republic of Uzbekistan.

Over the past three years, 447 teachers in pedagogy and 80 in professional specialization have been trained.

In order to verify the data of standard 5, during a meeting with the head of the personnel department and during interviews with teachers, experts received an opinion on approaches to developing the pedagogical competence of teachers, motivation to work with students, mentoring, which includes the opportunity to participate in research work, training, and advanced training on a free basis within the Republic of Uzbekistan and on a paid basis in neighboring countries; training opportunities in European countries and the USA are somewhat limited. TashPMI in May and September 2023 organized a seminar on the topic “Expanding the educational and research capabilities of the Tashkent Pediatric Medical Institute” within the framework of international cooperation with Yonsei University (Korea).

The experts received answers about the teacher training program, which is conducted annually and 373 teachers involved in the implementation of the educational program have been trained over the past 3 years. These events are financed by the institute. The expert verified teacher certificates on topics such as “Innovative teaching methods” (36 hours), “Digitalization of teaching” (36 hours).

Experts have found that teachers initiate research topics for students, stimulate the need for additional training and independent work with literature and medical documentation. Students and teaching staff participate in the scientific and technological progress “Creation of a software product for the comprehensive diagnosis of chronic kidney disease.”

There is an opportunity for career growth and development of teacher competencies in the organization - 86% of surveyed teachers responded, and 4.4% partially agreed with this. Studied in professional development programs - 56% less than 1 year ago, 24.4% within a given year, 12.8% more than 3 years ago, 0.4% more than 5 years ago and 1.2% responded “I don’t remember when it was.”

The organization implements social support programs for teachers - 77.2% answered that “yes, there are such programs”, 5.2% “I have already taken advantage of this”, 3.6% of respondents answered that there are no such programs, and 12.8 % of respondents do not know about this.

### **Results of a survey of teachers and students**

The teacher survey included 27 survey questions. A total of 250 teachers were surveyed, of which 19.2% had work experience of up to 5 years, 21.6% of 5-10 years, and 59.2% of more than 10 years.

Specialty profile: therapeutic - 23.6%, pediatric - 33.6%, surgical - 16.4%, obstetrics and gynecology - 8%, general medicine -4.8%, other - 13.6%.

91.6% are completely satisfied with the organization of the educational process in this educational institution, 6.8% are partially satisfied, 1.2% are partially dissatisfied.

93.2% noted that this educational organization respects ethics and subordination in relations between colleagues, teachers, and management; 6.4% partially agreed.

88.8% are completely satisfied with the organization of work and the workplace in this educational organization, 8.8% partially agree, 0.8% completely disagree, 0.8% partially disagree.

86% of respondents noted that there is an opportunity for career growth and development of teacher competencies in the organization, 4.4% partially agree, 0.8% partially disagree, 0.4% completely disagree.

89.2% of respondents completely agree that in this educational organization they have the opportunity to engage in scientific work and publish research results, 9.6% partially agree, 0.4% partially disagree.

70.4% of respondents are completely satisfied with the salary, 4.4% disagree with this, more "Yes" than no – 18.4%, more "NO" than Yes – 6.4%.

Satisfied with the work of the HR service (personnel) - completely - 91.6%, partially - 7.6%, completely NOT satisfied - 0.4%.

Training in professional development courses (programs) less than 1 year ago - 56% of respondents, completed within a given year - 24.4%, more than 3 years ago - 12.8%, more than 5 years ago - 0.4%, do not remember when it was - 1.2%.

The characteristics of the microclimate in the team are considered satisfactory by 76.4% of respondents, unsatisfactory by 0.8%, 2.4% do not pay attention to it, 20% are satisfied.

In this educational organization, 90.8% have the opportunity to realize themselves as a professional in their specialty, 8% partially agree, and 1.2% have doubts about the answer.

82.8% of respondents completely agree with the opinion that students of this organization have a high level of knowledge and practical skills after completing the training program, 13.2% - partially agree, 1.2% - completely disagree, 1.6% - partially disagree I agree, 1.2% are unsure about the answer.

84.8% of respondents note the timely execution of requests for the purchase of methodological and didactic materials, office equipment, stationery to ensure the educational process in the organization, 2.4% - untimely, long waits for applications are noted - 2.4% and have nothing to do with this - 8.8%.

It was noted that the educational organization supports the participation of teaching staff in conferences (international, republican) with payment for travel, travel allowances, registration fee - 61.2% of teaching staff, payment only for travel - 2.8%, does not pay any expenses - 8%, did not contact management on this matter - 14%

93.2% of teaching staff completely agree that students have free access to patients at clinical sites to improve their practical skills, 4.8% partially agree, 1.6% doubt the answer.

When conducting classes with students (students, residents, undergraduates), I must have the following materials: cases for 78.8% of respondents, syllabus and educational and methodological complex of the discipline for 35.2%, control and measuring equipment (tests), situational tasks) for 82.8%, monographs - 42.8%, training journal - 80.4%, work log for 53.2%.

17.2% of the surveyed teaching staff spend 30% of the total time on the theoretical part of the training session, 67.2% - 50%, 8.4% - about 70%, 1.6% - almost 90% of the time, 5.6% respondents no answer.

60.4% of respondents were completely satisfied with the level of previous training of students (residents) when entering training programs at an educational organization, 34.8% were partially satisfied, 0.8% were completely NOT satisfied, 2.4% were partially NOT satisfied, 1 had no answer .6%.

Do you work as a mentor or curator of students: 35.2% of teaching staff are resident mentors, 50% are student curators, 12% are not a mentor or curator, 2.8% of respondents have no answer.

70.8% of respondents answered about a well-established work organization to the question - "Is it difficult for you to combine teaching activities with clinical work in a hospital or clinic?", yes, it is difficult - 2%, teaching activities predominate - 20%, clinical work predominates - 1.2%, one section of work comes at the expense of another - 0.8%, these types of activities complement each other - 29.6%, I doubt the answer - 0.4%, I do not do clinical work - 8%.

To the question: "Are social support programs for teachers implemented in educational organizations?" answered: yes, such programs exist 77.2%, yes, I have already used it - 5.2%, no - 3.6%, don't know about it - 12.8%, doubt the answer - 1.2%.

79.6% of respondents answered that yes, organizational leaders systematically listen to their opinions regarding issues related to the educational process, research work, clinical work, yes, sometimes noted by 15.6%, quite rarely - 1.6%, never - 0.4%, no answer - 2.8%.

78.8% of respondents rate their professional level as High, 18% as Average, 3.2% find it difficult to answer.

23.2% of teaching staff use PBL in their classes, 12.4% use TBL, 4 use CBL, 60.4% use training in small groups.

The Academic staff of the Institute selected various options for methods of assessing knowledge and skills: 57.2% - Essay, 13.2% - MCQ, 27.2% - Extended MCQ (with clinical context), 32.4% - OVA (one correct answer), 62.4% - Portfolio, 48% - MSF-feedback from various sources, 44.8%, Feedback-feedback, 16% - Logbook, OSCE - 66.8%, DOPs - 4%, MiniCex - 7, 6%.

85.6% of teaching staff completely agree that this survey is useful for developing recommendations for improving key areas of the organization's activities, 10.4% partially agree, 0.4% completely disagree, 3.6% find it difficult to answer.

The results of the survey generally demonstrate satisfaction with the educational process, the resources of the clinical base, the competencies of the administrative building, and also indicate the presence of centralized management of educational programs.

***Conclusions of the EEC on the criteria. Comply out of 10 standards: fully - 9, partially - 1, do not comply - 0.***

***Recommendations for improvement:***

1) To organize on a regular basis advanced training for teachers in modern educational technologies and evaluation methods, including in an online format, and involve partner universities in training.

**Standard 6: EDUCATIONAL RESOURCES**

**6.1** To implement the EP, the Institute has a sufficient material and technical base that complies with the current rules and regulations, ensuring all types of disciplinary and interdisciplinary training, practical and research activities of students provided for by the curriculum.

The Institute has 8 of its own buildings for educational, clinical and social purposes with a total area of 15.2 hectares; 56,130 m<sup>2</sup> are allocated for all buildings.

The Institute has the right to allocate financial resources for the development of the material and technical base in accordance with the "Strategic Development Plan of TashPMI for the period 2017-2030." On the territory of the institute there are 3 educational buildings, a sports complex, an information and resource center, and 3 dormitories (the total number of places is 800, of which about 550 places are allocated for the pediatric faculty). The institute has 8 modern interactive lecture halls, 2 conference rooms for holding international scientific conferences, round tables and seminars, 1 classroom with 250 seats, a computer class with 20 seats and a foreign literature hall with 20 seats.

The total amount of computer equipment: 673 computers, 277 printers, 1 electronic board, 9 server computers and 10 Wi-Fi devices, which are used in the educational process to automate the educational process and the widespread use of information technologies in education. There are 11 computer labs equipped with the latest software and hardware. Each classroom has 10-12 computers, in addition, 2 computer rooms for 60 and 25 computers, as well as printers and scanners. All

computers are connected to high-speed internet, allowing students to access online resources and conduct research online. The institute has 20 computers for every 100 students. Computerized networks at the Institute use modern technologies: optical fiber, ADSL. All departments and divisions of the Institute, including those located in medical institutions, are connected to the internal network of TashPMI and the Internet.

*When conducting a survey of teachers, to the question: "I am satisfied with the organization of the educational process in this educational institution," they answered: completely agree - 91.6%, partially agree - 6.8%, completely disagree - 1.2%, partially disagree - 0.4%; to the question - "Assess the timeliness of fulfillment of requests for the purchase of methodological and didactic materials, office equipment, stationery to ensure the educational process in the organization," 84.8% of respondents answered that it is completed in a timely manner, 2.4% not in a timely manner, 2.8% noted long wait for the application to be completed, 8.8% of respondents have nothing to do with this, and 1.2% have no answer. When surveying students, 88.5% were satisfied with the facilities and equipment of classrooms in clinical departments, 8.8% of respondents were partially satisfied, 1.7% were not satisfied; 88.5% of respondents noted that there are sufficient resources, 6% - not enough, 3.1% do not use computer learning resources, 1.7% responded that there is not everything that is necessary.*

The material and technical base is updated annually. For information technology support of the basic life processes of the institute, it is fully equipped with the latest technical capabilities. All classrooms are equipped with computer equipment.

The institute has an academic lyceum specialized in in-depth study of biology and chemistry, where more than 800 children study.

**6.2** The educational program has the necessary conditions for obtaining clinical experience. Clinical sites at all levels were involved, including patients. The Institute is provided with clinical bases on the basis of official agreements with relevant healthcare organizations, defining the responsibilities of each party regarding the training program, as well as using, whenever possible, resources for the training and practice of bachelors, clinical residents, graduate students and masters.

The clinical activities of teaching staff are carried out in accordance with agreements with medical institutions in all specific disciplines. Students, under the supervision of teaching staff with the consent of patients, acquire clinical skills in the institute's clinic during practical classes. To provide the required quality of the educational process in the clinic, modern laboratories and medical equipment are currently used. Clinical and practical training of students is also carried out in multidisciplinary clinics in Tashkent. Through rotations, students undergo training, perform duty and participate in the provision of emergency medical care.

The institute's clinical bases are located in 105 medical institutions of the Republic of Uzbekistan: Republican specialized centers - 21 (RPC, NCMC, Republican Mother and Child Screening Center, RRCEM, RSSPMC Pediatrics, Republican Specialized Center for Forensic Medical Examination, RSSPMC Oncology and Radiology, RSSPMC Traumatology and Orthopedics, RSSPMC of Neurosurgery, RSSPMC of Surgery named after V.V. Vokhidov, RSSPMC of Therapy and Medical Rehabilitation, RSSPMC of Dermatovenerology and Cosmetology, RSSPMC of Eye Microsurgery, RSSPMC of Epidemiology, Microbiology, Infectious and Parasitic Diseases, Republican Children's Psychoneurological Hospital, Republican Psychoneurological Hospital named after U. K. Kurbanova, Republican Center for Reproductive Health of the Population), city clinical multidisciplinary hospitals - 25, private clinics - 32, family clinics - 23 and 4 diagnostic centers. All clinical bases of the institute are provided with all the necessary resources (Internet, modern diagnostic equipment, electronic library, and the required number of beds, free access to patients and high-tech diagnostic and treatment procedures).

The Institute has a Clinic with 350 beds, which is a structural unit of the unified educational, scientific, treatment and methodological complex of the University, designed to provide multidisciplinary, specialized, inpatient and consultative and diagnostic care to the children and adult

population of the Republic of Uzbekistan. The Institute's clinic provides specialized services in 17 areas (ophthalmology, resuscitation, anesthesiology, cardiac surgery, traumatology-orthopedics, otorhinolaryngology, abdominal surgery, thoracic surgery, surgical infection, plastic surgery, urology, pulmonology, cardiorheumatology, pathology of young children, neurology, dermatology, physiotherapy); The clinic provides training for therapists, masters in 10 areas, medical. nurses with higher education, retraining and advanced training of medical specialists of the Republic of Uzbekistan. etc. The clinic staff consists of 935.25 staff units, of which 197 are doctors (2 associate professors, 14 candidates of medical sciences, 61 with the highest category, 9 with the first category, 17 with the second category, average age is 35-45. Nurses - 353 nurses, 7 of them with higher education, average age 25 years).

The Institute also has its own Laboratory, equipped with modern equipment for conducting practical classes and experiments (microscopes -151, chemical reagents, analyzers - 5 (biochemical, immunoenzyme, etc.) and other equipment for the study of biology, chemistry and other medical sciences). All devices and equipment are regularly maintained and tested to ensure compliance with safety standards.

When conducting a survey of teaching staff and students of the Institute, 93.2% of respondents answered that Students have free access to patients at clinical sites and all conditions for improving their practical skills, 4.8% partially agree, 0.4% completely disagree, 1.6% doubt the answer. 73.3% of students rated the organization of clinical (practical) training organized at the university as "excellent", 18.6% as "good", 3.1% could not rate it, 2.5% answered "satisfactory", 1.4% - "unsatisfactory". To the question: there is sufficient time for practical training (supervision of patients, clinical rounds, clinical discussions, assisting in operations, work in laboratories), 82.2% of respondents answered that they completely agree, 12.6% partially agree, 3.4% - completely disagree, 1.1% - partially disagree, 0.5% doubt the answer.

**6.3** Due to the current scientific and practical issues in the field of medicine, especially in therapy, the scientific directions of all theoretical and clinical departments are dedicated to priority medical issues and are approved by the Ministry of Health of the Republic of Uzbekistan, based on the "Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 30, 2019, No. RP-4433 'On measures to improve the system of involving youth in science and supporting their initiatives'" and the "Resolution of the Government of the Republic of Uzbekistan dated March 9, 2020, No. 133 'On measures for further improvement of the regulatory framework in the field of research and innovation'." The results of own and international research are implemented in medical education by incorporating them into the educational program 5510100 - "Medicine" and educational and methodological materials used in the learning process (textbooks, teaching aids, methodological recommendations, guidelines, collections, national clinical protocols, etc.).

Each department has innovative clubs where interested students can come to the department and engage in scientific activities. Teachers and students conduct research together based on the clinic and jointly publish scientific papers. The results of scientific research are published in the form of abstracts and articles at domestic and international scientific conferences: in 2020, there were 651, including Articles: 65 foreign (of which 31 are in Medicine), 41 republican (of which 17 are in Medicine); abstracts: 88 foreign (of which 47 are in Medicine), 457 republican (224 - Medicine). In total, in 2021, there were 1122, including: articles: 79 foreign (38 in Medicine), 48 republican (27 in Medicine); abstracts: 97 foreign (52 in Medicine); 898 republican (397 in Medicine). In total, in 2022, there were 1406, including: articles: 82 foreign (34 in Medicine); 51 republican (20 in Medicine); abstracts: 143 foreign (62 in Medicine); 1130 republican (421 in Medicine).

In 2020, laureates of diplomas of I, II, III degrees totaled 28, of which: 23 were from international Olympiads, including 12 students from the Medicine department, and 5 were from republican scientific Olympiads, including 3 students from the Medicine department. In 2021, diplomas of international Olympiads of I, II, III degrees were awarded to 21 students of the medical faculty, and 4 students received diplomas from republican Olympiads. In 2022, diplomas of

international Olympiads of I, II, III degrees were awarded to 14 students of the medical faculty, and 2 students received diplomas from republican Olympiads.

Scientific research is conducted in the fields of biochemistry, pathological anatomy, physiology, microbiology, histology, obstetrics and gynecology, surgery, neurology, ophthalmology, otolaryngology, psychiatry, anatomy, and allergology. Over the past 5 years, students of the Medicine department have received 31 diplomas for the best presentations at various conferences. 41% of medical faculty students are involved in scientific research. Over the last 5 years, this indicator has shown positive dynamics: 2018 - 27%; 2019 - 31%; 2020 - 34%; 2021 - 38%; 2022 - 41%.

The scientific research conducted by the institute within the framework of the State Scientific and Technical Program corresponds to the main modern trends in the development of science, technology, and innovation in Uzbekistan. It aims at developing methods of screening diagnostics, new types of treatment and differentiated methods of disease prevention, new types of medical diagnostic equipment, scientific foundations for transitioning to a preventive model of healthcare system using information technologies, efficient methods and algorithms for digital processing of biomedical signals, identifying negative environmental factors based on detecting genetic polymorphism and other determinants in determining the pathological condition of the human body, etc.

According to the results of the survey of institute teachers conducted during the visit of the State Evaluation Commission, 89.2% of respondents fully agree that they have the opportunity to engage in scientific work and publish research results, while 9.6% partially agree. According to the results of the survey of students, 58.7% are engaged in scientific research at the department, 30.3% plan to do so, 10.2% do not engage in it, and 0.2% do not wish to engage in scientific research.

**6.4** The scientific and medical library occupies an area of 1742 sq.2, there is 380 seats in the reading room, 5 book lending points, and is equipped with modern furniture and computers. The total book fund is 364,538 books, of which 159,441 are in the state language, 156,324 are in Russian and 19,881 are in English. Total textbooks are 147,955, scientific literature is 48,710, fiction is 11,892, periodicals are 9,948, and electronic publications are 31,777 in three languages.

The Information Resource Center has electronic copies of educational literature, the number of which is 33,128 copies. Of these, 4078 electronic textbooks were scanned, teaching aids – 8437, fiction – 3840, 17691 educational and scientific literatures were converted into electronic form. The “Electronic Library” platform [unilibrary.uz](http://unilibrary.uz), approved by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, contains 14,142 educational and scientific literature, of which 12,333 are educational literature and textbooks, 162 monographs and 1,809 scientific literatures (abstracts).

The website of the electronic library “Information and Resource Center” <https://e-lib.tpmi>, where 2322 resources are located, also operates on an ongoing basis.

The Institute's IRC has access to international scientific databases Sciencedirect, Springer, Ebsco, Web of science, which allows all Academic staff, doctoral students, and masters to use these scientific databases. A contract was signed with the Russian publishing house GEOTAR-MEDIA. There is access to the websites “Doctor Consultant” and “Student Consultant” of the Russian Federation. Based on this agreement, there is access to 4365 electronic medical resources.

Electronic versions of educational literature are posted on the IRC website, <http://e-lib.tpmi>; [https://t.me/arm\\_tpmi](https://t.me/arm_tpmi); <https://telegram.me/edubooksbot>; <https://unilibrary.uz/>; <https://mt.tashpmi.uz/course/index.php>; <https://tashpmi.uz/podrazdeleniya-instituta/czenty/informacionno-resursnyj-ccentr/>; <https://my.tashpmi.uz>,

Websites have been developed <http://e-lib.tpmi> (local network) which are constantly updated with new educational literature, a Telegram bot for students and teachers <https://telegram.me/edubooksbot>, a telegram channel for students and teachers [https://t.me/arm\\_tpmi](https://t.me/arm_tpmi), module for remote use <https://mt.tashpmi.uz/course/index.php>.

According to the order of the Ministry of Higher and Secondary Special Education dated March 27, 2020, No. 233 "On the Implementation of Distance Learning in Higher Education Institutions," the educational process at the Institute has been organized on the Moodle electronic distance learning platform (<https://mt.tashpmi.uz>). Eight educational resources for bachelor's degree programs covering all subjects and 36 master's specialties are available on the platform. On October 13, 2020, the TashPMI launched the Hemis information system ([hemis.tashpmi.uz](https://hemis.tashpmi.uz)) aimed at managing higher education processes.

*According to the results of the student survey, 87.3% reported the availability of library resources and funds, 8.3% partially agreed, 1.7% completely disagreed, and 2% partially disagreed. 83.3% of respondents stated that the library contains educational literature recommended by instructors, 10.6% reported insufficient necessary textbooks, 3.1% do not use the services of the institute library, and 2.2% did not have a response.*

The Information Resource Center (IRC) is a structural unit of the TashPMI, operating based on the University's Charter, its Model Regulations, and practical directives from the rector. The IRC of the Institute has 40 computers available for use by faculty and students, while 21 computers are designated for staff use. Additionally, there are 3 scanners, including 2 modern scanners (CZUR Scanner and ScanSnap sv600 for digitizing literature) purchased in the last 3 years, 1 copier, 7 printers, 3 televisions for IRC updates, 1 information kiosk, and 5 bookstands with QR codes. All equipment is in excellent condition and fully functional.

In order to increase the efficiency of the practical training process to improve and consolidate practical skills, the Simulation Center began operating in 2022, where there are 5 specialized rooms and 2 thematic module sites equipped with simulators of varying degrees of technical complexity, with the ability to train and perform tasks assigned to students. The simulation center is equipped with: 2 mannequins for practicing intubation and intravenous access skills; 1 SimJunior - robot simulator of a child for practicing emergency skills + portable control device SimPad Plus System + license + candy bar; A simulator for practicing intubation skills with a mobile objective assessment device – 1; Truman Trauma X - simulator for tracheal intubation and comprehensive care for chest trauma – 1; Compact portable optoelectronic system for kinematic measurements – 1; Miniaturized inertial system -1; Surface electromyograph for studying muscle activity - 1; Power platform for postural retraining -1; Digital three-axis power platform – 1; Therapeutic rehabilitation systems based on virtual reality immersion technology / Ultrabook Dell Latitude 15 3580 – 1. Dummy – 98, dummy, microscope – 48, simulator – 2, thermostat – 1, electrocardiograph – 1, simulator – 1, X-ray viewer – 1, simulator – 5, microscope – 1, analyzer – 1, coagulometer – 1. The work of the simulation center is based on the integration of fundamental and clinical educational disciplines.

The organization of the educational process at the simulation center on a staged basis allows for the formation and development of clinical thinking based on an understanding of processes occurring in the unhealthy human body, which is vividly confirmed by working with the "virtual patient" simulator. The interaction of the "knowledge – skills – abilities" directions forms a competent specialist who consciously performs professional actions in both virtual and real practical settings.

The development of the information and communication technology usage system at TashPMI is based on DP-5099 dated June 30, 2017, "On measures to fundamentally improve conditions for the development of the information technology industry in the Republic," DP-6079 dated October 5, 2020, "On the approval of the "Digital Uzbekistan-2030" strategy and measures for its effective implementation," and the TashPMI Development Strategy for the period 2017-2030.

On October 3, 2022, based on Order No. 410 of TashPMI, the Center for Advanced Technologies and Strategic Initiatives (CATSI) was established, with its priority tasks including: Wide use of modern digital technologies in healthcare; Execution of IT projects from idea development, implementation, to deployment and support; Development of IT projects using machine learning algorithms (Artificial Intelligence) – on March 13, 2023, TashPMI hosted a master class by a specialist from Israel on the implementation of Artificial Intelligence in medicine; Implementation of consulting projects in the healthcare digitization area; IT education with a focus

on medicine; Conducting acceleration and incubation events for the implementation of start-up projects, etc.

**6.5** At the Pediatric Faculty, expertise and evaluation experience in the field of education are constantly studied and implemented. To improve the quality of education, every educator is required to undergo pedagogical qualification enhancement at the Main Scientific and Methodological Center for Qualification Enhancement and Retraining once every 3 years. Over the past 3 years, more than 400 institute educators have undergone this qualification enhancement, covering over 90% of educators. The program includes innovative teaching methods such as Problem-Based Learning (PBL), Team-Based Learning (TBL), education digitization, etc. As part of qualification enhancement, each educator conducts research, prepares, and defends a project to improve the teaching system.

Furthermore, educators participate in various seminars and training sessions discussing medical education issues. For example, in May and September of the current year, seminars on "Expanding Educational and Research Opportunities of the Tashkent Pediatric Medical Institute" were organized by the Korean Agency for International Cooperation and the Yonsei University healthcare system. The main idea of the seminar was to promote wider use of digital technologies in teaching and student evaluation.

On December 19, 2022, the Korea International Cooperation Agency (KOICA), in collaboration with TashPMI and Yonsei Institute, launched the "Project for the Development of the Educational and Research Potential of the Tashkent Pediatric Medical Institute (MNEF) – Medical and Nursing Education for the Future." The budget for this project is 5.0 million US dollars, with implementation scheduled from 2022 to 2027, focusing on enhancing the educational and research potential of medical personnel at TashPMI to ensure qualitative healthcare growth.

Every year during the winter holidays in January, a scientific and methodological conference of educators is held, where teachers exchange experience in the field of education and present reports in sections: medical-biological, pediatric, therapeutic, and surgical directions. A collection of abstracts and articles is published.

The institute also pays great attention to organizing feedback with students and monitoring student satisfaction with the quality of educational programs. In student surveys, 82.2% of respondents reported regular provision of feedback from teachers at the end of classes, 12% occasionally, 2.2% rarely, and 2% never.

The State Inspection for Education Quality conducts annual student surveys to assess their satisfaction with the learning process. According to student surveys, 88.5% of respondents stated that they enjoy studying at this institution, 8.8% partially agree, 0.5% completely disagree, and 0.8% partially disagree. The overall supervision of the student satisfaction assessment process is carried out by the Vice-Rector for Academic Affairs in collaboration with the Education Quality Control Department. Direct interaction with respondents is the responsibility of the faculties' and departments' deanships.

As part of the ChildCA project's academic mobility program, 4 educators underwent internships in Poland, Germany, and Italy, and 3 master's students participated in training sessions in Kazakhstan. The results and activities of the project were published in 2 articles in the Erasmus+ journal and in the Public Health newspaper of the Fergana Valley.

**6.6** TashPMI determines and implements a policy of cooperation at the national and international levels with other medical educational institutions.

Joint PhD programs are being implemented with: Russian Institute of Peoples' Friendship, St. Petersburg State Pediatric Medical Institute, Novosibirsk State Medical Institute (Russian Federation), Institute of Pisa (Italy), Tajik State Medical Institute (Tajikistan).



The Institute cooperates with 150 foreign medical educational institutions from 20 countries, including clinics in the Russian Federation, South Korea, Germany, France, USA, Israel, Turkey, the Republic of Belarus, Italy, Ukraine, Japan, etc.

In 2016-2018 successfully implemented: 1) Erasmus+ TechReh project “Technology in Rehabilitation” together with the Sannio Institute (Italy); 2) projects on credit mobility - University of Pisa (Italy) 5 students for 3 months each and teaching staff 2 people for 1 week each; - Sorbonne University (France) teaching staff 2 people for 1 week each; University of Porto teaching staff 2 people for 1 week each.

In 2019-2021 with the support of the national fund "El-Yurt Umidi" at the Albert Institute (Canada), 2 students received a master's degree, at the Nagoya Institute (Japan) 1 student completed training and received a master's degree.

During the 2022-2023 academic year, as part of the academic exchange program for teachers of the Erasmus + Credit Mobility program, 6 teachers completed internships at the Arad Institute, Romania.

Every year, as part of inter-institutional cooperation and internationalization of the educational process, about 250-300 people participate in various scientific forums, seminars, internships for the purpose of exchanging experience and scientific research in institutions of the Russian Federation, South Korea, Germany, France, the USA, Israel, Turkey, the Republic of Belarus, Italy, Ukraine, Japan, etc.

Participation in “national and/or international projects and/or academic mobility programs” is another goal that is achieved both as a result of cooperation agreements concluded with partner universities and through various programs funded by the European Commission, EU governments and other regions.

Members of the EEC note that TashPMI provides the necessary resources for the successful implementation of the Educational Program (EP) 5510100 - "Medicine" by students acquiring clinical experience, including a sufficient number of educational and clinical facilities, categories of patients, and long-term contractual relationships with medical organizations in Tashkent. The Institute implements a form of summer practical training in the form of internships at leading universities of the Republic of Uzbekistan and foreign universities.

EEC experts note that the Institute should develop and implement a policy for the use of expertise in the development of teaching methods and assessment of knowledge and skills in EP 5510100 - "Medicine", for example, by establishing a group of independent experts (from among the advanced teaching staff of the Institute), as teaching and learning methods lag behind the capabilities of the university's material and technical base.

EEC experts also recommend that the Institute's management carry out a set of measures to conduct examinations in the field of educational assessment and research in the field of medical education, including the study of theoretical, practical, and social issues, as no convincing data on ongoing research and expert work were obtained during interviews with teaching staff of the Institute.

***Conclusions of the EEC on the criteria.*** Complies with 21 standards: fully - 18, partially - 3.

***Recommendations for improvement:***

- 1) To update literary sources in English.
- 2) To integrate the Center's advanced technology capabilities and strategic initiatives into the educational process to improve the educational program.

## **Standard 7: QUALITY ASSURANCE PROGRAMME**

### **7.1 Quality Assurance System**

TashPMI has introduced a quality control system for the educational process, which is carried out by the education quality control department. The department was created in accordance with Resolution of the Cabinet of Ministers No. 515 of 06/07/2019 and Resolution No. 470 of 06/07/2022

on certification and state accreditation, taking into account the recommendations of the project “Modernization of Higher Education” within the framework of the Internal Quality Assurance Program. In conducting internal quality evaluation, the department is guided by the standards and recommendations for quality assurance (ESG), which are used by experts in the process of external accreditation by the State Inspectorate for Supervision of the Quality of Education under the Cabinet of Ministers. In addition, it is guided by the roadmap developed by the State Inspectorate after external accreditation (the previous accreditation was carried out in May 2019). In the proposed report, the experts saw order No. 189 of 05/05/2022 on the creation of a working group on self-assessment and a roadmap for its implementation. Upon completion of external accreditation in 2019, the institute was awarded a certificate from the State Inspectorate for Supervision of the Quality of Education No. 10 dated October 23, 2019, which confirms the status of TashPMI as a higher educational institution and, according to which the university has the right to issue educational documents.

In 2021, according to the institute's rector order No. 19 dated February 19, 2021, the quality control of education by the State Inspectorate for Education Quality Supervision of the Republic was planned. The control was conducted from May 25 to May 28, 2021. The events carried out by accreditation experts and the results of student and teacher surveys confirmed compliance with Standard 7.

Thus, 67.6% of students reported that they participate in the institute's advisory bodies. Conditions for relaxation and meals were provided to students, as confirmed by 91.1% of students, and the financial department provided experts with a bill for issuing meal vouchers totaling 10,366,176 Uzbekistani soms. The information written in the self-assessment report is confirmed that social programs are being implemented at the institute (89.9% of students agree with this information). Regarding the existing student incentive system, 85.6% of students are fully satisfied with this system, and the financial department provided information on the payment of 156 million soms.

TashPMI operates a mentoring system. The number of mentors/tutors has doubled since 2018. 81.9% of students noted that mentors help them in their studies. The functioning of the psychological service is confirmed by a student survey: 87.3% of students agree with this statement. At the same time, the confidentiality of personal counseling is maintained (84.5% of surveyed students confirmed this statement). The dean's office actively participates in solving student problems: 84.5% of students noted that the dean's office is aware of their problems, and 87.6% responded that the dean's office makes decisions regarding their problems.

86% of surveyed teachers fully agree that opportunities for career growth and development of teacher competencies have been created at the institute; 89.2% fully agree that there are opportunities for scientific activities and publishing the results; 93.6% have attended FPC courses over the past 5 years; 85.2% perform mentor/tutor duties. In addition to providing social support to students, social support is also provided to teachers: 82.4% are aware of it and have already used it.

## **7.2 Program monitoring and evaluation mechanisms**

According to the structure of the institute and based on the results of interviews with the management and heads of structural divisions, the structure and hierarchy of decision-making is carried out through the discussion of problematic issues at meetings of departments and structural divisions, then - advisory bodies, including the Central Medical Council, the final decision is made by the Council of the Institute.

The Education Quality Control Department organizes and conducts its work in accordance with the Charter and action plans, which are approved annually. The charter is agreed upon by the head of the State Inspectorate for Supervision of the Quality of Education and approved by the rector. The first Charter of the department was approved on January 24, 2018, and the road map of the department was also approved on the same date. The road map of the department is revised annually taking into account the needs and directions of the department for the development of quality of

education (the experts were presented with road maps of the department for the 2018/2019, 2019/2020, 2020/2021, 2021/2022, 2022/2023 academic years).

Monitoring of the educational program in the specialty “Medicine” for all types of work is carried out every 6 months. In the preparation process, an analysis of the existing situation is carried out, working groups are created, and the order is approved by the rector. Upon completion, the rector is provided with a report (the experts were presented with a report for 2021). Twice a year, publicly at the Institute Council, the head of the department gives information and recommendations for improving the process.

The heads of all structural divisions are responsible for the compliance of the division’s activities with the goals, objectives and functions regulated in the Institute’s Charter and regulatory documents. Monitoring of the quality of the educational process is carried out on the basis of recommendations of the State Inspectorate for Supervision of the Quality of Education of the Republic through the collection of feedback from stakeholders (students, teachers, representatives of practical healthcare), analysis of resources (IT, library, classroom fund, quantitative and qualitative composition of teachers and etc.), analysis of students' educational achievements. This, in turn, allows us to identify areas for improvement in the educational program.

### **7.3 Feedback from teacher and student**

The institute's website contains questionnaires in Google format for students, graduates, teachers, employers and parents of students. Twice a year, the institute’s management holds meetings with employers. There is a “Contacts” section on the institute’s website, where anyone can write their questions. The management of the institute and each structural unit have an email address listed on the institute’s website in the appropriate section, which anyone can also contact. For example, the fact that the dean’s office has information about students’ problems and solves them is evidenced by the figures from a survey conducted by accreditation experts (84.5% and 87.6%, respectively). Experts analyzed the profiles of graduates, who also highly appreciated the organization of the educational process at the institute. The primary organization of the Youth Union of Uzbekistan operates at the institute. Students also implement their questions and suggestions through it. For example, the management of the institute pays an additional 20% bonus to the scholarship for excellent academic performance, and a 100% bonus for having an IELTS certificate (for the duration of the certificate). As a result of the wishes of students, the EP included disciplines on evidence-based medicine and the basics of scientific research. At the suggestion of students, a training and simulation center was organized.

The head of the education quality control department presented a report on the results of the survey, from which the experts received the following information:

- 85.2% of teachers conduct classes in a very interesting and understandable manner;
- 68% of teachers discuss important issues, provide new information and facts;
- 95% of teachers comply with the timing of classes;
- 87% of teachers are polite when addressing students;
- 95.5% of teachers fairly assess students' knowledge.

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

Analysis of the results of current performance, results of interim and final certification, analysis of attendance and performance logs is carried out at meetings of departments, methodological councils of faculties, and the Center for Medical Education. The report on the results of passing the IGA proposed to the experts showed that over the course of 5 years, with an absolute academic performance of 100% and an unchanged average score (4.1), the quality indicator increased in a small percentage (by 0.7%).

During a conversation with the dean of the Faculty of Medicine, the experts found out that the dean has access to the electronic journal of each teacher and, based on the existing passes, the dean issues permission for students to make up missed classes. In addition, each department receives a

report on classes missed by students. At the same time, the institute has a system of making up missed classes: up to 18 hours - without permission from the dean's office, up to 36 hours - permission from the dean's office, more than 36 hours - discussion at the Dean's Council and decision-making, more than 54 hours - discussion at the coordinating council with participation Vice-Rector for Academic Affairs, more than 74 hours – expulsion. To eliminate debts, students, according to academic policy, have the right to retake, as well as free passage of the summer semester. During the summer semester, student self-study is provided followed by passing testing in the discipline. Practical skills are provided by a clinic employee. This information was confirmed by students during a visit by experts to basic disciplines.

The Institute is interested in involving its graduates in teaching activities. Every year, 15-17 students remain to work in the departments of Tashkent PMI, which allows the institute to create continuity in personnel and train young personnel potential.

During interviews, employers pointed out that the training of graduates corresponds to modern developments in medical practice and science, since when hiring, they test their knowledge and practical skills. In order for a graduate to be able to adapt to a new job, there is a mentoring system implemented by employers. They have developed their own assessment criteria, which are recorded every 3 months. Since TashPMI graduates show good results in their work from year to year, employers have confirmed that they give preference to them when hiring.

### **7.5 Stakeholder engagement**

All interested parties (management, structural divisions, teachers, students, parents, employers) are involved in the process of monitoring the educational program. Feedback is mainly provided through an online survey (questionnaires are revised annually and posted on the institute's website).

Questions include such areas as the quality of teaching, satisfaction with the organization of the educational process, graduates, and are invited to write reviews and recommendations. The Center for Employment and Career Development is involved in the process, which monitors graduates' satisfaction with the organization of the educational process, employers' satisfaction with the quality of graduates' training, their professional growth and development. The evidence is the questionnaires posted on the institute's website, completed questionnaires brought to the attention of experts by the employees of the Center for Employment and Career Development, the report of the head of the education quality control department, Sattarov Zh.B.

**Conclusions of the EEC on the criteria.** Compliant out of 14 standards: fully - 10, partially - 4, do not comply - 0

#### ***Recommendation for improvement:***

- 1) To involve representatives of employers in the work of consultative and advisory bodies.
- 2) To develop a clear methodology and relevant tools for assessing the quality of the educational process, taking into account the final learning outcomes and teaching methods.
- 3) To develop and implement the “Regulations on monitoring and evaluation of the educational program” for continuous improvement of the educational process.

## **Standard 8. GOVERNANCE AND ADMINISTRATION**

**8.1.1.** In 1972, the Central Asian Medical Pediatric Institute was created by decision of the Council of Ministers of July 23, 1971; On March 22, 1988, on the basis of Order No. 226, the institute was transferred to the jurisdiction of the Ministry of Health of the Uzbek SSR and renamed the Tashkent Pediatric Medical Institute (TashPMI).

The activities of the Institute are carried out in accordance with and in accordance with RP-5216 dated October 30, 2017 “On introducing amendments and additions to some resolutions of the President of the Republic of Uzbekistan”, DK-5590 dated December 7, 2018 “Concept for the development of healthcare of the Republic of Uzbekistan for 2019 - 2025”, DK-5847 dated October 8, 2019 “On approval of the concept of development of the higher education system of the Republic

of Uzbekistan until 2030”, RP-60 “On additional measures to ensure the academic, organizational and managerial independence of state higher education institutions” dated December 24, 2021.

The Institute is managed in accordance with the legislation of the Republic of Uzbekistan, based on a combination of the principles of unity of command and collegiality. The sole executive body is the Rector, the highest collegial governing bodies are the Institute Council and the Supervisory Board. The structure of the Institute is determined in accordance with the mission, goals and objectives, historical aspects of the development of the university. The senior management of the Institute also includes: Vice-Rector for Academic Affairs; Vice-Rector for Research and Innovation; Vice-Rector for Clinical Affairs; Vice-Rector for International Cooperation.

The Institute operates: educational and methodological department; information resource center; sector for organizing research activities of gifted students; Department of Youth Affairs, Spirituality and Education; sector of scientific research, innovation and training of scientific and pedagogical personnel; department of commercialization of scientific and innovative developments; Department of International Cooperation; monitoring and internal control department; department of civil protection and labor protection; department of recruitment and monitoring of graduates; education quality control department; HR department, planning and financial department; accounting, office and archive; maintenance and operation department; department of technical training aids, etc. The Institute has its own laboratory, equipped with modern equipment for conducting practical classes and experiments, and a clinic of the Institute.

In 2022, the Center for Advanced Technologies and Strategic Initiatives was opened, it is the successor of the Innovation Center and was created on the basis of Order No. 410 of the TashPMI dated October 3, 2022.

To assist in the employment of students and graduates of TashPMI and monitor their employment, the “CAREER CENTER - TPMI” was created in accordance with the order of the rector of TashPMI dated March 15, 2022. According to the Decree of the President of the Republic of Uzbekistan No. PF-6208 dated April 20, 2021 “On additional measures to support entrepreneurial activity, promote employment, social protection and meaningful organization of free time for youth” and the Cabinet of Ministers of the Republic of Uzbekistan dated September 24, 2021 No. 605 “ On measures to introduce a system for paying rent payments paid by students living on the basis of the right to rent”, a Department for coordinating work on providing students with housing has been created.

The teaching staff of the Institute includes 565 employees, of which 96 are doctors of science and professors, 219 are candidates of science and associate professors. The structure of the Faculty of “Medicine” includes 27 departments. The total number of students at the Faculty of “Medicine” is 3347, starting from the first year, students study in clinical departments. After graduation, they receive a bachelor's degree - "General Internal Medicine". To obtain a narrow specialty, graduates of the faculty can submit documents to a master's program or clinical residency.

**8.1.2.** The general management of the Institute’s activities is carried out by an elected representative body - the Academic Council (hereinafter referred to as the AC) of TashPMI.

The Institute, within its governing structures, establishes structural units by defining the responsibilities of each of them, and also includes representatives of academic staff in their composition. The Institute's management system operates in accordance with the approved work plan published on the official website. Meetings of the Academic Council are held in open mode, decisions are sent to the divisions of the Institute. The Academic Council of the Institute includes the rector, vice-rector, deans of faculties, directors of independent organizations and branches of the institute, heads of departments, as well as heads of public organizations. The Academic Council may also include leading scientists and specialists of the institute working on specific issues. The term of office is 5 years. The Academic Council carries out its activities in accordance with the plan developed for each academic year, which is approved by the rector after consideration by the

Academic Council. The Chairman of the Academic Council regularly organizes checks of the implementation of decisions and informs members about their results.

The Supervisory Board is formed in accordance with the Law of the Republic of Uzbekistan “On Education” and Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No. DP-5847 “Concept for the development of the higher education system of the Republic of Uzbekistan until 2030.” The main powers of the Supervisory Board: approval of the long-term and medium-term strategic development program, medium-term business plan and parameters of income and expenses; making a decision on determining the parameters of admission to study on the basis of a paid agreement in the areas of education; studying the activities of the rector and vice-rectors, fulfilling assigned tasks and achieving target indicators; approval of criteria for assessing the performance of institute employees (KPI); establishing a payment procedure based on performance and the amount of remuneration for managers, employees, teaching staff, etc.

The Supervisory Board develops proposals to improve the quality of personnel training at the institute, gives recommendations to the rector on material and moral incentives for employees and students; has the right to delegate his powers to the Council of the Institute, as well as to assume powers delegated by the Council of the Institute and does not have the right to delegate his powers to the rector of the Institute.

With the receipt of academic and financial independence in accordance with Presidential Decrees No. 60 and No. 61, the Institute has made many changes since the beginning of 2022, with the approval of the Supervisory Board: the structural divisions of the Institute have been changed and reorganized; teaching loads of teachers have been reduced; the workload for scientific research and the workload for joint international cooperation have been increased; the development of scientific and educational methodological works, independent workloads of students have been increased (that is, students conduct more independent learning); created laboratories in subjects and areas of education, where students practice and improve practical skills close to real conditions.

The Institute also has a Scientific Council, the members of these councils are administrative and academic staff of the Institute.

Faculties have elected collegial governing bodies that exercise general management of these structural units - faculty councils. Faculty councils include a dean, deputy deans, heads of departments, members of trade union committees of teaching staff, to which are added a number of members established in proportion to the number of academic staff they represent.

**8.1.3.** Transparency of the management and decision-making system is ensured by the participation of teaching staff, employees, students, and other interested parties in the discussion and decision-making regarding the content of the EP, the organization of the educational process and its evaluation, and is reflected in the minutes of meetings of advisory bodies with subsequent communication to all employees of the Institute by publications on social networks, Telegram channel, sending information letters to the email of each structural unit, inclusion in protocols for review and execution, etc.

**8.2.** Students are involved in the activities and management of the educational institution: in 2017, the Institute organized the primary organization of the Youth Union of Uzbekistan, the purpose of which is to support the initiatives of student youth, protect the rights and freedoms of youth, study problems, quality of education, level of mastery of subjects, attendance, use of textbooks and libraries, assistance in considering and resolving youth appeals, etc. The chairman of this organization is at the same time an adviser to the rector on youth issues, equal in rights to the vice-rector, and is a full member of the collective governing bodies of the institute - the rector's council and the institute council.

In 2020, another student organization was created at the Institute - the Student Council, which is engaged in attracting students to participate in the development of proposals to improve the quality of the educational process, taking into account the scientific and professional interests of students,

developing self-government skills in students, preparing them for competent and responsible participation in the life of society, promoting the realization of personal and professional qualities of students, etc. The leaders of the Institute's student council are members of the student encouragement council and have the right to a recommendatory vote. Over the past 3 years, an effective system of support, encouragement and assistance to the activities of students and student organizations has been created (613 students received financial incentives from the institute in the amount of more than 735 million sums).

**8.3.** The Institute's personnel policy is carried out in accordance with the provisions of the Education Code of the Republic of Uzbekistan and is reflected in the "Charter of TashPMI", "Collective Agreement", "Internal Labor Rules", "Employee Contract", "Regulations on Remuneration", "Regulations on Personnel Certification" "

The hiring decision is not influenced by political views, race, nationality, gender, age, or religion. The Institute adheres to the openness of the recruitment and selection procedure; competition announcements are publicly available on the Institute's website, which allows both Institute employees and third-party applicants to participate in the competition (Human Resources Management and HR Work page).

The election of academic staff is carried out by collegial governing bodies; the rights and responsibilities of teaching staff are defined in the job description. The volume of work of each teaching and scientific-pedagogical employee (including part-time workers) is registered in the IEP and is calculated in accordance with the order of the Minister of Higher and Secondary Specialized Education dated October 8, 2018 "On approval of the Rules for determining the teaching load of higher education teaching staff educational institution, as well as educational, methodological, research and mentoring student work."

Assessment of the work of teaching staff is part of the quality assurance system; monitoring of the implementation of scientific and pedagogical standards is carried out by the dean's offices of faculties, the department for working with requests from individuals and legal entities, the department of educational and methodological work on the basis of annual reports submitted by educational structures.

In order to stimulate employees to produce high-quality work results, as well as rewards for work performed, in addition to the official salary, incentive payments have been established and are regulated by local regulations of the institute. In case of failure to meet the planned annual scientific and pedagogical norm, the salary of the corresponding employee may be changed in accordance with the actually fulfilled norm.

The qualifications of teaching staff correspond to the level of positions held and ensure the implementation of educational programs. The total number of teaching staff at the Faculty of Medicine is 373 people, of which 223 (59.7%) are key workers. On an external part-time basis, highly qualified managers and practical healthcare workers are annually admitted, whose activities are related to the focus of the program being implemented, and currently there are 47 (12%) teachers. The ongoing personnel policy allows us to maintain a balance between medical and non-medical teachers, and between full-time and part-time teachers.

The Institute creates conditions for continuous training and retraining of teaching staff and provides support for mobility to achieve educational, research and professional goals.

**8.4.** According to RP of the Republic of Uzbekistan No. 60.61. dated December 24, 2021 for "On measures to ensure the academic, organizational and managerial independence of state higher educational institutions" and "On measures to ensure the financial independence of state higher educational institutions", funds allocated for training on the basis of a state grant are determined based on the average cost of one student in the manner established by the Cabinet of Ministers.

Of the total amount of funds for the training of highly educated specialists in the field of General Medicine for 2019-2023, 60% was allocated, 17% for scholarship payments, other expenses for the maintenance and acquisition of fixed assets and 23% for major repairs.

Cost estimates for budgetary allocations allocated for the implementation of State scientific and technological progress are compiled by implementing organizations for the total amount of all scientific and technical projects, reflecting in the estimate the economic classification of expenditures of the budgets of the budget system.

**8.5.** The Institute is provided with 105 clinical sites on the basis of official agreements with relevant healthcare organizations, defining the responsibilities of each party regarding the training program, using resources for training and practice of bachelors, clinical residents, graduate students and masters of the Institute.

Bases for clinical training cover various institutions of the medical care system at the regional, city, regional levels, as well as systems of private medical institutions. Clinical departments are headed by highly qualified, experienced clinicians, mainly with the highest medical category, having the academic degree of doctor or candidate of medical sciences. Heads of departments, together with the administration of medical organizations, manage the treatment, 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.

All clinical bases of the institute are provided with all the necessary resources (Internet, modern diagnostic equipment, electronic library, the required number of beds, free access to patients and high-tech diagnostic and treatment procedures).

The participation of representatives of practical healthcare in the process of implementation and management of EP occurs through their involvement as clinical mentors to conduct the educational process at the undergraduate level, during practical training of students, representatives of practical healthcare are constantly included in the certification and examination commissions. Cooperation with professional associations includes conducting “guest” lectures and seminars for students, holding round tables with employers on issues of compliance of educational programs with the needs of practical healthcare. 3 employers were involved in the training process in 2018, 3 in 2019, 4 in 2020, 5 in 2021, 6 in 2022.

The participation of stakeholders is guaranteed when monitoring the employment of graduates of the institute. Every year a Job Fair for graduates is held, within the framework of which round tables “Institute-Graduate-Employer” are organized.

The educational program in the field of General Medicine is consistent with the principles of the 3-level system of higher education:

Level 1 - general management of the educational program (EP) is provided by the rector, vice-rector for academic affairs; head of the educational and methodological department; Head of the Education Quality Department.

Level 2 - responsibility for the implementation of the educational program in accordance with the standards, standard curriculum, schedule of the educational process is assigned to the faculty level. Academic quality is coordinated by the dean and associate deans. Ensuring academic quality is carried out through the following structures: Faculty Council, CPC, and DEMC, which carry out their activities on the basis of their own LSI approved by the Academic Council of Tashkent PMI.

Level 3 - heads of departments are responsible for the implementation of discipline and practice programs, as well as for the quality of education.

The management model at the Institute is being improved on a regular basis. At the time of the EEC’s visit, the Institute’s management information systems “HEMIS” and “MOODLE” were available in the following areas: personnel management, wages and property; communication and document flow; enrollment, exchange of documents between dean's offices/departments; student



registration service; student assessment; informatization of socio-cultural events; distribution of dormitories and taking into account socially vulnerable categories of students. The following modules are currently under development: clinical; Scientific research; residency; continuing education.

At the Faculty of Pediatrics, an interdisciplinary Cyclo-subject Methodological Council on Therapy has been created, which includes leading professors, associate professors, and students. They study developed curricula and programs, conduct reviews in scientific and practical centers and clinics.

There is a strategic development plan for 2017-2030, according to which 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.

As part of the "Teacher School", EP developers were trained in innovative teaching methods in order to introduce innovations into the educational program. Monitoring the implementation of innovative methods in departments/modules implementing the educational program is carried out by members of the working group of the internal inspection and monitoring department and the education quality control department of the institute.

At the institute, the faculty-student ratio is approximately 1:9.6, and the personnel policy is aimed at their professional and intellectual preparation, competitiveness and ability to fulfill the mission of the institute, necessary for the proper delivery of the curriculum.

The Institute is focused on inter-institutional cooperation and internationalization of the educational process, annually about 250-300 people participate in various scientific forums, seminars, internships for the purpose of exchange of experience and scientific research, in national and international projects, academic mobility programs funded by the European Commission, EU governments and other regions.

The Institute has implemented an effective internal quality system, which allows us to complete the PDCA (Plan-Do-Check-Act) quality cycle in all areas of activity.

The Institute has a department for quality control of education, the purpose of which is to create and support the quality of education, promoting the development of the Institute and achieving a high rating both within the country (in the lists of the national rating system) and in international rating lists (in QS, THE and ARWU).

The Institute, as a university, ready and open to change, conducts a strategic analysis of changes in its internal and external environment and develops approaches to improve and improve its activities, undergoing national accreditation procedures and compliance with ISO requirements. The Institute works to develop international activities and expand areas of international cooperation. Currently, agreements have been concluded and memorandums have been signed with 150 foreign medical educational institutions from 20 countries.

The process of updating the university occurs through the implementation of the mission and vision of the university, based on improving the quality of education and introducing innovations in education, science and clinical practice. The educational program 5510100- "Medicine", implemented at the Institute, is focused on the needs of the healthcare system of the Republic of Uzbekistan and society (the list, volume and content of EP disciplines is focused on the structure of childhood and adolescent morbidity in the Republic of Uzbekistan; elements of traditional medicine, herbal medicine, etc. are included.); achieving final learning outcomes that enhance student responsibility and develop lifelong learning skills.

According to the Charter, the Institute has the status of a federal state budgetary institution and receives funding for the implementation of government orders. To conduct research and professional activities, graduates of the bachelor's program can continue their studies in training programs in master's, clinical residency, PhD, and postgraduate programs.

The Institute independently carries out financial and economic activities, its financial autonomy correlates with the principles of responsibility to society for the quality of all activities in professional

training, scientific research and provision of services, with the effective management of funds and state property.

Members of the EEC state that the administration of the Institute:

- ensures the implementation of the state order of practical health care authorities, employers and the training of doctors in the specialty 5510100- "Medicine";
- coordinates the process of developing educational programs;
- ensures the implementation of standard and working educational plans of the EP;
- monitors the correctness of registration of cases by the admissions committee when students are enrolled in the first year or transferred from university to university;
- participates in the preparation and organization of current and ceremonial events "Initiation as a student", "Graduation", International Olympiads, student scientific society, volunteer student association, Youth Union, etc.;
- participates in the development of the schedule of training sessions and monitors the readiness of departments for the beginning of the academic year;
- organizes the educational process and ensures quality control of student training;
- appoints group supervisors in junior courses and clinical mentors in senior courses;
- provides data on the number of students in pediatric faculties, their performance for the rector, administration of the institute, planning and financial department, accounting and other departments of the Institute;
- organizes and controls students' educational and industrial practices and examinations;
- arranges academic leave, carries out expulsion and reinstatement of students, makes a decision on re-enrolling the student in the course;
- collects information on the academic performance of faculty students, followed by its analysis and discussion at the Faculty Council, meetings of the Academic Council, and the Rector's Office;
- carries out a set of measures to make up for missed classes and conduct an appeal procedure;
- provides support to needy and gifted students;
- appoints scholarships, incl. registered, on the recommendation of the Academic Council, to students of the faculty in accordance with the current Regulations;
- organizes and ensures control of all types of activities of assigned departments;
- organizes and monitors the preparation of documentation during self-assessment of departments during the preparation of the Institute for accreditation and in the process of certification of teaching staff;
- prepares control and measurement materials for the final state certification of graduates of the EP "Medicine";
- organizes meetings of students and their parents with the rector of the Institute, representatives of the dean's office, and heads of departments;
- provides assistance in organizing sports and cultural student events;
- organizes the check-in of students into the dormitory and monitors living conditions.

The distribution of resources is implemented depending on the characteristics and needs of the EP, the specifics of the academic discipline, the conditions for conducting practical and laboratory classes, the need to attract standardized patients, etc. The current policy does not contradict the legislative acts of the Republic of Uzbekistan, which ensures the institutional autonomy of the Institute.

In the process of interviewing the AEP of the Institute and heads of departments, it was noted that the Institute has defined the responsibility of the academic leadership and the CMC in relation to the development and management of the educational program. The implementation of the educational program is ensured by the management and scientific-pedagogical staff of the Institute, as well as persons engaged under the terms of a civil contract (on a paid or gratuitous basis). Members of the EEC noted that at the Institute, the rector, vice-rector for academic affairs, the dean's office of the Faculty of Dentistry, the educational and methodological department, and the education quality

control department are responsible for the implementation of the curriculum and the achievement of final goals and results.

During an online conversation with focus groups, a response was received from the interviewers that the Institute periodically evaluates academic leadership regarding the achievement of its mission and the final learning outcomes.

***Conclusions of the EEC on the criteria.*** Complies with 17 standards: fully – 16, partially – 1.

***Recommendation for improvement:***

1) Develop and implement an internal quality assurance program for the educational program, including needs for improvement, and conduct regular management review and analysis.

## **9. “CONTINUOUS IMPROVEMENT”**

The Institute is an educational organization of higher education of the Republic of Uzbekistan, which carries out educational activities on educational programs of higher and postgraduate education and scientific activities as one of the main goals of its activities, created to carry out educational, scientific, social and other functions of a non-commercial nature.

The Institute carries out its activities in close cooperation with the Cabinet of Ministers, the Ministries of Education and Health of the Republic of Uzbekistan, other executive authorities and local governments, public associations, and other legal entities and individuals.

The successful implementation of EP 5510100 - “Medicine” is carried out thanks to the sufficient provision of structural units of the university with material, technical and information resources (equipment of the simulation center, modern office equipment, premises, creation of comfortable conditions, etc.). The results of an annual survey of students and teachers indicate satisfaction with the material and technical base of the university and are taken into account by the administration when creating a register of the needs of goods, works, and services of the university for the coming calendar year.

The process of constant updating is also carried out through the introduction of active learning methods, as well as the use of information technology, problem-based learning, and the implementation of a competency-oriented approach to learning; implementation of academic mobility programs for students and teaching staff; revision of personnel policy; increasing the efficiency of operational processes and transparency of the decision-making process.

The Institute is a dynamically developing educational institution with a socially responsible approach to the training of medical personnel at the national, federal and international levels. In recent years, in order to ensure continuous improvement in the quality of the educational process at the Institute for the Training of Highly Qualified Personnel and increase employer satisfaction, a number of measures have been taken to revise the main parameters of work in accordance with the “Concept and Development Programs for 2017-2030”.

The Institute conducts an annual management review of the level of achievement of its mission, goals and plans. The input data for the analysis are the results of monitoring the implementation of the activities of the Strategic Plan, internal audit of the structural divisions of the Institute, reports of external and internal commissions.

The results of the analysis are heard at meetings of the Academic Council and the administration and are the basis for measuring and improving efficiency. The renewal process at the Institute is based on the implementation of the mission and vision of the university, based on improving the quality of education at the university through the introduction of innovations in education, science and practice; improving student recruitment and personnel policies; strengthening educational resources; improving program monitoring and evaluation processes; management structures of the Institute.

The Institute adapts its recruitment policy and student selection methods taking into account changing expectations and circumstances, human resource needs, changes in the pre-university

education system and the needs of EP 5510100 - “Medicine” in accordance with changes made to the legislative acts of the Republic of Uzbekistan.

The Institute, in accordance with the agreement between the Ministry of Health of the Republic, Uzbekistan and the St. Petersburg State Pediatric Medical Institute dated August 26, 2018 “On the creation of a joint educational international program” of a specialist in the areas of “Pediatrics”, “Medicine” and “Dentistry”, trains students in double programs diploma

In the National Ranking of Universities in 2020-2021. the institute took 11th place; among medical universities - 4. According to the indicators of the prestigious UK rating organization "Times Higher Education", the agency "Young University Rankings - 2022", the institute received status in the Reporter ranking of young universities. In the "Times Higher Education Impact Rankings 2022" - Impact rating - TashPMI came out with an indicator of 49.4.1001+. Prestigious UK rating organization "Asia University Rankings - 2022" - ranking of Asian universities - "Reporter" status.

Thus, the institute is a leading government institution with high scientific and pedagogical potential for training highly qualified specialists and scientific and pedagogical personnel, especially in the field of therapy, in cooperation with foreign universities.

The revision of working curricula and working curricula of disciplines is carried out annually, in accordance with the goals and results of EP 5510100 - “Medicine”. The content of methodological and control-measuring materials is being updated to ensure the implementation of appropriate educational technology, taking into account the development of science, technology, information technology, economics, culture and social policy.

The Institute has sufficient economic opportunities to attract the best academic staff capable of ensuring the effective implementation of EP 5510100 - “General Medicine” (availability of teaching staff with work experience, academic degrees and knowledge, etc.).

To ensure the training of a competent and competitive specialist, new technologies are being introduced into the educational process; interdisciplinary approaches in mastering disciplines and principles of evidence-based medicine. The process of forming medical personnel, developing medical science and practice is carried out through cooperation with more than 150 foreign medical educational institutions from 20 countries; further development of modern teaching technologies (simulation technologies, use of high-tech simulators and mannequins); increasing the scientific activity of teaching staff and students.

The educational process is organized using modern technologies. Many classrooms are equipped with interactive whiteboards and equipment necessary for video conferencing. Students have access to extensive online library resources and international databases.

The Institute defines and implements policies for collaboration at the national and international levels with pediatric faculties of other medical schools. The goals of international cooperation are aimed at “diversifying the implementation of international programs for the development of higher medical education and scientific activities based on educational projects, mobility and academic exchange, research and partnership projects with the support of the European Commission, WHO and other international organizations.”

Since 2005, the Institute has acceded to European standards regarding exchange (mobility) in the field of education through programs funded by the European Commission, under the Erasmus Mundus grant agreement and academic mobility.

In the period from 2016-2018, the Erasmus+ TechReh project “Technology in Rehabilitation” was successfully implemented together with the Sannio Institute (Italy). Credit mobility projects: University of Pisa (Italy) sent: 5 students for 3 months each; Teaching staff: 2 people for 1 week each; sent: 3 students for 3 months each. Sorbonne University (France): Faculty: 2 people for 1 week each, accepted: 2 people per year for 4 years of the project, 4 days each visit. University of Plovdiv (Bulgaria): accepted: 2 people per year for 4 years of project implementation. University of Porto: Sent teaching staff: 2 people for 1 week each.

The Institute is focused on inter-institutional cooperation and internationalization of the educational process, so every year about 250-300 people participate in various scientific forums,

seminars, internships with the aim of exchanging experiences and scientific research in similar institutions abroad. Over the past 5 years, members of the institute community have participated in mobility programs in the Russian Federation, South Korea, Germany, France, the USA, Israel, Turkey, the Republic of Belarus, Italy, Ukraine, Japan, etc.

A feature of the accredited EP 5510100- “Medicine” is the implementation of the Institute’s Strategic Plan in accordance with the strategic priorities for the development of the healthcare system of the Republic of Uzbekistan (ensuring the effective promotion of changes; introducing best international practices; modernizing and increasing the competitiveness of the country’s key healthcare systems; improving the quality of management personnel; improving investment climate, etc.).

The Institute in the field of medical education clearly defined the Mission and communicated it to stakeholders, periodically reviewing the implementation of the Mission and Development Strategy of the Institute at all levels.

***Conclusions of the EEC on the criteria.*** Complies with 3 standards: completely - 3.

***Recommendations for improvement:***

1) To develop a risk assessment system (education, science, clinic, management, human resource management) taking into account internal and external changes.

2) To conduct regular international benchmarking and research in the field of medical education.

3) To systematically initiate procedures for regular review and revision of the structure, content and final results of the educational program, methods of assessing students, and the educational environment, while documenting reviews and corrective actions.

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

### **Standard 1: Mission and Values**

1) To bring to the attention of all stakeholders the mission, quality policy and vision of TashPMI (by August 1, 2024).

2) The management of TashPMI and the leaders of the educational program on an ongoing basis involve interested parties (stakeholders) in developing the mission of the educational program 5510100 “Medicine”.

3) The leaders of the educational program on a regular basis (at least once a year) study, analyze and document the opinions/suggestions of stakeholders regarding the mission, vision and final learning outcomes.

4) To bring to the attention of the leaders of the educational program 5510100 “Medicine” the meaning of the term “global health” and develop appropriate content and final learning outcomes related to global health (by August 1, 2024).

### **Standard 2: Educational program**

5) To carry out a phased adaptation of the educational program model based on competencies and methodological approaches, taking into account modern theories in medical education, adult education methodology and principles of active learning.

6) To determine the further principle of forming modules.

7) To create a catalog of elective disciplines in the form of a separate document, expand their range and take into account the vertical integration of disciplines when forming it.

8) To develop international partnerships with medical universities in order to exchange experience and implement an academic mobility program.

9) Teachers use the capabilities of the Center for Advanced Technologies and Strategic Initiatives to create educational animation films.

10) Teachers and the training and simulation center should create their own national simulation product to expand the range of tasks offered to students.

11) To update the basic and additional literature in the syllabuses, including literature for the last 5 years.

12) To strengthen the simulation-based training component (clinical skills training) in the educational program.

13) To include non-clinical skills in the educational program: decision-making, leadership, teamwork, and communication skills.

### **Standard 3: Student Assessment**

14) To include representatives of employers in the Cyclic Methodological Council.

15) To review the control system for assessing students' knowledge and skills. Develop checklists with step-by-step assessment of completed actions, as well as self-assessment and teamwork sheets.

16) To develop methods for assessing clinical competencies, adapted to the changing needs of practical healthcare.

17) To improve the examination of the reliability and validity of test items.

18) To review the Objective Structured Examination/OSCE methodology and bring it in line with international best practices.

### **Standard 4: Students - no**

### **Standard 5: Academic Staff**

19) To organize on a regular basis advanced training for teachers in modern educational technologies and assessment methods, including in an online format, and involve partner universities in training.

### **Standard 6: Educational Resources**

20) To update literary sources in English.

21) To integrate the capabilities of the Center for Advanced Technologies and Strategic Initiatives into the educational process to improve the educational program.

### **Standard 7: Quality Assurance**

22) To involve representatives of employers in the work of consultative and advisory bodies.

23) To develop a clear methodology and relevant tools for assessing the quality of the educational process, taking into account the final learning outcomes and teaching methods.

24) To develop and implement "Regulations on monitoring and evaluation of the educational program" for continuous improvement of the educational process.

### **Standard 8: Management and Administration**

25) To develop and implement an internal quality assurance program for the educational program, including needs for improvement and conduct regular management review and analysis.

### **Standard 9: Continuous Improvement**





26) To develop a risk assessment system (education, science, clinic, management, human resource management) taking into account internal and external changes.

27) To conduct regular international benchmarking and research in the field of medical education.

28) To systematically initiate procedures for regular review and revision of the structure, content and final results of the educational program, methods of assessing students, and the educational environment, while documenting reviews and corrective actions.

## 6. Recommendation to the ECA Accreditation Council

Members of the EEC established the compliance of the educational program 5510100 “Medicine” with the Accreditation Standards and came to a unanimous opinion to recommend that the ECAQA Accreditation Council accredit this program for a period of 5 years with a visit of the ECAQA external expert commission in the 1st quarter of 2026 as part of post-accreditation monitoring.

	Full name	Signature
Chairperson of EEC	Chingaeva Gulnar Nurtasovna	
Foreign Expert	Jean Scott Ker Obe DL	
Academic Expert	Nugmanova Aigul Maratovna	
Academic Expert	Mustafina Kamila Kamalovna	
Academic Expert	Turakulov Rustam Ismatullaevich	
Employers' Representative	Abdusattarova Shoira Kakhramonovna	
Students' Representative	Tlegenova Gulnura	
Students' Representative	Bakhadirov Bekhruz	

**Quality profile and criteria for external evaluation of the Bachelor programme  
5510100 “Medicine”**

Standard	Criteria for evaluation	Number of standards	Grade		
			Totally coincides	Partially comply	Does not comply
1.	<b>MISSION AND VALUES</b>	<b>11</b>	<b>8</b>	<b>3</b>	
2.	<b>EDUCATIONAL PROGRAMME</b>	<b>38</b>	<b>32</b>	<b>6</b>	
3.	<b>ASSESSMENT OF STUDENTS</b>	<b>14</b>	<b>11</b>	<b>3</b>	
4.	<b>STUDENTS</b>	<b>16</b>	<b>16</b>		
5.	<b>ACADEMIC STAFF</b>	<b>10</b>	<b>9</b>	<b>1</b>	
6.	<b>EDUCATIONAL RESOURCES</b>	<b>21</b>	<b>18</b>	<b>3</b>	
7.	<b>QUALITY ASSURANCE PROGRAMME</b>	<b>14</b>	<b>10</b>	<b>4</b>	
8.	<b>GOVERNANCE AND ADMINISTRATION</b>	<b>17</b>	<b>16</b>	<b>1</b>	
9.	<b>CONTINUOUS RENEWAL</b>	<b>3</b>	<b>3</b>		
	<b>Total:</b>	<b>144</b>	<b>123</b>	<b>21</b>	



## List of documents studied by EEC members during their visit to the organization

№	Names of documents	Quantity	Approval date
1.	Inner order rules	1	29.08.2023
2.	Concept (strategy) and development program of the Tashkent Pediatric Medical Institute for 2017-2030	1	
3.	Regulation on Material Incentives for the Management Staff, Technical, Administrative, Teaching, and Support Staff, and Professors of the Institute Based on the Assessment of Their Performance by Key Performance Indicators (KPI)	1	27.09.2022
4.	Academic policy of the institute (regulations on the commission to ensure the academic quality of the educational programme)	1	31.08.2022
5.	Regulations on the procedure for selecting academic staff of the Tashkent Pediatric Medical Institute	1	30.01.2023
6.	“On approval of the Regulations on the procedure for hiring academic staff at the Tashkent Pediatric Medical Institute”	1	24.08.2023
7.	Order No. 316 on the procedure for hiring academic staff	1	24.08.2023
8.	Job descriptions of the management and professor-teachers of the Tashkent Pediatric Medical Institute	1	24.05.2022
9.	Institute work plan for the 2023-2024 academic year	1	14.08.2023
10.	Regulations “On the procedure for hiring teaching staff at higher educational institutions”	1	10.02.2006
11.	Regulations on social support for students (order No. 154, Appendix 4.4)	1	27.02.2020
12.	List of teaching staff of the Faculty of “Medicine”	1	05.09.2023
13.	Order No. 77 and 131 on strengthening labor discipline	1	07.08.2018
14.	Qualification requirements for 1st year	1	07.08.2023 № 344
15.	Qualification requirements for 2nd year	1	31.08.2022 № 314
16.	Qualification requirements for 3rd year	1	31.08.2020 № 217
17.	Qualification requirements for 4th year	1	08.09.2020 № 236
18.	Qualification requirements for 5-6 courses	1	02.10.2018 № 564
19.	Curriculum for 1st year	1	31.08.2023
20.	Curriculum for 2nd year	1	31.08.2022
21.	Curriculum for 3rd year	1	31.08.2021

22.	Curriculum for 4th year	1	08.09.2020
23.	Curriculum for 5-6 courses	1	02.10.2018
24.	Study programmes for 1st year	1	31.08.2023 № 331
25.	Study programmes for 2nd year	1	31.08.2023 № 331
26.	Study programmes for 3rd year	1	31.08.2023 № 331
27.	Curricula for 4th year	1	4.06.2021 № 121
28.	Curricula for 5-6 year students	1	26.06.2019 № 231
29.	Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On measures to improve the system related to the organization of the educational process in higher educational institutions”	1	31.12.2020 №824
30.	Approval of regulatory documents on the organization of the educational process in medical and pharmaceutical higher and secondary specialized educational institutions	1	8.09.2020 № 236
31.	Regulations on the system of monitoring and evaluating students' knowledge in higher educational institutions	1	9.08.2018 № 19-2018
32.	Catalog of elective courses	1	31.08.2023
33.	Regulation on the Search, Identification, and Targeted Training of Talented Students of the Tashkent Pediatric Medical Institute	1	04.08.2012
34.	Charter of Scientific and Creative Collectives Operating at the Tashkent Pediatric Medical Institute	1	04.08.2012