

To the Accreditation Council of the
Eurasian Center for Accreditation
and Quality Assurance
of Education and Healthcare
24.06.2025

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE ASSESSMENT OF THE EDUCATIONAL
PROGRAMME OF THE BACHELOR DEGREE
"60910200 GENERAL MEDICINE"
OF THE INTERNATIONAL MEDICAL UNIVERSITY
"CENTRAL ASIAN MEDICAL UNIVERSITY"
FOR COMPLIANCE WITH THE STANDARDS FOR ACCREDITATION OF
THE EDUCATIONAL PROGRAMME OF BASIC MEDICAL EDUCATION
(BACHELOR DEGREE) OF THE ECAQA**

period of external expert assessment: from June 10-12, 2025

Fergana, 2025

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LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare
MH RUz	Ministry of Healthcare of the Republic of Uzbekistan
EEC	External Expert Commission
SES	State Education Standard
RLA	Regulatory and Legal Acts
EP	Educational Programme
CAMU	CENTRAL ASIAN MEDICAL UNIVERSITY
TS	Teaching staff
PMSC	Primary Medical Sanitary Care
RF	Russian Federation
ILO	Intended Learning Outcomes
LO	Learning Outcomes
SC	Standard Curriculum
CEP	Committee on Educational Programmes
ED	Elective Discipline
SC	Simulation Center
TBL	Team Based Learning
CBL	Case Based Learning
OSCE	Objective Structured Comprehensive Exam
OSPE	Objective Structured Practical Exam
CC	Compulsory Component
CME	Control and Measuring Equipment
WC	Working Curriculum
SIQCE RU	State Inspectorate for Quality Control of Education under the Cabinet of Ministers of the Republic of Uzbekistan
EC	Elective Component
CTP	Calendar-thematic plan
SA	Summative assessment
IRC	Information and resource center
TM	Teaching materials
MM	Mass media
SC	Standard curriculum
EMC	Educational and methodological council
AB	Academic Board
RW	Research work
IWS	Independent work of students
SSS	Student scientific society
FA	Formative assessment
FSC	Final state certification
DQCE	Department of quality control of education
NQF	National qualifications framework

1. Composition of the External Expert Commission

In accordance with the order of the ECAQA under No.14 dated May 2, 2025, the External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external assessment in the period from June 10 to June 12, 2025, within the framework of the accreditation of the educational programme "60910200 General Medicine" of the International Medical University "CENTRAL ASIAN MEDICAL UNIVERSITY" (CAMU) in the following composition:

No.	Status in the EEC	Full name	Regalia, position, place of work/place of study, year, specialty
1	Chairperson	IMASHEVA BAGDAT SAKENOVNA	Doctor of Biological Sciences, Professor, Head of the Educational and Methodological Department of the Njsc "Astana Medical University", Deputy Chairperson of the EMD REMC in the direction of "Healthcare", scientific consultant of the journal: Central Asian Bulletin of Medical Rehabilitation.
2	International Expert	ATTILA TORDAI,	Doctor of Medicine (M.D.), Ph.D., Doctor of Sciences (D.Sc.) Head of the Department of Transfusiology, Semmelweis University, Budapest, Hungary, Professor; Hungarian Society of Hematology and Transfusiology, Secretary General; European Federation of Immunogenetics (EFI); Eurotransplant Tissue Typers Advisory Committee; Hungarian Transplantation Society; Hungarian Society of Human Genetics
3	Academic Expert	MAMARADZHABOV SOBIRZHON ERGASHEVICH,	Doctor of Medical Sciences, Dean of the Faculty of International Education, Head of the Department of Surgical Diseases of Pediatric Faculty of Samarkand State Medical University, Samarkand
4	Academic Expert	BOZHBANBAYEVA NISHANGUL SEITBEKOVNA	Doctor of Medical Sciences, Professor, Head of the Department of Neonatology of NJSC "Kazakh National Medical University named after S.D. Asfendiyarov", Almaty
5	Academic Expert	KHAMCHIYEV KUREISH MAVLOVICH	Candidate of Medical Sciences, Professor, Head of the Department of Normal Physiology of NJSC "Astana Medical University", Corresponding Member of the Russian Academy of Natural Sciences
6	Employer Expert	APSALAMOV BAKHRAM MYKRATAROVICH	Deputy Director of LLC Andijon Tibbiy Diagnostika
7	Student Expert	KERIMBAY AIDANA YERZHANKYZY	Sixth-year student in the specialty "General Medicine" of NEI "Kazakh-Russian Medical University"

The work of the EEC was carried out in accordance with the Regulation on the EEC.

The EEC report includes a description of the results and the conclusion of the external assessment

of the educational programme "60910200 General Medicine" for compliance with the Accreditation Standards of the educational programme of basic medical education (bachelor's degree) of medical educational organizations and conclusions (hereinafter referred to as the Accreditation Standards), recommendations of the EEC for further improvement of approaches and conditions for the implementation of the above-mentioned educational programme and recommendations for the ECAQA Accreditation Council for accreditation.

2. General part of the final report

2.1 Presentation of the educational programme "60910200 General Medicine" of the International Medical University "CENTRAL ASIAN MEDICAL UNIVERSITY"

Name of the organization, legal form of ownership, IIN	International Medical University "Central Asian Medical University" Private 309564565
Governing body	Academic Board
Full name of the first director	Mamasadikov Nurillo Shukrullayevich
Date of establishment	September 6, 2022
Location and contact details	Republic of Uzbekistan, Fergana region, 150100 B. Margiloniy st. 60, Fergana. Phone: +99894 132 04 60 e-mail: info@camuf.uz website: https://camuf.uz/
State license for educational activities in the bachelor's degree (date, number)	September 6, 2022 No.037700 June 25, 2024 No.306573 for doctoral studies (PhD) 14.00.02 - Morphology, 14.00.05 - Internal Diseases and 14.00.43 - Preventive Medicine. May 23, 2025 No.786216 clinical residency 28 specialties. May 23, 2025 No.786717 Advanced training for doctors
Year of commencement of the accredited educational programme (EP)	2022
Duration of study	6 years
Total number of graduates since the beginning of the EP	Bachelor's degrees - 0 Continued learning in internship training - no Total internship graduates - no
Number of students in the EP since the beginning of the current year	Bachelor's degrees - 1478 students, of which: - in Uzbek language - 1216 students - in Russian language - 252 students - in English language - 10 students Interns - no
Employment	Employment rate, % in dynamics over 5 years: 2024 -
Full-time teachers/	In total, there are 243 teachers, including full-time - 146, part-time - 97.

Part-time workers involved in the implementation of the EP, incl. % of academic degree holder rate	Academic degree holder rate - 29.5%.
Website Instagram CAMU Family Telegram channel CAMU Family Instagram Mail with active pages	https://camuf.uz/ https://www.instagram.com/camu_meduniversity?igsh=dW5pdmpiZHJ5MXdo https://t.me/camu_family https://www.instagram.com/camu_family_960?igsh=MTBvemJrYjJmZHhiYw== info@camuf.uz

2.2 Information about previous accreditation

Until now, the educational programme 60910200 General Medicine has not been accredited.

2.3 Brief description of the self-assessment report of the educational programme "60910200 General Medicine" and conclusions on completion

The self-assessment report of the educational programme "60910200 General Medicine" (hereinafter referred to as the report) is presented on 109 pages of the main text, annexes on 2 pages, copies or electronic versions of 88 documents located at the link <https://drive.google.com/drive/folders/1kDCmtbnXbV2EvlvOBaD-OySGn72fZBOa>.

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 conducting self-assessment of the educational programme, which were provided to the educational organization by the accreditation center - ECAQA, as well as internal unity of information. The report is accompanied by a cover letter signed by the head - Mamasadikov N.Sh., Rector of the International Medical University "Central Asian Medical University", which confirms the reliability of the quantitative information and data included in the self-assessment report.

The report contains a list of 10 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting self-assessment of the educational programme - Botirov M.T., Vice-Rector for Academic Affairs and International Activities.

Self-assessment of the educational programme "60910200 General Medicine" was carried out on the basis of the order of the head No.10/24 dated September 16, 2024 "On preparation for accreditation and organization of the process of self-assessment of educational programmes".

All sections of the report provide the real practice of "Central Asian Medical University" (CAMU) in training bachelors in the specialty "60910200 General Medicine" taking into account the start of admission of students in 2024, substantiated data, examples of the implementation of the objectives of the educational programme, national and international events, methodological support, confirming compliance with the requirements of accreditation standards. The description in the self-assessment report is quite complete and updated in terms of the number of students, teachers, administration, information on selection and admission, learning outcomes, knowledge and skills assessment results, the university's physical facilities, 39 memorandums with clinical settings, 33 memorandums with foreign partner universities, financial information, development and improvement plans, etc.

The report was submitted to the ECAQA in its final form, with data adjustments based on 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, the tables contain references in the text and have continuous numbering.

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

3. Description of the external expert assessment

The external expert work within the framework of the assessment of the educational programme "60910200 General Medicine" was organized in accordance with the Guidelines for conducting the external assessment of educational organizations and educational programmes of the ECAQA and according to the programme approved on May 2, 2025 by the Director General of the ECAQA Sarsenbayeva S.S. and agreed with Mamasadikov N.Sh., Rector of the "Central Asian Medical University". Dates of the visit to the organization: June 10-12, 2025.

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

The sequence of the visit over 3 days is presented in detail in the Visit Programme (hereinafter referred to as the programme), which is in the documentation of the accreditation center and in Annex 3 to this report. The programme is evidence of the implementation of all planned activities within the framework of the external expert assessment.

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

- conversation with management and administrative staff - 10 people in total;
- interviews with 84 students, including foreign ones;
- study of the website <https://camuf.uz/>
- interviews with 11 employees, 20 teachers;
- questionnaires of teachers and students - 200 and 362, respectively;
- observation of student learning: attendance of 25 practical classes Topic: *Anatomical and physiological features of the heart*. Teacher Ergashzoda Kh.Sh.; Number of students - 12; Topic: *Anemia*. Lecturer Mamanazarov Zh.K., number of students - 8. Topic: *Laparoscopic cholecystitis*. Lecturer Khabibulmatov Sh.R., group 820 general medicine 5th year, number of students - 5. Topic: *Endocrine system*. Lecturer Soliyeva G.Ch., group 2524, 1st year - 15 students. Topic: *Krebs cycle*. Teacher Maryam Madani, group 2723, year 2 - 10 students, instruction in English. Topic: *Venomous animals. First aid for a bite*. Teacher Aliyev Z.Z., group 1724, year 1 - 16 students, instruction in Uzbek. Topic: *Inflammation of the middle ear*. Teacher Otokulov O.A., group 620 A year 5-8 people, instruction in Uzbek. Topic: *General examination of patients. Thermometry. Anthropometry*. Teacher: Sadikov U.T., group 623, year 2, number of students - 8, in Uzbek. Topic: *"Changes in the alkaline environment"*. Teacher: Yusupov I.A., Isakov G.T., 1st year, group 224. Topic: *"Cardiac asthma"*. Teacher: Tursunov M.M., 3rd year, group 17-22, Russian. Topic: *Histology of the endocrine system: the hypothalamus-pituitary connection*. Teacher: Soliyeva G.A., 1st year - 16 students, instruction in Russian. Topic: *Microbial poisoning*. Teacher: Ermatova G.A., 3rd year, group 17-22, instruction in Russian. Topic: *Soft skills (empathy, communication, critical thinking, etc.) in medicine*. Teacher: Ismoilova D.U. 1st year, group 21-24, instruction in Russian. Topic: *revision - anemia, pneumonia, etc*. Teacher: Mamanazirov Zh.K. 3rd year, group 222, instruction in Uzbek. Topic - *FFPA of the cardiovascular system*. Teachers: A'zamov E.T.; Andapolatov A.A. 2nd year, group 24-23, instruction in Uzbek; Topic: *Clinical anatomy (OSTA (Operative surgery and topographic anatomy)* Teacher Egamberdiyev M., 1 group 523, instruction in Uzbek, 12 students; Topic: *Anatomy. Advisory learning* Teacher Nishanova D. group - 924, language of instruction - Russian, 14 students. Topic: *Histology of the endocrine system. Hypothalamic-pituitary connections*. Teacher Saliyeva G.A. Group D2324, language of instruction Russian, 16 students. Topic: *Physiology of the cardiovascular system*. Teacher Ismailov A. Z., group D2224,

language of instruction Russian, 15 students. Topic: *Advisory lesson*. Teacher Kazimova S. B., group D1623, instruction in Uzbek; 14 students. Topic: *Advisory lesson*. Teacher Kurbanov N. P. group D1224, instruction in Uzbek; 13 students. Topic: *Infectious diseases: viral infections with febrile syndrome*. Teacher Yuldasheva G.R. group 120B, instruction in Uzbek; 10 students. Topic: *Dermatovenereology: Atopic dermatitis: eczema*. Teacher Kholmashov M., group 120A, instruction in Uzbek; 9 students. Topic: *Phthisiology: Resistant forms of tuberculosis*. Teacher Sadikkhuzhayev S.Sh. group 620A, instruction in Uzbek; 10 students. Topic: *Psychiatry and narcology: consultation*. Teacher Karimov K.Kh. group 620B, instruction in Uzbek; 8 students.

- Review of resources in the context of fulfilling accreditation standards: 5 practice/clinical engagement bases were visited, including: Fergana branch of the Republican Center for Emergency Medical Care; Fergana Regional Multidisciplinary Medical Center; Fergana City Maternity Hospital; Fergana City Family Polyclinic No.2, Fergana Regional Children's Hospital, where learning is conducted under the educational programme "60910200 General Medicine" with the participation of 55 full-time teachers and 74 part-time workers;
- study of educational and methodological documents in the amount of 137 units both before the visit to the organization and during the visit to the divisions (the list of documents studied is in Annex 2).

The staff of the accredited organization ensured the presence of all persons specified in the visit programme and in the lists of interview and conversations sites (Table 1).

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

No.	Full name	Position
1	Mamasadikov Nurillo Shukrullayevich	Rector
2	Botirov Murodzhon Turgunboyevich	Vice-Rector for Academic Affairs and International Cooperation
3	Normatova Shakhnoza Anvarovna	Vice-Rector for Research and Innovation
4	Mamarizayev Khairullo Obidzhonovich	1st Vice-Rector for Youth Affairs, Spiritual and Educational Work
5	Abdumanonov Akhrorzhon Adkhamzhonovich	Head of the Education Department
6	Yusupova Mukhabbat Shukhratovna	Marketing and Student Practice Department
7	Rakhmonberdiyev Siddik Sodikzhon ugli	Dean's Office of the Faculty of Medicine (General Medicine)
8	Khakimov Rakhmatillo Abdusalomovich	Dean's Office of the Faculty of Dentistry
9	Yuldashov Sherzod Sattorovich	Head of the Education Quality Control Department
10	Kodirov Faizullo Azamzhonovich	Department of international relations.

On the last day of the visit to the organization, a meeting of the EEC members was held on the results of the external assessment. A final discussion of the results of the external assessment of the educational programme, examination of documents, conversation, interview and questionnaires results were held. The EEC members began to draft the final report of the EEC. Generalizations of the external assessment results were made. The experts individually filled out the "Quality Profile and Criteria for External Assessment of the Educational Programme "60910200 General Medicine" for compliance with the ECAQA Accreditation Standards." The EEC members did not make any comments. Recommendations for improving the educational programme "60910200 General Medicine" were discussed, and the chairperson, B.S. Imasheva, held a final open vote on the recommendations for the ECAQA Accreditation Council for the accreditation period of 5 years.

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

culture of the University, the high degree of openness of the team in providing information to the EEC members.

According to 91% of teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of activity of the accredited educational organization.

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

4. Analysis of compliance with accreditation standards based on the results of the external assessment of the educational programme "60910200 General Medicine".

Standard 1: MISSION AND VALUES

1.1 Stating the mission

During the implementation of the programme activities, namely, based on the results of the conversation with the first head of the organization, members of the advisory body (Academic Board), in interviews with students and teachers, compliance with the criteria of *Standard 1* was established. Certain work was carried out to form the mission and goals of the educational programme (EP), including the preparatory stage, definition of tasks, implementation and development for the implementation of the programme. 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 students through the website <https://camuf.uz/>, on the information stand on the first floor of the university, in social networks, and is brought to the attention of teachers and staff at joint meetings. The experts familiarized themselves with the CAMU Strategic Development Plan for 2023-2030, which was developed and synchronized with the goals and objectives of the education development programme in the Republic of Uzbekistan for 2023-2030, approved at the meeting of the CAMU Academic Board, protocol No.4 dated 10.01.2023. The strategic plan of the CAMU organization for 2023-2030 includes the following areas: *Training of competitive and professionally competent healthcare professionals in sought-after specialties and specializations; Transformation into a research university and its development as a leading center for translating new knowledge and innovations into healthcare practice and policy; Development of the university as an integrated academic medical center, functioning on the basis of the trinity of education, science and practice; Development of human resources and improvement of the university management and financing system; Development of the university infrastructure and physical facilities.*

Development and approval of the mission of the educational programme of CAMU takes place in 2 stages - at the level of the educational and methodological council and the Academic Board. From interviews with students, it was established that teachers inform about the mission, work plans of the educational organization, say where to get the necessary information about the educational programme, teachers, learning bases.

CAMU demonstrates a high degree of commitment to strategic guidelines aimed at developing international and clinical partnerships as one of the key components of the implementation of its mission. The university has concluded 39 memorandums with clinical institutions of various profiles, which provides a solid basis for high-quality practical training of students, covering all stages of the clinical learning cycle. These agreements contribute to the integration of the educational process with the healthcare system, providing students with access to a real clinical environment, modern equipment and professional supervising. At the same time, 33 memorandums of cooperation with foreign universities have been concluded, which indicates a consistent policy of internationalization.

Most of the agreements are in the active implementation stage, including academic exchanges, joint educational and research projects, as well as participation in international conferences and grant initiatives. Such integration promotes the development of global thinking, intercultural communication

and orientation towards international standards of medical practice in students. At the time of the expert assessment, 130 CAMU students are undergoing academic mobility in clinical institutions of the Kyrgyz Republic for a period of two months. This indicator is a clear confirmation of the sustainability of the model implemented by the university, based on a combination of international interaction, practice-oriented learning and student mobility. Participation in foreign internships not only expands the professional horizons of students, but also contributes to the formation of key competencies of a 21st century doctor - adaptability, clinical flexibility, the ability to interact across systems and a culture of professional communication in a multinational environment.

During the visit to the university divisions, the experts noted the strengths of the educational organization in relation to the accredited educational programme:

- drafting internal regulatory documents based on state documents;
- compliance of qualifications with the national framework;
- functional autonomy and sufficient freedom in resource allocation;
- availability of a strategic development plan, mission and intended learning outcomes;
- the University's own clinics, a simulation center equipped with modern materials, including a station - a simulator of a road accident with a dummy of a victim of the incident;
- a system of student incentives (Rector's scholarship);
- support of the teaching staff: material rewards; provision of housing (at the stage of completion of construction of an apartment building);
- the possibility of independent admission of foreign citizens - 180 people from Kyrgyzstan, Iran, Tajikistan and the Russian Federation;
- 39 current memorandums with clinical settings and 33 memorandums with foreign universities;
- developed academic mobility of students, 130 students are studying in Kyrgyzstan;
- construction of an educational building;
- own functioning website;
- developed international cooperation, etc.

CAMU has a Dean's Office of General Medicine, which is directly related to the educational programme "60910200 General Medicine", which oversees the entire educational process.

The results of the documentation study demonstrate that the mission of the organization and the mission of the educational programme "60910200 General Medicine" and the educational process is built in accordance with the State Compulsory Educational Standard and current regulatory legal acts (RLA) in accordance with the rules for organizing the educational process using credit technology of education, approved by the Order of the Ministry of Healthcare of the Republic of Uzbekistan dated 08.09.2021 No.236 "On approval of regulatory documents on the organization of the educational process in medical and pharmaceutical higher and secondary specialized educational institutions", the Regulation on credit-modular learning approved at the 1st meeting of the Council of the Medical University dated September 29, 2022, developed on the basis of the Law of the Republic of Uzbekistan "On Education", Resolution of the President of the Republic of Uzbekistan dated May 6, 2019 under No.PP-4310 "On measures for the further development of the system of medical and pharmaceutical education and science", Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated September 27, 2017 under No.769 "On measures to further improve the training of medical personnel" and provides for the organization of the educational process in educational institutions of the medical and pharmaceutical spheres according to the modular education system.

It is worth noting the values of the university: Academic freedom (ensuring freedom of thought, research and expression of opinion within and outside the university); High level of teaching and research qualifications that guarantee the quality of teaching.

1.2 Participation in mission formulation of the educational programme

CAMU formulates the mission and determines the intended learning outcomes of the EP "60910200 General Medicine", taking into account proposals from other stakeholders. The intended outcomes are brought to attention of stakeholders by publishing on the CAMU website <https://camuf.uz/>, the CAMU Family Telegram channel and the CAMU Family Instagram.

When developing the mission and intended outcomes of the EP "60910200 General Medicine", the Faculty of Medicine of CAMU involves key and other stakeholders by considering the issue of programme approval at a meeting of the Academic Board, which includes representatives of the administration, heads of departments and representatives of employers: the chief physician of the Fergana Regional Multidisciplinary Medical Center, the chief physician of the Fergana Regional Children's Multidisciplinary Medical Center, the head of the Fergana Regional Healthcare Department, the director of the Rehabilitation Center of the Fergana Region. In order to widely discuss the mission and intended outcomes of the EP "60910200 General Medicine", CAMU organized a series of consultations with representatives of medical organizations, including private medical centers, clinics and diagnostic laboratories and others in the field of healthcare. Through interviews and round tables, employers expressed expectations in the following areas: portrait of a CAMU graduate: professional competencies, communication skills, clinical training, ethics; in-demand specialties and areas of training; the need to develop skills of digital medicine and evidence-based practice; strengthening universal skills: teamwork, stress resistance, culture of interaction with the patient, which was confirmed during interviews with representatives of employers. Based on these proposals, the CAMU mission emphasized practice-oriented learning, integration with the healthcare system, as well as social and professional responsibility of graduates. To the question How adequate do you think the medical school's policy is to prevent inappropriate treatment of students? - 87.2% answered that they were satisfied.

1.3 Institutional autonomy and academic freedom

The University has institutional autonomy, which is enshrined in the Academic Policy and includes the following provisions: development of educational programmes and curricula; ensuring academic mobility of students and teachers; recognition of education as a continuous process; increasing the attractiveness of universities and ensuring their openness to all regions of the Republic of Uzbekistan; expanding academic freedom in terms of forming curricula oriented towards the opinions of stakeholders.

To verify *Standard 1* a meeting was held with the rector Mamasadikov N.Sh. During the conversation, the experts asked the following questions: The strategic position of the university in the national educational services market. What are the risks? What percentage of funds is annually allocated for the implementation of educational services, research activities, improvement of the physical facilities? How are the teaching staff motivated? and other questions. During the answers, the rector noted that the team clearly knows its strategic development, follows its implementation, that CAMU focuses on both the internal and external labor markets when training personnel, in this regard, one of the important stages is the passage of international accreditation of educational programmes. According to the approved cost estimate for the 2024-2025 academic year, over 36 billion dollars have been allocated for the purchase of phantoms, books, simulators, the "MED PORT" surgical robot, the creation of a modern educational laboratory for biophysics and hygiene, the purchase of chemical reagents, laboratory equipment and laboratory glassware and other materials at the request of the departments. The experts were presented with an estimate of costs according to the requests of the departments.

When conducting a survey of 362 students (on the resource <https://webanketa.com/>) to the question: How do you rate the accessibility of the Deputy Dean's Office? - 90.89% of students noted accessibility, as in the interview process. To what extent, in your opinion, is the Deputy Dean's Office aware of students' problems? - 89% indicated that the Deputy Dean knows the problems of students. 85% are satisfied with the support for participation in research. 92% are satisfied with the accessibility of library resources and funds. 93% are satisfied with the quality of their medical education. Safety on campus and at clinical settings - 90%. Conditions for storing personal belongings at clinical settings - 87%. The assessment of knowledge and skills is carried out fairly and correctly, 91% agree. Basic skills in making clinical decisions and applying evidence-based information in medical practice, 90% noted that they exist. Feel sufficiently prepared to protect the interests of future

patients and better meet their health needs - 91%. Confidence that they have acquired the clinical knowledge and skills necessary for postgraduate training in the specialty - 89%.

The 200 teachers surveyed (question 27 of the questionnaire) also answered that 97% are satisfied with the organization of work and the workplace in this educational organization, and 2% partially agree with this statement. Satisfaction with the organization of the educational process in this educational institution is 97%.

The experts determined that the organization has a healthy microclimate, since the head is quite accessible to both students and employees and responds promptly to requests. Satisfaction with the organization of work and conditions at the workplace is 99%.

It should be noted that CAMU conducts an anonymous survey using the questionnaire: "Your opinion will help further improve the quality of education at the university", based on the results of which an analysis is conducted and the results are provided to the management for decision-making, which was confirmed during the interview.

Thus, CAMU's strategic focus on developing external partnerships and academic mobility confirms the realism and dynamism of the university's mission, aimed at training competitive, socially responsible and internationally recognized medical personnel.

Conclusion: A developed network of international and clinical partnerships is one of the key strengths of the university: to date, 39 memorandums have been concluded with clinical settings and 33 memorandums with foreign universities, most of which are being implemented in practice. As part of academic mobility, 130 students are studying in leading educational institutions of Kyrgyzstan, which contributes to the formation of global competencies and improving the quality of training of future professionals.

Conclusions of the EEC by the criteria. Comply out of 11 standards: fully - 11, partially - 0, do not comply - 0.

Standard 2: EDUCATIONAL PROGRAMME

2.1 Intended learning outcomes of the educational programme

The intended learning outcomes (ILO) for the educational programme "General Medicine" at CAMU are determined taking into account the State Educational Standard of the Republic of Uzbekistan, the National Qualifications Framework (NQF), and are also adapted to international requirements for medical education through a strategic partnership with the University of Pittsburgh (USA) (ESG 1.2, ESG 1.4). This cooperation ensures the integration of global approaches to the training of doctors and allows the implementation of a competency-based model focused on professionalism, clinical readiness and ethical and communicative competencies (ESG 1.3).

The ILOs are developed both at the level of the entire programme and at the level of individual modules and disciplines (ESG 1.2). They include knowledge, practical and behavioral components, covering basic sciences, clinical medicine, scientific and ethical foundations, as well as teamwork skills (ESG 1.3). The university has systematically implemented them through curricula and syllabuses posted in the HEMIS system and on the official website, introductory sessions and mentoring hours, academic counseling, as well as documentation accompanying graduation (Diploma Supplement) (ESG 1.2, ESG 1.4).

At the level of courses and modules, the ILOs are detailed and aligned with assessment forms, including OSCE, tests, projects and simulations (ESG 1.3). Each component is consistent with the levels: "knowledge - skills - attitudes" (ESG 1.2, ESG 1.3).

The following evidence was obtained during the external assessment. At clinical settings, including CAMU hospitals and outpatient clinics, students confidently performed clinical procedures such as auscultation, blood pressure measurement, anamnesis collection, worked with simulation equipment and participated in training OSCEs (ESG 1.3). In the interviews, students demonstrated a clear understanding of the structure of the ILO and awareness of their current and target competencies. They emphasized the value of TBL, PBL, CBL and case learning methods (ESG 1.3).

Graduates interviewed as part of the external assessment confirmed the applicability of the acquired knowledge in practical healthcare, including work both in Uzbekistan and abroad. Employers noted the high level of training of graduates and their readiness for independent professional work (ESG 1.4, ESG 1.9).

The analysis of the survey showed that 69.5% of teachers are fully satisfied with the level of students' prior training, and 2.5% are partially satisfied. In addition, 91% of the responding teachers believe that CAMU students have a high level of knowledge and practical skills upon completion of the programme, and 5% partially agree with this (ESG 1.7).

The analysis established that the university ensures continuity of ILO: at the entrance through the "introductory course" module and diagnostics of prior knowledge, during the training process - through a sequence of modules and cumulative assessment, and at the exit through opportunities to continue education in a master's degree and residency within the framework of the "Life-long learning" programme (ESG 1.2, ESG 1.9).

CAMU implements a number of additional and postgraduate education programmes, including in the areas of "General Medical Practice", "Medical Ethics and Law", "Innovative Technologies in Healthcare". These programmes are announced to students on the HEMIS platform and through the deans' offices (ESG 1.4, ESG 1.6). Thus, the intended learning outcomes are clearly defined, accessible to all participants in the educational process and comply with both national standards and international quality benchmarks for medical education (ESG 1.2, ESG 1.4, ESG 1.9).

2.2 Educational programme organization and structure

The educational programme in the direction of training "General Medicine" at CAMU is organized in accordance with the State Compulsory Educational Standard and the standard requirements for medical education of the Republic of Uzbekistan and is also focused on international quality standards (ESG 1.2, ESG 1.4).

CAMU implements a competency-oriented model for training future general practitioners, which organically integrates fundamental biomedical sciences, clinical training, research skills and behavioral and ethical components (ESG 1.2, ESG 1.3). The educational process is carried out in full-time education in Uzbek, Russian and English, using modern technologies and with the active involvement of students in clinical practice (ESG 1.3, ESG 1.6).

The educational programme in the direction of "General Medicine" at CAMU is built on a modular principle, ensuring logical horizontal and vertical integration of components (ESG 1.2). The clinical competence of students is gradually formed: from basic biomedical disciplines (anatomy, physiology, biochemistry, etc.) to clinical practice at healthcare facilities. This structure contributes to the systematic development of professional knowledge and skills (ESG 1.3, ESG 1.9).

Modern pedagogical technologies have been introduced into the educational process, including problem-based learning (PBL), team-based learning (TBL), simulation learning, objectively structured clinical examinations (OSCE) and elements of distance learning (e-learning), which corresponds to the principles of a student-centered approach (ESG 1.3).

The educational process is organized on the basis of approved standard and working curricula, teaching materials and syllabuses, which indicate the learning objectives, expected outcomes, assessment methods and a list of recommended literature (ESG 1.2, ESG 1.3). However, an internal audit revealed that a significant portion of the sources used relate to publications older than five years, which indicates the need to update the educational materials in favor of modern scientific publications and clinical guidelines (ESG 1.9).

The internal quality assurance system includes regular monitoring and revision of the content of disciplines based on the analysis of feedback from teachers, students and employers, as well as on the results of academic performance (ESG 1.9, ESG 1.7).

The programme encourages students to engage in scientific activities: the University has a Student Scientific Society, scientific project competitions and rector's scholarships are regularly held (ESG 1.3, ESG 1.4). CAMU also implements elements of academic mobility, including partner exchanges with

foreign medical universities, which strengthens the internationalization of the educational environment (ESG 1.4, ESG 1.5)..

– The process of official approval of the EP in the direction of "General Medicine" at CAMU is organized in accordance with state standards and internal regulations of the university, reflecting the requirements of Standard ESG 1.2. The development of the educational programme is initiated at the level of departments and the educational and methodological department, taking into account the State Educational Standards of the Republic of Uzbekistan, the National Qualifications Framework, recommendations of teachers, students, employers, as well as data from internal and external examination (ESG 1.2, ESG 1.1). The programme design is formed in a modular structure with horizontal and vertical integration of disciplines, includes clearly defined ILOs, assessment methods (including OSCE, portfolio, written assignments), a description of the forms and methods of teaching (PBL, TBL, CBL, simulations) and a list of necessary literature (ESG 1.2, ESG 1.3).

After the initial development, the programme goes through several stages of discussion: at meetings of departments, methodological commissions and specialized committees, which ensures the participation of all internal stakeholders in the approval process (ESG 1.1, ESG 1.2). Then the programme is submitted for review and approval to the Academic Board, which makes the final decision on its implementation (ESG 1.2). After approval, the EP is registered in the HEMIS electronic information system, published on the official website of the university and becomes available to students, teachers and external partners (ESG 1.2, ESG 1.4).

The EP is regularly reviewed, as a rule, before the start of a new academic year or when there are changes in regulatory legal acts, clinical recommendations and labor market requirements. The basis for the review is also the results of monitoring, analysis of feedback from participants in the educational process, external assessment and academic performance (ESG 1.7, ESG 1.9). Thus, the process of official approval of the EP at CAMU demonstrates consistency, transparency, stakeholder involvement and commitment to continuous improvement of educational quality in accordance with the principles of ESG 1.2.

CAMU ensures that the qualification awarded upon completion of the EP "General Medicine" is clearly defined, formalized in documents and explained to students at all stages of study, which complies with Standard ESG 1.2. The qualification - "General Practitioner" (Bachelor of Healthcare) - is correlated with level 6 of the NQF of the Republic of Uzbekistan and is equivalent to the corresponding levels of the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).

Information about the qualification is presented in the curricula, EP, diploma and Diploma Supplement, and is also brought down to students as part of the introductory briefing, academic counseling and through the HEMIS system (ESG 1.2, ESG 1.4). The learning outcomes are developed in accordance with the State Educational Standards, the National Qualifications Framework and the Dublin Descriptors, include academic, clinical, communicative and research competencies and are linked to international quality standards for medical education.

Therefore, CAMU ensures transparency, comparability and international recognition of the awarded qualifications, fully complying with the requirements of ESG 1.2.

CAMU ensures that the EP in the direction of "General Medicine" provides students not only with academic knowledge, but also with the necessary clinical, communicative and research skills that contribute to their personal development and professional readiness, meeting the requirements of ESG 1.2.

The programme is built on a competency-based model covering fundamental sciences, clinical training, ethical and behavioral components. The educational process actively uses modern learning methods, such as PBL, TBL, OSCE and simulations and encourages student participation in research projects, internships and academic mobility. These elements are aimed at forming a holistic professional identity of the future physician.

Thus, the structure and organization of the EP "General Medicine" at CAMU ensures the implementation of the stated goals of physician training, meets national and international requirements,

but requires individual improvements in terms of updating sources and systematizing interdisciplinary integration.

At the same time, the following shortcomings were identified: the list of educational literature is outdated and does not fully reflect modern scientific data, since it is dominated by sources older than five years. Interdisciplinary integration of disciplines is not sufficiently implemented, which is reflected both in the content of the curricula and in the methodological materials. In addition, the system for monitoring the quality of education and documenting the changes made remains underdeveloped and requires further improvement.

2.3 Educational programme content

EP "General Medicine" is reflected in the working curriculum for the direction 60910200 - "General Medicine", as well as in additional documents: catalog of elective disciplines; syllabuses of modules and disciplines; explanatory note to the programme; Regulation on the procedure for the development and implementation of the EP (ESG 1.2). Developed by the departments and the educational and methodological department. Approved at meetings of the Methodological Commission and the Academic Board of the University (ESG 1.2, ESG 1.1). Last updated - in 2023, taking into account changes in the State Educational Standard and the National Qualifications Framework (NQF) (ESG 1.9, ESG 1.2).

The content is fully consistent with the stated goals and objectives of the programme and includes: fundamental biomedical sciences - anatomy, physiology, biochemistry, microbiology, pathological anatomy, etc.; clinical disciplines: therapy, surgery, pediatrics, obstetrics and gynecology, neurology, etc.; humanities and social sciences: medical ethics, public health, law; research activities: coursework and research projects, participation in SSS; practical and clinical training: internships, clinical rotations, OSCE, simulation classes; language training — English/Russian, aimed at developing professional communication (ESG 1.2, ESG 1.3, ESG 1.4).

During the visit to the university, the following evidence of compliance of the programme content with state and internal requirements was obtained: working curricula reflecting the requirements of the State Educational Standard and the National Qualifications Framework (ESG 1.2) were presented; participation of representatives of employers and students in the development and discussion of the programme content was confirmed (meeting minutes) (ESG 1.1); orders were provided on approval of the programme and schedule for updating disciplines (ESG 1.2, ESG 1.9); compliance with the order of the Ministry of Healthcare No.236 dated 08.09.2021 on the organization of the educational process using credit technology was confirmed at meetings with responsible employees (ESG 1.2); interviews with teachers confirmed the implementation of a mechanism for integrating disciplines and innovative learning methods in accordance with internal standards (ESG 1.3).

The EP in the direction 60910200 - "General Medicine" has a logically structured system, which includes: clinical disciplines (223 credits) - therapy, surgery, gynecology, pediatrics, etc.; preclinical disciplines (80 credits) - anatomy, physiology, biochemistry, etc.; humanitarian and socio-economic module (11.5 credits) - medical ethics, law, history and philosophy; optional module (9.5 credits) - elective courses; practice (40 credits) - clinical rotations, summer internships, pre-graduation internship; final state certification (4 credits) (ESG 1.2, ESG 1.9).

The catalogue content includes courses aimed at: expanding clinical competencies (e.g., "Infectious Diseases", "Cardiology"), in-depth study of fundamental disciplines, development of skills in the field of management and IT in medicine (ESG 1.3, ESG 1.4).

The catalogue of elective disciplines, despite the presence of a basic structure, is characterized by limited topics and insufficient variability, especially in terms of interdisciplinarity and international focus (ESG 1.2, ESG 1.4). The lack of English-language courses and courses adapted to global educational standards reduces the potential for individualization of the educational trajectory and does not fully contribute to the formation of international academic mobility and competitiveness of graduates (ESG 1.4, ESG 1.6).

Among the surveyed students, 76.5% noted that they were satisfied with the schedule of classes, which reflects the compliance of the organization of the educational process with the expectations of

students (ESG 1.3, ESG 1.7). This value reflects the proportion of students who chose the most positive option for assessing the class schedule. The remaining students expressed partial satisfaction or dissatisfaction.

During practical classes in basic disciplines, it was established that there was no permission to use some chemical reagents classified as hazardous substances; storage conditions must be brought into compliance with sanitary and fire safety standards (ESG 1.6, ESG 1.9).

2.4 Basic Biomedical Sciences

“General Medicine” programme of CAMU includes a full range of fundamental biomedical disciplines: anatomy, physiology, biochemistry, histology, microbiology, pathological anatomy, pharmacology and immunology. These disciplines are studied during the first three years of study, creating a scientific basis for understanding the pathogenesis of diseases and clinical thinking (ESG 1.2). Practical skills are developed through laboratory work, classes in phantom classrooms, work with anatomical models and digital simulations (ESG 1.3, ESG 1.6). The infrastructure includes an anatomical room with models, laboratories for microbiology and pathophysiology, simulation classrooms, which provides realistic immersion of students in the biomedical environment (ESG 1.6).

Particular attention is paid to the integration of digital educational resources, including 3D models, electronic atlases and visualization platforms, which supports the development of visual clinical thinking and independent work of students (ESG 1.3, ESG 1.6).

In order to deepen the practice-oriented approach, it is recommended to strengthen interdisciplinary links, especially between morphological disciplines and clinical courses (e.g. “anatomy + clinical diagnostics”), through case-oriented learning and simulation scenarios (ESG 1.3, ESG 1.9).

2.5 Clinical Sciences

Clinical disciplines at CAMU are mastered from the 3rd year at clinical settings certified in the healthcare system of the Fergana region (ESG 1.6). Students study at the clinical departments: internal diseases No.1 and No.2, surgery, pediatrics, obstetrics and gynecology, as well as undergoing practical training in hospital units, polyclinics and outpatient facilities (ESG 1.2, ESG 1.3).

Forms of clinical training include: participation in morning conferences, rounds, diagnostic and therapeutic procedures under the guidance of teachers and supervisor-doctors. Active involvement of students in preventive measures, health education work, as well as the opportunity to assist in surgical interventions creates a solid foundation for clinical training (ESG 1.3). Students systematically participate in the analysis of clinical cases, which contributes to the formation of clinical thinking and strengthening the links between theory and practice (ESG 1.3, ESG 1.9).

Laboratories are equipped with modern diagnostic, biochemical, physiological and microbiological devices, allowing students to master skills relevant to clinical and scientific practice (ESG 1.6). The use of experimental animals for educational purposes is carried out in accordance with bioethical norms and educational standards (ESG 1.1, ESG 1.3), which enhances the applied component of training. This enables students to master the principles of biomedical research, conduct modeling of pathological conditions and evaluate the effects of pharmacological interventions, thereby forming the foundation for further scientific work and understanding of clinical-pathophysiological relationships (ESG 1.2, ESG 1.3).

2.6 Scientific method

The formation of a research culture at CAMU is implemented through the introduction of the discipline "Fundamentals of Scientific Research", writing term papers and research papers, participation in the student scientific society (SSS) and annual scientific conferences (ESG 1.3, ESG 1.4). Students have the opportunity to present their research at university and national forums, as well as participate in the competition for the rector's scholarship, where achievements in scientific activity are assessed (ESG 1.4, ESG 1.6).

CAMU encourages students to publish in scientific journals, develop evidence-based medicine and critical thinking skills (ESG 1.3). Supervising by the teaching staff helps to engage students in real research projects, including interdisciplinary ones (ESG 1.3, ESG 1.4).

The topics and content of students' independent works in the educational and methodological materials are presented fragmentarily and are not sufficiently regulated (ESG 1.2, ESG 1.9). Most disciplines do not clearly indicate the goals, expected outcomes, methodological recommendations and assessment criteria, which reduces the transparency of requirements, limits the opportunities for targeted development of independent cognitive activity and complicates an objective assessment of the level of mastery of the educational material (ESG 1.3, ESG 1.8, ESG 1.9).

2.7 Behavioral and social sciences and medical ethics

The EP includes disciplines that form behavioral and ethical competencies: "Medical Psychology", "Medical Ethics", "Medical Law", "Social Medicine" (ESG 1.2, ESG 1.3). These courses are aimed at developing empathy, a culture of communication with patients, tolerance and an understanding of the legal foundations of medical practice (ESG 1.3).

Considerable attention is paid to the formation of professional values - responsibility, honesty, altruism and respect for the rights of the patient. CAMU students learn the skills of ethical decision-making within the framework of clinical cases and discussions (ESG 1.3, ESG 1.4). Teaching is carried out with the involvement of teachers-humanists, clinicians and lawyers, which ensures a multidisciplinary approach to the formation of socio-humanitarian competence of a doctor (ESG 1.3, ESG 1.6).

2.8. Educational technologies, methods and practice.

TBL, PBL, OSCE, simulations and case learning are used. Students master manual skills on phantoms and in simulation centers (ESG 1.3, ESG 1.6). However, there is incomplete systematization and uneven implementation of innovative methods across departments, which indicates the need for further alignment of teaching practices (ESG 1.3, ESG 1.9).

It is necessary to note the strengths of the educational programme: a comprehensive programme structure; a modular-credit system with individual trajectories; access to elective disciplines; practical focus (ESG 1.2, ESG 1.3, ESG 1.4).

Thus, the programme meets the standards, but requires an in-depth study of the catalog of electives, an expansion of the range of disciplines, as well as increased transparency of the connection between the programme structure and expected learning outcomes (ESG 1.2, ESG 1.4, ESG 1.9).

2.9 Governance of the educational programme

The governance of the EP in the direction of training "General Medicine" at CAMU is carried out in accordance with the regulatory procedure that ensures the consistent development, coordination, approval and updating of the educational content (ESG 1.2, ESG 1.9). The development of the programme design is initiated at the level of departments and the educational and methodological department, taking into account the requirements of the State Educational Standards and the National Qualifications Framework, as well as based on the recommendations of teachers, students, representatives of clinical practice and data from internal and external assessments (ESG 1.2, ESG 1.1, ESG 1.7).

The projects that have received the initial examination are discussed at meetings of departments, methodological commissions and specialized committees, after which they are submitted for final approval by the Academic Board (ESG 1.1, ESG 1.2). The programme content is updated regularly, usually before the start of a new academic year, or when changes occur in the regulatory framework, clinical guidelines, and in response to identified challenges during programme implementation (ESG 1.9).

The Medical School has a formalized process for developing and approving the EP, regulated by regulatory documents, including regulations, orders, meeting minutes, standard and working curricula, catalogs of elective disciplines and syllabuses (ESG 1.2). This system ensures compliance with state educational standards and is guided by the NQF, as well as the provisions of the ESG and QF-EHEA (ESG 1.2).

Access to the HEMIS platform made it possible to confirm the availability and relevance of work programmes for all modules (ESG 1.7). The approval of the EP is carried out through collegial bodies,

including departments, Educational and Methodological Council and Academic Board, with the participation of all stakeholders - students, teachers and employers (ESG 1.1, ESG 1.2).

However, despite the structured procedure, several aspects were identified that require improvement: insufficient detailing of the mechanisms for analyzing feedback from stakeholders (ESG 1.7, ESG 1.1), the absence of a clearly documented procedure for analyzing relevance (ESG 1.9, ESG 1.2), weak justification for the timing of updates (ESG 1.9), and the absence of a schedule of upcoming changes (ESG 1.2, ESG 1.9). This indicates the need to systematize the monitoring and feedback processes within the internal quality governance system of the educational programme (ESG 1.9, ESG 1.2).

2.10 Connection with medical practice and the healthcare system

The implementation of the EP "General Medicine" at CAMU is carried out in a stable connection with practical healthcare and in accordance with the strategic goals of the university. The mission of the programme, recorded in the educational and methodological documentation and available in the public domain, emphasizes the training of professionals who are able to adapt to the modern requirements of the healthcare system. The programme is developed and adjusted taking into account the opinions of all stakeholders, which is reflected in the minutes of the meetings of committees, methodological councils and working groups, which include representatives of the teaching staff, administration, employers and students.

Formalized interaction with healthcare institutions is confirmed by letters, cooperation agreements and the availability of clinical settings where students undergo practical training. During the external assessment, documents were analyzed and oral confirmations of the participation of employers in the discussion of the structure and content of the programme were received, which was confirmed during a meeting with 14 representatives of medical institutions - chief physicians and deputy chief physicians of clinics in Fergana. Students are also actively involved in the discussion processes, which is confirmed by the results of questionnaires and interviews reflecting their awareness of the goals and objectives of the programme, as well as their participation in the process of improving the educational environment.

However, the nature of stakeholder involvement remains largely formal. Despite the declared participation of students and employers in committees, there are no clearly documented examples of changes initiated by these groups. There is also a limitation of analytical materials on the results of interaction with the healthcare system, which makes it difficult to objectively assess the effectiveness of the feedback mechanism. In the future, it is recommended to strengthen the role of employers and students in the formation of the content of the educational programme, ensure the systematization of proposals and create conditions for a prompt response to changes in medical practice.

Conclusion: The EP in the direction of training "General Medicine" at CAMU is being developed in strategic partnership with the University of Pittsburgh (USA) - one of the leading medical research and educational centers in the world. Cooperation with an international academic structure of this level ensures the integration of global standards of medical education into the programme content and helps students to develop clinical and ethical-behavioral competencies that meet the requirements of the global medical community.

Conclusions of the EEC by the criteria. Comply with 38 standards, 31 - fully, 7 - partially, 0 - do not comply.

Recommendations for improvement:

1. The list of recommended literature in the working programmes of academic disciplines should be updated, taking into account the priority of publications published over the past five years. **(2.2.1).**
2. It is necessary to initiate a procedure for obtaining official permission to use chemical reagents classified as hazardous substances in the educational process of basic disciplines. In parallel, it is necessary to conduct an audit of existing stocks of chemical reagents, organize their storage in

- strict accordance with regulatory requirements for safety, sanitary standards and fire safety regulations, thereby ensuring the protection of the health of students and teachers (2.3.4).
3. Expand and update the catalogue of elective disciplines with an emphasis on the inclusion of interdisciplinary areas and English-language courses that meet international educational standards. This will enhance the individualization of educational trajectories, promote the development of academic mobility and increase the competitiveness of graduates at the global market of medical education and practice (2.3.10).
 4. Ensure full and structured integration of students' independent works into educational and methodological materials for all disciplines. It is necessary to clearly formulate goals, expected outcomes, provide methodological recommendations and develop transparent assessment criteria. This will increase students' motivation, ensure objectivity of knowledge control and will contribute to the formation of sustainable skills of independent educational and research activities. (2.6.1).
 5. In order to objectively assess the quality of education, it is necessary to provide systematized quantitative and qualitative indicators of the effectiveness of the implementation of active learning methods, such as team-based learning (TBL), problem-based learning (PBL), objectively structured clinical examination (OSCE). It is necessary to reflect the coverage of students by these methods, the results of their application and analyze the impact on the level of formed competencies (2.8.2).
 6. It is recommended to introduce a systematic mechanism for collecting and analyzing feedback from students and representatives of the professional community (employers) with a subsequent assessment of the impact of the data obtained on the adjustment of the content of academic disciplines, forms and methods of teaching. This approach will facilitate continuous improvement of the educational process and increase its practical focus (2.9.1).
 7. It is advisable to create and regularly update a single register of educational programme updates, with mandatory recording of the date of the change, its initiators (structural divisions, teachers, external experts) and documented grounds (monitoring results, recommendations of accreditation bodies, etc.) (2.9.1).
 8. It is necessary to conduct an audit of control measurement materials and bring test tasks in line with the approved matrix of distribution by difficulty levels. At the same time, each test task must contain at least five distractors, which will ensure the reliability of knowledge assessment and minimize the likelihood of guessing answers (2.9.3).
 9. An annual analytical report should be developed and implemented, summarizing feedback data from students and employers. The report must reflect specific changes made to the content of the educational programme and the teaching technologies used, as well as indicate the justification and expected outcomes of these transformations (2.9.3).

Standard 3: STUDENT ASSESSMENT

3.1 Assessment policy and system

The university uses a credit-module assessment system based on a point scale. It provides for the assignment of such grades as “excellent”, “very good”, “good”, “satisfactory”, “average”, “unsatisfactory” and “absolutely unsatisfactory”. The knowledge control process includes three stages: formative, midpoint and summative, which allows for a comprehensive assessment of students' academic performance.

Formative assessment is carried out regularly during the study of each topic of the module. It includes not only checking theoretical knowledge, but also assessing practical skills and abilities — the ability to solve clinical cases (case-study), work in a team, give presentations, etc. Teachers give grades daily or at the end of the lesson, which are reflected in the HEMIS electronic journal. Students can independently view their scores and receive feedback from the teacher, including analysis of errors and recommendations for improvement.

Midpoint assessment is carried out during the semester or after the completion of a large section of the module. Its purpose is to determine how well the student has mastered the material, including theory and practice, within the framework of the intermediate stage of learning.

Summative assessment is carried out after the completion of a module or semester and is a comprehensive check of the student's mastery of knowledge, skills and professional competencies across the entire educational material.

Each department provides grade reports for disciplines, where the following are clearly defined: a score scale, assessment parameters (for example, diagnostic accuracy, compliance with clinical algorithms, communication skills), as well as assessment boundaries for levels of mastery of the material.

The main internal regulatory document of the university is Charter No.506279, approved by the decision of the University Council (minutes No.2 dated May 23, 2022). It was developed on the basis of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020, aimed at improving the educational process management system in higher education institutions.

According to the current resolution, students' achievements are assessed using a rating system. To this end, departments develop expected learning outcomes for the educational programme, reflecting the degree of competencies formation. These outcomes are approved after discussion at the methodological council and approval by the academic board of the university.

Special attention is paid to students with learning difficulties. For them, teachers can organize additional classes, help with complex topics and homework. These measures are aimed at improving outcomes and developing students' professional skills.

The final mark is made up of the results of formative, midpoint and summative assessments. Students can track their results through the Hemis electronic journal by logging in with their username and password. All assessment methods, including forms and criteria for assessment, are published in advance in the curricula and methodological materials posted on the "CAMU" portal.

The final assessment includes two components: an admission rating (at least 56% of the final mark) and a final exam (at least 34%). The number of summative assessments for each discipline is specified in the curriculum. A student who has not passed the attestation in one of the sections of the discipline is not admitted to the end-of-term test for the combined course. Retaking is possible no more than two times and is carried out by decision of the dean's office.

In case of disagreement with the summative assessment grade, the student can file an appeal to the dean's office within 24 hours of receiving the result. Appeals committees are created on the basis of the rector's order.

When assessing students' knowledge, different approaches are taken into account: both formative (current) and summative assessment. An important role is played by the number of exams, their format (oral or written), as well as special forms of exams, for example, OSCE, OSPE.

The study of control and measuring equipment (100 tests, 50 tasks) showed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of students' academic achievements. The system of appeal of assessment results is reflected in the document - the order of the Minister of Healthcare of the Republic of Uzbekistan on the approval of the "Regulations on the introduction of a credit-modular system of education in higher and secondary specialized educational institutions in the field of "Medicine and Pharmacy" (registered by the Ministry of the Republic of Uzbekistan on September 8, 2020) and during the period of operation of the educational organization, there were no precedents of appeal.

So, to verify the *Standard 3* data, they checked the documents and methods for assessing students. The organization has all the documents in the amount of 41, which are drawn up in accordance with the curricula approved at a meeting of the Central Asian University (minutes No.2 dated May 23, 2022).

During a visit to the organization and during a conversation with employees, Vice-Rector for Academic Affairs Botirov M.T., the commission was convinced that there is a documentation system that is transparent and accessible to all teachers and staff, and includes: annual operational plans,

annual reports, regulations of divisions, agreements with teachers and students and educational and methodological documentation (work programme, working curricula, syllabuses, journals), statements, verifications, certificates and credentials. A review of the website showed that its pages contain the documents necessary for students and that there is information that is updated regularly. This information was confirmed during interviews with students, teaching staff and administration.

3.2 Assessment in support of learning (formative assessment)

The results of student assessment are documented in journals in writing and in the electronic HEMIS system.

The organization evaluates the reliability and validity of assessment methods by systematizing internal assessment and examination of the quality of educational programmes that ensure control over the implementation of the curriculum, analyze learning outcomes and provide feedback for their improvement.

When interviewing 9 teachers regarding assessment methods, experts received convincing information that they are satisfied with the assessment system. Students also shared their opinions about timeliness of testing, pre-exam counseling, clarity of the entire assessment procedure and its fairness. For example, students said that they are assessed in a timely, open and fair manner.

During a visit to the organization, the management was asked the question: "Are external examiners involved in order to improve the fairness, quality and transparency of the assessment process?" A satisfactory answer was received.

The experts inspected the resources for organizing the assessment of knowledge and practical skills, taking into account the development of medical education, the university is gradually introducing new assessment formats, including:

- OSCE (objectively structured clinical examination);
- portfolio assessment of students;
- practice-oriented case assignments;
- interdisciplinary assessment sessions;
- use of electronic platforms with automated testing.

The interviewed employer representatives also pointed out that the training of graduates corresponds to the modern development of medical practice and science, since students study clinical disciplines in medical and preventive institutions. Employers said that they themselves participate in the assessment of students, since they are included in various departments as part-time teachers. Also, the chief physicians of medical institutions are members of the Academic Board of the University, which helps to strengthen the connection with the practical healthcare system and improve the quality of professionals.

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

The university has a summative assessment system that plays a key role in summing up the learning outcomes. This form of assessment ensures an objective and fair assessment of students' knowledge and skills, reflects the degree of development of their competencies and corresponds to the goals of the educational programme. All received grades are registered in the electronic system and become available to students on the day of the assessment. The University maintains open feedback between teachers and students on academic performance issues, which helps improve the quality of education and achieve learning outcomes.

In order to improve the objectivity and transparency of the assessment of students' achievement of the intended learning outcomes declared in the EP, it is necessary to develop and implement structured checklists (control sheets). These checklists should be a tool for standardized assessment of the development of professional competencies that correspond to the goals and objectives of the EP.

Each checklist should be linked to a specific learning outcome described in terms of knowledge, skills and practical abilities (in accordance with the levels of the cognitive, affective and psychomotor spheres according to Bloom's taxonomy). The checklists should clearly indicate:

- indicators of result achievement (success criteria);
- assessment scale (dichotomous, point or ranking - depending on the type of competence);

- context of application (classroom assignment, simulation lesson, clinical practice, project defense, etc.);
- possible levels of mastery (e.g., initial, basic, advanced, integrative).

The development of checklists will ensure uniform approaches to assessment, minimize subjectivity in checking skills and knowledge and provide an evidence base for making decisions about the level of training of graduates. In addition, the availability of such tools helps to develop self-assessment and self-reflection skills in students, focused on professional standards and principles of continuous education.

It is recommended to involve interdepartmental working groups in the development of checklists with the participation of methodologists, subject teachers, representatives of practical healthcare and, if possible, senior students. The developed checklists should undergo an examination at the educational and methodological department and be tested in the educational process with subsequent adjustments based on the results of the feedback analysis.

3.4 Quality Control

The assessment of the quality of education at the university is based on the planning and organization of the educational process. This includes the content of curricula and programmes, the distribution of study time, as well as the methods and technologies used for learning. Particular attention is paid to the intended learning outcomes — knowledge, skills and competencies, including those that students master independently. All these elements form the key competencies of the educational programme "General Medicine".

The university has an internal education quality assurance system. It specifies the stages of the educational process, the employees responsible for their implementation and their responsibilities. In addition, there is a special department that deals with education quality control.

The Education Quality Control Department at CAMU is responsible for checking the level of education and regular monitoring. Its tasks include:

- assessing how well students learn the subjects and meet the requirements of state standards;
- selecting qualified teachers who can provide high quality education;
- creating a transparent system for advanced training of teachers;
- regular analysis of teaching effectiveness;
- checking the compliance of curricula with professional standards and labor market requirements;
- monitoring the use of modern pedagogical and digital technologies in the classroom;
- analyzing the level of classes;
- studying the quality of advanced training of teachers;
- updating educational programmes;
- checking the effectiveness of student knowledge assessment and ensuring its objectivity and transparency.

Conclusion, CAMU declares the existence of a mechanism whereby the results of dynamic assessment of students are used to: identify weaknesses and strengths in learning; optimize curricula and revise the content of disciplines; select more effective teaching methods; adjust the volume of independent work of students; advance training of teaching staff; develop educational resources (e-resources, simulation tools, HEMIS database).

Conclusions of the EEC by the criteria Comply with 13 standards: fully - 12, partially -1, do not comply - 0.

Recommendations for improvement:

1. Develop checklists for assessing the intended learning outcomes for the EP **(3.1.2)**

Standard 4: STUDENTS

4.1 Student selection and admission policy

At CAMU, the student admission policy is implemented in accordance with the "Regulations on

the procedure for admission to higher educational institutions, transfer, readmission and expulsion of students", approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 20.06.2017 under No.393, which was developed on the basis of the Law "On Education". The selection of students is carried out in accordance with Article 31 of the Law of the Republic of Uzbekistan dated September 23, 2020 under No.ZRU-637 "On Education".

The rules for admission of foreign students are regulated by the Decree of the President of the Republic of Uzbekistan under No.279 dated June 15, 2022 "On the organization of admission to study in state higher educational institutions". Admission of foreign citizens to the University and their transfer is carried out in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 4, 2008 under N169 "On improving the procedure for admission and learning of foreign citizens in educational institutions of the Republic of Uzbekistan", as well as taking into account the international treaties of the Republic of Uzbekistan. The rules are available for review by applicants, employers and teachers on the official website of the university <https://articles.camuf.uz/qabul.html>, and are also published in the form of information products (brochures for university applicants, a stand, etc.).

The chairman of the admissions committee Mamsadikov N.Sh. spoke about the student admission policy, noting that the approaches to student admission are based on the requirements of the country (Law of the Republic of Uzbekistan "On Education") and internal regulations: the CAMU Charter.

The Admissions Committee is a structural subdivision of the University. The Chairman, Deputy Chairman and Secretaries of the Admissions Committee are appointed by the order of the Rector of the University. At the same time, the Rector of the University is the Chairman of the Admissions Committee by virtue of position. The work of the Admissions Committee is regulated by the "Regulation on the procedure for admitting students to study, transferring, readmitting and expelling them from the CAMU bachelor's degree programme, approved by the decision of the Academic Board dated 23.06.2023, protocol No.10.

Since the establishment of the University in 2022, 1478 students have been admitted to the educational programme in the direction of the EP "General Medicine", direction code 60910200. The information on the University website, in the "To Applicants" tab, has been studied. To enter the University, applicants submit the following originals of the documents to the Admissions Committee: an identity document (passport or ID card); a document on completion of general secondary (11 grades) or secondary specialized, vocational education (along with the supplement). Applicants can also provide certificates confirming their level of foreign language proficiency (IELTS, SEFER, etc.). Applicants are registered within the timeframes determined by the Admissions Committee. Applications can also be submitted online.

Students are admitted separately according to the University's areas of training. The language of examinations (Uzbek, Russian, English, etc.) is determined by the University Council after reviewing the documents submitted by applicants. Applicants take entrance tests in the language in which they plan to study. Applicants applying for the Uzbek group have the right to take tests in Uzbek, both in Latin and Cyrillic scripts, upon personal application. Entrance tests are conducted according to the schedule approved by the Admissions Committee and within the specified timeframes. Applicants take tests on approved sets of subjects in accordance with the chosen area of study.

When admitting students with disabilities, the University is guided by Article 30 of the Law of the Republic of Uzbekistan "On social protection of disabled persons in the Republic of Uzbekistan" <https://lex.uz/acts/1372498>.

Persons with disabilities take entrance exams (tests) in accordance with the admission procedures established at the University in accordance with this Regulation (Chapter 7 Procedure for admission of persons with disabilities to study at the University).

Thus, the experts validated the data according to Standard 4. In general, all criteria meet the requirements. The experts reviewed the student admission documentation, including the "Regulations on the procedure for admitting students to study, transferring, readmitting and expelling them from the CAMU bachelor's degree programme, approved at the meeting of the Academic Board on June 23,

2024. The main documents are quite well drawn up and meaningful, and include procedures aimed at improving the process of selecting and admitting students.

Regarding the practice of academic counseling, personal support for students and the development of professional skills, the experts interviewed the Vice-Rector for Youth Affairs, Spiritual and Educational Work Mamaraziyev Kh.O., as well as the Deputy Dean of the Faculty of Medicine. During the conversation with the students, they noted that they have the opportunity to receive detailed information and advice on issues related to the availability of services by contacting representatives of the psychological support center or the university administration.

The organization has a student development programme, which includes activities for choosing a professional direction. Curators and tutors help students and applicants better navigate the structure of the educational institution and studying in it to identify scientific potential, develop creative abilities. The university has a student organization "Student scientific society", headed by students. In its activities, this organization is guided by the developed Regulation on the Student scientific society of the International Medical University CAMU, approved on January 29, 2025. The university actively involves student community representatives in the activities of collegial governing bodies. Thus, 2 students of the educational programme "General Medicine" are included in such advisory bodies as the Educational and Methodological Council, Academic Board.

4.2 Student counseling and support

Academic counseling of students is carried out at the level of departments participating in the implementation of the programme "General Medicine" in three languages of instruction (Uzbek, Russian, English), the dean's office of the faculty of medicine, information on the availability and procedures for obtaining assistance is published on the university's social networks, in academic buildings and in other accessible places. Students have the opportunity to receive detailed information and advice on issues related to the availability of services by contacting the dean's office or the university administration.

The higher educational institution has a "Spiritual and Educational Department for Work with Youth" (<https://articles.camuf.uz/man.html>). Vice-Rector for Youth Affairs, Spiritual and Educational Work Mamaraziyev Kh.O., tutors noted the importance of the adaptation week for 1st-year students, when psychological work is carried out with students in an individual format (psychological consultations). Students have the opportunity to get support and clarification from a psychologist on any questions that arise.

Based on the order of the rector No.2 dated December 20, 2022 "On ensuring the quality and efficiency of work carried out in the educational, scientific and spiritual-educational spheres and supporting active and talented students of the university", active, bright and talented students in need of social protection, studying on the basis of a contract, are encouraged up to 50% at the expense of the university in relation to the established contract amount.

Currently, there are 5 tutors working at the university, the tutor's salary is equal to the main position of "Trainee Teacher". When meeting with the tutors, it was established that their tasks are based on the tasks specified in the order of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan No.412 dated September 30, 2021. The tutors said that they hold individual and group meetings with students, and an "Information Hour" is held once a week. They also conduct electronic correspondence with students by mail and personal meetings. Students can choose and make decisions independently. For students experiencing learning difficulties, consultations and individual work are organized. Such support contributes to the development of the student, encourages him/her to receive a quality education and further career growth. Dean's office professionals and tutors constantly consult not only students, but also their legal representatives on the educational process, conditions of nutrition, rest and leisure. All information is provided in compliance with the principles of confidentiality and respect for the personal data of students. Information about student assistance and counseling programs is communicated to them on the official website of the University, the University's page on Facebook, Instagram, Telegram, <https://articles.camuf.uz/yosh.html>.

University students have the opportunity to seek psychological advice from a psychologist and take part in the necessary psychological training. The psychologist also conducts a questionnaire for students for career guidance, as well as students in need of psychological assistance. Conversations with a psychologist are confidential. A roadmap for a university psychologist is being developed. To this end, the dean's office and the educational and methodological department plan two-week training sessions, introductory classes on the educational programme, organize intra-university procedures, get acquainted with the teaching staff and plan events that are of interest to students. During spirituality classes, teachers discuss the internal rules of the university, the rules and procedures for living in student dormitories and rented apartments and political processes.

The Medical School provides students with *documents confirming the qualifications received*, including the achieved learning outcomes, the content and status of the education received and the successful completion of learning **(ESG G 1.4)**

The Faculty of Medicine pays special attention to documenting the qualifications of students, including their academic and extracurricular achievements. All students who successfully complete their studies or demonstrate outstanding outcomes at various stages of the educational process receive the corresponding supporting documents (diplomas, certificates, letters of recognition, etc.) reflecting the achieved learning outcomes and the content of education.

Thus, on January 26-27, 2024, a team of bright university students took part in the international student Olympiad held at the Bukhara State Medical Institute. Based on the results of the competition, the students took honorable prizes and were awarded diplomas:

- Tursunkhadzhayeva Komila, 3rd year student of "General Medicine" EP - 2nd place in the discipline of *pathological physiology*;
- Saifiddinov Kabiriddin, 2nd year student of "General Medicine" EP - 2nd place in the discipline of *foreign language in medicine*;
- Alizhonov Sarvar, 3rd year student of "General Medicine" EP - participant in the discipline of *microbiology, virology, immunology*;
- Teshaboyeva Durdona, 2nd year student of "General Medicine" EP - participant in the discipline of *histology, cytology, embryology*;
- Urinov Abdurakhmon, 1st year student of "General Medicine" EP - participant in the discipline of *medical chemistry*;
- Makhmudzhonova Sadokat, 2nd year student of "General Medicine" EP - participant in the discipline of *hygiene and medical ecology*.

Individual and team achievements of students are documented, and information on the outcomes is presented in the portfolio of students and included in the final academic certificates, if necessary.

In 2024, students of the Faculty of Medicine also took part in the International Scientific Student Conference held at the Tashkent Medical Academy on the topic "*Modern Achievements of the Student Medical Academy*". Davronov Bakhodir, a 2nd-year student of the medical direction, was awarded 2nd place for his scientific report on the topic "*Diagnostics of some kidney diseases based on blood and urine tests*".

All student achievements are recorded in the database of the dean's office of the medical faculty and can be presented in the form of certificates, diplomas, statements of achievement and other official documents confirming the successful mastery of academic disciplines and participation in research activities. This meets the requirements of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area **(ESG G 1.4)** and promotes the transparency of qualifications obtained at the medical university.

Conclusion: The university has youth centers that receive financial support, which creates a sustainable basis for self-organization of the student community. Particularly noteworthy are the activities of the student club "Family", which creates a friendly and inclusive educational environment, as well as the "Step Forward" programme, aimed at developing leadership competencies and personal growth. These structures not only facilitate students' adaptation to the university environment, but also

involve them in making management decisions at the faculty and university level as a whole, which is consistent with the principles of a student-centered approach in higher education.

Conclusions of the EEC by the criteria. Compliant out of 15 standards: fully - 15, partially - 0, do not comply - 0

Standard 5: ACADEMIC STAFF

5.1 Policy for the academic staff formation

In accordance with the Law of the Republic of Uzbekistan No.LRU-637 dated September 23, 2020 "On Education" of the Republic of Uzbekistan, the Order of the Minister of Higher and Secondary Specialized Education of the Republic of Uzbekistan No.240 dated April 21, 2017 "On approval of qualification requirements for the teaching staff of higher educational institutions subordinate to the ministry", the academic staff of teachers is being formed. In accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated February 10, 2006 No.20 "On approval of the regulation on the procedure for recruiting teaching staff to work in higher educational institutions on a competitive basis", collegial elections are held to fill vacant positions of teaching staff and research workers. Persons with at least a master's degree, as well as special pedagogical or professional training in the relevant profile are allowed to practice teaching. The University has developed the CAMU Regulation, the CAMU Development Strategy for the period 2023-2030, the CAMU Internal Regulations, the CAMU Moral Code, which the teaching staff also follows in their activities. The criteria for the selection of teaching staff are an academic or scientific degree, at least 5 years of experience in the medical field, the ability to conduct scientific analysis with the prospect of scientific growth. Based on the competition and the level of professionalism, the teaching staff is elected to the position for a period of 5 years and approved by the Academic Board. Based on the order of the rector No.21 dated August 1, 2024 on the opening of 13 specialized departments: pathological anatomy and forensic medicine, normal physiology, internal diseases No.1, No.2, surgical diseases, etc., a competitive selection was held. Before the order was published, an announcement was placed in the newspaper; "Truth of Fergana" No.29 dated July 12, 2024, information on vacancies is also posted on the website <https://camuf.uz/vacancy/>

The calculation of the staffing units of the teaching staff of the departments is carried out by the Educational and Methodological Association (EMA) of the university. The teaching staff of CAMU has a high scientific and pedagogical potential. The qualifications of the teaching staff correspond to the level of the positions held and ensure the implementation of the EP.

In total, there are 243 employees, of which 146 are full-time teachers, 97 are part-time. 12 people have Doctors of Science, 31 have PhDs. The average age of the teaching staff is 45.3 years. The level of academic degree holder rate is 29.5%. For the sustainable development of the scientific and educational environment of the university, it is necessary to develop a strategic plan for increasing the academic degree holder rate of teaching staff, with a clear distinction between stages, deadlines and expected outcomes. The plan should take into account the current human resources potential, age structure, research interest profiles and priority areas of research. It is recommended to provide for measures to stimulate admission to postgraduate studies, defense of candidate and doctoral dissertations, including the provision of academic leaves, consulting and financial support, as well as the conclusion of agreements on advanced training based on a target contract. The implementation of this plan will contribute to strengthening the scientific reputation of the university, increasing publication activity and meeting the requirements of international accreditation.

CAMU actively implements a policy of academic openness and attracting international professionals to the educational process. The University has established systematic cooperation with visiting professors from foreign universities and medical institutions who stay at CAMU not on a short-term basis, but under long-term contracts. This ensures not an episodic, but a sustainable nature of international integration, which allows for the formation of conditions for the exchange of professional experience, the introduction of foreign educational methods, teaching in English and

participation in joint scientific research. Visiting professors not only expand the academic environment, but also serve as supervisors for the teaching staff, which facilitates the horizontal transfer of pedagogical and clinical innovations. CAMU actively attracts foreign teachers in the educational activities, a total of 19 people from the following countries: Tajikistan, Kyrgyzstan, Turkey, Russia, Japan, Belarus, Azerbaijan, Nigeria, Kenya, Canada. In total, 124 faculty members conduct learning in English at 10 departments: Chemistry and Pharmacology, Modeling of Hygienic and Medical Processes, Surgery, Normal and Topographic Anatomy, Medical and Biological Sciences, Internal Diseases No.1, No.2, Fundamentals of Pathology and Forensic Medicine, Pediatrics and Pediatric Surgery, Humanities and Physical Education.

The experts were familiar with the University's Academic Policy (Rector's order dated 09.01.2025), the Regulation on Supervisors approved on September 30, 2021, Order No.412, and the procedure for providing material incentives to the teaching staff.

In order to verify the Standard 5 data, external experts received the opinion of teachers on the Academic Policy, which includes the hiring procedure, provision of material remuneration and the possibility of undergoing advanced training (AT). A conversation with Yuldashev Sh., Head of the Quality Department, when asked how to monitor the quality of classes at theoretical and clinical departments, he presented information on the analysis of the conduct of classes by 52 teachers working at 12 departments of the university. The presence of agreements with clinical settings and 14 of its own clinics (Meridian Diagnostic Hospital, Regional Children's Hospital, Fergana branch of the Republican Scientific Research Center for Emergency Medical Care, Fergana branch of the Republican Scientific Research Medical Center for Oncology and Radiology, Republican Scientific Research Medical Center for Dermatovenereology and Cosmetology, Regional Psychiatric Hospital, Regional Multidisciplinary Medical Association, Fergana Regional Center for Phthisiology and Pulmonology, Family Polyclinic No.2, Fergana branch of the Republican Scientific Research Medical Center for Infectious Diseases, Forensic Medical Examination, Fergana branch of the Republican Scientific Research Medical Center for Endocrinology named after Academician Kh.Kh. Turakulov, Fergana Regional Cardiology Dispensary, Fergana Regional Center for Urology) allows CAMU to attract heads of departments and chief physicians at clinical settings for teaching (there are 97 such teachers in total). Part-time workers, together with full-time teaching staff, develop teaching aids and textbooks; in total, 16 were approved and published for the 2023-2025 academic years under the EP "60910200 General Medicine". At the university, the most effective methods of motivating young teachers are special learning programmes in new pedagogical technologies based on other organizations, joint scientific research and organization of publications of young teachers with leading professors of the university, as well as financial resources allocated to young scientists for participation in conferences and advanced training programmes. A powerful motivation is the completion of the construction of a multi-storey building for the teaching staff and university staff, with the possibility of subsequent redemption, with the provision of mortgage lending for up to 15 years.

When surveying teachers, it was found that at CAMU, teachers have the opportunity to engage in scientific work and publish the results of R&D - 96% completely agree, 3.5% - partially. Satisfied with the work of the HR service - 97% completely agree, 2.5% - partially. Satisfied with the salary - 99.5% completely agree.

The university has a virtual rector's office https://articles.camuf.uz/v_qabul.html for receiving and responding to any requests.

5.2 Academic activities and professional ethics of teachers

The document "Internal Rules of the Central Asian Medical University" describes the responsibilities of the academic staff in teaching, research and medical activities. The developed Ethical Code allows regulating the behavior of the teaching staff, students, researchers and administrative staff with the content of which everyone must read and sign.

The Academic Policy of the University reflects the mission, strategic goals and values of the university, ensuring its compliance with the fundamental principles and priorities of the university. The documents <https://drive.google.com/file/d/1KXEeLiu->

[OUD4NFqIrdCX1Mk_paYuAyYZ/view?usp=sharing, https://articles.camuf.uz/xujjatlar.html](https://articles.camuf.uz/xujjatlar.html) contain provisions aimed at regulating the assessment of the effectiveness of employees, ensuring conditions for professional and career growth, staff rotation, as well as their social protection and support. Particular attention is paid to the creation of a transparent and fair system of motivation and development of the teaching staff, both young and with teaching experience. The implementation of the principles and provisions of these documents is carried out through the formation of a favorable environment for the professional implementation of the teaching staff. This includes advanced training in accordance with the established procedure, participation in competitive procedures for election to the Faculty Council and the Academic Board of CAMU, as well as active involvement in the discussion of key issues of educational and methodological, research and production activities of the university. The teaching staff actively represents the university at international and all-Russian scientific conferences, symposiums and congresses, demonstrating a high level of scientific competence and pedagogical skills. The university has implemented a system of material and non-material incentives for achievements in educational and scientific activities. It includes awarding prizes, honorary certificates, medals, diplomas and conferring honorary titles, which helps to strengthen the prestige of the teaching profession and stimulates the further development of the scientific potential of the university. Among the most effective methods of motivating teachers to improve the quality of teaching and research is the provision of cash bonuses and material assistance to teachers for publications in highly rated scientific journals and participation in conferences, congresses, conventions and symposia.

5.3 Continuing professional development for academic staff

The CAMU Charter reflects the opportunities for continuing professional development in professional activities that are consistent with and contribute to the achievement of the mission and educational outcomes. The plan of the Advanced Training of teaching staff for the 2025-2026 academic year has been approved. In the 2024-2025 academic year, 54 employees, including 11 teachers, underwent advanced training in medical specialties at foreign institutions (LLC International University of Professional Retraining of the Russian Federation) for a total of 72 to 520 hours. 55 teaching staff underwent advanced training in pedagogical competencies at the Regional Center for Advanced Training at Fergana State University for a total of 576 hours. However, the results of the questionnaire, interviews and class attendance show that in order to improve the quality of teaching, improve pedagogical skills and master new teaching technologies, it is necessary to continue the planned advanced training of teaching staff. Thus, according to the survey results, to the question What methods of assessing knowledge and skills do you know: Essay - 54.5%; MCQ 29.5%; Extended MCQ (with clinical context) - 33.5%; OBA (one correct answer) - 45.5%; Portfolio - 62%; MSF - feedback from various sources (doctors, supervisors, real patients, nurses, clinical teachers) - 44.5%; Feedback - 54%, Logbook - 18%; OSCE - 42%; DOPs - 14%; MiniCEX - 16%, which is the basis for advanced training of the teaching staff in the development of pedagogical competencies (testing, innovative teaching methods, etc.). There is no system of key performance indicators (KPI), in this regard, it is necessary to develop KPI for the teaching staff and employees focused on the goals and priorities defined in the strategic plan for the development of the university. It is advisable to include the following indicators in the KPI structure: the level of scientific activity (publications, grants, patents), the quality of teaching (student assessments, participation in methodological developments, the introduction of innovative forms of learning), international cooperation, participation in academic mobility, supervising and supervision of student R&D. This system should serve as a tool for stimulating productive work based on individual and collective responsibility for achieving the educational and scientific goals of the university.

In order to internationalize, expand professional competencies and increase the competitiveness of the teaching staff, the university regularly organizes courses to improve English proficiency. As part of the implementation of this initiative, foreign teachers were attracted in the 2024-2025 academic year to provide a higher level of language training. In addition, the university organized Japanese language classes taught by a native speaker - a teacher from Japan, which contributes to the development of

intercultural communication and the expansion of academic opportunities for the teaching staff. The permanent involvement of foreign teachers reflects the name and status of the university.

In order to verify the Standard 5 data, during a meeting with the head of the HR department and during interviews with teachers, an analysis of the questionnaire results - 98% noted the creation of conditions for career growth and development of teacher competencies. The External Expert Commission (EEC) checked the teachers' certificates on the following topics: Current issues in rheumatology, Microcrystalline arthritis: prevention, diagnosis and treatment, Principles of ultrasound examination of the musculoskeletal system of patients with rheumatic diseases.

At CAMU, the priority area for training scientific personnel is: Priorities and practical solutions for early detection, timely diagnosis, prevention and prediction of complications of diseases in clinical and fundamental research. Currently, the university is implementing 6 research projects, including 3 international ones: Turkey, Belarus and 3 national ones.

The EEC found that teachers initiate R&D topics for students, thereby stimulating their interest in additional education and independent work with scientific literature. In particular, 18 students were awarded a rector's grant to carry out R&D aimed at developing orthopedic shoes for children with flat feet. The work is being successfully implemented and the students presented a model of the shoes being developed.

Results of the teaching staff questionnaires: the opportunity to engage in scientific work and publish R&D results – 96%. Satisfaction with the social support of teachers – 93%.

Thus, the staff of CAMU is distinguished by a high degree of international integration, professional motivation and openness to innovation, which creates a solid foundation for the implementation of educational programmes that meet international requirements and national priorities in the field of medical education.

Conclusion: An established process for attracting visiting professors from foreign countries for a long term, high motivation of teachers, staff and students, as well as the active participation of foreign teachers, contributing to the internationalization of the educational environment in accordance with the mission and name of the university.

Conclusions of the EEC by the criteria. Compliance out of 8 standards: fully - 7, partially - 1, do not comply - 0.

Recommendations for improvement:

1. Low level of academic degree holder rate (29.5%) requires development and implementation of an action plan aimed at increasing the proportion of research and teaching staff with academic degrees at clinical and theoretical departments **(5.2.2)**
2. The university management should continue the planned advanced training of the teaching staff in developing pedagogical competencies (testing, innovative teaching methods, etc.) **(5.2.2)**;
3. There is no system of key performance indicators (KPI), in this regard, it is necessary to develop a KPI for the teaching staff and employees focused on the goals and priorities defined in the university's strategic development plan **(5.2.2)**.

Standard 6: EDUCATION AND TRAINING RESOURCES

6.1 Physical facilities for teaching and learning

To implement the educational programme in the direction of "General Medicine", CAMU uses a specialized physical facility allocated directly for the training of medical students. Learning takes place in separate educational buildings adapted to the disciplines of the preclinical and clinical blocks. The programme is provided with an anatomical room, a biochemistry laboratory, a simulation center, an educational pharmacy, rooms for microbiology, physiology and pathophysiology. There is access to clinical diagnostic laboratories located at clinical settings (city hospitals and private multidisciplinary centers). Digital educational resources, multimedia equipment and the HEMIS and Moodle platforms are used.

During the on-site assessment, the following facilities directly related to the educational programme "General Medicine" were visited and inspected: a simulation and training center equipped with phantoms (for practicing CPR, intravenous injections, catheterization, obstetric care), OSCE stations; an anatomical and morphological room equipped with dummies, bones, digital aids and anatomical tables (1 virtual "Anatomage Table"); a physiology and pathophysiology laboratory with basic equipment (spirometers, cardiac monitors); microbiology and pharmacology rooms; a clinical diagnostic partner center, where students undergo practical training from the 3rd year (observation, assistance, keeping diaries).

CAMU has its own clinical settings and 90% of students answered the survey question "Is there sufficient time for practical learning (patient supervision, etc.)" with full agreement, 7% partially agree, 3% disagree. At the same time, 95% of students claim that after the end of classes, the teacher provides feedback (listens to your opinion, conducts a mini-survey, error analysis session).

According to the survey results: 92% of students expressed satisfaction with the material and technical conditions, especially simulation resources and digital platforms. At the same time, about 8% of students indicated a lack of equipment for group training, especially at the stages of clinical practice.

6.2 Resources for clinical training

CAMU uses 14 clinical settings to implement the educational programme "General Medicine". At these settings, students of the programme "General Medicine" undergo clinical classes from the 3rd year, summer practice, pre-graduation practice, participation in objective structured clinical examinations (OSCE).

The total bed capacity used for students of the "General Medicine" programme is 742 beds, including therapeutic units - 210 beds; surgical units - 180 beds; pediatric units - 130 beds; obstetrics and gynecology - 110 beds; infectious and specialized profiles - 112 beds. At most settings, students are assigned to study groups and cycles, provided with rotational access to patients and procedures under the supervision of supervisors.

During the visit, copies of cooperation agreements with the main clinical institutions were provided, including: City Clinical Hospital No.244; "MedLine" Family Medicine Center; Regional Multidisciplinary Medical Center; "Shifo-Darman" Private Clinic; "Mehribonlik" Children's Clinic. The agreements include provisions on the allocation of study places; participation of supervisor doctors in the educational process; opportunities for students' access to practical activities.

Accreditation certificates and licenses of the following clinical settings were provided: City Clinical Hospital No.2 - license No.A2020/0453, accreditation dated 15.09.2022, valid until 15.09.2025; "Shifo-Darman" Clinic - certificate of conformity No.01879/MN, issued on 12.01.2023, valid for 3 years. Family Medicine Center "MedLine" - license No. A2019/0112, accreditation confirmed on June 5, 2021. Copies of licenses for medical activities, as well as letters of consent for student internships were provided for other settings.

The experts asked students and potential graduates questions about satisfaction with learning, sufficiency of time for patient supervision, work with medical documentation, satisfaction with teaching methods and qualifications of teachers, social and moral support for students in need of it and the availability of resources of international databases of professional literature. In general, students are satisfied with learning, assessment methods and purposefully entered this organization, as they believe that the educational organization has good resources, image and international connections, at the same time, students would like more independence in patient care. Potential graduates are focused on their future clinical activities - 100% of graduates have decided on their future clinical specialty.

The students demonstrated their commitment to the organization of education, were active in answering questions from external experts, demonstrated their judgment on the organization of learning, assessment of their skills, advisory support, the opportunity to participate in R&D, financing and demonstrated proficiency in English when answering questions from a foreign expert, Attila Tordai (Hungary). The experts examined the students' documents (portfolios, student assessment results - checklists, student questionnaire results).

6.3 Medical research and scientific achievements

As part of the implementation of the EP "General Medicine", targeted research activities are carried out, covering both fundamental and applied aspects of medicine. According to the Self-Assessment and the materials provided, the topics of R&D include: basic biomedical sciences (pathophysiology, microbiology, anatomy); clinical research on topical issues of therapy, pediatrics, surgery, gynecology; social and humanitarian research in the field of medical ethics, communication, healthcare and prevention.

Teachers from all specialized departments participate in R&D, while at least 70% of the teaching staff of the departments involved in the "General Medicine" programme take part in R&D and scientific and technical projects (STP), including applied grants and publications in scientific journals. Departmental topics approved by the scientific part of the university are actively implemented, including: "Assessment of the effect of hypoxia on myocardial metabolism"; "Rational antibacterial therapy for lower respiratory tract infections"; "Stress-induced disorders in students and methods of their correction"; "Efficiency of practice-oriented learning in the formation of clinical skills".

The university actively develops student research activities, which are organized in the following forms: student scientific society (SSS) - operates under the dean's office and the scientific department, includes 8 thematic sections in the following areas: therapy, surgery, fundamental sciences, evidence-based medicine, bioethics, etc. scientific clubs at departments - at the end of the year, they regularly hold intra-university conferences, participate in national and international competitions (including in English); individual student projects aimed at participating in scientific grants, preparing abstracts and publications - 18 students won a grant for scientific research "Development of orthopedic footwear for flat feet".

During the visit, it was established that students of "General Medicine" have actual access to resources for conducting R&D: a laboratory of molecular biology and microbiology, where bacteriological cultures, PCR and enzyme immunoassay are performed; a physiological laboratory - used for projects related to the study of the cardiovascular and respiratory systems; a simulation and educational center - provides the opportunity for experimental development of clinical cases.

Some elements of R&D are integrated into the educational process: analysis of clinical cases, mini-projects on evidence-based medicine, preparation for publications - are carried out as credit work in individual disciplines.

An interview with 15 teachers showed that there are both successes and problems in education management, depending on the specific base (access of students to equipment, a sufficient number of issue-related patients, time for maintaining medical records, independent work).

6.4 Information resources

The library and information fund directly related to the educational programme "General Medicine" includes: more than 7,500 copies of educational and scientific literature on biomedical, clinical, behavioral disciplines, of which about 2,300 are in foreign languages (English, Russian); textbooks and manuals are approved by the Ministry of Healthcare and recommended by leading medical universities; the university's electronic library, including access through HEMIS to scanned copies of textbooks, teaching aids and lectures.

At the same time, it was found that the library fund of educational and scientific literature on the training profile is characterized by insufficient completeness and relevance: there is limited access to modern domestic and foreign publications, as well as authoritative international sources of medical and biomedical information. The lack of a subscription to leading scientific databases (Cochrane Library, PubMed, Elsevier, Scopus, etc.) and systematic access to them for students, teachers and researchers hinders the development of the academic and research environment, limits the application of the principles of evidence-based medicine and prevents the full integration of the university into the global scientific and educational space.

We use our own educational platform, integrated with HEMIS, which contains syllabuses of disciplines; electronic assignments; tests and modules for self-training; educational videos recorded in departments and in the simulation center.

CAMU is introducing elements of blended learning: some lectures and theoretical classes are available online with the ability to watch the recording. There are documents confirming the structure and rules for working with digital platforms: *Regulations on distance learning*, approved by the order of the rector No.3/2022 dated 15.09.2022; *Instructions for using LMS Moodle (2023)*; Reports on student activity in the Moodle system (logs, completed assignments, tests).

However, the information openness of the educational programme and the availability of key educational and organizational data on official digital resources are not fully implemented. There is no systematic posting of up-to-date information on educational programmes, schedules, methodological materials and administrative procedures on the university website and in the digital platforms used in the educational process. Electronic communication channels (messaging, specialized applications) are also underdeveloped, which limits the efficiency and effectiveness of information exchange. The lack of an integrated electronic document management system complicates the optimization of management processes, increases the administrative burden and reduces the transparency of interaction between students, teachers and administrative structures.

A survey of students showed that 87% are satisfied with the quality of electronic materials, but about 13% noted periodic access failures and a lack of multimedia materials on clinical skills.

6.5 Expertise in Education

CAMU implements applied research and thematic reviews related to the analysis and improvement of the quality of the educational programme, including: Pedagogical research conducted at the departments of clinical and fundamental disciplines: "Assessment of the effectiveness of the implementation of TBL and PBL methods in early courses"; "The role of simulation learning in the formation of practical skills"; "Analysis of students' academic performance depending on the form of knowledge control". Review analytical projects under the supervision of the guidance department and the quality department: "Dynamics of the level of academic performance of students of 1-5 years for 2019-2023"; "Assessment of student satisfaction with the educational process and digital resources"; "Map of deficits in final certification - conclusions for adjusting educational modules". The research results are used to revise syllabuses, select teaching methods, plan advanced training courses for teaching staff and update programmes.

During the visit, the expert was presented with the following supporting materials: reports of departments on the results of pedagogical observations and research, in particular; minutes of Department of Anatomy on the assessment of students' academic performance after the implementation of case-based learning; a report of the Department of Internal Diseases on the impact of OSCE on the structure of practical training; analytical documents from the quality department.

The CAMU Simulation Center is presented as a high-tech educational platform equipped with modern means of simulation learning aimed at developing students' clinical skills in conditions as close as possible to real practice. Among the key components of the center there is a simulation station simulating a road accident, with a dummy of the victim and a fully functional ambulance, allowing to practice algorithms for providing emergency care in a confined space.

A special place is occupied by the fourth-generation robotic simulator "Promobot", capable of functioning as a standardized patient, teacher or doctor, which provides multi-level imitation of clinical situations. The center's infrastructure is complemented by innovative projects "Smart Polyclinic" and "Smart Home", and also includes an ultrasound training device, a laparoscopic surgical simulator and a 3D radiology laboratory, which creates conditions for a multi-faceted assessment of the practical training of students and the formation of interdisciplinary competencies.

CAMU also implements comprehensive measures to create a favorable educational and professional environment for employees. The construction of a new university building and a residential complex is underway, including apartments for permanent residence of teachers, premises for accommodating invited foreign professors, as well as student dormitories. These infrastructure initiatives are aimed at increasing the motivation of the teaching staff and strengthening the human resources of the university.

6.6 Exchange in education

CAMU implements a targeted policy to expand the academic mobility of students, including students of the educational programme "General Medicine", as a strategic tool for the internationalization of higher medical education. The University has concluded a number of interuniversity agreements providing students with the opportunity to participate in short-term and semester exchange programmes, as well as clinical internships and practical training at foreign and national educational and medical institutions.

The forms of mobility cover both external (international) programmes based on partnerships with universities in Kazakhstan, Turkey, Poland, South Korea and Uzbekistan: Astana University (Kazakhstan); Uludag University (Turkey); Medical University of Lublin (Poland); Kyung Hee University (South Korea); Samarkand State Medical University (Uzbekistan), etc., and internal initiatives implemented in the framework of cooperation with other medical universities in the country. Internship programmes abroad are financed both by personal and family funds of students and through grant support.

During a visit to the educational organization, the expert received and verified the following evidence: copies of bilateral cooperation agreements with foreign universities (signed in 2021-2023); Reports of the International Relations Department on student placements for short-term programmes in Turkey and Poland in 2022–2023 (including lists of participants, internship reports); Certificates of students' summer internships in foreign clinics, with notes on the skills acquired.

Thus, the implementation of the educational programme "General Medicine" at CAMU demonstrates a high level of provision with educational, clinical, scientific and information resources. Students are involved in scientific activities, have access to the infrastructure for conducting R&D and demonstrate a high level of academic and professional motivation. The clinical settings are diverse and quantitatively sufficient, which allows for student rotation and the formation of key clinical competencies from the early stages of learning.

Conclusion: Use of "Promobot" - a fourth-generation robotic simulator capable of reproducing the behavior of a standardized patient and teacher, providing realistic clinical simulation with elements of artificial intelligence. Socially oriented infrastructure: construction of new academic buildings equipped to meet the requirements for transformable educational spaces, the use of multimedia and digital solutions and flexible organization of the educational process; construction of student dormitories, a residential complex including apartments for permanent residence of employees, as well as apartments for temporary accommodation of visiting professors and international experts.

Conclusions of the EEC by the criteria. Compliant out of 21 standards: fully - 20, partially - 1, do not comply - 0.

Recommendations for improvement:

1. Strengthen the university library collection by systematically replenishing it with relevant specialized educational and scientific publications, both domestic and foreign, with priority given to literature published in the last five years. Particular attention should be paid to subscribing to leading international scientific databases, including *Cochrane Library*, *PubMed*, *Elsevier*, *Scopus* and other evidence-based medicine resources. Ensuring constant and free access to these sources for students, teachers and researchers will strengthen the scientific and educational component, support the introduction of evidence-based practice principles into the educational process and ensure the integration of the university into the international academic space. **(6.4.3)**.
2. Ensure complete and timely availability of information on educational programmes, schedules, teaching and methodological materials and administrative procedures through the university's official web resources and electronic educational platforms. It is advisable to introduce a single information and communication circuit, including the use of instant messengers, mobile applications and other digital channels of interaction with students and teachers. At the same time, it is necessary to develop an electronic document management system as a tool for optimizing management processes, reducing the paperwork burden and increasing the

transparency of academic administration, which together will enhance the digital transformation of the educational environment and increase its efficiency (6.4.3).

Standard 7: QUALITY ASSURANCE

7.1 Quality Assurance System

The EEC experts note that within the framework of the Standard "Quality Assurance", during the work of the expert commission and the analysis of the submitted documentation, compliance with the requirements of the standard was revealed.

For the effective implementation of the EP, the university has an approved policy of an integrated quality management system and a guide to quality control of medical education, which focuses on two main aspects: the quality of classes and the quality of the processes and results of the educational process. The quality of classes is assessed using a developed checklist using a point system. This lesson assessment checklist consists of three sections: the first section includes the organizational level of learning, the second section - theoretical and methodological indicators and the third section - the use of information technology and interactive learning methods by the teacher. In this way, the quality of the lesson is assessed by the university's education quality control department.

The quality of the result is assessed through the level of knowledge, skills and abilities that graduates will have. The quality of the processes is determined by the compliance of educational processes with the State Compulsory Educational Standard of the Republic of Uzbekistan.

The assessment of satisfaction with the EP is carried out within the framework of the implementation of processes for receiving feedback from students, teaching staff, employers on the content of the EP, organization of the educational process, quality of learning, support for students from the teaching staff, the dean's office, the university management, identifying difficulties and problems in the learning process, receiving suggestions and recommendations. Electronic questionnaires, focus group interviews, discussions of the EP in the Round Table format, etc. are used as feedback tools. The feedback results are systematized and discussed at meetings of the Educational and Methodological Council and Academic Board, with subsequent adoption of corrective measures. At the same time, it is necessary to ensure that the feedback analysis results in the preparation of substantiated decisions on improving the content and implementation of the EP. Taking into account the development of the quality system, the university is recommended to develop a single strategic document integrating both internal and external sources of quality assessment. This will ensure the systematic analysis and planning of corrective actions in accordance with the strategic goals of the university development.

There are currently no graduates in the EP "General Medicine". In the future, the results of the final examination of graduates will be one of the criteria for the success of the EP. These indicators, along with the level of satisfaction and feedback from employers, should be included in the annual summary report on the quality of the EP implementation. The report should contain key indicators and a table of corrective actions.

7.2 Mechanisms for programme monitoring and assess

Regulated procedures for monitoring the EP at the university ensure the transparency of the student training processes and include:

- EP management (level of teaching staff, organization of the educational process, regular assessment of the level of achievement of the programme goals, feedback, demand for graduates);
- implementation of the EP (curriculum, standard programmes of disciplines, methodological and information support, infrastructure, educational technologies, R&D);
- outcomes of the EP (midterm assessment, final assessment).

All interested parties (teaching staff, students, employers) are involved in the programme assessment process through representation in the relevant structures. The work of all structures ensuring the implementation and assessment of the EP is regulated by the Strategic Development Plan of the University, annual plans and reports of the University. The results obtained, according to internal documents, are analyzed and discussed at meetings of collegial bodies, which helps to identify

potential areas of improvement and development of effective measures to improve the quality of the educational process. It should be noted that all classrooms are equipped with surveillance cameras in order to improve the quality of education at the university and constant monitoring of the quality of classes. In order to ensure fast and high-quality information and library services to users, an automated system for purchasing and delivering books through an electronic programme has been launched in the information resource center. In addition to printed publications, students have the opportunity to use e-books and literature in audio format.

Meetings with students and teaching staff demonstrated the presence of feedback through a survey of all stakeholders. During a conversation with the Head of the Education Quality Control Department Yuldashev Sh.S. and the Deputy Dean of the Faculty of Medicine for the specialty "General Medicine" Rakhmonberdiyev S.S., it was established that information on the organization of the educational process is collected through a survey. However, when monitoring the results of the survey conducted by the quality control department, a lack of systematic analysis of feedback and its discussion with the formation of specific corrective measures was revealed. In this regard, it is necessary to conduct a regular analysis of the information received, with the presentation of a report and the development of recommendations for improving the implementation of the EP. This will ensure the prompt identification of weaknesses and the adaptation of the educational process to the current needs of students and the labor market.

In order to enhance the effectiveness of quality monitoring, the university is recommended to introduce the practice of preparing a consolidated annual report on the quality of the EP implementation with the presentation of key indicators (academic performance, satisfaction, results of independent assessments, employer feedback) and recording the measures taken. Such a report should become a mandatory element of the analysis at the University's EMC and AB.

In the future, the final certification of graduates will also be a mechanism for assessing the EP, which will be carried out in the form of a comprehensive three-stage exam (stage 1 - testing with the inclusion of knowledge in fundamental disciplines - anatomy, physiology, histology, pathological anatomy, pathological physiology, stage 2 - testing in the specialty (obstetrics-gynecology, therapy, surgery, family medicine, emergency medicine, stage 3 - OSCE) with the involvement of external examiners from practical healthcare of at least 3 in the EP "General Medicine". At the end of this academic year, the first graduation of graduates of the EP "General Medicine" will take place. When meeting with students of the graduating class, we found that there are only 9 students, all of them transferred from foreign medical universities.

An important component is also monitoring the demand for graduates, which will be carried out by tracking employment for a number of years after graduation. The assessment outcomes are heard at meetings of the EMC and AB of the University. To improve transparency of the quality system, it is necessary to ensure that the key results of monitoring and assessment of the educational programme, including the annual summary report, are posted in the public domain on the website of the international medical university "CAMU".

The educational programme management system includes regular collection and analysis of information in the following areas:

- academic performance and dynamics of student learning;
- results of formative, midpoint and summative assessment of knowledge;
- feedback from students and teachers on the content and organization of the educational process (including in the form of questionnaires);
- data on completing educational and industrial practice, mastering professional competencies;
- results of internal assessment of the quality of education and external monitoring;
- in the future - statistical analysis of the employment and professional trajectory of graduates.

Based on interviews with the Vice-Rector for Academic Affairs and International Cooperation Botirov M.T., Head of the Education Quality Control Department Yuldashev Sh.S., Deputy Dean of the Faculty of Medicine for the direction of "General Medicine" Rakhmonberdiyev S.S., as well as with

faculty teachers, it was established that data analysis is carried out by structural divisions (departments, dean's office, education quality control department) using both quantitative and qualitative methods.

The results of the analysis serve as the basis for:

- adjusting the working programmes of disciplines and curricula;
- planning advanced training for teachers;
- improving the material and technical support of the educational process.

Thus, based on the results of a survey of students and teachers in the discipline "Obstetrics and Gynecology" in the current academic year, two classrooms at the Fergana maternity hospital were equipped with an interactive whiteboard and dummies for practical learning. For the 2025–2026 academic year, it is planned to invite foreign professors in obstetrics, gynecology and perinatology to give lectures and master classes.

Analytical findings are used to make management decisions at the faculty and rectorate level. However, at the moment, they are not presented in the form of annual reports and are not publicly available on the official website of the International Medical University "CAMU".

Thus, the Faculty of Medicine implements a cycle of continuous improvement of the quality of education based on objective data, in accordance with **ESG Standard 1.7**. This allows adapting the educational programme to changes in medical science and healthcare practice.

7.3 Feedback from teachers and students

One of the elements of ensuring the quality of the educational process is the organization of regular feedback between students, teachers and employers. The main tool is a survey covering the following aspects:

- satisfaction with the content of the educational programme;
- organization of the educational process;
- quality of teaching;
- level of support from the teaching staff, dean's office and administrative staff;
- availability of resources, transparency of assessment, etc.

The questionnaires include questions on both expectations and actual outcomes. Inquiries received through the rector's official blog, the university's telegram bot and the anti-corruption "hotline" are also considered. A special department for working with student inquiries analyzes and reviews inquiries by forming working groups and issuing written responses to applicants. However, it has been identified that there is a need to improve the systematic nature of feedback processing: based on the results of the questionnaire, an in-depth analysis should be conducted, followed by discussion at meetings of departments, educational and methodological council and the academic board, with the mandatory development of a plan of corrective measures. Currently, such analytical work is carried out irregularly, which complicates an objective assessment of the quality of the EP implementation.

In order to improve efficiency, it is necessary to introduce a cyclical improvement mechanism - "feedback → analysis → adjustment → re-assessment". The results of this work should become part of a consolidated report on the quality of the educational programme and be used to make decisions on its modernization.

During the meeting with employers, their participation in the discussion of educational results, educational trajectories and sought-after competencies was confirmed, which enhances the practical focus of the EP.

7.4 Academic achievements of students and graduates

An assessment involves not only the traditional testing of students' knowledge and skills, but also the accumulation of statistical data, their analysis, identification of dynamics, trends and forecasting of further developments. Vice-Rector for Academic Affairs and International Cooperation Botirov M.T. spoke in detail about the work being carried out to improve the quality of students' academic performance. The Vice-Rector noted that the EP provides for the results (outcomes) of control as a basis for assessing and achieving learning outcomes. Both qualitative and quantitative

indicators of students' work are taken into account. Quantitative indicators are recorded mainly in points (this is provided for by the University's unified point-letter grading system); qualitative indicators are recorded in evaluative judgments, which are reflected in the teacher's verbal comments.

Based on the results of the department's monitoring, they identify underperforming students and organize individual work with them: additional classes, consultations and revision of topics. Thus, when visiting the pediatrics department at the multidisciplinary children's hospital (Fergana), we noted that the topic of the lesson "Anemia in children" was repeated at the request of students (3rd year, group 22, 8 students, Uzbek language of instruction, discipline "Propaedeutics of childhood diseases").

Departments review the forms and methods of learning and assessment with mandatory discussion at the department and make a decision on the appropriateness of one of them. The results of the assessment of students' academic performance are analyzed at the level of departments, the dean's office and the registrar's office. The collected statistical data (academic performance, absences, results of practical training, the proportion of students who have not reached the threshold level) become the basis for developing corrective measures and are discussed at collegial bodies.

The results of students' academic achievements are posted in the educational electronic journal and in the transcript. In the AIS "HEMIS", students have access to monitor their academic achievements. Each student is provided with a personal electronic page containing the curriculum, schedule, current results, comments from teachers and other educational information.

Taking into account the upcoming first graduation in the EP "General Medicine", it is important to provide for the integration of the results of the final certification into the quality assessment system of the EP. A comprehensive three-stage final exam with the involvement of external experts from clinical practice will serve as one of the key tools for an objective independent assessment of the effectiveness of learning. These data should be included in the annual quality report.

7.5 Stakeholder involvement

The assessment of the EP with the involvement of stakeholders is defined by the Academic Policy of the University "CAMU" (approved on August 29, 2024), developed forms, procedures for consideration and approval, which necessarily provide for the assessment of the EP by experts in practical healthcare.

Interviews with employers of the EP "General Medicine" were conducted offline and included such questions as knowledge of the university mission, participation in the development of the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of students, participation in learning students through supervising, providing the department and students with the necessary resources for practical learning and the formation of clinical thinking, problems of interaction with departments and universities in general, employment of future graduates. Based on their responses, experts concluded that there is a close connection between the medical faculty and practical healthcare. Employers actively participate in educational events, provide clinical settings, help develop practical competencies and provide expert assessment of the level of students' training. Participating in collegial bodies, they draw the attention of university staff to the weak points of students' knowledge and practical skills, suggest including popular issues in practice for in-depth study, etc. Thus, based on the proposals of employers, students and the teaching staff of the specialized departments, the Academic Board of the University (Decision of the Academic Board of the University, Protocol No. 9 dated April 26, 2025) decided to include the following elective disciplines for the 2025-2026 academic year:

1. "Speech and Health" (for 2nd-year students of the "General Medicine" EP, in three languages of instruction)
2. "Mathematical and Logical Foundations of Medical Thinking" (for 4th-year students of the "General Medicine" EP, in three languages of instruction).

Thus, employers are transformed from the category of external observers into active participants in the educational process, which helps to improve its quality. It is recommended to further strengthen the mechanisms of interaction with external stakeholders: development of a cooperation roadmap,

regular reports on the results of joint activities, integration of feedback from employers into the structure of the annual quality analysis of the EP.

Conclusion: The University publishes its own scientific journal, officially included in the list of publications recommended by the Higher Attestation Commission (HAC) of the Republic of Uzbekistan. A system of material incentives for teaching staff for publications in scientific journals indexed in international bibliometric databases with an impact factor (e.g. Scopus, Web of Science, etc.) has been introduced. Material remuneration is provided in a differentiated manner, depending on the level and rating of the publication, which allows not only to encourage scientific activity, but also to build a strategy for the qualitative growth of academic capital.

Conclusions of the EEC by the criteria. Compliant out of 12 standards: fully - 11, partially - 1, do not comply - 0

Recommendations for improvement:

- 1) The University management should develop a single strategic document with the integration of external and internal assessment sources, as well as reports in the form of a consolidated programme improvement cycle (7.1.3).
- 2) Create a consolidated annual report on the quality of the implementation of the EP with a presentation of key indicators (academic performance, satisfaction, results of independent assessments, employer feedback) and a table of measures taken (7.1.3).

Standard 8: GOVERNANCE AND ADMINISTRATION

8.1 Governance

The university is governed on the basis of the legislation of the Republic of Uzbekistan, the Standard Rules governing the work of higher and secondary specialized education organizations, and in accordance with the University Charter. The governance model is based on a combination of the principles of unity of command and collegiality, which ensures a balance between the efficiency of decision-making and their collective discussion. Policy of participation of the academic community in CAMU university governance actively develops the practice of including students and teachers in the processes of governance and organization of educational activities. This approach is considered an important tool for increasing the transparency, efficiency and sustainable development of the institute.

The goals of this policy are:

- Strengthening the participation of students and teachers in the processes of making governance decisions;
- Providing conditions for receiving and taking into account feedback on educational and organizational issues;
- Expanding the role of the academic community in the education quality management system;
- Formation of a culture of open dialogue and academic democracy.

Main forms of implementation:

- Participation in collegial structures. Representatives of students and teachers are included in the Academic Board, committees on the quality of education, the Ethics Council, the Admissions Committee, as well as in expert groups for the development and assessment of educational programmes.

- Consultation mechanisms. Regular questionnaires and surveys of students and teachers are conducted on issues of the educational process, learning conditions, technical and digital support, quality of teaching and clinical training. Focus groups, seminars and open meetings with the university administration are organized.

- Student self-government system. The Student Council actively participates in the development of local regulations, class schedules and represents the interests of students in matters of accommodation, meals and leisure activities.

- Feedback via digital platforms. The university has electronic feedback channels and forms of requests available to all participants in the educational process.

Results of policy implementation:

- Increased level of student and teacher trust to the administration;
- Increased student satisfaction with the quality of the educational environment;
- Strengthening the academic responsibility of participants in the educational process;
- Improvement of the content and structure of educational programmes, taking into account proposals from the academic community.

The university consistently implements an inclusive governance policy, ensuring the participation of key stakeholders in strategic and operational governance. This allows them to comply with international standards in the field of education (**ESG 1.3, ESG 1.7, ESG 1.9**). Responsibility for the accredited educational programme is assigned to the education quality assurance department.

In order to improve management transparency, legal certainty and the effectiveness of the job responsibilities of the teaching staff and administrative workers, it is necessary to review and update job descriptions. In this case, the specifics of each department should be taken into account, including the features of teaching clinical and fundamental disciplines, participation in scientific, methodological, educational and expert activities. Updated instructions should include a clear distribution of functional responsibilities, expected performance outcomes, performance indicators, as well as internal reporting forms. A mandatory condition is the execution of a familiarization sheet confirming that the employee is aware of job responsibilities and is responsible for their implementation. This process should be regulated by local acts of the university and take place with the participation of the HR department, the office and the legal service.

8.2 Students and academic staff representation

CAMU actively involves students and academic staff in the management and educational activities of the university. Such interaction of the academic community is considered an important condition for the transparency, efficiency and sustainable development of the university.

The university has introduced the practice of student and academic staff participation in key stages of the educational process, including:

- planning and development of curricula;
- participation in teaching and clinical training;
- assessment of students' academic achievements;
- participation in internal and external examination of the quality of education.

Students also participate in the organization of practical classes, trainings and clinical simulations, and teachers develop individual educational trajectories for senior students within the framework of elective modules.

At the end of each semester, both groups - students and teachers - take part in anonymous surveys to assess the quality of learning and teaching. Their representatives are included in the Education Quality Committee, where they analyze the monitoring results and put forward proposals for improvement.

The Youth Union plays an active role in the life of the university, organizing events dedicated to the spiritual development, education and social activity of students, including assistance to the elderly. The Union also protects the interests of students at the level of the University Council.

The Youth Union of the University strives to raise a healthy, educated and independent young generation, protected from harmful influences and supporting national and moral values.

8.3 Administration

Favorable conditions for the scientific work of the teaching staff have been created at the initiative of the Rector of CAMU. The university administration actively supports scientific research, including:

- the building of the Central Research Laboratory has been reconstructed;
- four new research centers are being created;
- a vivarium department operates, where experiments on animals can be carried out within the framework of scientific topics.

Not only teachers, but also bright students are involved in scientific activities. Everyone involved in experimental and clinical research is given the opportunity to work in the relevant laboratories of the university.

At the organizational level, scientific work is coordinated by the Department of Scientific Research, Innovation and Training of Scientific and Pedagogical Personnel, which:

- prepares and monitors the implementation of annual and long-term R&D plans at faculties and departments;
- supervises the scientific activities of the laboratories and divisions of the university;
- organizes and holds international, national and regional conferences and seminars with the participation of teachers and students.

The activity of student scientific societies, clubs of young scientists and scientific associations at the departments is also supported. Conditions have been created for their regular and effective work.

HEMIS as a tool for digital management of educational activities has significant potential for improving the efficiency of administrative processes and ensuring academic transparency. It is recommended to strengthen the use of all available modules of the system, including management of student registration, academic performance, attendance, teacher workload, contingent movement and the formation of digital reports. Particular attention should be paid to the implementation and integration of the Registrar's Office module, which provides a unified record of academic achievements, automated formation of statements, digital grading and protection of academic records. This will minimize the risks of administrative errors, increase the efficiency of data processing and ensure the objectivity of management decisions.

8.4 Budget for learning and resource allocation

CAMU organizes the planning and allocation of resources in such a way as to ensure the high-quality implementation of educational programmes, especially in the direction of "General Medicine", in accordance with modern standards of medical education.

1. Financial resources

The University annually forms a budget, which provides for the following in separate items:

- development of educational infrastructure;
- equipping laboratories and simulation centers;
- updating the library stock and digital technologies;
- support for clinical settings.

Additionally, private investment is attracted, through which phantoms, mannequins, digital microscopes and other medical equipment are purchased. Funds are also directed to:

- advanced training of teachers;
- participation in conferences and internships.

2. Material and technical resources

The educational process is provided with:

- anatomical and morphological halls;
- laboratories on physiology, pharmacology, pathology and other disciplines;
- simulation classrooms and learning operating rooms.

For practical training of students, agreements have been concluded with clinical settings - hospitals, clinics and diagnostic centers.

3. Information and digital resources

Students have access to an electronic library with educational and scientific literature in several languages. The educational process is supplemented by:

- a learning management system (LMS) for posting lectures, tests and video materials;
- online platforms for telemedicine and remote consultations.

4. Human and personnel resources

The programmes are supported by a sufficient number of qualified teachers corresponding to the profile of the disciplines. Students are provided with:

- academic and psychological support;

- individual supervision;
- assistance with adaptation, especially for international students.

Resources are distributed fairly and based on needs, which is monitored through regular departmental monitoring, workload analysis and inventory. This helps maintain high quality of education in accordance with national and international standards.

8.5 Interaction with the Healthcare Sector

CAMU actively interacts with the healthcare sector, educational institutions and government agencies to prepare qualified medical professionals in demand by society.

CAMU implements strategic initiatives aimed at improving the quality of medical education and healthcare in Central Asia. The university actively cooperates with international clinics and educational organizations, which allows introducing advanced medical experience and technologies into the educational process.

CAMU also organizes major scientific events, such as the International Scientific and Practical Conference "Integration of Environmental Strategy, Healthcare and the "Green Economy" - the Foundation of a Sustainable Future", bringing together professionals to discuss current challenges, including the impact of ecology on public health.

Training personnel in accordance with the needs of society. The University's Medical Faculty aims to train professionals capable of working according to international standards and adapting to the changing requirements of the healthcare sector. CAMU invests in infrastructure development, including the construction of a specialized medical campus, which allows creating conditions for high-quality education.

Thus, the university contributes to the formation of a modern system of training medical personnel that meets the real needs of society through:

- strategic partnership with international organizations,
- holding scientific events,
- development of the physical facilities.

CAMU demonstrates a high level of integration with the practical healthcare system, including through institutionalized forms of cooperation. One of the significant manifestations of such integration is the inclusion of chief physicians of medical institutions - clinical training bases - in the composition of the AB. This ensures formal and meaningful involvement of representatives of the professional community in the processes of strategic management of the university, including the discussion and approval of key decisions on academic policy, development of educational programmes and personnel strategy. This interaction helps to align priorities between medical education and the needs of the healthcare system, which, in turn, strengthens the practice-oriented nature of the training of future doctors, makes the programmes more flexible and sensitive to the changing requirements of clinical practice.

The CAMU management builds a systematic and regular dialogue with employers - heads of clinics, representatives of professional associations and practicing doctors - through thematic seminars, round tables and strategic sessions. These events are aimed at clarifying employers' expectations regarding graduates' competencies, exchanging opinions on trends in the development of clinical medicine and jointly analyzing deficits and prospects in personnel training. Such interaction forms feedback that is critical for adapting educational programmes, introducing modern educational technologies, and updating the content of disciplines. Moreover, the involvement of employers in the educational process helps students develop a real understanding of the future professional environment and facilitates their subsequent integration into the healthcare system.

Conclusion: CAMU demonstrates an effective model of interaction with the professional community and employers, integrating education quality management into the context of real industry needs and ensuring the strategic sustainability of the university as a center for training in-demand medical professionals. Chief physicians of medical institutions are members of the Academic Board, which helps strengthen ties with the practical healthcare system and improves the quality of

professionals. The university management regularly holds joint seminars with representatives of practical healthcare (employers).

Conclusions of the EEC by the criteria. Compliant out of 16 standards: fully - 14, partially - 2, do not comply - 0

Recommendations for improvement:

1. Revise job descriptions taking into account the specifics of each department and ensure a mandatory procedure for familiarization with signature **(8.1.4)**
2. Activate and expand the use of the functionality of the HEMIS system, including modules for automating the work of the Registrar's Office **(8.3.1)**
3. Introduce a unified format for formative, midpoint and summative assessment, consistent with the principles of a student-centered approach, with regulatory consolidation **(8.3.1)**.

Standard 9: CONTINUOUS RENEWAL

CAMU has clear plans in accordance with the Strategic Development Plan for 2023-2030. developed in continuation of the implementation of reforms, “On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030” Decree of the President of the Republic of Uzbekistan dated October 9, 2019 No.UP5847. The Strategic Development Plan defines the vision, mission, goals, main directions and indicators for achieving strategic goals until 2030. This document defines the transformation of the university for the coming years in the context of accelerating globalization processes, challenges and modern trends.

The CAMU Development Strategy is the main document on the basis of which the educational, scientific and personnel policies in the field of quality, relevant provisions governing the activities of the university, development strategies for structural divisions and other local documents are developed.

The priority areas of CAMU strategic development until 2030 have been defined:

- formation of the university as a higher educational institution of a research, innovation-oriented type based on scientific and scientific-technical support for the development of priority sectors of the national economy;
- integration of scientific research into training personnel in promising scientific, educational and humanitarian areas in accordance with the needs of the labor market and the requirements of international standards;
- ensuring the quality of educational, scientific and educational areas of activity;
- improvement of the mechanism for organizing the educational process in the system of continuous education, its information and technical support and replenishment of the educational and methodological base;
- development of the system of training, retraining and advanced training of personnel using distance learning technologies;
- increasing the efficiency of university management based on the principles of quality management, external and internal audit;
- strengthening the physical facilities of the university and the infrastructure of the educational process;
- ensuring the international attractiveness of the university;
 - creation of favorable social conditions for the teaching staff, students and staff of the university.

Clear tasks have been defined for solving strategic goals, including: creating conditions for increasing the global competitiveness of the university; ensuring a high status of graduate training in all areas of university training; ensuring continuity and regularity of education (bachelor's degree-master's degree-postgraduate study-doctoral studies) in all educational programmes of the university, in accordance with the needs of the economy, the labor market of Uzbekistan, the peculiarities of the near and far abroad; improving the equipment of the university with modern digital infrastructure; development of an information resource center that guarantees researchers, teachers, research staff and students the necessary scientific, methodological and educational information; improvement of the

CAMU library collection; introduction of a vertical management and financing system for the university; Ensuring the integration of the university into the global scientific community and others.

Opening of a master's degree programme in the following specialties: 70910201-Obstetrics and Gynecology; 70910205-Cardiology; 70910218-Morphology; 70910203-Therapy; 70910217-Urology; 70910212-Surgery; in 28 specialties of clinical residency.

Strengthening the training of master's degree and PhD students at CAMU in order to attract them to the university's teaching staff through enrollment in joint double-degree programmes with foreign partner universities, international joint training of PhD students. Expanding international cooperation (internships for teachers, academic mobility of teachers and masters' students, students, holding joint scientific and practical conferences, attracting foreign scientists to R&D, participating in international scientific projects). Developing and promoting the university's image, developing and promoting a marketing strategy and strengthening ties with the local community and potential students.

CAMU demonstrates a stable position in the international academic and scientific space, taking part in the implementation of international scientific grants. In particular, joint research work with the Institute of Fundamental Education and International Education (IFEIE) of the Belarusian National Technical University (BNTU) has become a significant area, which confirms active transnational scientific cooperation. Participation in such projects not only promotes the exchange of advanced scientific practices, but also increases the level of academic culture of the teaching staff, expands access to international research methodologies and strengthens the reputation of CAMU as a partner in the global scientific community. The implementation of such grant initiatives has a direct impact on the integration of scientific results into the educational process and the development of competencies based on the principles of evidence-based medicine.

Increase in the activity of publications in the scientific and pedagogical journal "ActaCAMU". Increase in the impact factor of "ActaCAMU" in the scientometric databases of the Russian Science Citation Index (RSCI), Scopus, PubMed and others. Creation of electronic educational resources (EER) and electronic scientific and educational complexes (ESEC) in the main areas of training. Improvement of the unified information system of the university, i.e., the creation of an electronic university (electronic campus).

Students have access to the clinical environment from the early stages of their studies and are supervised by practicing physicians. This model helps develop students' clinical thinking, professional skills and ethical and communicative competencies based on real-life experience of interacting with patients and medical teams. Integration is not fragmented, but rather follows the logic of a comprehensive, practice-oriented approach that facilitates the effective application of theoretical knowledge in clinical situations. The university's clinical infrastructure serves not only as an educational base, but also as a scientific platform where students participate in clinical diagnostic projects, modeling treatment routes and assessing the effectiveness of medical interventions.

The high level of satisfaction with the educational process among CAMU graduates, as recorded in the course of questionnaires and interviews, as well as their focus on continuing their education in postgraduate medical education, testify to the effectiveness of the educational model being implemented. Graduates note a solid theoretical base, practical experience, a favorable academic environment and the quality of teaching. This confirms that the university trains not only competent professionals, but also individuals motivated for professional development, focused on continuous medical education. CAMU has valid licenses for the implementation of postgraduate training programmes, which ensures the continuity of the educational process and closes the cycle "bachelor's degree - residency - continuing professional development", corresponding to international standards for the training of medical personnel.

Thus, CAMU implements an effective model of continuous improvement of educational activities based on scientific activity, clinical integration and focus on the long-term professional development of its graduates.

In order to ensure the continuity of educational levels, improve the quality of student enrollment and early formation of professional motivation, it is advisable to consider the possibility of creating a

specialized lyceum at the university or another form of pre-university training. Such an approach will not only systematically prepare schoolchildren for mastering the educational programme in the direction of "General Medicine", but also integrate elements of medical propaedeutics, scientific literacy and basic clinical knowledge into the process of general secondary education.

Opening a specialized lyceum or specialized preparatory courses with a medical focus will create conditions for early career guidance, will help identify and support talented young people and form a stable flow of applicants who meet the university's requirements in terms of knowledge, motivation, and personal qualities. The training may include modules in biology, chemistry, academic writing, English in a medical context, as well as involving potential students in the university's scientific and educational events.

Integrating pre-university training into the CAMU development strategy will strengthen the contingent of future students, improve their academic and professional readiness and ensure a sustainable personnel prospect for the country's healthcare system.

Conclusions of the EEC by the criteria. Compliant out of 3 standards: fully -2, partially -1, do not comply – 0.

Recommendations for improvement:

1. Consider the possibility of creating a structured mechanism for pre-university training, including opening a specialized lyceum, to form a contingent of academically prepared and motivated applicants **(9.3)**.

Thus, during the external assessment of the educational programme, 129 accreditation standards were found to be in compliance out of **144 accreditation standards** including 108 basic standards and 21 improvement standards. 12 basic standards (2,3,5,6,7,8) and 3 improvement standards (5,8,9) were partially fulfilled. No non-compliance with standards was found.

6. Recommendations for improvement of the educational programme "60910200 General Medicine" of CAMU:

- 1) In the working programmes of academic disciplines, the list of recommended literature should be updated, taking into account the priority of publications published over the past five years. **(2.2.1)**.
- 2) It is necessary to initiate the procedure for obtaining official permission to use chemical reagents that are classified as hazardous substances in the educational process of basic disciplines. In parallel, it is necessary to conduct an audit of existing stocks of chemical reagents, organize their storage in strict accordance with regulatory requirements for safety, sanitary standards and fire safety regulations, thereby ensuring the protection of the health of students and teachers **(2.3.4)**.
- 3) Expand and update the catalogue of elective disciplines with an emphasis on including interdisciplinary areas and English-language courses that meet international educational standards. This will enhance the individualization of educational trajectories, promote the development of academic mobility and increase the competitiveness of graduates in the global market of medical education and practice **(2.3.10)**.
- 4) Ensure the complete and structured integration of students' independent work into educational and methodological materials for all disciplines. It is necessary to clearly formulate goals, expected outcomes, provide methodological recommendations and develop transparent assessment criteria. This will increase the motivation of students, ensure the objectivity of knowledge control and contribute to the formation of sustainable skills in independent learning and research activities. **(2.6.1)**.
- 5) In order to objectively assess the quality of education, it is necessary to present systematized quantitative and qualitative indicators of the effectiveness of the implementation of active learning

methods, such as team-based learning (TBL), problem-based learning (PBL), objective structured clinical examination (OSCE). It is necessary to reflect the coverage of students by these methods, the results of their application and also analyze the impact on the level of formed competencies **(2.8.2)**.

- 6) It is recommended to introduce a systematic mechanism for collecting and analyzing feedback from students and representatives of the professional community (employers) with a subsequent assessment of the impact of the data obtained on the adjustment of the content of academic disciplines, forms and methods of teaching. Such an approach will contribute to the continuous improvement of the educational process and increase its practical focus **(2.9.1)**.
- 7) It is advisable to create and regularly update a single register of educational programme updates, with mandatory recording of the date of the change, its initiators (structural divisions, teachers, external experts) and documented grounds (monitoring results, recommendations of accreditation bodies, etc.) **(2.9.1)**.
- 8) It is necessary to revise the control measurement materials and bring the test tasks in line with the approved distribution matrix by difficulty levels. In this case, each test task must contain at least five distractors, which will ensure the reliability of the knowledge assessment and minimize the likelihood of guessing the answers **(2.9.3)**.
- 9) An annual analytical report should be developed and implemented, summarizing the feedback data from students and employers. The report must reflect specific changes made to the content of the educational programme and the pedagogical technologies used, as well as indicate the justifications and expected outcomes of these transformations **(2.9.3)**.
- 10) Develop checklists for assessing the intended learning outcomes of the educational programme **(3.1.2)**.
- 11) The low level of academic degree holders rate (29.5%) requires the development and implementation of an action plan aimed at increasing the proportion of research and teaching staff with academic degrees at clinical and theoretical departments **(5.2.2)**.
- 12) The University management should continue the planned advanced training of the teaching staff in developing pedagogical competencies (testing, innovative teaching methods, etc.) **(5.2.2)**.
- 13) There is no system of key performance indicators (KPI), in this regard, it is necessary to develop KPI for the teaching staff and employees focused on the goals and priorities defined in the strategic development plan of the university **(5.2.2)**.
- 14) Strengthen the university library collection by systematically replenishing it with relevant specialized educational and scientific publications, both domestic and foreign, with priority given to literature published in the last five years. Particular attention should be paid to subscribing to leading international scientific databases, including the *Cochrane Library*, *PubMed*, *Elsevier*, *Scopus* and other evidence-based medicine resources. Ensuring constant and free access to these sources for students, teachers and researchers will strengthen the scientific and educational component, support the introduction of evidence-based practice principles into the educational process and ensure the integration of the university into the international academic space. **(6.4.3)**.
- 15) Ensure complete and timely availability of information on educational programmes, schedules, educational and methodological materials and administrative procedures through the university's official web resources and electronic educational platforms. It is advisable to implement a single information and communication circuit, including the use of instant messengers, mobile applications and other digital channels of interaction with students and teachers. At the same time, it is necessary to develop an electronic document management system as a tool for optimizing management processes, reducing the paperwork burden and increasing the transparency of academic administration, which together will strengthen the digital transformation of the educational environment and increase its efficiency **(6.4.3)**.
- 16) The university management should develop a single strategic document with the integration of external and internal assessment sources, as well as reports in the form of a consolidated programme improvement cycle **(7.1.3)**.

- 17) Create a consolidated annual report on the quality of the educational programme implementation with the presentation of key indicators (academic performance, satisfaction, results of independent assessments, employer feedback) and a table of measures taken (7.1.3).
- 18) Revise job descriptions taking into account the specifics of each department and ensure a mandatory procedure for familiarization with a signature (8.1.4).
- 19) Activate and expand the use of the functional capabilities of the HEMIS system, including modules for automating the work of the Registrar's Office (8.3.1)
- 20) Introduce a unified format for formative, midpoint and summative assessment, corresponding to the principles of the student-centered approach, with regulatory consolidation (8.3.1)
- 21) Consider the possibility of creating a structured mechanism for pre-university training, including the opening of a specialized lyceum, to form a contingent of academically prepared and motivated applicants (9.3).

6. Recommendation to the ECAQA Accreditation Council

The EEC members established the compliance of the educational programme in specialty "**General Medicine**" of **Central Asian Medical University** with the Standards for Accreditation and came to a unanimous opinion to recommend that the Accreditation Council of NI "Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare" accredit this programme for a period of **5 years**.

	Full name	Signature
Chairperson	IMASHEVA BAGDAT SAKENOVNA	/signed/
International expert	ATTILA TORDAI	/signed/
Academic expert	MAMARADZHABOV SOBIRZHON ERGASHEVICH	/signed/
Academic expert	BOZHBANBAYEVA NISHANGUL SEITBEKOVNA	/signed/
Academic expert	KHAMCHIYEV KUREISH MAVLOVICH	/signed/
Academic expert	KHASANOV ADKHAM IBRAKHIMOVICH	/signed/
Academic expert	ABDRAZAKOV YERBOLAT KHALTOVICH	/signed/
Expert-employer	APSALAMOV BAKHRAM MYKRATAROVICH	/signed/
Expert-student	KERIMBAY AIDANA YERZHANKYZY	/signed/
Expert-student	ZAKIROVA ALSINA FARKHATOVNA	/signed/

6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК установили соответствие образовательной программы по специальности «Лечебное дело» Central Asian Medical University Стандартам аккредитации и пришли к единогласному мнению рекомендовать Аккредитационному совету НУ «Евразийский Центр Аккредитации и Обеспечения Качества Образования и Здравоохранения» аккредитовать на период 5 лет.

	ФИО	Подпись
Председатель	ИМАШЕВА БАГДАТ САКЕНОВНА	
Международный эксперт	АТТИЛА ТОРДАЙ (ATTILA TORDAI)	
Академический эксперт	МАМАРАДЖАБОВ СОБИРЖОН ЭРГАШЕВИЧ	
Академический эксперт	БОЖБАНБАЕВА НИШАНГУЛЬ СЕЙТБЕКОВНА	
Академический эксперт	ХАМЧИЕВ КУРЕЙШ МАВЛОВИЧ	
Академический эксперт	ХАСАНОВ АДХАМ ИБРАХИМОВИЧ	
Академический эксперт	АБДРАЗАКОВ ЕРБОЛАТ ХАЛТОВИЧ	
Эксперт-работодатель	АПСАЛАМОВ БАХРАМ МЫКРАТАРОВИЧ	
Эксперт-обучающийся	КЕРІМБАЙ АЙДАНА ЕРЖАНҚЫЗЫ	
Эксперт-обучающийся	ЗАКИРОВА АЛЬСИНА ФАРХАТОВНА	

Профиль качества и критерии внешней оценки образовательной программы
(обобщение)

Standard	Критерии оценки	Количество стандартов	БС/СУ*	Оценка		
				Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И ЦЕННОСТИ	11	11/ 0	11/0	-	
2.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА	38	32/ 6	25/6	7/0	
3.	ОЦЕНКА СТУДЕНТОВ	14	12/ 2	11/2	1/0	
4.	СТУДЕНТЫ	16	12/ 4	12/4	0/0	
5.	АКАДЕМИЧЕСКИЙ ШТАТ	10	8/ 2	7/1	1/1	
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	21	19/ 2	18/2	1/0	
7.	ОБЕСПЕЧЕНИЕ КАЧЕСТВА	14	11/ 3	10/3	1/0	
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	17	15/ 2	14/1	1/1	
9.	НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ	3	0/ 3	0/2	0/1	
	Итого:	144	120 / 24	108/21	12/3	
	*БС- базовые стандарты, СУ- стандарты улучшения			129		

**Список документов, изученных членами ВЭК во время визита в
Central Asian Medical University**

№	Наименования документов	Количество страниц	Дата утверждения
1	Меморандум о сотрудничестве между государственным образовательным учреждением «Таджикский государственный медицинский университет имени Абуали ибни сино» и Central Asian Medical University	3	13.03.2025
2	Меморандум о взаимопонимании (МОВ) между Азербайджанское общество малоинвазивной хирургии, Азербайджанский медицинский учебный центр «Академия алмаз», Азербайджан университетская клиника Карабахского университета, Азербайджан, университет Ускюдар, Турция университет фонда Фатиха султана Мехмета, Турция университет Иозгат Бозок, Турция университетская клиника Коч, Турция Самаркандский медицинский университет, Узбекистан Андижанский медицинский университет, Узбекистан среднеазиатский медицинский университет, Фергана, Узбекистан Бухарский государственный медицинский университет, Узбекистан Бухарский инновационный образовательно-медицинский университет, Узбекистан	4	10.05.2024
3	Меморандум о сотрудничестве между Азербайджанским обществом малоинвазивной хирургии, Азербайджан и Central Asian Medical University, Узбекистан	2	10.05.2025
4	Меморандум о взаимопонимании (МОВ) между Измирский университет Тиназтепе, Измир, Турция и Среднеазиатский медицинский университет	3	16.09.2024
5	Меморандум о взаимопонимании между университетом Ускюдар (Республика Турция) и Центральноазиатским медицинским университетом (Республика Узбекистан)	2	09.04.2025
6	Меморандум о сотрудничестве между учебным центром подготовки международных медицинских сестер New future success academy и Central Asian Medical University	3	11.04.2025
7	Договор о международном сотрудничестве между Central Asian Medical University и государственным образовательным учреждением «Таджикский государственный медицинский университет имени Абуали ибни	3	13.03.2025

	сино»		
8	Договор о сотрудничестве по академической мобильности между «Центрально азиатским Международным Медицинским Университетом» (г. Жалал-абад, Кыргызская Республика) и «Международным Медицинским Университетом» (Узбекистан, Фергана)	5	16.09.2024
9	Соглашение о сотрудничестве между Кыргызским государственным техническим университетом им. И.Раззакова (г. Бишкек, Кыргызстан) и Международным Медицинским Университетом «Central Asian Medical University» (г. Фергана, республика Узбекистан)	3	16.09.2024
10	Соглашение о научно-техническом сотрудничестве между филиалом Кыргызского государственного технического университета им. И.Раззакова в г. Кызыл-кыя и Международным Медицинским Университетом «Central Asian Medical University» г. Ферганы.	3	09.01.2025
11	Меморандум о сотрудничестве между Кыргызской государственной медицинской академией им. И.К.Ахунбаева (г. Бишкек) Международный медицинский университет «Central Asian Medical University» (г. Фергана)	3	19.07.2024
12	Меморандум соглашения между Эгейским университетом и центральноазиатским медицинским университетом	3	05.02.2025
13	Протокол двустороннего сотрудничества центральноазиатский медицинский университет и университет Егэ	3	05.02.2025
14	Соглашение о сотрудничестве / Cooperation agreement № 2	4	10.12.2024
15	Меморандум о взаимопонимании между НАО «Медицинский Университет Астана» и Central Asian Medical University	4	14.10.2024
16	Договор о сотрудничестве: «Гомельский государственный медицинский университет» (республика Беларусь) и международный медицинский университет «Central Asian Medical University»	3	04.07.2024
17	Договор поручения №1 (г.Жалал-абад)	7	16.07..2024
18	Дополнительное соглашение №1 к Договору №19 по подготовке и проведению международной специализированной (программной) аккредитации Central Asian Medical University от 24.05.2023 года	1	13..06.2024
19	Меморандум о взаимопонимании между: центральноазиатский медицинский университет и Кафедра внутренних болезней (Узбекистан, Фергана)	5	16.09.2024

20	Меморандум о сотрудничестве между Азербайджанским медицинским университетом (республика Азербайджан) и Central Asian Medical University (Узбекистан)	3	27.10.2023
21	Договор № 19 по подготовке и проведению международной специализированной (программной) аккредитации Central Asian Medical University	8	24.05.2024
22	Договор на проведение научных исследований и оказание платных услуг № 1	2	24.04.2024
23	Меморандум о сотрудничестве между Ферганской городской специализированной школой-интернатом № 1 системы агентства по специализированным образовательным учреждениям при министерстве дошкольного и школьного образования и среднеазиатским медицинским университетом в г. Фергане	3	10.05.2023
24	Меморандум о взаимопонимании между университетом Совон, республика Корея и Центральноазиатским Медицинским Университетом республика Узбекистан	3	25.10.2023
25	Соглашение о научно-техническом сотрудничестве между Центрально азиатским медицинским университетом (республика Узбекистан) и республиканским инновационным унитарным предприятием «научно-технологический парк БНТУ «Политехник» (республика Беларусь)	2	16.09.2024
26	Меморандум о стратегическом сотрудничестве между Ошским Международным Медицинским Университетом (Кыргызская республика) и Центрально-азиатским медицинским университетом (республика Узбекистан)	3	07.11.2022
27	Zhengzhou meiwo science & Technology со Технический паспорт оборудования	2	16.09.2024
28	Учредительный Договор общества с ограниченной ответственностью «Vani medicals»	6	11.04.2017
29	Устав общества с ограниченной ответственностью «Vani medicals»	6	11.04.2017
30	Контракт № 07720230925	7	25.09.2023
31	Сборник тестовых вопросов по клинической анатомии для студентов 3 курса Лечебного дела	50	3.06.2024
32	Тестовый комплект по модулю «Анатомия» подготовлен ст. преподавателями Д.Ф.Камаловой, Х.К.Рузматовой и ассистентами Рахмонбердиевым, с Косимовой Г.Ю. кафедры «Анатомия и микроанатомия» медицинского университета САМУ	2	16.09.2024
33	Сборник тестовых заданий, подготовленных для студентов 2 курса терапевтическо-	58	09.09.2024

	стоматологического или стоматологического факультета по предмету «Анатомия человека»		
34	Комплект тестовых заданий, подготовленных для студентов 3 курса специальности терапия и педиатрия по предмету «Клиническая анатомия» кафедры нормальной и топографической анатомии	49	09.09.2024
35	Кафедра нормальной и топографической анатомии сборник тестов заданий по дисциплине "Анатомия человека"	33	09.09.2024
36	Обзор тестового набора модуля «Клиническая анатомия», подготовленный Эгамбердиевым М.Б. и Сайидбурхоновым С.С., ассистентами кафедры «Нормальной и топографической анатомии» медицинского университета САМУ	2	16.09.2024
37	Положение о внедрении кредитно-модульной системы обучения в Греции	25	03.10.2022
38	"Central Asian Medical University" tibbiyot universiteti приказ № 64 /24 <i>о командировании по академической мобильности студентов</i>	4	17.10.2024
39	Договор о сотрудничестве по академической мобильности между «центрально азиатским Международным Медицинским Университетом» (г. Жалал-абад, Кыргызская республика) и «Международным Медицинским Университетом» (Узбекистан, Фергана)	5	16.09.2024
40	Участие профессоров в научных проектах	3	16.09.2024
41	Перечень учебников и учебно-методических материалов, изданных профессорами и утвержденных Министерством Образования, Науки и Инноваций	3	16.09.2024
42	Порядок предоставления профессорам-преподавателям Центрально-азиатского Медицинского Университета материального стимулирования за счет университета	4	16.09.2024
43	Иностранный язык в медицине модульная программа, 0080/1	11	14/09/2024
44	Модульная программа физической культуры и спорта, Лечебное дело, 0074/1	11	16.09.2024
45	Рабочая программа модуля латинского языка и медицинской терминологией Лечебное дело, Педиатрия, 0050/1	7	28.09.2024
46	Рабочая учебная программа по дисциплине Слово и Здоровье. Лечебное дело, Педиатрия, 00176/1	6	21.10.2024
47	Учебная программ по предмету новейшая программа Узбекистана, 0077/1	13	08.10.2024
48	Рабочая модульная программа по биологической химии, Педиатрическое дело,	10	14.09.2024

	0092/1		
49	Рабочая программа модуля Фармакология, 0086\1	33	14.09.2024
50	Рабочая учебная программа по модулю военная эпидемиология, педиатрия, 0015\1	24	13.09.2024
51	Рабочая программа по микробиологии, вирусологии и иммунологии, педиатрия, 0061\1	16	13.09.2024
52	Медицинская биология. общая генетика учебная программа, педиатрия, 0059\1	25	09.13.2024.
53	Рабочая модульная программа по медицинской химии, Педиатрия, 0089\1	12	14.09.2024
54	Рабочая учебная программа по модулю "Медицинская радиология" (3, 4 - курс 6, 7-семестры), Педиатрия, 0085\1	36	13.09.2024
55	Учебная программа по предмету Медицинская и биологическая физика. Информационные технологии в медицине Лечебное дело, Педиатрия, 0048\1	12	06.09.2024
56	Рабочая программа модуля фармакология. 0086/1. Педиатрия	33	14.09.2024
57	Медицинская биология. Общая генетика. 0054/1, Лечебное дело	25	13.09.2024
58	Рабочая учебная программа по медицинской химии. 0090/1, лечебное дело	24	14.09.2024
59	Рабочая программа по физиологии. 0063/1. Лечебное дело	31	13.09.2024
60	Рабочая учебная программа по модулю "Анатомия человека" 0032/1, Педиатрия	52	07.09.2024
61	Рабочая учебная программа по модулю "Анатомия человека"0034/1 Лечебное дело	51	09.09.2024
62	Медицинская биология. Общая генетика учебная программа, 0057/1, Лечебное дело	25	13.09.2024
63	Рабочая модульная программа по медицинской химии, 0090/1, Лечебное дело	24	14.09.2024
64	Рабочая программа модуля "Основы безопасности жизнедеятельности. Гражданская оборона", Лечебное дело	20	16.09.2024
65	Рабочая программа модуля по физиологии, 0063/1, Лечебное дело	31	13.09.2024
66	Модульная программа физической культуры и спорта, 0074/1, Лечебное дело.	11	16.09.2024
67	Рабочая программа модуля латинского языка медицинской терминологией, 0050/1, Лечебное дело	7	28.09.2024
68	Учебная программа по предмету медицинская и биологическая физика. Информационные технологии в медицине, 0048/1, Лечебное дело	12	09.09.2024
69	Иностранный язык в медицине модульная	11	14.09.2024

	программа, 0080/1- Лечебное дело, Педиатрия		
70	Рабочая программа по предмету Новейшая история Узбекистана	10	08.10.2024
71	Рабочая учебная программа по модулю "Анатомия человека"0033/1, Лечебное дело	37	07.09.2024
72	Рабочая модульная программа по биологической химии, 0093/1, Лечебное дело	19	14.09.2024
73	Рабочая учебная программа модулю «Гистология, цитология, эмбриология» 0069/1, Лечебное дело	24	13.09.2024
74	Рабочая программа по микробиологии, вирусологии и иммунологии, 0060/1, Лечебное дело	18	13.09.2024
75	Иностранный язык в медицине модульная программа, 0082/1, Лечебное дело, педиатрия	7	14.09.2024
76	Рабочая учебная программа иностранный язык в медицине, 0082/1 Лечебное дело, педиатрия	7	14.09.2024
77	Модуль рабочей программы Гигиена. Медицинская экология, 002/2, Лечебное дело	36	13.09.2024
78	Рабочая учебная программа по модулю “Медицинская радиология” (3,4 - курс 6, 7-семестры), 0084/1, Лечебное дело	35	13.09.2024
79	Рабочая учебная программа по модулю “Медицинская радиология”, 0084/1, Лечебное дело	35	13.09.2024
80	Рабочая учебная программа по дисциплине Слово и Здоровье, 00176/1, Лечебное дело, педиатрия	6	21.10.2024
81	Медицинская генетика научная программа, 0052/1- Лечебное дело, 3 курсе 6 семестров.	8	13.09.2024
82	Рабочая учебная программа по модулю Общественное здоровье и организация здравоохранения: Общественное здоровье,0021/1, Лечебное дело	32	09.09.2024
83	Рабочая учебная программа по модулю эпидемиология, 0014/1, Лечебное дело	20	09.09.2024
84	Неврология научная программа, 0053/1, Лечебное дело, 5 курс	10	13.09.2024
85	Модуль рабочей программы Общественное здоровье и организация здравоохранения: Маркетинг, Менеджмент, Лечебное дело, 0019\1	21	13.09.2024
86	Рабочая модульная программа по биологической химии, Лечебное дело, 0093/1	19	14.09.2024
89	Рабочая модульная программа по биологической химии, Лечебное дело, 0092/1	10	14.09.2024
90	Рабочая программа модуля «Основы безопасности жизнедеятельности. Гражданская оборона, 009\0, Лечебное дело	20	16.09.2024
91	Программа учебного модуля физиологии, 0063/0, Лечебное дело	36	13.09.2024

92	Программа учебного модуля гистологии, цитологии, эмбриологии, 0071\2, Лечебное дело	32	13.09.2024
93	Рабочая программа модуля латинского языка и медицинской терминологии, 0050/0, Лечебное дело	11	09.09.2024
94	Учебная программа философии, 00134/0 Лечебное дело	12	03.09.2024
95	Рабочая программа модуля Латинский язык и медицинская терминология, 0050/1, Лечебное дело, Педиатрия	7	29.09.2024
96	Молодежная литература Узбекистана, 0077/0, Лечебное дело, Педиатрия	12	03.09.2024
97	Медицинская и биологическая физика. Информационные технологии в медицине. Научная программа, 0048/0- Лечебное дело, Педиатрия	12	09.09.2024
98	Учебная программа по теологии: 0075/1, Лечебное дело	11	13.09.2024
99	Рабочая учебная программа микробиологии, вирусологии и иммунологии, 0060/0, Лечебное дело	29	13.09.2024
100	Иностранный язык рабочая учебная программа по медицине, 0082/0, Лечебное дело, Педиатрия	9	13.09.2024
101	Психология учебная программа, 0056/1, Лечебное дело	12	24.10.2024.
102	Рабочая учебная программа по модулю "Анатомия человека", 0035/2, Лечебное дело	33	07.09.2024
103	Пропедевтика детских болезней: Рабочая модульная программа по науке, 0040/0- Лечебное дело	41	06.09.2024
104	Рабочая учебная программма по модулю клиническая нутрициология, 90101/10, Лечебное дело	24	16.09.2024
105	Медицинская психология научная программа, 00103/0, Лечебное дело	18	06.09.2024
106	Рабочая модульная программа по общей хирургии, 00102/0, Лечебное дело	24	28.09.2024
107	Клиническая лабораторная диагностика научная программа, 00163/0 Лечебное дело, Педиатрия	12	10.08.2024
108	Рабочая учебная программа по модулю акушерство и гинекология, 0621/1, Лечебное дело	37	26.09.2024
109	Рабочая учебная программа по модулю дерматовенерология, 00127/0, Лечебное дело	20	18.09.2024
110	Рабочая учебная программа по модулю фтизиатрия, 0097/0, Лечебное дело	26	24.09.2024
111	Рабочая учебная программа по модулю урология, 006150/0, 4 курс	12	28.09.2024
112	Рабочая учебная программа по модулю народная медицина, 00105/0, Лечебное дело	20	16.09.2024

113	Рабочая учебная программа по модулю клиническая фармакология, 00149/0, Лечебное дело	21	14.09.2024
114	Научная программа по неврологии, 0053/0, Лечебное дело, 5 курс	11	13.09.2024
115	Рабочая учебная программа по офтальмологии, 0024/1, Лечебное дело	20	28.09.2024
116	Рабочая модульная программа по отоларингологии и стоматологии, 00145\0, Лечебное дело	28	10.09.2024
117	Научная программа по психиатрии и наркологии, Лечебное дело	11	14.09.2024
118	Хирургические заболевания. Программа по естественным наукам, 5-й курс, Лечебное дело 00152/0	26	18.09.2024
119	Инфекционные болезни и детские инфекционные болезни рабочая учебная программа, 5-й курс, Лечебное дело, 00129/0	27	06.09.2024
120	Рабочая учебная программа отделение внутренних болезней "амбулаторно-поликлиническая терапия", 6курс, Лечебное дело, 00124/0	21	24.09.2024
121	Практическая подготовка по модулю «Безопасность жизнедеятельности. Гражданская оборона» Лечебное дело, 0394/1	20	06.09.2024
122	Хирургия. Нейрохирургия. Научная программа. 3-4 курса, Лечебное дело, 00152/0	26	03.10.2024
123	Военно-полевая хирургия. Рабочая учебная программа. 5 курс, Лечебное дело, Педиатрия	17	14.09.2024
124	Рабочая учебная программа по Урологии 4 курс, Лечебное дело, 00150/0	1	28.09.2024
125	Кафедра внутренней болезни №1 по дисциплине "Терапия" рабочая программа обучения, 5-курс, Лечебное дело, 00114/1	28	16.09.2024
126	Рабочая программа по предмету Пульмонология для студентов 4 курса, Лечебная дело, 00113/1	27	16.09.2024
127	Кафедра внутренней болезни №1 по дисциплине "Эндокринология" рабочая программа обучения 4-курс, Лечебное дело, 0095/1	27	14.09.2024
128	Рабочая программа по предмету Новейшая история Узбекистана, Лечебное дело, 0078/1	10	08.10.2024
129	Кафедра внутренней болезни №1 по дисциплине "Амбулаторно-поликлиническая терапия" Рабочая программа обучения 6 курс, Лечебное дело, 00124/1	35	13.09.2024
130	Педиатрия. Медицинская генетика. Рабочая учебная программа, Лечебное дело, 0042\0	24	06.09.2024
131	Лицензия №786216 Лицензия клинической ординатуры	3	23.05.2025
132	ЛИЦЕНЗИЯ №722185	3	17.04.2025

	Лицензия на магистратуру		
133	ЛИЦЕНЗИЯ №786717 Лицензия на повышение квалификации	2	23.05.2025
134	Договор с ветеринарной службой: Договор на оказание платных услуг и договор на оказание численных научных исследований	3	14.09.2024
135	План. Повышения квалификации профессорско- преподавательского состава международного медицинского университета SAMU в 2025-2026 учебном году	4	10.05.2024
136	Положение о введении кредитно-модульной системы обучения	31	30.11.2022
137	Академическая политика	17	29.08.2024

Программа
посещения Внешней Экспертной Комиссии НУ «Евразийского Центра Аккредитации и
обеспечения качества образования и здравоохранения» (ЕЦА) Центральноазиатского
медицинского университета (Central Asian Medical University)
(SAMU) в рамках аккредитации образовательных программ
даты визита: 10-12 июня 2025 года

Адрес: Республика Узбекистан, г.Фергана, ул Бурхониддин Маргилани 62А

Время	МЕРОПРИЯТИЕ		
9 июня 2025 г	Заезд членов внешней экспертной комиссии. Предварительное совещание экспертов: знакомство, распределение ответственности членов ВЭК; краткий обзор отчетов по самооценке образовательных программ, обсуждение ключевых вопросов; обсуждение программы и графика посещения университета ВЭК. Образовательные программы бакалавриата: 1) Лечебное дело на узбекском и русском языках обучения 2) Лечебное дело/General Medicine на английском языке обучения 3) Стоматология		
1-й день внешней оценки: 10 июня 2025, вторник		<i>Стандарты аккредитации*</i>	
08:45	Сбор членов ВЭК в SAMU	<i>г.Фергана, ул. Б.Маргилани. 62А</i>	
08:45-09:00	Совещание членов ВЭК. Планирование 1-го дня внешней оценки. 5 этаж, 506-кабинет <i>Адрес: г.Фергана, ул Б.Маргилани, 62 А</i>		
09:00-09:20 (20')	Встреча с Ректором Мамасадиковым Нурилло Шукруллаевичем 5 этаж, 505-кабинет <i>Адрес: г.Фергана, ул Б.Маргилани, 62 А</i>	<i>Стандарты 1,8,9</i>	
09:25-09:55 (30')	Проректор по учебной работе и международному сотрудничеству Ботиров Муроджон Тургунбоевич 5 этаж, 515-кабинет <i>Адрес: г.Фергана, ул Б.Маргилани, 62 А</i>	<i>Стандарты 1,2,6,7,8</i>	
	ВЭК 1 <i>Аттила Тордай</i> <i>Имашева Багдат Сакеновна</i> <i>Мамараджабов Собиржон Эргашевич</i> <i>Абдразаков Ерболат Халтович</i> <i>Закирова Альсина Фархатовна</i>	ВЭК 2 <i>Божбанбаева Нишанкуль Сейтбековна</i> <i>Хамчиев Курейш Мавлович</i> <i>Хасанов Адхам Ибрагимович</i> <i>Апсаламов Бахрам Мыктарович</i> <i>Керимбай Айдана Ержанқызы</i>	
10:00-10:30 (30')	Проректор по научной работе и инновациям - Норматова Шахноза Анваровна 5 этаж, 514-кабинет <i>Адрес: г.Фергана, ул Б.Маргилани, 62 А</i>	1-й Проректор по делам молодежи, духовно-просветительской работе - Мамаризаев Хайрулло Обиджонович 5 этаж, 509-кабинет Начальник отдела Духовность и Просвещение - Туйчиев Дилмурод Парпибой угли 5 этаж, 512-кабинет <i>Адрес: г.Фергана, ул</i>	<i>Стандарты 1,6,8,9</i>

		<i>Б.Маргилани, 62 А</i>	
	ВЭК 1 <i>Аттила Тордай Имашева Багдат Сакеновна Мамараджабов Собиржон Эргашевич Абдразаков Ерболат Халтович Закирова Альсина Фархатовна</i>	ВЭК 2 <i>Божбанбаева Нишанкуль Сейтбековна Хамчиев Курейш Мавлович Хасанов Адхам Ибрагимович Апсаламов Бахрам Мыктарович Керімбай Айдана Ержанқызы</i>	
10:35-11:10 (35')	Начальник отдела образования Абдуманонов Ахроржон Адхамжонович 5 этаж, 511-кабинет Офис-регистратора – Кадиров Файзулло Азамжонович 5 этаж, 507-кабинет <i>Адрес: г. Фергана, ул. Б.Маргилани, 62 А</i>	Отдел маркетинга и студенческой практики Юсупова Мухаббат Шухратовна 5 этаж, 507-кабинет Центр карьеры Рахмонбердиев Сиддик Сodikжонович 5 этаж, 507-кабинет <i>Адрес: г. Фергана, ул. Б.Маргилани, 62 А</i>	<i>Стандарты 4,5,6,8,9</i>
	ВЭК 1 <i>Аттила Тордай Хамчиев Курейш Мавлович Мамараджабов Собиржон Эргашевич Абдразаков Ерболат Халтович Закирова Альсина Фархатовна</i>	ВЭК 2 <i>Имашева Багдат Сакеновна Божбанбаева Нишанкуль Сейтбековна Хасанов Адхам Ибрагимович Апсаламов Бахрам Мыктарович Керімбай Айдана Ержанқызы</i>	
11:15-11:55 (40')	Кафедра Нормальной и топографической анатомии - Камалова Дилфуза Адилловна 2 этаж, 201-кабинет <i>Адрес: г. Фергана, ул. Б.Маргилани, 62 А</i>	Кафедра Химии и фармакологии - Муйдинов Махмуд Рахматович 1 этаж, 112-кабинет <i>Адрес: г. Фергана, ул. Б.Маргилани, 62 А</i>	<i>Стандарты 2,7,8,9</i>
12:00-12:55 (55')	Симуляционный учебно-клинический центр – Сотволдиев Шокир Умарович 6 этаж, 602-кабинет <i>Адрес: г. Фергана, ул. Б.Маргилани, 62 А</i>		<i>Стандарты 2,3,5,6,7</i>
13:00-14:00	Перерыв на обед		
	ВЭК 1 – Лечебное дело <i>Имашева Багдат Сакеновна Аттила Тордай Божбанбаева Нишанкуль Сейтбековна Хамчиев Курейш Мавлович Мамараджабов Собиржон Эргашевич Керімбай Айдана Ержанқызы</i>	ВЭК 2 – Стоматология <i>Абдразаков Ерболат Халтович Хасанов Адхам Ибрагимович Апсаламов Бахрам Мыктарович Закирова Альсина Фархатовна</i>	
14:00-14:40 (40')	Деканат Медицинского факультета (лечебное дело) – Рахмонбердиев Сиддик Сodikжон угли 5 этаж, 507-кабинет <i>Адрес: г. Фергана, ул. Б.Маргилани, 62 А</i>	Деканат Стоматологического факультета - Хакимов Рахматилло Абдусаломович 1 этаж, 102-кабинет <i>Адрес: г. Фергана, ул. Саноат, 24</i>	
	ВЭК 1 <i>Имашева Багдат Сакеновна Божбанбаева Нишанкуль Сейтбековна Хасанов Адхам Ибрагимович Апсаламов Бахрам Мыктарович Керімбай Айдана Ержанқызы</i>	ВЭК 2 <i>Аттила Тордай Хамчиев Курейш Мавлович Мамараджабов Собиржон Эргашевич Абдразаков Ерболат Халтович Закирова Альсина Фархатовна</i>	

14:45-15:15 (30')	Отдел по клинической работе – Халилов Азиз Маруфжонович 1 этаж, 8-кабинет <i>Адрес: г. Фергана, ул Маърифат, 8 А</i>	Центр цифровых технологий обучения – Мадаминов Абдулазиз Садинович 5 этаж, 504-кабинет <i>Адрес: г. Фергана, ул Б.Маргилани, 62 А</i>	<i>Стандарты 1,2,3,5,6,7,8</i>	
	ВЭК 1 <i>Имашева Багдат Сакеновна Хамчиев Курейш Мавлович Керимбай Айдана Ержанқызы Апсаламов Бахрам Мыктарович</i>	ВЭК 2 <i>Аттила Тордай Мамараджабов Собиржон Эргашевич Божбанбаева Нишанкуль Сейтбековна</i>	ВЭК 3 <i>Хасанов Адхам Ибрагимович Абдразаков Ерболат Халтович Закирова Альсина Фархатовна</i>	
15:20-15:55 (35')	Интервью со студентами программы «Лечебное дело» узб. рус. язык обучения <u>Ответственное лицо: Холмирзаев Фарход Адхамжонович</u> 4 этаж, 406-кабинет <i>Адрес: г. Фергана, ул Б.Маргилани, 62 А</i>	Интервью со студентами программы «Лечебное дело» английский язык обучения <u>Ответственное лицо: Исроилов Фарход Илхомжонович</u> 4 этаж, 407-кабинет <i>Адрес: г. Фергана, ул Б.Маргилани, 62 А</i>	Интервью со студентами программы «Стоматология» <u>Ответственное лицо: Хакимов Рахматилло Абдусаломович</u> 4 этаж, 408-кабинет <i>Адрес: г. Фергана, ул Б.Маргилани, 62 А</i>	<i>Стандарты 1,2,3,4,5,6,7</i>
	ВЭК 1 <i>Имашева Багдат Сакеновна Хамчиев Курейш Мавлович Керимбай Айдана Ержанқызы Апсаламов Бахрам Мыктарович</i>	ВЭК 2 <i>Аттила Тордай Мамараджабов Собиржон Эргашевич Божбанбаева Нишанкуль Сейтбековна</i>	ВЭК 3 <i>Хасанов Адхам Ибрагимович Абдразаков Ерболат Халтович Закирова Альсина Фархатовна</i>	
16:00-16:35 (35')	Интервью с преподавателями программы «Лечебное дело» 4 этаж, 406-кабинет <i>Адрес: г. Фергана, ул Б.Маргилани, 62 А</i>	Интервью с преподавателями программы «Лечебное дело» английский язык обучения 4 этаж, 407-кабинет <i>Адрес: г. Фергана, ул Б.Маргилани, 62 А</i>	Интервью с преподавателями программы «Стоматология» 4 этаж, 408-кабинет <i>Адрес: г. Фергана, ул Б.Маргилани, 62 А</i>	<i>Стандарты 1,2,5,6,7,9</i>
16:40-17:15 (35')	Информационно-ресурсный центр Библиотека – Абдусайдова Гульмира Юлчиевна 6 этаж, 601-кабинет <i>Адрес: г. Фергана, ул Б.Маргилани, 62 А</i>		<i>Стандарты 1,2,3,4,6,7</i>	
17:20-18:00	Изучение документации. Совещание ВЭК. Завершение 1-го дня визита. Планирование 2-го дня визита		<i>Стандарты 1,2,4,6,7</i>	

(40')			
2-й день внешней оценки: 11 июня 2025, среда		<i>Стандарты аккредитации</i>	
08:15	Сбор членов ВЭК в САМУ Совещание членов ВЭК. Планирование 2-го дня визита.		
08:30-10:30	Посещение практических занятий и семинаров кафедр биомедицинских дисциплин		
	<i>ВЭК 1 – Лечебное дело</i> <i>Имашева Багдат Сакеновна</i> <i>Аттила Тордай</i> <i>Мамараджабов Собиржон Эргашевич</i> <i>Божбанбаева Нишанкуль Сейтбековна</i> <i>Хамчиев Курейш Мавлович</i> <i>Керімбай Айдана Ержанқызы</i> <i>Апсаламов Бахрам Мыктарович</i>	<i>ВЭК 2 – Стоматология</i> <i>Хасанов Адхам Ибрагимович</i> <i>Абдразаков Ерболат Халтович</i> <i>Закирова Альсина Фархатовна</i>	
	<p>1. Кафедра Медицинских и биологических наук – Ганиев Камолиддин Халилович 08:30-08:55 (25') (2 этаж, 221-кабинет)</p> <p>2. Кафедра Основы патологии и судебной медицины – Насирдинов Мавлонбек Зиемиддинович 09:00-09:25 (25') (3 этаж, 319-кабинет)</p> <p>3. Кафедра Моделирования медицинских и гигиенических процессов – Мамажонов Маруфжон Мухторович 09:30-09:50 (20') (4 этаж, 414-кабинет)</p> <p>4. Кафедра Гуманитарных наук и физической культуры – Эрийгитова Лобархон Кодировна 09:50-10:15 (25') (4 этаж 411-кабинет)</p> <p>5. Кафедра Языков – Шокирова Махбубахон Назиргуломовна 10:15-10:35 (25') (4 этаж, 402-кабинет) <i>Адрес: г. Фергана, ул Б.Маргилани, 62 А</i></p>	<p>1.Кафедра Языков – Шокирова Махбубахон Назиргуломовна 08:30-08:50 (20') (4 этаж, 402-кабинет)</p> <p>2.Кафедра Гуманитарных наук и физической культуры – Эрийгитова Лобархон Кодировна 08:50-09:15 (25') (4 этаж, 411-кабинет)</p> <p>3.Кафедра Моделирования медицинских и гигиенических процессов – Мамажонов Маруфжон Мухторович 09:15-09:35 (20') (4 этаж, 414-кабинет)</p> <p>4.Кафедра Основы патологии и судебной медицины – Насирдинов Мавлонбек Зиемиддинович 09:40-10:05 (25') (3 этаж, 319-кабинет)</p> <p>5.Кафедра Медицинских и биологических наук – Ганиев Камолиддин Халилович 10:10-10:35 (25') (2 этаж, 221-кабинет) <i>Адрес: г. Фергана, ул Б.Маргилани, 62 А</i></p>	<i>Стандарты 1,2,5,6,7,8</i>

10:40	Выезд на клинические базы САМУ Посещение практических занятий и семинаров кафедр клинических дисциплин			
	<i>ВЭК 1 – Лечебное дело</i>	<i>ВЭК 2 – Лечебное дело</i>	<i>ВЭК 3 - Стоматология</i>	
11:00-13:00 (120')	<p>1. Кафедра Внутренних болезней - 1 - Садиков Умаржон Турсунбаевич 3 этаж, 306-кабинет Адрес: г.Фергана, ул.Саноат, 24</p> <p>2. Кафедра Внутренних болезней - 2 - Холбобоева Шахнозахон Асадуллаевна 4 этаж, 406-кабинет Адрес: г.Фергана, ул.Саноат, 24</p> <p>3. Кафедра Хирургии - Ботиралиев Азиз Шукуржонович 3 этаж, 307-кабинет Адрес: г.Фергана, ул.Саноат, 24</p> <p>4. Кафедра Педиатрии и детской хирургии - Кабилова Дилбар Камиловна (3 этаж, 301- кабинет заведующий кафедрой, Административный корпус Ферганской Областной Детской Больницы) Адрес: г.Фергана, ул.А.Навои, 56 В</p>	<p>1. Ферганский филиал Республиканский Центр Экстренной Медицинской помощи – Бегматов Абдукаххор Абдикосимович ул. Узбекистон овози Фергана, Ферганская Область,</p> <p>2. Ферганский областной многопрофильный медицинский центр – Абдуназаров Тохиржон Саъдулла угли ул. Тургенова 100</p> <p>3. Ферганский городской Роддом – Исмаилова Шоира Толкиновна Киргули, Ферганская область</p> <p>4. Ферганская городская Семейная поликлиника № 2 – Абдурахмонова Фирюза Каримовна Фергана, ул. Замахшарий, 35</p>	<p>1. Кафедра Хирургической и терапевтической стоматологии – Аловиддинов Салохиддин Зиёвиддин угли 1 этаж, 101-кабинет г.Фергана, ул.Саноат, 24</p> <p>2. Ферганская областная Стоматологическая болница – Матчанова Нилуфар Рустамовна улица Саноат, 24</p> <p>3. Детская областная стоматологическая поликлиника города Фергана – Абдуллаева Гулбадан Шерзодбек кизи улица Тадбиркорлар, 18А</p>	<i>Стандарты 1,2,5,6,7</i>
13:00-14:00	Перерыв на обед			
14:00-14:30 (30')	Тестовый центр – Нематжонов Шохрух Алишержон угли 6 этаж, 601-кабинет г.Фергана, ул Б.Маргилани, 62 А			<i>Стандарты 2,6,8,9</i>
	<i>ВЭК 1</i> <i>Аттила Тордай</i>	<i>ВЭК 2</i> <i>Имашева Багдат Сакеновна</i>		

	<i>Мамараджабов Собиржон Эргашевич Хасанов Адхам Ибрагимович Апсаламов Бахрам Мыктарович Керимбай Айдана Ержанқызы</i>	<i>Божбанбаева Нишанкуль Сейтбековна Хамчиев Курейш Мавлович Абдразаков Ерболат Халтович Закирова Альсина Фархатовна</i>	
14:35-15:00 (25')	Отдел кадров - Маматкузиева Умидахон Холикназаровна <i>5 этаж, 503-кабинет г. Фергана, ул Б.Маргилани, 62 А</i>	Начальник отдела контроля качества образования - Юлдашов Шерзод Сатторович <i>5 этаж, 504-кабинет г. Фергана, ул Б.Маргилани, 62 А</i>	<i>Стандарты 5,6,8,9</i>
	ВЭК 1 <i>Хамчиев Курейш Мавлович Абдразаков Ерболат Халтович Апсаламов Бахрам Мыктарович Керимбай Айдана Ержанқызы</i>	ВЭК 2 <i>Имашева Багдат Сакеновна Аттила Тордай Мамараджабов Собиржон Эргашевич Хасанов Адхам Ибрагимович Божбанбаева Нишанкуль Сейтбековна Закирова Альсина Фархатовна</i>	
15:05-15:25 (20')	Отдел международных отношений. Помощник начальника отдела - Кодиров Файзулло Азамжонович <i>5 этаж, 508-кабинет г. Фергана, ул Б.Маргилани, 62 А</i>	Сектор организации научно-исследовательской деятельности талантливых студентов - Бобоев Мухаммадаюб <i>5 этаж, 513-кабинет г. Фергана, ул Б.Маргилани, 62 А</i> Союз молодежи Давронов Баходиршох <i>1-этаж, 103-кабинет г. Фергана, ул Б.Маргилани, 62 А</i> Тьюторы: Таджибаева Кизлархон Абдурахмонов Мухиддин Тожибоева Одина Закирова Гуласал Каримов Бехзод <i>1 этаж, 105-кабинет г. Фергана, ул Б.Маргилани, 62 А</i>	<i>Стандарты 4,6,8</i>
	ВЭК 1 – Лечебное дело <i>Имашева Багдат Сакеновна Аттила Тордай Мамараджабов Собиржон Эргашевич Божбанбаева Нишанкуль Сейтбековна Хамчиев Курейш Мавлович Керимбай Айдана Ержанқызы Апсаламов Бахрам Мыктарович</i>	ВЭК 2 – Стоматология <i>Хасанов Адхам Ибрагимович Абдразаков Ерболат Халтович Закирова Альсина Фархатовна</i>	
15:30-16:00 (30')	ВЭК 1 Интервью с выпускниками программы «Лечебное дело» на узбекском и русском языке обучения <i>4 этаж, 409-кабинет г. Фергана, ул Б.Маргилани, 62 А</i>	ВЭК 2 Интервью с выпускниками программы «Стоматология» <i>5 этаж, 506-кабинет г. Фергана, ул Б.Маргилани, 62 А</i>	
	ВЭК 1 – Лечебное дело <i>Имашева Багдат Сакеновна Аттила Тордай Мамараджабов Собиржон Эргашевич Божбанбаева Нишанкуль Сейтбековна</i>	ВЭК 2 – Стоматология <i>Хасанов Адхам Ибрагимович Абдразаков Ерболат Халтович Закирова Альсина Фархатовна</i>	

	<i>Хамчиев Курейш Мавлович Керімбай Айдана Ержанқызы Апсаламов Бахрам Мыктарович</i>		
16:05-16:35 (30')	Интервью с представителями практического здравоохранения (работодатели выпускников лечебного факультета) <i>4 этаж, 409-кабинет г. Фергана, ул. Б.Маргилани, 62 А</i>	Интервью с представителями практического здравоохранения (работодатели выпускников-стоматологов) <i>5 этаж, 506-кабинет г. Фергана, ул. Б.Маргилани, 62 А</i>	<i>Стандарты 1,2,4,7,9</i>
16:35-18:00 (85')	Изучение документации образовательных программ		5 этаж ректорат
18:00-18:20	Завершение 2-го дня визита. Обсуждение. Обмен мнениями. Планирование 3-го дня визита		
3-й день внешней оценки: 12 июня 2025, четверг			<i>Стандарты аккредитации</i>
08:45	Сбор членов ВЭК в САМУ		
09:00-09:15 (15')	Совещание членов ВЭК. Планирование 3-го дня внешней оценки.		
09:20-10:00 (40')	Спортивно-оздоровительный комплекс. Общежитие. Медицинский пункт.		<i>Стандарты 2,3,4,6,7</i>
10:10-10:40 (30')	Приемная комиссия Председатель – Мамасадиқов Нурилло Шукруллаевич Ответственный секретарь – Мамаризаев Хайрулло Обиджонович <i>5 этаж, 509-кабинет г. Фергана, ул. Б.Маргилани, 62 А</i>		
10:45-13:00	Дополнительные встречи с сотрудниками САМУ по запросу ВЭК и предоставление дополнительных документов Обсуждение рекомендаций по улучшению образовательных программ САМУ. <i>5 этаж, 506-кабинет г. Фергана, ул. Б.Маргилани, 62 А</i>		
13:00-14:00	Перерыв на обед		
14:00-16:30	Заключительное обсуждение итогов внешней оценки образовательных программ САМУ на соответствие стандартам аккредитации. Итоговое голосование по рекомендациям для САМУ и рекомендациям для Аккредитационного совета ЕЦА.		
16:30-17:25	Ознакомление руководства САМУ с результатами работы ВЭК, оглашение результатов внешней оценки руководителям подразделений САМУ и заведующим кафедрами, ответственным за реализацию аккредитуемых образовательных программ рекомендациями по улучшению образовательных программ		
17:25-18:00	Завершение работы ВЭК.		
18:00	Выезд членов ВЭК из САМУ		

***Примечание:**

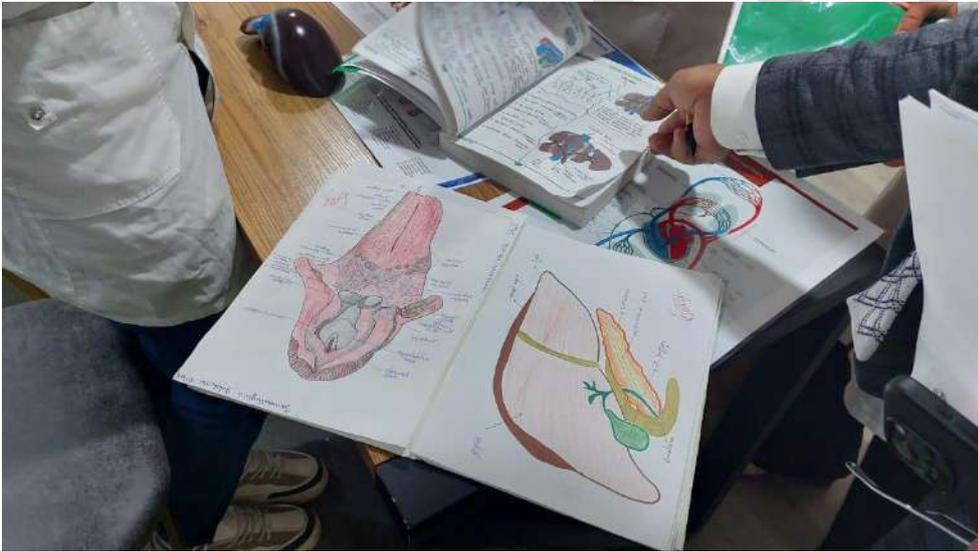
STANDARD 1 «Миссия и ценности»;

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

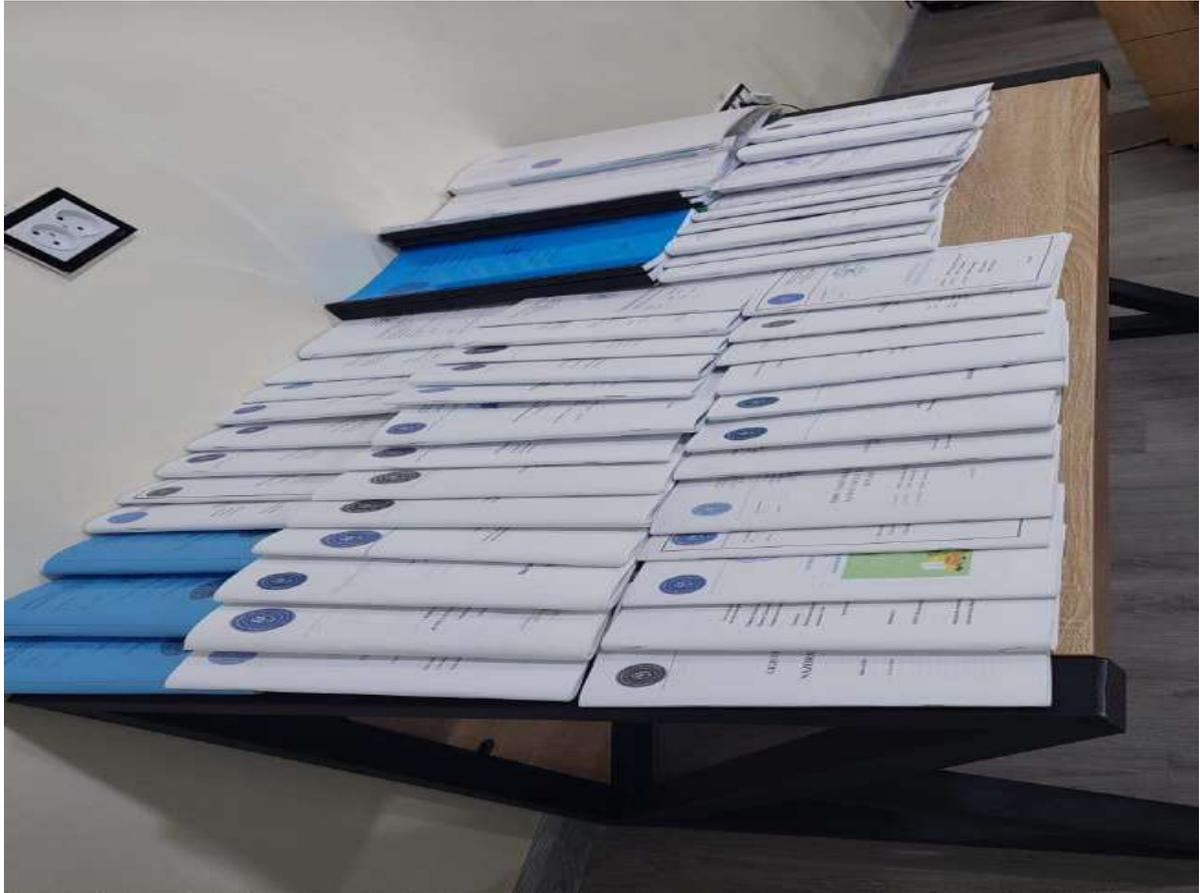
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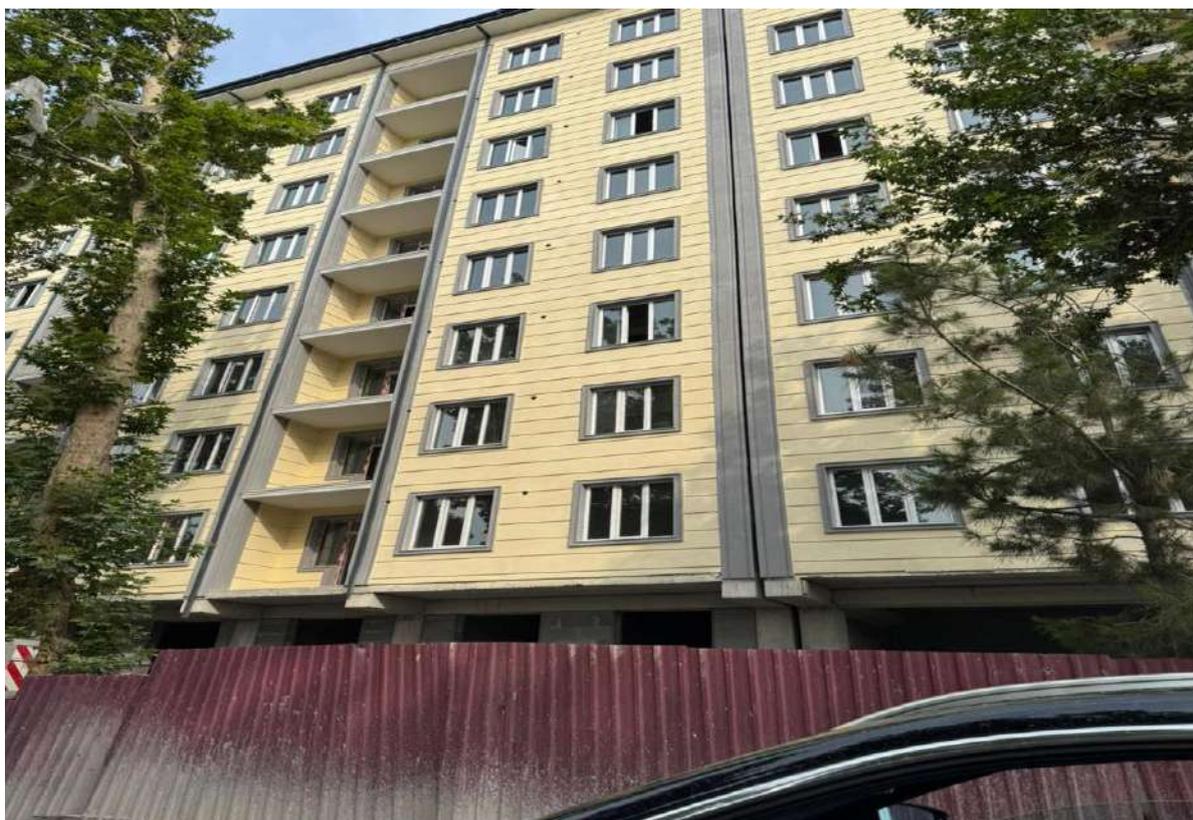












Строительство многоквартирного дома для сотрудников



Этап строительства дополнительного учебного корпуса.