

To the Accreditation Council
of the Eurasian Centre for Accreditation
and Quality Assurance
in Higher Education and Health Care
28.12.2025

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE EVALUATION OF THE EDUCATIONAL
PROGRAMME OF THE MASTER'S DEGREE PROGRAMME
IN THE SPECIALITY 70910201 "OBSTETRICS AND GYNECOLOGY"
OF ANDIJAN STATE MEDICAL INSTITUTE FOR COMPLIANCE WITH
THE STANDARDS FOR PROGRAMME ACCREDITATION:
POSTGRADUATE MEDICAL EDUCATION (RESIDENCY SPECIALTIES)
OF THE EURASIAN CENTRE FOR ACCREDITATION AND QUALITY
ASSURANCE IN EDUCATION AND HEALTH CARE (ECAQA)**

Period of external expert evaluation: 25–27 November 2025

Andijan, 2025

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LIST OF TERMS AND ABBREVIATIONS

Аббревиатура	Обозначение
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Education and Health Care
EHEA	European Higher Education Area
WFME	World Federation for Medical Education
MoH RUz	Ministry of Health of the Republic of Uzbekistan
NLA	Normative Legal Acts
EP	Educational Programme
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
ASMI	Andijan State Medical Institute
OSCE	Objective Structured Clinical Examination
mini-CEX	Mini-Clinical Evaluation Exercise
DOPS	Direct Observation of Procedural Skills
QF-EHEA	Qualifications Framework of the European Higher Education Area
CMS	Centre for Medical Simulation
CMC	Centre of the Methodological Committee
RSPCMHMCH	Republican Specialised Scientific-Practical Medical Centre for Maternal and Child Health
FIGO	International Federation of Gynecology and Obstetrics
ACOG	American College of Obstetricians and Gynecologists
ECTS	European Credit Transfer and Accumulation System

1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 30 dated 29 October 2025, an External Expert Commission (hereinafter – the EEC) was established to conduct the external evaluation of the Master’s degree educational programme in specialty 70910201 “Obstetrics and gynecology” during the period 25–27 November 2025, with the following composition:

№ п/п	Status within the EEC	Full Name	Academic Degree/Title, Position, Place of Work/Study
1	Chairperson	Almagul Kurmanova Medeubaevna	Doctor of Medical Sciences, Professor, Head of the Department of Obstetrics and Gynecology, Al-Farabi Kazakh National University; Science Adviser, JSC “Scientific Centre of Obstetrics, Gynecology and Perinatology”
2	International Expert	Laszlo Csiba	Professor, Department of Neurology, University of Debrecen; Member of the Hungarian Academy of Sciences; Member of the Editorial Boards of “Neurosonology (Japan)” and “Clinical Neurosciences”; Associate Editor, Frontiers in Stroke; Laureate of the Széchenyi Presidential Award of the Republic of Hungary for Scientific Achievements
3	Academic Expert	Lyazzat Zhanteliyeva Asanovna	Doctor of Medical Sciences, Deputy Chair of the Management Board for Research, JSC “B. U. Dzhharbusynov Scientific Centre of Urology”
4	Academic Expert	Karibaeva Dina Orynbasarovna	Candidate of Medical Sciences, Associate Professor, Department of General Medical Practice, Kazakhstan-Russian Medical University; Cardiologist of the Highest Category
5	Academic Expert	Duisenbaeva Bakyt Serzhanovna	Doctor of Medical Sciences (PhD), Head of the Diagnostic Radiology Department, Clinical Academic Department of Radiology and Nuclear Medicine, University Medical Center Corporate Fund
6	Academic Expert	Shakirova Aida Fazylovna	Candidate of Medical Sciences, Associate Professor, Head of the Women’s Health Centre, LLP “National Research Oncology Centre”; Oncologist of the Highest Qualification Category
7	Expert - Employer	Khalilov Azizjon Marufzhonovich	Director, Margilan Medical Treatment and Diagnostic Centre; Cardiologist, Margilan, Fergana Region, Republic of Uzbekistan
8	Expert - Student	Makhambayeva Nurila Duysenbekkyzy	Third-Year Resident in “Adult and Paediatric Obstetrics and Gynecology”, NJSC “Asfendiyarov Kazakh National Medical University”

The EEC Report contains a description of the findings and the conclusion of the external

evaluation of the educational programme 70910201 “Obstetrics and gynecology” for compliance with the Accreditation standards for programme accreditation: postgraduate medical education (residency specialties), developed on the basis of the WFME Global Standards for Quality Improvement of Postgraduate Medical Education (2023), as well as the EEC’s conclusions (hereinafter – the Accreditation Standards), recommendations for further improvement of the approaches and conditions for the implementation of the above-mentioned educational programme, and accreditation recommendations to the ECAQA Accreditation Council.

2. General part of the final report

2.1 Overview of the Master’s Degree Educational Programme in Specialty 70910201 “Obstetrics and gynecology”

Name of the organisation, legal form of ownership, BIN:	Andijan State Medical Institute, public budgetary organisation. Form of ownership: state-owned. OKPO 02026966, TIN 200237442.
Governing body:	Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan; Ministry of Health of the Republic of Uzbekistan.
Full name of the first Director:	Madizimov Madamin Muminovich
Year of establishment	1955
Location and contact details	Uzbekistan, Andijan Region, Andijan, Y. Otabekova Street 1, 170100. Telephone: 0-374 223-94-60 E-mail: agmi-361@umail.uz
State licence for educational activities in the Master’s degree programme (date, number)	Accreditation Certificate No. 5000040 dated 8 July 2021, issued by the State Inspectorate for Supervision of Education Quality under the Cabinet of Ministers of the Republic of Uzbekistan (SISUCM RU).
Information on branches and affiliated organisations (if any):	None
Year of launch of the accredited educational programme (EP):	2001
Duration of study	3 years
Total number of graduates since the launch of the EP:	209 Master’s degree graduates (since 2001)
Number of Master’s degree students enrolled in the EP at the beginning of the current academic year:	56 Master’s degree students (2025)
Full-time / part-time teaching staff involved in the EP:	Total number of teachers – 6, including full-time staff – 5, part-time staff – 1. Percentage holding academic degrees – 100%. Qualification category – 100%.
Website What’s up	https://adti.uz/ 998 74-237-54-33

2.2 Information on Previous Accreditation

To date, the educational programme 70910201 “Obstetrics and gynecology” has not undergone accreditation.

2.3 Brief Description of the Results of the Analysis of the Self-Assessment Report of the Master’s Degree Educational Programme 70910201 “Obstetrics and Gynecology” and Conclusions on Completeness

The self-assessment report of the Master's degree educational programme 70910201 "Obstetrics and Gynecology" (hereinafter – the Report) is presented in 84 pages of main text, 12 appendices comprising 16 pages, and copies or electronic versions of 53 documents available at the following link:

https://drive.google.com/drive/folders/1jLotai3wx1GRCKgfWPNuVe9KZ1zykxJi?usp=drive_1
[ink](#)

The Report is characterised by the completeness of responses to all eight principal accreditation standards and criteria, a structured format aligned with the recommendations of the Guidelines for Conducting the Self-Assessment of Educational Programmes provided by the accreditation centre (ECAQA), and internal consistency of information. The Report is accompanied by a cover letter signed by the Rector, Madamin M. Madazimov, confirming the reliability of the quantitative data and information contained in the self-assessment report.

The Report includes a list of six members of the internal self-assessment commission, specifying the responsibilities of each staff member, as well as details of the institutional representative responsible for conducting the self-assessment of the educational programme – Alisher S. Pakirdinov, Candidate of Medical Sciences, Head of the Education Quality Control Department.

The self-assessment of the Master's degree educational programme 70910201 "Obstetrics and Gynecology" was conducted in accordance with the Rector's Order No. T-01/08/1362 dated 12.06.2025, "On Conducting the International Accreditation of Master's Degree Specialties at Andijan State Medical Institute".

Across all standards, the Report reflects the actual practices of the Institute in the training of Master's degree students in specialty 70910201 "Obstetrics and Gynecology", taking into account the commencement of student admissions in 2021. The Report provides substantiated data, examples of programme implementation, national and international activities, and methodological support, confirming compliance with accreditation standards. The description is sufficiently comprehensive and updated with regard to the number of Master's degree students, teaching staff, administration, selection and admission procedures, training outcomes, assessment of knowledge and skills, material and technical resources of the Institute and its clinical bases, contractual arrangements with partners (universities, associations, clinical bases), financial information, and development and improvement plans.

The Report was submitted to ECAQA in a completed form, incorporating revisions based on prior recommendations. It is written in a clear and professional manner, with formulations for each standard presented in accordance with the accreditation criteria. The tables contain references within the text and follow a consistent numbering system.

3. Description of the External Expert Evaluation

The external expert evaluation conducted within the framework of the assessment of the Master's degree educational programme 70910201 "Obstetrics and Gynecology" was organised in accordance with the Guidelines for External Evaluation of Education Organisations and Educational Programmes of ECAQA. Dates of the site visit: 25–27 November 2025. The sequence of activities carried out during the three-day visit is provided in detail in Appendix 3 to this Report.

In order to obtain objective information, the members of the External Expert Commission applied the following methods:

- interviews with management and administrative staff – 27 participants;
- interviews with Master's degree students – 55 participants;
- review of the official website <https://adi.uz/>
- interviews with staff members and teaching staff/clinical supervisors – 9 staff members and 18 teachers/clinical supervisors;
- questionnaire survey of teachers and Master's degree students – 72 and 152 respondents, respectively;
- observation of the educational process, including attendance of 2 practical sessions:

- Topic: “Clinical Protocol No. 8. Management of Pregnant Women, Women in Labour, and Postpartum Women with Urinary Tract Infections. Glomerulonephritis”; Teacher: Associate Professor Nilufar M. Akhmedova; Participants: First-year Master’s degree students; Location: Perinatal Centre No. 1.
- Topic: “Assessment of the Functional Status of the Reproductive System. Operative and Endoscopic Gynecology. Gynecological Examinations”; Teacher: Ozoda Sabirovna; Participants: Second-year Master’s degree students; Location: Maternity Hospital No. 2.
- review of resources in the context of compliance with accreditation standards: three clinical training/practice bases were visited, including the Andijan Perinatal Centre, Maternity Hospital No. 2, and the “Dior” Medical Centre, where the educational programme is delivered with the involvement of six full-time and affiliated teachers/clinical supervisors;
- review of academic and methodological documentation – 56 documents examined both prior to the visit and during the site visit (the list of reviewed documents is provided in **Appendix 2**).

The accredited organisation ensured the participation of all individuals specified in the visit programme and included in the interview and meeting schedules (Table 1).

Table 1 – Number and Categories of Participants in Meetings and Interviews with the External Expert Commission

№	Position	Number
1	Rector of the Institute, Professor Madizimov Madamin Muminovich	1
2	Vice-Rector for Academic Affairs Mamasoliev Z.N.; Vice-Rector for Research and Innovations Salakhiddinov K.Z.; Vice-Rector for Clinical Affairs Rakhmanov B.Zh.; Vice-Rector for International Cooperation; Vice-Rector for Youth Affairs; Vice-Rector for Information Technologies; Vice-Rector for Financial and Economic Affairs	7
3	Head of the Department of Research, Innovations, and Training of Academic and Research Staff, PhD, Associate Professor Islamov Sh.Kh.; Department for Clinical (Training) Bases Abdurakhmonov F.S.; Academic and Methodological Office Isakov K.K.; Master’s Degree Department Tursunov B.K.; Admissions Committee Kurbonov Kh.A.; Career Centre Soliev A.A.; Department for Youth Affairs, Spirituality and Enlightenment Abdukhalimov A.A.	7
4	Information Technology Centre; Information Security Department; Library; Simulation Training and Assessment Centre; Digital Educational Technologies Centre; Communicative Competence Development Centre	6
5	Master’s Degree Students in “Medical Radiology,” “Oncology,” “Surgery,” “Obstetrics and Gynecology,” and “Cardiology”	50
6	Teachers of Master’s Degree Students in “Medical Radiology,” “Oncology,” “Surgery,” “Obstetrics and Gynecology,” and “Cardiology”	18
7	Master’s Degree Graduates	18
8	Employers	9
9	Education Quality Assurance Department; Monitoring and Internal Control Department	2
10	Anti-Corruption Compliance Control Department; Human Resources Department; Planning and Finance Department	3
11	Secretary of the Academic Council	1
12	Sports Complex; Psychologist; Student Affairs Tutor	3

On the final day of the visit to the organisation, a meeting of the External Expert Commission (EEC) members was held to summarise the results of the external evaluation. A concluding discussion was conducted covering the outcomes of the external evaluation of the master's degree educational programme in the speciality 70910201 "Obstetrics and Gynecology," the review of documents, and the results of meetings, interviews, and surveys. The EEC members proceeded with drafting the final EEC report. The findings of the external evaluation were generalised. The experts individually completed the "Quality Profile and Criteria of the External Evaluation of the Master's Degree Programme in the Speciality 70910201 'Obstetrics and Gynecology' for Compliance with the ECAQA Accreditation Standards." No remarks were made by the EEC members. The recommendations for further improvement of the educational programme were discussed, and a final open vote on the recommendations to the ECAQA Accreditation Council was conducted by the Chair, Almagul Medeubaevna Kurmanova.

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

According to the results of the master's degree students' survey, the majority of respondents (88.2%) consider that accreditation of the educational organisation or educational programmes should be conducted.

In the opinion of 81.9% of teachers, the survey conducted by ECAQA is useful for developing recommendations aimed at improving the key areas of activity of the accredited educational organisation.

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

4. Analysis of Compliance with Accreditation Standards Based on the Results of the External Evaluation of the Residency Educational Programme in Specialty 70910201 "Obstetrics and gynecology"

Standard 1: MISSION AND VALUES

1.1 Stating the mission

In the implementation of programme activities, specifically based on the results of the interview with the Head of the organisation, members of the advisory and consultative body – the Academic Council of ASMI, as well as interviews with master's degree students and teachers, compliance with the criteria of **Standard 1** was established. All participants in the educational process are aware of the mission of the educational programme and have participated in developing proposals for its formulation. The mission is communicated to prospective master's degree students through the official website, social media, and informational letters distributed to medical organisations. The Strategic Development Plan (Concept) of the Institute for 2022–2030 was reviewed, including areas such as strengthening the material and technical resources, enhancing the educational and methodological base, improving social and living infrastructure for student accommodation, and campus development. This confirms compliance with the accreditation standard and demonstrates the organisation's goals, objectives, and development prospects. Interviews with master's degree students confirmed that, prior to the commencement of classes, teachers inform students about the mission, organisational plans, and sources for obtaining relevant information about the educational programme, teaching staff, and training bases.

During the visits to ASMI departments, the experts identified the following strengths of the accredited educational programme:

✓ Andijan State Medical Institute is the only higher medical education institution in the Fergana Valley, providing a unique position for training qualified specialists, attracting a broad

cohort of master's degree students, and enabling the concentration of educational, research, and clinical resources within the region.

✓ Continuous improvement of material and technical support – the expansion of student accommodation capacity enables the placement of a greater number of master's degree students in proximity to the university and clinical bases, enhances comfort and safety, and contributes to a favourable learning environment. The presence of a Central Research Laboratory and a simulation centre further strengthens practical training opportunities.

✓ The availability of a modern, well-equipped university clinic with a convenient location provides master's degree students with access to practical training, opportunities for direct involvement in medical care delivery, and effective integration of the educational process with clinical practice.

✓ The university's policy on financial support for master's degree students – students studying on a contractual basis receive scholarships and have the opportunity to combine study with clinical work in senior years, thereby enhancing motivation and improving the accessibility of postgraduate education.

✓ Full access of master's degree students to all clinical base resources across master's degree specialities ensures comprehensive practical training, direct participation in healthcare delivery, and skills development in real clinical settings.

✓ Implementation of international projects – participation in international programmes and projects enhances educational quality, broadens professional opportunities for master's degree students, promotes experience exchange with international specialists, and supports the integration of modern international standards into the educational process.

✓ Enhancement of the prestige of the medical and teaching professions – this fosters a positive institutional and professional image within the region, strengthens motivation among students and teachers, supports the attraction of qualified professionals, and contributes to the development of educational and research capacity. The preparation of a personnel reserve ensures continuity of professional development within the healthcare system and supports the training of qualified specialists to meet regional and national needs.

ASMI maintains a fully functioning Master's Degree Department responsible for the organisation and coordination of the academic process for master's degree students, including those enrolled in the programme 70910201 “Obstetrics and Gynecology”, as well as the Simulation Centre.

The results of the document review demonstrate that the mission of the organisation and the mission of the educational programme 70910201 “Obstetrics and Gynecology” are clearly defined, and that the educational process is organised in accordance with the State Educational Standards (SES) and the applicable regulatory legal acts governing postgraduate education and healthcare, including Order No. 121 of the Minister of Health of the Republic of Uzbekistan dated 04 June 2021 “On Approval of Regulatory Documents for the Organization of the Educational Process in Medical and Pharmaceutical Higher Education Institutions”.

The education provider conducts training of master's degree students at the following clinical bases and departments: Maternity Complex No. 2, the Regional Perinatal Centre, and medical centres, where stable access to a sufficient number of patients is ensured. This enables coverage of a broad spectrum of obstetric and gynaecological pathologies and conditions, including physiological and pathological pregnancy, gynaecological diseases, emergency conditions, and surgical interventions. Master's degree students are granted access to medical information, including patient records, discharge summaries, clinical protocols, and laboratory and instrumental data, with strict adherence to confidentiality and ethical standards.

Core competencies of master's degree students, including the management of physiological and complicated pregnancy, provision of care in obstetric haemorrhage, diagnosis and treatment of gynaecological diseases, and performance of laparoscopic and hysteroscopic interventions, are assessed through testing, examination tickets, oral responses, clinical case discussions, and preparation of the master's thesis. Students complete practical training and clinical rotations at the

designated bases, where they participate in the diagnosis, observation, and treatment of patients under the supervision of clinical mentors. This supports the development of professional skills and attributes, including adherence to medical ethics and deontology, teamwork and patient communication skills, responsible clinical decision-making, and readiness for self-directed learning and professional development.

ASMI encourages master's degree students to engage in research activities within their chosen speciality through the defence of the master's thesis and ensures their participation in ongoing research projects, including observational and interventional clinical studies. Within the disciplines "Research Practice" and "Scientific and Pedagogical Activity", students develop their own research projects, prepare articles and abstracts for publication in national and international peer-reviewed journals, and participate in conferences and symposia on topics such as the management of pregnancy in women with endocrine disorders and comparative evaluation of therapeutic approaches in endometrial hyperplasia.

1.2 Participation in mission formulation

The mission and vision of the educational programme 70910201 "Obstetrics and Gynecology" were developed within the framework of the Institute's Strategic Development Plan and approved at a meeting of the Academic Council, taking into account recommendations from the Ministry of Health, employers, and the professional medical community. The mission of both the programme and the Institute is regularly reviewed and updated through internal quality audit mechanisms, internal strategic sessions, and based on the analysis of surveys of graduates and employers, external expert evaluations, and feedback from professional associations.

During interviews with master's degree students and employers, in response to the questions "Do you participate in the formulation of the mission and objectives of the organisation and the educational programme?" and "What is the personal contribution of master's degree students to the improvement of the educational programme?", students stated that they are introduced to the mission of the Institute and the educational programme, while employers confirmed that their opinions are taken into account when formulating the mission.

A survey of 152 master's degree students (conducted via <https://webanketa.com/>) included 22 questions, several of which addressed the quality of the educational process and the educational programme. It was established that 83.6% of students would recommend studying at this education provider to acquaintances, friends, and relatives, while 88.2% of respondents indicated that programme management and teaching staff are aware of students' academic challenges. In response to the question "Do you believe that this education provider enables you to acquire the necessary knowledge and skills in your chosen specialty?", 88.2% of students responded positively, 4.6% were uncertain, and 4.6% were not yet able to provide a definite answer.

A total of 72 teaching staff members participated in the survey (21 questions). Of these, 88.9% expressed satisfaction with the organisation of work and working conditions, while 9.7% were partially satisfied. The experts concluded that a healthy organisational microclimate exists, noting that institutional leadership is accessible to both students and staff and responds promptly to requests. In 2025, off-site and in-person meetings of the Rector were organised to address sector-specific issues raised in cities and districts of the Andijan region. According to the survey results, 81.9% of teaching staff were satisfied with the organisational climate, and 12.5% indicated that it was fully satisfactory. Furthermore, 91.7% of respondents stated that the institution provides opportunities for professional self-realisation. A total of 72 responses were received, with teaching experience distributed as follows: up to 5 years – 34.7%, up to 10 years – 27.8%, and over 10 years – 37.5%.

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

Standard 2. CURRICULUM

2.1 Curriculum and certification

The experts established that a clear alignment exists between the curriculum content and the expected qualifications of graduates of the programme 70910201 “Obstetrics and Gynecology”. This alignment is reflected in both theoretical and practical training across key areas, including physiological and pathological obstetrics, operative and outpatient obstetrics, gynecology, reproductive medicine, perinatology, uro-gynecology, and endoscopic surgery, which is consistent with qualification requirements and certification standards defined by the Ministry of Health. Upon completion of training, master’s degree students undergo State Final Attestation, including an Objective Structured Clinical Examination (OSCE) and defence of the master’s thesis, which leads to the award of a state-recognised diploma accompanied by a Diploma Supplement detailing competencies, workload, and earned credits. All graduates admitted to the final assessment procedures successfully completed the attestation and received qualification documents. The programme is included in the list of programmes recognised by the Ministry of Health of Uzbekistan, enabling graduates to qualify for the certification examination and obtain a licence for clinical practice.

The experts reviewed documents confirming compliance with this accreditation criterion, including “On Measures for Organising the State Final Attestation of Graduates of Higher and Professional Education Institutions” and the relevant Order on the State Final Attestation.

2.2 Intended learning outcomes

The intended learning outcomes are defined and incorporated into the document “Working Programme in Obstetrics and Gynecology”, which was developed by the Departments of Obstetrics and Gynecology and the Master’s Degree Department and approved by the Academic Council on 29 August 2024. The Department of Obstetrics and Gynecology has established a system of learning outcomes that fully aligns with the mission of the postgraduate medical education programme and complies with the requirements of national and international quality standards, in particular ESG II Part 1.2.

Stakeholders are informed about the intended learning outcomes of master’s degree students enrolled in the speciality 70910201 “Obstetrics and Gynecology” through periodic reviews conducted at least once every five years, with the participation of expert groups, academic departments, students, and employers. The experts confirmed that the professional behaviour and communication skills of students are developed in accordance with the State Educational Standard, national clinical protocols, and the requirements of certification and accreditation bodies. Information regarding the Code of Ethics is available to both teaching staff and students on the official website <https://adti.uz/ru/odob-axloq-qoidalari/> (ESG II Part 1.2).

It was established that the expected learning outcomes are consistent with national professional standards for the speciality of Obstetrics and Gynecology and correspond to Level 7 of the National Qualifications Framework of the Republic of Uzbekistan as well as the Qualifications Framework of the European Higher Education Area (EQF). The programme is harmonised with the recommendations of international organisations, including FIGO, ESGE, and WHO, which confirms its compliance with international educational expectations.

The educational programme specifies learning outcomes for the speciality of Obstetrics and Gynecology, encompassing knowledge, practical skills, and professional conduct. The curriculum structure complies with workload requirements expressed in academic credits and with the qualification characteristics approved by the Ministry of Health of the Republic of Uzbekistan. The learning outcomes are aligned with internationally recognised clinical competencies recommended by FIGO, ESGE, and WHO and include modules on evidence-based medicine, clinical research, biostatistics, professional ethics, and quality of medical care. The programme supports the development of professional competencies relevant to employer expectations and clinical practice across inpatient facilities, antenatal clinics, dispensaries, and specialised centres. Regular surveys of

employers and graduates are conducted, and the findings are used to update curriculum content and teaching methodologies.

Participation of master's degree students in the delivery of healthcare services is a mandatory component of training. The programme content encompasses key clinical competencies, including the management of physiological and complicated pregnancies, the provision of care in obstetric haemorrhage, the diagnosis and treatment of gynaecological diseases, and the performance of laparoscopic and hysteroscopic procedures, reflecting the realities of clinical practice. The outcomes of independent study are documented in student portfolios, while clinical achievements are recorded in practice logs, supervisor evaluations, and clinical discussion reports.

From the second year of study, students undertake clinical training amounting to 375 hours (25 credits). Under the supervision of clinical mentors, they participate in outpatient consultations, antenatal care, labour and delivery management, surgical procedures, and the care of gynaecological patients. Students also engage in daytime and night clinical duties (twice per month, 12 hours each), which contributes to the consolidation of knowledge and the development of professional competencies.

Professional conduct of master's degree students is ensured through the study of the Ethical Rules (Code of Ethics) of Andijan State Medical Institute, approved by Rector's Order No. 160-T dated 28 May 2022. During the employer survey, the experts clarified the extent to which employers are satisfied with the professional behaviour of the students. Overall, the students comply with ethical standards in their interactions with teaching staff, peers, and employees of medical organisations. During meetings with the experts, the students also confirmed that faculty members adhere to ethical principles in their relations with students.

When defining the intended learning outcomes, the Academic and Methodological Office took into account prior learning outcomes achieved during bachelor's degree and internship training, as well as the objectives of subsequent continuing professional development within the chosen speciality. Continuity is ensured by structuring the master's degree programme to deepen and expand the knowledge and skills acquired at the undergraduate level and to prepare students for clinical and research activities, as well as for future training in residency, doctoral studies, and continuing education. The programme also includes specialised modules in narrower fields, such as gynaecological endocrinology, oncogynecology, and modern methods of assisted reproductive technologies, thereby providing a foundation for further subspecialisation.

According to the survey results, 86.1% of teaching staff respondents believe that graduates of this institution demonstrate a high level of knowledge and practical skills upon completion of the programme, while 11.1% partially agree with this statement.

Faculty members interviewed during the external evaluation reported that 79.2% are fully satisfied with the level of prior preparation of master's degree students, whereas 18.1% are partially satisfied.

The qualification awarded upon completion of the educational programme in Obstetrics and Gynecology corresponds to Level 7 of the National Qualifications Framework of the Republic of Uzbekistan and to the Qualifications Framework of the European Higher Education Area (EQF). The programme is aimed at developing competencies in clinical diagnostics, operative gynecology, pregnancy management, childbirth, the postpartum period, and the protection of reproductive health. Completion of the master's degree programme is accompanied by the award of a state-recognised diploma specifying the academic workload, completed modules, acquired competencies, and final assessment results. Graduates obtain the qualification of physician with a master's degree, which is relevant at both national and international levels, enabling employment in healthcare institutions and medical research centres, as well as further academic progression through doctoral studies or certification pathways in other countries.

2.3 Curriculum organisation and structure

The model of the educational programme in the speciality “Obstetrics and Gynecology” is defined based on the intended learning outcomes of master’s degree students and therefore includes the following components: a combination of practical classes, self-directed learning, and clinical practice under the supervision of teachers within a modular credit system. The discipline “Obstetrics” comprises 900 hours (30 credits), “Gynecology” – 780 hours (26 credits), clinical placement – 375 hours (25 credits), components of scientific and pedagogical activity – 300 hours (20 credits), and the completion and defence of the master’s thesis – 1350 hours (45 credits). The duration of study is three years. The systematic nature and transparency of the training process are ensured through implementation under the supervision of clinical teachers, with adherence to safety requirements and the quality of medical care.

For the implementation of the educational programme in the speciality “Obstetrics and Gynecology,” the organisation’s documentation includes EMCD, which define the objectives of the disciplines, reflect the integration of theoretical and practical components, and provide for self-directed learning. Compliance with the State Compulsory Education Standard and standard requirements, including national regulations and international recommendations, has been established.

During the observation of a practical class on the topic “Clinical Protocol No. 8. Management of pregnant women, women in labour, and postpartum women with urinary tract infections. Glomerulonephritis,” the experts obtained convincing evidence that the training process is conducted according to plan. Prior to the start of the class, master’s degree students completed tests, received feedback from the teacher, and used the Kahoot platform as part of active learning methods. The organisation ensures compliance with ethical principles in the delivery of the educational programme, as the experts reviewed the Code of Ethics (No. 160-T dated 28 May 2022), and during the interviews the master’s degree students confirmed that they were informed about the content of this document.

The analysis of educational activities demonstrated that the scientific foundation of the disciplines and contemporary academic achievements are taken into account. Relevant updates have been incorporated into the bibliographies of the EMCD and syllabi, and teachers actively apply these materials in the learning process.

The self-assessment report states that a mentoring system is in place, opportunities for anonymous обращения via electronic communication channels and feedback forms are provided, and meetings with programme coordinators are organised to discuss emerging issues and develop individual solutions (a formal document regulating this system should be developed). Based on the “Internal Labour Regulations and Ethics of the Ministry of Higher Education, Science and Innovations and its subordinate organisations,” the relevant Rector’s Order was issued (No. 181-T dated 15 June 2023). The experts identified no violations of the principle of equal access to postgraduate education and continuing professional development.

Teachers employ modern educational approaches, including self-directed learning (self-directed learning), problem-based learning (PBL), bedside teaching, simulation-based training, and clinical rotations at clinical sites corresponding to the profile of obstetrics and gynecology. The list of teaching methods is defined in the curriculum. Master’s degree students acquire core professional competencies and practical skills, including vaginal delivery in the presence of a uterine scar, as well as performing diagnostic and therapeutic hysteroscopy and laparoscopy for conditions such as uterine fibroids and endometriosis, through training at maternity care institutions of secondary and tertiary levels of regionalisation, including maternity hospitals and perinatal centres (ESG 1.2).

The experts established that the organisation fully implements the principles of academic integrity and anti-plagiarism контроля (<https://antiplag.uz/>), which apply to all written work of master’s degree students, including essays, course papers, reports, and theses. These provisions are reflected in the document “Academic Policy of ASMI”.

2.4 Curriculum content

The content and requirements for the structure of educational programmes, including standard curricula, are defined by the State Compulsory Education Standard and regulated by the Ministry of Health of the Republic of Uzbekistan. The programme includes both foundational and clinical disciplines in accordance with the State Compulsory Education Standard. Within the discipline “Obstetrics,” master’s degree students study the management of high-risk pregnancies, the diagnosis and management of pre-eclampsia, intrauterine hypoxia, and the provision of care in complicated labour. In the “Gynecology” module, practical skills are developed in performing minor gynecological procedures, diagnosing benign and malignant pelvic neoplasms, and interpreting ultrasound and histological findings.

The content of the discipline syllabi and the catalogue of elective disciplines reflects the needs of the healthcare system, including the organisation of medical care (issues related to the functioning of medical institutions, dispensary observation, standards and patient pathways, reduction of maternal mortality, health education activities, and the use of epidemiological data), as well as the development of practical skills required for professional activities. The specific features of research work and the scientific achievements of the teaching staff are also incorporated. For example, within the discipline “Research Methodology”, students analyse clinical cases and develop research protocols addressing relevant issues in obstetrics (such as the management of preterm labour and prevention of postpartum complications) and gynecology (such as the epidemiology of endometriosis and the effectiveness of laparoscopic interventions). For the effective implementation of the educational programme in the speciality “Obstetrics and Gynecology”, the organisation provides resources for the assessment of practical skills, including a Simulation Centre.

The programme also considers the prospective professional roles of graduates, including those of a medical expert and a manager, supported by the inclusion of the discipline “Healthcare Management”. Training is delivered with consideration of behavioural and social sciences, including aspects of women’s psycho-emotional health, physician–patient communication, counselling in sensitive situations, and the influence of socio-cultural and religious factors on healthcare utilisation. Legal aspects of medical practice are also addressed.

The scientific component of the programme is formed through disciplines such as “Research Methodology,” Clinical Epidemiology, and Biostatistics. Master’s degree students are involved in ongoing research projects of the Department of Obstetrics and Gynecology, including observational and interventional clinical studies conducted in collaboration with other medical and research institutions.

The educational organisation guarantees the revision and adjustment of the structure, content, and duration of the educational programme in response to developments in medical science, demographic changes, and evolving healthcare system needs.

Teachers provide master’s degree students with methodological and instructional materials, as well as supplementary literature for class preparation. According to survey results, 90% of respondents were fully satisfied with the availability of such materials, 8.6% were partially satisfied, and 1% were not satisfied.

The organisation maintains its own clinical base with a capacity of 850 beds and outpatient services and has concluded 12 affiliation agreements with medical organisations in obstetrics and gynecology, including Maternity Complex No. 2, the Regional Perinatal Centre, the Republican Specialised Scientific and Practical Medical Centre, and other профильные healthcare institutions. In response to the survey question “Is there sufficient time for practical training (patient management, etc.)?”, 90% of master’s degree students expressed full agreement, 6.6% partial agreement, and 3.3% disagreement. Additionally, 88.2% of master’s degree students reported that teachers provide feedback following classes (including discussion of student opinions, mini-surveys, and error analysis). Regarding the question “Do representatives of master’s degree students participate in advisory bodies?”, affirmative responses were obtained. The class schedule was fully satisfactory to 90% of surveyed master’s degree students.

Master's degree students confirmed that evidence-based medicine is integrated into the training process. In particular, during clinical practice and patient management, students apply clinical protocols and engage with bibliographic sources grounded in evidence-based medicine.

Survey results also indicated that master's degree students have access to participation in research activities, with 82% expressing full satisfaction, 10% partial satisfaction, and 4% dissatisfaction.

2.5 Learning methods and experiences

The principal learning methods in the master's degree programme include self-directed learning (SDL), problem-based learning (PBL), bedside teaching, simulation-based training, and clinical rotations. Within SDL, master's degree students prepare analyses of clinical cases. Under PBL, they discuss interdisciplinary cases, such as the combination of extragenital pathology and pregnancy. During simulation-based training, students develop practical skills in vaginal examination, vacuum extraction, and the management of normal and complicated labour using models and simulators. Through bedside teaching, students participate daily in ward rounds and consultations, independently prepare medical documentation, and conduct patient examinations under the supervision of a clinical mentor. At the same time, it is necessary to develop formal Regulations on Clinical Mentorship.

Virtual learning methods are also utilised, including case-based technologies in the form of specialised sets of materials for independent study; TV-based technologies relying on recorded lecture content; and network-based technologies using the Internet both for providing educational and methodological resources and for enabling interactive communication.

Simulation-based learning technologies are implemented at the Simulation Centre. The accredited educational programme is supported by simulation equipment, including mannequins for obstetric care skills training, laparoscopic simulators, and phantoms designed for the diagnosis and management of emergency obstetric and gynaecological conditions. Training on simulators is incorporated into the curriculum from the first year of study.

Quality assurance principles, academic integrity, and anti-plagiarism measures (ESG II Part 1.3) are formally established in the Academic Policy for 2024–2025. Academic integrity principles primarily address adherence to proper citation practices, authorship standards, and transparency in academic and research activities. The acceptable level of originality is set at a minimum of 70–80%. In cases of detected plagiarism, sanctions may include resubmission of work, disciplinary measures, or denial of admission to thesis defence. Faculty members receive guidance on identifying improper borrowing and copyright violations. Oversight of the communication and enforcement of the Institute's Code of Ethics among master's degree students is assigned to the Department of Master's Studies and Heads of Departments.

Experts conclude that the educational organisation provides master's degree students with the competencies and skills that contribute to their personal development and are applicable to their future professional careers (**ESG II Part 1.3**).

The principles of equality, including gender, cultural, and religious considerations, are observed with respect to both master's degree students and teaching staff, as stipulated in the Ethical Rules approved by Rector's Order No. 160-T dated 28 May 2022, recommended by the Ministry of Higher and Secondary Specialised Education and the Ministry of Health of the Republic of Uzbekistan. No instances of non-compliance with these principles were identified during the external evaluation.

Teaching and learning methods are regularly adapted to evolving conditions (**ESG II Part 1.5**) and the requirements of practical healthcare. Representatives of practical healthcare participate in attestation and examination commissions. Collaboration with professional associations includes the delivery of guest lectures and seminars for master's degree students, as well as round-table discussions with employers concerning the alignment of educational programmes with healthcare system needs.

Of the 165 surveyed master's degree students, 82.9% reported that teachers frequently use active and interactive learning methods during classes, while 11.2% indicated that such methods are used rarely or occasionally.

2.6 Curriculum delivery and training facilities

The training of master's degree students enrolled in the accredited educational programme is carried out at clinical bases representing all levels of healthcare delivery. At the primary level, training takes place in primary healthcare institutions (urban and district polyclinics, family polyclinics), where competencies in prevention, diagnosis, and the management of outpatient care are developed. At the secondary level, training is conducted in multidisciplinary hospitals and specialised centres, providing advanced clinical preparation and the development of professional competencies within inpatient settings. At the tertiary level, master's degree students are trained at republican specialised scientific and practical medical centres and clinics, where they acquire competencies in advanced diagnostic and therapeutic approaches for complex and rare conditions.

Master's degree students are actively involved in research activities conducted within the Institute's educational and research laboratories as well as laboratories of the clinical bases. At present, 56 master's degree students are enrolled in the accredited programme, all of whom are fully provided with clinical training opportunities, including access to a sufficient number of patients relevant to the speciality profile.

The selection of clinical bases is aligned with the structure of the educational programme and its associated disciplines. The authority for determining clinical bases as training sites is vested in the relevant academic departments and the master's degree administration. Selection criteria include the accreditation status of the medical organisation, compliance of the material and technical infrastructure with contemporary standards, the availability of qualified personnel, and the relevance of the clinical profile to the educational programme. Each clinical base undergoes annual internal evaluation, including assessment of staffing capacity, equipment, compliance of the educational environment with professional standards, and feedback from master's degree students. Experts confirmed that master's degree students have full access to the resources of medical organisations.

The curriculum is developed and approved in accordance with the requirements and recommendations of ASMI, the Ministry of Health, employers, and master's degree students. The approval process includes review of the programme structure and content by the Institute Council, the Scientific and Methodological Council, relevant academic departments, and the Department of Postgraduate Education, followed by final approval by the Rector (ESG II Part 1.2).

The management of the educational process, as described in the self-assessment report (Standard 2), and the overall management approaches were verified during the visit to the Educational and Methodological Department through discussions with its leadership and staff. Experts reviewed the activities of the unit, including meetings with its Head, Isakov Kobiljon Komiljonovich. During interviews with the institutional leadership, experts were informed that, based on the results of internal evaluations and feedback from master's degree students, additional simulation sessions on the management of preeclampsia and preterm labour had been incorporated into the programme. All modifications and approvals are formally documented, registered by the Department of Master's Studies, and reflected in the Institute's official records.

2.7 Opportunities for higher degrees and research

The educational organisation provides opportunities for conducting research and offers the infrastructure and institutional support necessary for pursuing academic and research careers, including progression towards higher scientific degrees (PhD, DSc).

Each master's degree student is encouraged to participate in scientific conferences, research paper competitions, and grant-funded projects. Thesis defence is permitted only upon fulfilment of established academic requirements, including the preparation of a scientific report, publication (or acceptance for publication) in a peer-reviewed journal, and a positive evaluation by the scientific

supervisor. The Institute supports submissions to international scientific journals, including those indexed in Scopus and PubMed, provides advisory assistance, and partially covers publication-related expenses.

Within the master’s degree programme, the research component constitutes no less than 25% of the total programme volume (30 ECTS credits in Obstetrics and 26 ECTS credits in Gynecology). Surveyed master’s degree students confirmed that they are provided with access to research equipment and are actively involved in scientific activities at the clinical training bases.

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

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

Standard 3. ASSESSMENT

3.1 Assessment policy and system

The institution has implemented an appropriate assessment policy that allows for a comprehensive evaluation of Master’s students’ academic achievements. The assessment of knowledge and grading policy are based on the Regulation on the Implementation of the Credit-Module System, approved on 26 June 2023.

Master’s students’ academic achievements are assessed using a rating system. The final grade is formed based on the results of ongoing, interim, and final controls.

Master’s students receive regular feedback from teachers through personal logins and passwords in the electronic system “Hemis”. Assessment methods, including all types of controls, are published prior to the commencement of studies in the syllabi and EMCDs available on the ASMI educational portal.

Master’s students have the right to submit appeals in the event of disagreement with the results of final controls. Appeal applications are submitted to the Dean’s Office within 24 hours from the date of publication of examination results. The appeals procedure is reflected in the Academic Policy. No precedents of appeals by Master’s students have been recorded. The assessment system covers not only knowledge and skills but also professional behaviour and communication skills (ESG II Part 1.3).

Validation and reliability evaluation of assessment methods (tests, tasks, case-based questions) are carried out by the Centre for Information Resources to ensure fairness of knowledge assessment.

The institution applies the practice of engaging external examiners in the assessment of Master’s students, which ensures independence and objectivity of assessment outcomes (ESG II Part 1.3).

To verify compliance with Standard 3, the experts interviewed the Head of the Education Quality Control Department and reviewed the relevant assessment documents and methodologies.

Assessment includes both formative (ongoing) and summative (final) components, as well as continuous feedback from teachers and mentors. The assessment system utilises the following tools: structured observation of practical skills (mini-CEX, DOPS), Objective Structured Examination

(OSE), written tests, oral examinations, and self-assessment by Master's students. To date, no appeals from Master's students have been registered.

During the site visit and the interview with Associate Professor Negmatshaeva H.N. of the Department of Obstetrics and Gynecology-2, the Commission confirmed the existence of a documented system, including annual plans and reports, departmental regulations, job descriptions, academic and methodological documentation (working programmes, working curricula, syllabi, registers), assessment materials (checklists, records), as well as certificates and supporting documents. The website review demonstrated that all necessary documents and information for Master's students are available and regularly updated.

During the site visit, the management was asked the following question: "Are external examiners involved in order to enhance fairness, quality, and transparency of the assessment process?". The response received was affirmative. During interviews with eight teachers regarding assessment methods, the experts obtained convincing evidence that a variety of assessment approaches are applied. Master's students also shared their views on the timeliness of test administration, the provision of consultations prior to examinations, the clarity of the overall assessment procedure, and its fairness. The Institute has developed and implemented an assessment system that provides information on assessment outcomes, student progression to subsequent years of study, and programme completion. The grading scale is defined as follows: 0–55% – Fail, 56–71% – Satisfactory, 72–85% – Good, 86–100% – Excellent

The interviewed 10 employers likewise indicated that graduate training corresponds to contemporary developments in medical practice and science, as Master's students demonstrate not only practical competencies but also strong theoretical knowledge grounded in scientifically justified approaches. Employers stated that they themselves participate in the assessment of Master's students through their inclusion in State Examination Commissions.

3.2 Assessment in support of learning (formative assessment)

The assessment system regularly identifies the strengths and weaknesses of Master's students. Teachers systematically provide feedback following assessment activities. Feedback from Master's students based on assessment outcomes is collected using the results of both theoretical and practical evaluations. During the interviews, Master's students confirmed that feedback is provided upon completion of training.

The Institute has developed and implemented an assessment system that provides information on assessment outcomes, student progression to the next year of study, and programme completion. The grading scale is defined as follows: 0–55% – Fail, 56–71% – Satisfactory, 72–85% – Good, 86–100% – Excellent. According to Master's students, teachers provide them with information on the results of their assessments (**ESG II Part 1.3**).

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

The final assessment process consists of several stages. Information on Master's students' achievements is collected and analysed, including results of tests, practical classes, clinical observations, and participation in projects. Assessment methods include written testing, practical examinations, clinical observations, evaluation of practical skills and professional behaviour, as well as participation in group projects and discussions. The subsequent stage involves comparison of Master's students' achievements with the established standards and assessment criteria. The final grade reflects the overall academic performance of the Master's student for the course.

Master's students who have fully completed the curriculum and accumulated the required number of credits are admitted to the final examination. All academic achievements are documented in the diploma supplement, including the list of completed disciplines with an indication of their volume, compulsory components, and elective components.

The Department of Obstetrics and Gynecology applies a variety of validated assessment methods that ensure objective quantitative data regarding the attainment of theoretical knowledge and clinical skills (**ESG II Part 1.3**).

3.4 Quality assurance of the assessment system

The mechanisms that ensure the quality of all applied assessment methods and the overall assessment system for Master's students include the following: preliminary review of test items and OSCE/DOPS stations, verification of their alignment with intended learning outcomes; the use of standardised checklists, with unified assessment forms applied in OSCE to enable objective evaluation of Master's students' skills across all clinical bases; the involvement of multiple independent examiners (not fewer than two); analysis of assessment results with statistical processing (mean score, item difficulty coefficient, discrimination index) to identify non-functioning items or biased assessment; anonymity in the marking of written assignments; surveys and feedback from Master's students, including anonymous questionnaires administered after examinations to identify concerns related to the format, content, and assessment procedures; and comparative analysis across clinical bases.

Monitoring of differences in academic performance among Master's students undergoing training at different clinical bases is conducted to ensure uniform assessment standards. The Department of Master's Studies has implemented a system for analysing data derived from formative (continuous) and summative (final) assessments of Master's students with the aim of continuous improvement of educational quality, clinical training, and patient safety. Following the identification of low scores among more than 50% of Master's students on the topic "Obstetric Haemorrhage", the department revised the structure of the topic, introduced interactive seminars, simulation-based training, and placed greater emphasis on emergency care algorithms, resulting in an 18% increase in the mean score. Analysis of portfolios and mentor feedback revealed that Master's students tended to avoid independent clinical documentation; consequently, a requirement for the supervised completion of five patient case histories, followed by departmental discussion, was introduced, contributing to the development of sustainable skills and improved understanding of legal responsibility. At the OSCE station on CTG interpretation, errors were identified in recognising decelerations; an additional station was introduced, and after a masterclass delivered by experts in perinatal diagnostics, more than 90% of Master's students successfully completed the task.

The combination of mid-term, milestone, and final assessments enables monitoring of learner progress at all stages of training and timely identification of competency gaps, which is particularly important in such a highly responsible specialty as Obstetrics and Gynecology (**ESG II Part 1.3**).

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

Standard 4: POSTGRADUATE DOCTORS

4.1 Selection and progression policy

ASMI has an admissions policy for Master's students entitled "Rules for Admission to the Master's Programme". The approaches to the admission of Master's students are based on national requirements and internal regulatory documents, specifically Resolution of the Cabinet of Ministers No. 393 dated 20 June 2017 "On Approval of the Regulations on the Procedure for Admission to Higher Educational Institutions, Transfer, Reinstatement and Expulsion of Students". The transparency of the selection procedure and equality of access to Master's programmes are ensured in accordance with the State Educational Standards, internal regulations of the Institute, and with due consideration of international recommendations.

The key provisions of this policy include the legal and regulatory framework; the admissions and transfer policy is developed on the basis of the regulatory acts of the Ministry of Higher

Education, Science and Innovations; international agreements, cooperation arrangements, and academic mobility frameworks between higher education institutions are taken into account. The procedure for admitting Master's students from other programmes is conducted subject to the availability of vacant places within the specialty. Applicants are required to submit an academic transcript, a copy of the Bachelor's degree diploma, a reference letter, a motivation letter, and other supporting documents. An analysis of the equivalence of previously completed disciplines with the curriculum of the current programme is carried out. The document also reflects requirements for Master's applicants regarding their prior academic achievements at the Bachelor's and internship levels and describes safety-related requirements **(ESG II Part 1.4)**.

Applicants wishing to enrol in the Master's programme must register by 30 July via the Unified Portal of Interactive Public Services for transfer or reinstatement, or through the dedicated electronic platform my.edu.uz of the Ministry of Higher Education, Science and Innovations. The admission competition is conducted based on the candidates' average competitive score calculated according to the formula defined in the Admissions Regulations. By decision of the State Admissions Commission of the Republic of Uzbekistan, applicants are notified of admission results through the State Admissions Commission or the designated electronic platform. Admission results are published on the Institute's official website: <https://adti.uz/ru/talabalarga/magistracy/>. Within this framework, the establishment of a separate appeals commission is not required **(ESG II Part 1.4)**.

An effective Master's student support system has been established at the Institute, including the Student Council, which participates in the development of admissions and selection policies. The education organisation provides a barrier-free learning environment. The Institute conducts a unified competition for applicants entering from different educational backgrounds under equal admission conditions and criteria. An annual analysis of applicant competition and passing scores is undertaken, alongside a self-assessment of the Admissions Committee's performance with respect to information transparency and enrolment procedures. The results are reported to the Academic Council.

The Admissions Committee annually presents an analysis of the academic performance (mean entry score) of Master's students admitted to the Institute. In the Master's programme in Obstetrics and Gynecology, enrolment figures by academic year were as follows: 2020–2021 — 18 Master's students; 2021–2022 — 17; 2022–2023 — 6; 2023–2024 — 4; and 2024–2025 — 24 Master's students.

Thus, the experts conducted validation of the self-assessment report data under *Standard 4*.

4.2 Performance improvement and exit from the programme

The academic advising system at ASMI provides personalized support for Master's students, contributes to the prevention of clinical errors and the strengthening of a patient safety culture, and serves as a mechanism for the early identification and mitigation of academic and behavioural risks. The academic advising framework for Master's students in Obstetrics and Gynecology includes regular monitoring of academic progress, discussion of interim and final assessment outcomes, and individual consultations based on performance analysis. In the event of unforeseen incidents, for example during the performance of clinical procedures in maternity units or in cases of non-compliance with safety standards in operating theatres, an official report is prepared and reviewed with the participation of the academic supervisor and the clinical mentor. Based on the outcomes of these discussions, specific recommendations are issued to correct deficiencies and enhance clinical competence, including additional supervised practical training under the guidance of experienced faculty members.

Andijan State Medical Institute, the Master's Department, and the Department of Obstetrics and Gynecology provide Master's students with comprehensive social, financial, and personal support in accordance with their educational, living, and psychological needs. Accommodation in student residences, meal benefits, and access to cultural and sporting activities are provided. Support mechanisms are also organised for persons with disabilities and international Master's students,

including assistance with adaptation to the academic and social environment. Financial support includes academic and named scholarships, incentives for research activity, one-off assistance in cases of financial hardship, instalment and deferred payment arrangements, and the work of a financial support commission operating under transparent criteria. *During interviews with Master's students and graduates, the experts obtained the following information: students receive financial support for publishing articles and participating in conferences, including international events. Female Master's students study under state grants.*

The Trade Union Committee of Master's students provides legal assistance and safeguards the rights and interests of students within the educational process. The Employment and Career Development Centre conducts individualised job placement for graduates based on professional and personal competencies requested by employers, supports the employment of young specialists, monitors graduate employment outcomes, maintains alumni engagement, and organises job fairs (**ESG II Part 1.4**). The graduate employment rate across all Master's programmes was reported as 100%.

4.3 International medical graduates

ASMI provides international medical graduates with detailed information on admission requirements and qualification recognition through its official website and the Department of International Cooperation, where lists of required documents are published, including confirmation of prior medical education. The Academic Policy defines the procedures for qualification recognition in Master's education. At present, no international (foreign) Master's students are enrolled in the Obstetrics and Gynecology programme. Nevertheless, the Institute and the Department possess the necessary resources, infrastructure, and regulatory framework to admit foreign applicants, including an established qualification recognition policy and conditions ensuring equal access to education.

4.4 Postgraduate doctor work and study

Master's students are provided with a programme that defines the goals, objectives, overall workload, working hours, areas of responsibility, and intended learning outcomes. Master's students of the Department of Obstetrics and Gynecology are trained under the established programme in Obstetrics and Gynecology, which includes two core disciplines: Obstetrics and Gynecology.

The discipline "Obstetrics" is delivered over two years of study and comprises 30 credits (900 hours). Training is conducted at the 1st and 2nd Departments of Obstetrics and Gynecology. The discipline "Gynecology" similarly spans two years of study, comprises 26 credits (780 hours), and is delivered at the same departments.

Master's students participate in activities organised by the clinical bases in accordance with the Comprehensive Joint Activity Plan between the education organisation and the clinics.

The clinical training programme provides for a 30-hour academic week in Obstetrics and a 26-hour academic week in Gynecology, with 50% of the time allocated to patient management, participation in clinical procedures, and two on-call duties per month. The Master's programme in Obstetrics and Gynecology includes supervised clinical practice in maternity hospitals, gynaecological departments, and consultative-diagnostic clinics. Additionally, 25% of the time is devoted to theoretical classes and seminars, while 25% is allocated to self-directed learning, report preparation, and preparation for state and qualification examinations. Students are also granted time to participate in conferences, research projects, and certification courses.

Faculty members inform Master's students about the conditions of their participation in patient care through clinical mentors. Students are trained to obtain informed consent from patients for all diagnostic and therapeutic procedures. To strengthen guarantees of safety for both patients and Master's students, and to ensure an appropriate balance between educational objectives and clinical involvement, it is recommended to develop and approve a local regulatory document governing the procedures and conditions for Master's students' participation in the provision of medical care.

ASMI ensures continuity and flexibility of the educational process for Master's students who encounter justified interruptions in their studies due to objective circumstances, such as pregnancy,

childbirth, childcare responsibilities, illness, military service, professional assignments, or other valid reasons. In cases where a Master's student is required to interrupt studies (e.g., pregnancy, maternity leave, illness, military service), the institution has developed and implemented a mechanism for individual planning and academic reinstatement following such interruptions.

4.5 Postgraduate doctor safety

To ensure the physical and psychological safety of Master's students, ASMI has implemented a monitoring and support system that includes: student surveys on clinical training conditions; access to legal consultation through the Master's Dean's Office; provision of psychological support (consultations and training); regular monitoring of workload and working conditions; and formal agreements with clinical bases incorporating occupational safety provisions. These measures are designed to ensure the legal, physical, and psychological protection of Master's students within postgraduate medical education.

4.6 Postgraduate doctor remuneration and fees

The remuneration policy has been developed in accordance with the applicable labour and education legislation of the Republic of Uzbekistan and takes into account academic workload, the level of training of Master's students, and the scope of work performed under mentor supervision. Information on remuneration regulations is available to students in both printed and electronic formats via the Master's Department and the official website.

Master's students may engage in professional employment starting from the third semester of study, subject to consideration of prior professional experience in Obstetrics and Gynecology and compatibility with the academic schedule. Employment is permitted exclusively within licensed medical institutions, upon coordination with the department, and without compromising the quality of postgraduate training.

Under special circumstances (for example, financial necessity, family-related factors, or prior professional experience), an individualised training pathway may be applied.

4.7 Postgraduate doctor health and welfare

Master's students are provided with professional and personal support aimed at maintaining physical health, personal well-being, and psychological health, including issues related to professional burnout, through services offering counselling on the prevention and management of burnout, psychological adaptation, and the resolution of interpersonal and workplace conflicts. All support resources are openly accessible through the Master's Department, the academic departments, and the institute's official website, and information about these services is regularly communicated to Master's students during meetings. During the meeting with the experts, Master's students indicated that they could obtain legal assistance through the Master's Department.

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

Standard	Level of Compliance	Recommendations for Improvement
4.4.3	Partially compliant	To strengthen guarantees of safety for patients and Master's students, and to ensure an appropriate balance between educational objectives and Master's students' participation in the provision of medical care, it is recommended to develop and approve a local regulatory document governing the procedures and conditions for Master's students' involvement in patient care; additionally, to establish a local ethics committee, including for the oversight of research activities.

Standard 5: TEACHERS AND CLINICAL SUPERVISORS

5.1 Teacher and clinical supervisor establishment

The implementation of the Master's degree programme in Obstetrics and Gynecology involves qualified clinical teachers from the two graduating departments of the institute – the Departments of Obstetrics and Gynecology No. 1 and No. 2. All teaching staff possess appropriate education, academic degrees, medical qualification categories, and substantial experience in academic, pedagogical, and clinical work. The total number of staff members involved is 4, all of whom are full-time. The proportion of staff holding academic degrees is 100%. Of these, 3 individuals (75%) hold the highest medical qualification category, and 1 (25%) holds the first category. The staffing of the programme meets the requirements for Master's-level teaching personnel and ensures a high standard of training for Master's students in Obstetrics and Gynecology.

Mukhitdinova Tukhtakhon Kadirovna, Doctor of Medical Sciences, Professor, physician of the highest qualification category, with 50 years of academic and pedagogical experience, is a leading teacher of the Department of Obstetrics and Gynecology No. 2. Her clinical base is Maternity Complex No. 2. Over the past 5 years, she has authored 18 publications in peer-reviewed journals and holds 4 patents.

Yuldasheva Azadakhon Sabirovna, Candidate of Medical Sciences, Associate Professor, physician of the highest qualification category, with 40 years of academic and pedagogical experience, teaches at the Department of Obstetrics and Gynecology No. 2. Her clinical base is Maternity Complex No. 2. Over the past 5 years, she has published 16 articles in peer-reviewed journals and obtained 5 patents.

Nasirova Feruza Zhumabayevna, Candidate of Medical Sciences, Associate Professor, physician of the highest qualification category, with 31 years of academic and pedagogical experience, teaches at the Department of Obstetrics and Gynecology No. 1. Her clinical base is the Republican Specialised Scientific and Practical Medical Centre. She has produced 14 publications and obtained 5 patents over the last 5 years.

Akhmedova Nilufar Makhmudjanovna, Candidate of Medical Sciences, Associate Professor, physician of the first qualification category, with 25 years of academic and pedagogical experience, works at the Department of Obstetrics and Gynecology No. 1. Her clinical base is the Republican Specialised Scientific and Practical Medical Centre. Over the past 5 years, she has published 16 scientific papers and obtained 4 patents.

The principles of ethics and academic integrity for teaching staff are reflected in the Code of Ethics. During interviews, the teachers confirmed their awareness of this document. To verify the self-assessment report data under *Standard 5*, the external experts obtained the views of teaching staff regarding the human resources policy. Discussions with academic staff covered topics such as the organisation of professional development: in 2024, teachers of the departments completed 144 hours of professional development courses and research internships at Mechnikov St. Petersburg (Russian Federation), as well as an academic internship at Koç University (Turkey). The discussions also addressed the adequacy of information resources supporting the educational programme and explored potential issues related to human resource management and development. Over the past 5 years, the teaching staff have developed and received approval for a substantial number of educational and methodological materials, including textbooks and teaching aids covering a broad range of relevant subjects, such as benign and malignant uterine diseases, myoma and endometriosis, obstetric haemorrhage, climacteric syndrome, infertility, reproductive health, emergency care in obstetric practice, somatic pathology in pregnancy, diseases of the cervix, vagina, and vulva, as well as contemporary approaches to the treatment of endometriosis.

The institute provides technical and administrative staff to support the educational programme (**ESG II Part 1.5**). Meetings were conducted with representatives of supporting units, including the Information Technology Centre, the Information Security Department, the Library, the Simulation

Training and Assessment Centre, the Digital Educational Technologies Centre, and the Centre for the Development of Communicative Competence.

The teacher survey results demonstrated that the majority of respondents (88.9%) were fully satisfied with the organisation of work and workplace conditions, while 11.1% were partially satisfied. Most respondents (95.8%) fully agreed that teachers have opportunities to engage in research activities and publish research outcomes, while 2.8% partially agreed. Satisfaction with the performance of the HR service was reported by 84.7% of respondents (fully satisfied) and 13.9% (partially satisfied). Satisfaction with salary levels was indicated by 68% (fully satisfied) and 15.3% (partially satisfied).

5.2 Ethics and conduct of teachers and clinical supervisors

The principles of ethics and academic integrity of teaching staff are described in the Code of Ethics. The monitoring system and the process for improving the performance of teachers (**ESG II Part 1.5**) and clinical supervisors are regulated by the Regulation on the Institute Ethics Committee, which defines the procedures for overseeing compliance with ethical standards by academic staff and employees, preventing actions contrary to moral norms, and resolving disputes related to ethical conduct. The interviewed teachers confirmed that they are informed about this document. A system of teacher surveys is in place.

5.3 Continuing professional development for teaching and clinical supervisory staff.

Andijan State Medical Institute and the Department of Obstetrics and Gynecology implement an established policy of continuing professional development for teachers aimed at ensuring a high standard of postgraduate medical education. During interviews with teachers, the experts obtained opinions regarding approaches to developing pedagogical competencies, motivation to work with Master's students, and engagement in supervisory activities. The evaluation of teaching staff performance forms part of the quality assurance system and is conducted periodically, taking into account teaching, research, extracurricular activities, and other criteria.

ASMI implements a comprehensive policy for the recognition and encouragement of teaching activities. Material incentives include salary supplements for teaching and research performance; bonuses for participation in international conferences and publications in high-ranking journals indexed in Scopus and Web of Science; annual awards based on participation in national and international grants; payments for supervising Master's students who have successfully defended their theses; and funding for short-term international academic placements. Non-material recognition measures include the conferral of the title "Best Teacher of the Year" based on ranking evaluations; letters of appreciation from the Rectorate and ministries; nominations for departmental awards from the Ministry of Health and the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan; as well as publication of information about teachers' achievements on the official website and social media platforms of the institute. The implementation of this policy ensures sustained motivation of academic staff for improving teaching quality, clinical and research performance, and reinforces the prestige of the profession.

The human resources policy (ESG II Part 1.5) and approaches to the recruitment of clinical supervisors are reviewed annually in accordance with the evolving needs of postgraduate medical education. The policy governing the selection and composition of academic staff defines qualification requirements for teaching personnel to ensure the adequate delivery of educational programmes. Competitive recruitment is conducted in accordance with the Resolution of the Cabinet of Ministers No. 20 dated 10 February 2006, "On Approval of the Regulation on Competitive Recruitment of Teaching Staff in Higher Educational Institutions" (<https://lex.uz/docs/973534>). Teaching staff undergo competitive selection for a five-year term at meetings of the Academic Council.

Survey results demonstrate that 87.5% of teachers confirmed the availability of opportunities for career development and competency enhancement, while 8.3% partially agreed. Participation in professional development programmes was reported as follows: 58.3% completed training less than

one year ago, 20.8% within the current year, 11.1% more than three years ago, 1.4% more than five years ago, and none selected “do not remember”.

Social support programmes for teachers are implemented within the institution: 72.2% of respondents indicated that such programmes exist, 5.56% reported having personally utilised them, 1.4% stated that no such programmes exist, and 19.4% were unaware of these opportunities.

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

Standard 6: EDUCATION AND TRAINING RESOURCES

6.1 Physical facilities for teaching and learning

The Institute possesses extensive resources for both teaching staff and Master’s students of the medical faculty, enabling the adequate fulfilment of the goals and objectives assigned to the faculty. The total campus area of the Institute covers 15.2 hectares, of which 56,130 m² are allocated to academic and administrative buildings. Practical and theoretical training is organised as follows. The Institute’s clinical bases include leading maternity hospitals, multidisciplinary hospitals, perinatal centres, and outpatient clinics, where Master’s students receive bedside training under the supervision of experienced clinical mentors. Theoretical instruction is delivered at the departments using interactive teaching approaches, including case-based learning, clinical problem-solving, analysis of medical errors, and evidence-based medicine.

Master’s student training is conducted at the facilities of Maternity Complex No. 2, the Regional Perinatal Centre, the RSPMCMCH, and other specialised healthcare institutions. The Institute is equipped with modern simulation technologies, including obstetric simulators, mannequins for obstetric procedures, emergency gynecology simulators, ultrasound devices, CTG monitors, as well as instrumental models for laparoscopy and hysteroscopy training.

The Information and Resource Centre (IRC) is furnished with contemporary equipment and includes study halls with a total capacity of 530 seats, an open-access collection, a book café, and a cloakroom. The IRC contains four study halls located in the main building, while an additional reading hall is available in the central academic building. The Centre operates through five functional departments. It includes seven educational rooms and a dedicated Electronic Information Resources Department, which provides services to users. The IRC is equipped with a self-service book delivery system (“UniBook MINI HF”) and operates using the “IRBIS64+” library management system.

For the speciality of Obstetrics and Gynecology, the library holdings include 942 copies of educational literature across 13 titles and 2,816 copies of scientific literature across 923 titles. Access to up-to-date professional literature and international databases is ensured through resources such as UpToDate, Elsevier, Scopus, and ClinicalKey.

A safe learning environment within laboratories and functional/instrumental diagnostic units (ESG II Part 1.6) is ensured by familiarising Master’s students with occupational safety and health regulations prior to the commencement of training sessions. The Institute has developed and implemented an internal quality monitoring system for the educational environment, including clinical bases, facilities, and resource accessibility. This system evaluates conditions for independent study, access to patients, availability of modern equipment, and compliance with safety standards.

The experts reviewed the Institute’s safety regulations and registration logs. Regular inspections of facilities and equipment are conducted, including verification of ultrasound systems, laparoscopic units, fetal monitors, simulation mannequins, and digital training devices. The adequacy of multimedia equipment and internet access in teaching rooms is also monitored.

Master’s students are engaged in research and practice-oriented projects and are provided with access to laboratory and diagnostic equipment. All information regarding research activities is documented in the Master’s student portfolio.

The renewal of facilities, including the library collection, is conducted annually, while additional inspections are performed quarterly or as required. Monitoring outcomes are discussed at meetings of the departments, the Master's programme administration, and the Academic Council of the Institute (ESG II Part 1.6).

Interviews with 10 teachers, including full-time academic staff, indicated the presence of both strengths and challenges in educational management, depending on specific clinical bases (including access to equipment, availability of relevant patients, and time allocated for maintaining medical documentation).

6.2 Postgraduate medical education based on clinical training

All clinical activities of Master's students are documented under the supervision of teaching staff and carried out in accordance with established patient management protocols, with full compliance with medical documentation requirements, including inpatient records, outpatient charts, discharge summaries, and registration logs. Master's students are provided with access to the electronic document management system, where they acquire competencies in digital reporting. The experts evaluated the documentation maintained by Master's students, including their portfolios.

The review of resources confirmed their alignment with the goals and objectives of the educational programme. In particular, the experts visited the clinical bases of Maternity Complex No. 2 and the Regional Perinatal Centre. The staff of the education organisation maintain collegial and ethical relationships with clinical personnel and the management of the clinical bases to ensure the achievement of the intended learning outcomes. A sufficient number of relevant patients with obstetric and gynaecological pathologies, as well as access to modern medical equipment, were observed, demonstrating resource adequacy and accessibility for learners. Teaching staff ensure high-quality clinical training while adhering to ethical and deontological principles.

For the purpose of validating the self-assessment report and obtaining evidence regarding programme quality, interviews with Master's students were conducted. The experts asked about satisfaction with training, the adequacy of time allocated for patient management, work with medical documentation, satisfaction with teaching and assessment methods, the qualifications of teaching staff, the availability of social and moral support for students in need, and access to international professional literature databases. Overall, Master's students expressed satisfaction with the training and assessment approaches and indicated that they had deliberately chosen this education organisation, citing its strong resources, reputation, and international partnerships, as well as opportunities to participate in international academic events.

Master's students demonstrated strong commitment to the education organisation, actively engaged in discussions with the external experts, and provided informed reflections on the organisation of training, assessment of their competencies, advisory support, opportunities for participation in research activities, and financial support mechanisms. They demonstrated a broad and well-developed knowledge base. The experts reviewed student documentation, including portfolios, assessment results (checklists), and survey outcomes.

To foster teamwork competencies, the education organisation conducts activities such as team-based discussions of clinical cases, multidisciplinary consultations, and collaborative planning and implementation of diagnostic and therapeutic interventions. Particular emphasis is placed on developing leadership skills, including coordination with junior medical staff, participation in clinical case reviews, mentoring, and involvement in the training of undergraduate students and interns, which is consistent with international expectations for professional and managerial competency development.

Interprofessional collaboration is implemented through clinical team activities, including the interdisciplinary case review "Postpartum Hemorrhage" and the multidisciplinary simulation exercise "Eclampsia in Pregnancy".

In the survey, respondents indicated that Master's students have unrestricted access to patients at clinical bases and appropriate conditions for developing practical skills: 86% of teachers fully agreed with this statement, 9.9% partially agreed, and 3% were uncertain.

Training in the Simulation Centre is conducted using high-technology equipment, including obstetric mannequins, laparoscopic simulators, phantoms for diagnostic and emergency care training in obstetrics and gynecology, and standardised patients for modelling clinical scenarios. Updates to simulation resources are performed with consideration of the number of enrolled Master's students, the level and profile of clinical teachers, the content of the educational programme, and the principles of evidence-based and interactive learning, with administrative support and within the framework of cooperation with international partners.

6.3 Подготовка магистрантов на альтернативных клинических базах

The academic policy governing the training of Master's students includes the possibility of education in external organisations where existing clinical bases do not cover all components of the educational programme. Within-country access aimed at expanding practical skills and professional training is ensured not only through state clinical bases but also through private multidisciplinary medical institutions, such as the Diyor Clinic and Family Med, which possess appropriate infrastructure, valid licences, and qualified specialists. Training at alternative bases is organised in accordance with the curriculum and schedule, with adherence to postgraduate education standards and in coordination with the administrations of the respective clinical bases.

A formal regulation exists governing student transfers and the mutual recognition of learning outcomes between educational organisations. The mechanism for recognition and credit transfer is based on the principles of the European Credit Transfer and Accumulation System (ECTS) and is implemented through the academic and methodological department and the dean's office, with mandatory comparison of curricula, objectives, and intended learning outcomes. All cases of transfer and credit recognition are reviewed by a designated commission and approved by rector's order, ensuring transparency and academic integrity of the process (**ESG II Part 1.2**).

The Department of Obstetrics and Gynecology cooperates with the Ural State Medical University of the Russian Federation under Agreement No. 312 (2022). This collaboration supports academic staff exchanges and the organisation of joint scientific and practical activities. Academic staff of the department have completed professional placements at Koç University (Türkiye) and in clinics in Saint Petersburg, contributing to the enhancement of teaching quality and international academic engagement. The institute provides the necessary organisational and resource support for participation in such exchanges, including documentation, travel arrangements, and logistical coordination.

6.4 Training residents at alternative clinical bases

Master's students have access to the institute's electronic library as well as international scientific databases, including HINARI, PubMed, and the Cochrane Library, through the internal institutional network. Access to the electronic library is available via the official website (<https://library.andmiedu.uz>), where educational and scientific resources, both national and international, are hosted.

The Information and Resource Centre is equipped with modern technical facilities. Reader workstations are connected to the Internet and the ZIYO-NET network, with high-speed connectivity and Wi-Fi 100 Mб access. The institute's official website is adti.uz. The national higher education system also provides access to the unified electronic library platform (<https://unilibrary.uz/>).

Information and communication technologies are represented through access to the national electronic medical information system (HEMIS) and the ASMI library website, where electronic versions of textbooks, scientific journals, and databases are available. As part of clinical training, Master's students develop competencies in the use of electronic medical records and healthcare

information systems applied in medical organisations (for example, in private clinics such as Diyor, Family Med, and Sehat).

Thus, the education organisation ensures that Master's students, academic staff, and clinical mentors are provided with comprehensive access to information resources and the application of modern information and communication technologies (**ESG II Part 1.8**).

The Department of Obstetrics and Gynecology effectively utilises existing ICT tools and continuously introduces new digital solutions as an integral component of postgraduate medical education. These technologies are embedded within academic, clinical, and research activities, contributing to the quality of training, clinical safety, and the development of digital competencies (**ESG II Part 1.6**).

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

Standard 7. QUALITY ASSURANCE AND IMPROVEMENT IN POSTGRADUATE EDUCATION

7.1 The quality improvement system

The self-evaluation report presents an assessment of learners' professional competencies as well as the effectiveness of the educational programmes. For example, structured clinical examinations (OSCE) are conducted, alongside medical record reviews followed by departmental discussions. Feedback mechanisms involving residents have been implemented, enabling the timely identification and resolution of issues within the educational process. *For the further enhancement of the internal quality assurance system in postgraduate medical education, it is recommended to update and elaborate the official written policy document describing the quality assurance framework, clearly outlining mechanisms for monitoring, programme evaluation, administrative procedures, and continuous improvement strategies aimed at achieving the organisation's mission.*

The decision-making and change management processes related to Master's programmes (**ESG II Part 1.1**) are carried out by the Education Quality Assurance Department. Decisions are based on the analysis of feedback from Master's students, academic staff, and employers, as well as on monitoring data concerning academic performance and clinical training outcomes. For instance, following the results of the annual Master's student survey, the structure of the practical training component was revised, placing greater emphasis on participation in simulation-based training for emergency obstetric conditions such as pre-eclampsia and postpartum hemorrhage.

The experts evaluated the programme monitoring system, which includes procedures for reviewing the educational programme. At ASMI, feedback from academic staff, Master's students, and employers is systematically collected, analysed, and utilised to assess the quality of clinical training and to inform programme improvement. Regular surveys and interviews with employers are conducted at clinical bases, including the Regional Perinatal Centre and maternity departments where graduates undertake placements and secure employment. Feedback obtained from Master's students through online surveys is used to evaluate the adequacy of clinical rotations, the availability of learning resources, and the effectiveness of mentorship. Based on a comprehensive analysis of these information sources, the department introduces amendments to teaching materials, redistributes academic hours across modules, and adjusts the simulation training programme (**ESG II Part 1.9**).

Thus, key stakeholders (**ESG II Part 1.9**) are actively involved in programme monitoring and evaluation activities, including representatives of the Ministry of Health, the Republican Centre for Medical Education Development, administrators of clinical bases, professional associations of obstetricians and gynaecologists, as well as coordinators of residency and postgraduate education.

Information on the outcomes of clinical training evaluation for Master's students and programme graduates is disseminated through annual round-table discussions and consultative

sessions involving employers and representatives of the medical community. These forums address current competency requirements, assess graduate readiness for independent clinical practice, and provide recommendations for curriculum enhancement.

Interviews with 10 employers were conducted online and covered the following topics: awareness of the university's mission; participation in the development of the mission and contributions to the strategic plan; involvement in advisory and consultative bodies; satisfaction with the foundational knowledge and skills of Master's students; participation in the training of Master's students through mentorship; provision of necessary resources by the department and clinical bases for practical training and the development of clinical reasoning; challenges in cooperation with departments and the university as a whole; and the reported 100% employment rate of Master's programme graduates.

To enhance the flexibility and quality of postgraduate medical education, it is recommended, within the framework of regular programme review and updating processes (in accordance with **ESG II Part 1.10**), to: consider the perspectives and proposals of key stakeholders (Master's students, academic staff, clinical bases, and employers); and provide Master's students with greater autonomy in selecting elective courses, ensuring variability, alignment with professional interests and individual learning pathways, as well as transparency of selection criteria.

7.2 Patient safety

To strengthen the effectiveness of the quality assurance system with regard to patient and Master's student safety, it is recommended to develop and implement a patient safety framework at the programme management level and within the learning environment.

It is further recommended to formalise procedures for identifying, assessing, and managing risks associated with potential errors by Master's students (for example, issues related to informed consent or relevant clauses within standard agreements with clinical bases).

Conclusions of the EEC according to the criteria: Out of 10 standards: fully compliant – 5; partially compliant – 5; non-compliant – 0.

Standard	Level of compliance	Recommendations for improvement
7.1.1	Partially compliant	For the purpose of further improvement of the internal quality assurance system of postgraduate medical education, it is recommended to update and further elaborate the official written document describing the quality assurance system, reflecting mechanisms for monitoring, evaluation of programme outcomes, administrative support procedures, as well as methods for continuous improvement of the educational process and achievement of the organisation's mission.
7.1.7	Partially compliant	In order to enhance the flexibility and quality of postgraduate medical education, it is recommended within the framework of regular programme review and updating processes (in accordance with ESG II Part 1.10): to consider the positions and proposals of various stakeholders (master's students, teaching staff, clinical bases, employers);
7.1.8	Partially compliant	to provide master's students with greater freedom in selecting the catalogue of elective disciplines, ensuring variability, alignment with professional interests and

		individual educational trajectories, as well as transparency of selection criteria.
7.2.1	Partially compliant	To increase the effectiveness of the quality assurance system in terms of patient and master's student safety, it is recommended to develop and implement a patient safety assurance system at the level of programme management within the master's students' training environment.
7.2.2	Partially compliant	To formalise procedures for the identification, assessment, and management of risks associated with potential errors by master's students (for example, informed consent or a relevant clause in the standard agreement with the clinical base).

Standard 8. GOVERNANCE AND ADMINISTRATION

8.1 Governance

The governance of the institute is carried out in accordance with the legislation of the Republic of Uzbekistan, the Model Regulations governing higher and specialised secondary education institutions, and the institute's Charter <https://adti.uz/adti-nizomi/>. The institute operates under an approved and documented governance structure for postgraduate medical education, encompassing the Master's programme in Obstetrics and Gynecology, the organisation of the learning environment, and the functioning of clinical training bases. Programme governance is ensured through the coordinated interaction of the Master's Department, academic departments, the Methodological Council, and clinical coordinators.

The experts reviewed the governance framework for postgraduate medical education, which includes a clear distribution of responsibilities between administrative and academic units. For example, programme budgeting covers procurement planning for the simulation centre, provision of access to clinical bases, remuneration of teaching hours, and the organisation of final assessment procedures. All decisions regarding resource allocation and the organisation of the educational process are documented in meeting minutes and are accessible to academic staff, Master's students, and other relevant stakeholders. In 2023, a dedicated funding plan was approved for upgrading equipment used in laparoscopic training, based on an analysis of clinical needs and feedback from graduates. The governance structure designates responsible units for coordinating clinical practice, ensuring training safety, monitoring quality, and maintaining engagement with employers, thereby supporting the stable implementation of the programme and its alignment with the mission of preparing competent healthcare professionals.

Responsibility for the selection of clinical training bases and the conclusion of agreements with them lies with the Department for Clinical Base Coordination. The experts also examined the Strategic Development Plan for 2022–2030, which outlines priorities such as strengthening the material and technical infrastructure, enhancing educational and methodological resources, improving student living and social conditions, and developing campus facilities.

The department maintains an annual operational plan. Based on the review of departmental reports, the experts concluded that activities are carried out across multiple domains, including academic staff development, research, and clinical engagement. Admission to the Master's programme is conducted in accordance with established regulations, including the Admissions Policy. Assessment of knowledge and skills is performed in line with the Regulation on the Implementation of the Credit-Module System. The organisational structure supporting the programme includes the Master's Department as the principal academic-administrative unit. The experts reviewed documentation related to programme completion. The diploma is accompanied by a supplement detailing completed disciplines, the scope of practical training, assessment results, and achieved learning outcomes.

The educational programme in Obstetrics and Gynecology is supported by the relevant educational and methodological documentation and qualified teaching staff.

Completion of the Master's programme is formally documented through the award of the academic degree of Master of Medicine, with the issuance of a state-recognised diploma confirming the qualification, as recognised by the authorized national bodies in the field of healthcare. All documentation is processed in accordance with the requirements of the Ministry of Higher Education and the Ministry of Health, and information on graduates is entered into the relevant state and educational registries.

8.2 Shared governance

In implementing the postgraduate medical education programme in the specialty "Obstetrics and Gynecology", ASMI has clearly defined the distribution of roles, duties, and areas of responsibility among all participating units. The Master's Department coordinates administrative and organisational processes, including admissions, registration, academic process support, and final assessment procedures. The academic department is responsible for the academic content of the programme, clinical training, the assignment of mentors, and the administration of all forms of assessment. The clinical training bases provide the necessary conditions for training, ensure access to patients, and oversee compliance with safety standards.

The education organisation evaluates the effectiveness of academic leadership and staff in achieving the mission of the Master's programme and the intended learning outcomes through systematic feedback from Master's students and academic staff (see Section 7.2 of the report).

In response to the survey question, "Do institutional leaders take your opinion into account regarding the educational process, research activities, and clinical work?", 76.4% of academic staff indicated "systematically", 15.3% "sometimes", 1.4% "rather rarely", and 0% "never".

Funding for Master's programmes is provided through the organisation's budget and international projects. The Planning and Finance Department is responsible for financial planning and allocation within Master's programmes. Responsibilities, authority, and accountability are specified in formal job descriptions. An annual financial plan is developed, including a dedicated budget for training. The organisation allocates resources each year for continuous improvement. Targeted enhancement of the educational process is supported through sociological studies and the review of literature on postgraduate medical education.

8.3 Postgraduate doctor and staff representation

The organisation maintains advisory and consultative bodies, including the Academic Council, in which Master's students participate. Student involvement is ensured through surveys, focus groups, and meetings with academic coordinators, where issues related to teaching quality, clinical training conditions, and curriculum relevance are discussed. Mechanisms for recognising student achievements include participation in competitions for high-performing students.

8.4 Administration

ASMI has developed and implemented a policy for the regular evaluation of the effectiveness of administrative staff and the adequacy of budgetary support for the postgraduate medical education programme, in line with **ESG II Part 1.9**. Heads of institutional units, in accordance with the Collective Labour Agreement, the Regulations on the Functioning of Units, and official job descriptions, bear administrative responsibility for the performance and decisions of their respective units. Evaluations are conducted annually and include analysis of workload distribution, timeliness of administrative processes, satisfaction levels of academic staff and Master's students with administrative support, and the alignment of budget allocations with the programme's actual needs.

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

CONCLUSION: During the external evaluation of the educational programme, it was established that out of 109 standards, full compliance was demonstrated with 102 accreditation standards, while 7 standards were found to be partially fulfilled. No non-compliance with the standards was identified.

**5. Recommendations for the Improvement of the Educational Programme 70910201
“Obstetrics and gynecology”:**

Standard	Recommendations for improvement
2.5.1	Develop and implement a “Regulation on Clinical Mentors” governing the goals, objectives, functions, rights, and responsibilities of clinical mentors, as well as procedures for organising mentorship, mentor selection criteria, mechanisms for evaluating the effectiveness of mentoring activities, and systems for providing feedback to Master’s students during clinical tasks and the acquisition of practical skills.
4.4.3	To strengthen guarantees of safety for patients and Master’s students, and to ensure an appropriate balance between educational objectives and Master’s students’ participation in the provision of medical care, it is recommended to develop and approve a local regulatory document governing the procedures and conditions for Master’s students’ involvement in patient care
7.1.1	For the purpose of further improvement of the internal quality assurance system of postgraduate medical education, it is recommended to update and further elaborate the official written document describing the quality assurance system, reflecting mechanisms for monitoring, evaluation of programme outcomes, administrative support procedures, as well as methods for continuous improvement of the educational process and achievement of the organisation’s mission.
7.1.7,	In order to enhance the flexibility and quality of postgraduate medical education, it is recommended within the framework of regular programme review and updating processes (in accordance with ESG II Part 1.10): to consider the positions and proposals of various stakeholders (master’s students, teaching staff, clinical bases, employers);
7.1.8	to provide master’s students with greater freedom in selecting the catalogue of elective disciplines, ensuring variability, alignment with professional interests and individual educational trajectories, as well as transparency of selection criteria.
7.2.1	To increase the effectiveness of the quality assurance system in terms of patient and master’s student safety, it is recommended to develop and implement a patient safety assurance system at the level of programme management within the master’s students’ training environment.
7.2.2	To formalise procedures for the identification, assessment, and management of risks associated with potential errors by master’s students (for example, informed consent or a relevant clause in the standard agreement with the clinical base).

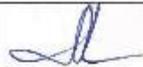
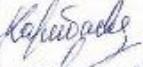
6. Recommendation to the Accreditation Council

The members of the External Expert Commission established that the master's educational programme in the speciality 70910201 "Obstetrics and gynecology" complies with the Accreditation Standards and unanimously agreed to recommend that the Accreditation Council grant accreditation to this programme for a period of 5 years.

	Full name
Chairperson	Kurmanova Almagul Medeubaevna
International expert	Laszlo Csiba (Hungarian Republic)
Academic expert	Zhantelieva Lyazzat Asanovna
Academic expert	Karibaeva Dina Orynbasarovna
Academic expert	Duisenbaeva Bakyt Serzhanovna
Academic expert	Shakirova Aida Fazylovna
Expert-employer	Khalilov Azizjon Marufzhonovich (Republic of Uzbekistan)
Expert student	Makhambayeva Nurila Duysenbekkyzy

6. Рекомендации Аккредитационному совету ЕЦА

Члены ВЭК пришли к единогласному мнению рекомендовать Аккредитационному совету аккредитовать образовательную программу 70910201 – «Акушерство и гинекология» Аджиканского государственного медицинского института на период 5 лет.

Председатель ВЭК	КУРМАНОВА АЛМАГУЛЬ МЕДЕУБАЕВНА	
Международный эксперт	PROFESSOR LASZLO CSIBA	
Академический эксперт	ЖАНТЕЛИЕВА ЛЯЗЗАТ АСАНОВНА	
Академический эксперт	КАРИБАЕВА ДИНА ОРЫНБАСАРОВНА	
Академический эксперт	ДУЙСЕНБАЕВА БАКЫТ СЕРЖАНОВНА	
Академический эксперт	ШАКИРОВА АИДА ФАЗЫЛОВНА	
Эксперт-работодатель	ХАЛИЛОВ АЗИЗЖОН МАРУФЖОНОВИЧ	
Эксперт-резидент	МАХАМБАЕВА НУРИЛА ДУЙСЕНБЕКҚЫЗЫ	

Профиль качества и критерии внешней оценки образовательной программы
(обобщение)

Стандарт	Критерии оценки	Количество стандартов	Оценка		
			Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И ЦЕННОСТИ	6	6		-
2.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА	28	27	1	-
3.	ОЦЕНКА МАГИСТРАНТОВ	15	15		-
4.	МАГИСТРАНТЫ	19	18		-
5.	ПРЕПОДАВАТЕЛИ И КЛИНИЧЕСКИЕ НАСТАВНИКИ	8	8	1	-
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	15	15		-
7.	ОБЕСПЕЧЕНИЕ И УЛУЧШЕНИЯ КАЧЕСТВА ПОСЛЕДИПЛОМНОЙ ПОДГОТОВКИ	10	5	5	-
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	8	8		-
	Всего:	109	102	7	-
	93,6%		109		

Список документов, изученных членами ВЭК в рамках проведения внешней оценки образовательной программы магистратуры

№	Наименование документа	Количество	Дата утверждения
1.	Постановление Кабинета Министров Республики Узбекистан «Об Утверждении порядка финансирования из государственного бюджета РУ подготовки кадров на основе государственного заказа (госгранта) в государственных высших учебных заведениях, обладающих финансовой самостоятельностью»	1	№419, 01.08.2022
2.	О мерах по внедрению совершенно новой системы подготовки и непрерывного профессионального развития кадров в медико-санитарной сфере	1	№ПП-4666, 07.07.2020
3.	О дополнительных мерах по обеспечению академической и организационно-управленческой самостоятельности государственных высших образовательных учреждений.	1	№ ПП-60, 24.12.2021
4.	О мерах по предоставлению финансовой самостоятельности государственным высшим образовательным учреждением	1	№ПП-61, 24.12.2021
5.	Академическая политика АГМИ	1	2024-2025 г.
6.	Положения о магистратуре, Постановление кабинета министров Республики Узбекистан	1	02.03.2015, № 36
7.	Положение о внедрении кредитно-модульной системы обучения в Андижанском государственном медицинском институте.	1	26.08.2024
8.	Справка о бюджете АГМИ за 2025 (общий бюджет)	1	№1098773
9.	Выбор одарённых студентов	4	15.04.2024 (2023-2025)
10.	Справка о Реализации работ по поддержке одаренных студентов института	1	2022
11.	Диссертации (1,2,3 курс) магистрантов	165	2021-2025
12.	Квалификационные требования магистрантам по специальностям (Акушерство и гинекология, Хирургия, Кардиология, Радиология, Онкология)	5	2024-2025
13.	«О мерах по совершенствованию деятельности первичных организаций Союза молодёжи Узбекистана в высших учебных заведениях»	1	от 29 марта 2023
14.	План работы с молодежью в направлении духовно-просветительской и воспитательной деятельности.	1	2025-2026
15.	Справка об обеспечении студентов АГМИ общежитием	1	2022-2023
16.	Положение отдела контроля и мониторинга по работе с обращениями физических и юридических лиц АГМИ	1	№ 161-Т от 31 мая 2022 г.
17.	Об Утверждении положения о порядке приема в высшие учебные заведения, перевода, восстановления и отчисления студентов.	1	20.06. 2017 г., Выпуск 393
18.	Об утверждении нормативных правовых актов, регулирующих порядок приема в организации высшего образования.	1	13 сентября 2025, 578-число
19.	О мерах по организации ИГА выпускников организации высшего и профессионального образования.	1	13.12.2024, Выпуск 836

20.	Приказ ИГА	1	11.04.2025
21.	Информация о работе с обращениями физических и юридических лиц, контроля и мониторинга.	1	с января по октябрь 2025
22.	Ведомость обращений, поступивших в АГМИ	1	2025
23.	Положение о порядке работы с обращениями физических и юридических лиц в АГМИ	1	Август, 2024
24.	План работы в отдел работы с обращениями физических и юридических лиц, контроля и мониторинга.	1	27.12.2024 г.
25.	Организация в 2025 году выездных и личных приёмов ректора АГМИ, проведения массовых приёмов и принятия практических мер по законному решению отраслевых вопросов, поднятых в ходе этих приёмов, проводимых в городах и районах Андижанской области	1	2025
26.	“О дополнительных мерах по повышению качества образования в высших образовательных учреждениях и обеспечению их активного участия в осуществляемых в стране широкомасштабных реформах” Постановление Президента №ПП-3775 от 05.06.2018 г., «Государственный стандарт высшего образования. Основные правила» Приказ министерства высшего и среднего специального образования Республики Узбекистан № 35-2021 от 19.10.2021г., № 259 «О совершенствовании процесса разработки нормативно-методических документов высшего образования» от 09.06.2023 г., №284 «О порядке разработки учебной литературы и определение требований для их пользования в высших учебных заведениях» от 22.08.2022 г.	1	2018, 2023 г.
27.	Приказ о сдаче ИГА: Выпускник магистратуры 2025 года	1	11.04.2024 г.
28.	Справка об информационно-ресурсном центре АГМИ	1	2025 г.
29.	Список выпускников магистратуры АГМИ, работающих в практическом здравоохранении	1	2025 г.
30.	Закон Республики Узбекистан «Об образовании» Сенат 7 августа 2020 года	1	19.05.2020
31.	Современные информационно-коммуникационные технологии (1 год)	1	27.08.2025
32.	Трудовой кодекс Республики Узбекистан, Положение о высшем образовании, утверждённым постановлением Кабинета Министров РУ, рабочая группа по приёму сотрудников на работу	1	10.02.2006, № 20
33.	О мерах по совершенствованию деятельности первичных организаций Союза молодёжи Узбекистана в высших учебных заведениях	1	04.04.2023
34.	Менеджмент и экономика в здравоохранении (1курс магистратуры)	1	27.08.2025 г.
35.	Методология научного исследования (1-й курс магистратуры)	1	27.08.2025 г.
36.	Программа выборочных дисциплин: ИКТ, Клиническая фармакология, медпомощь, менеджмент и экономика здравоохранения, метод научного исследования, патанатомия, педагогическая технология, повышение качества медпомощи	1	27.08.2025 г.
37.	Расписание уроков симуляционного центра	1	02.09.2025 г.
38.	Рабочая программа по акушерству (1 и 3 курс)	1	29.08.2024 г.

39.	Рабочая программа по гинекологии (2 и 3 курс)	1	29.08.2024 г.
40.	Учебные планы по акушерству и гинекологии 1,2,3 курсы 2022 (зимний прием), 2024	5	27.06.2022 г. 29.08.2024 г.
41.	Рабочая программа по Нейрорадиологии 1,2,3 курс и Общей радиологии 1,2,3 курс.	1	29.08.2024 г.
42.	Рабочая программа по общей онкологии 1,2,3 курс и по частной онкологии 1,2,3 курс	1	30.08.2024 г.
43.	Рабочая программа по кардиологии 1,2,3 курсы и ФАДССС 1 курс.		
44.	Рабочая программа по общей (1 и 3 курс) и частной (1 и 3 курс) хирургии.	1	29.08.2024 г.
45.	Рабочая учебная программа «Клиническая фармакология» для подготовки по направлению (2-й курс)	1	27.08.2025 г.
46.	Рабочая программа по предмету Патологическая анатомия (2 курс)	1	27.08.2025г.
47.	Педагогическая технология, педагогическое мастерство (1 курс)	1	27.08.2025г.
48.	Повышение качества медицинской помощи (2 курс магистратуры)	1	27.08.2025 г.
49.	Индивидуальный календарный план (1,2,3 курс)	3	2025 г.
50.	Расписание уроков магистранта (1,2,3 курс)	3	02.09.2025 г.
51.	Оснащение Республиканского специализированного научно-практического медицинского центра онкологии и радиологии Андиганского филиала	1	2025 г.
52.	АГМИ, кафедра мед. радиологии. График ротации студентов магистратуры 1,2,3 курса	1	2025-2026 гг.
53.	Учебно-календарный план	1	2025 г.