

To the Accreditation Council  
of the Eurasian Center for Accreditation  
and Quality Assurance  
in Education and Health care  
November 3, 2025

**REPORT  
OF THE EXTERNAL EXPERT COMMISSION  
ON THE RESULTS OF THE ASSESSMENT OF THE BACHELOR'S DEGREE  
EDUCATIONAL PROGRAMME "PEDIATRIC CARE"  
OF THE MEDICAL INSTITUTE OF KARAKALPAKSTAN  
FOR COMPLIANCE WITH THE STANDARDS FOR EDUCATIONAL  
PROGRAMME ACCREDITATION OF THE BASIC MEDICAL EDUCATION  
(BACHELOR'S DEGREE) OF ECAQA**

**Period of external expert assessment: October 8–10, 2025**

**Nukus, 2025**

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## LIST OF SYMBOLS AND ABBREVIATIONS

| Abbreviation   | Designation  |
|----------------|--|
| ECAQA          | Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare        |
| WFME           | World Federation for Medical Education   |
| MSHE RK        | Ministry of Science and Higher Education of the Republic of Kazakhstan                     |
| EEC            | External Expert Commission   |
| MIK            | Medical Institute of Karakalpakstan  |
| MH and MES UzR | Ministry of Healthcare and Ministry of Education and Science of the Republic of Uzbekistan |
| EP             | Educational Programme  |
| RLA            | Regulatory Legal Act   |
| TS             | Teaching staff   |
| WC             | Working Curricula  |
| SC             | Standard Curricula   |
| AB             | Academic Board   |
| IS             | Information Systems  |
| TM             | Teaching materials   |
| GED            | General Education Disciplines  |
| MD             | Major Disciplines  |
| STP            | Scientific and Technical Programme   |
| SC             | Simulation Center  |
| OSCE           | Objective Structured Clinical Examination  |
| ILO            | Intended Learning Outcomes   |

### 1. Composition of the External Expert Commission

In accordance with ECAQA Order No.19 dated August 26, 2025, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external assessment as part of the accreditation of the educational programme “Pediatric care” from October 8-10, 2025 in the following composition:

| No. | Status in EEC               | Full Name                                   | Regalia, Position, Place of Work/Study, Year, Specialty   |
|-----|-----------------------------|---|---|
| 1   | Chairperson                 | SADYKOVA<br>SHOLPAN<br>SAUATBEKOVNA,        | Candidate of Medical Sciences, Associate Professor, Head of the Department of Internal Medicine of the Faculty of Medicine and Healthcare of Al-Farabi Kazakh National University, Almaty, Republic of Kazakhstan   |
| 2   | International Expert        | MARIYA<br>NOVAKOVA                          | Doctor of Medical Sciences, Professor of the Department of Physiology of the Faculty of Medicine of Masaryk University Brno. Member of the International Board of the Committee on Experimental Cardiology. Member of the Board of the Czech Physiological Society  |
| 3   | Kazakhstani Academic Expert | TASHENOVA<br>GULNARA<br>TALIPOVNA           | Doctor of Medical Sciences, Professor, Head of the Department of Pediatric Diseases named after Professor N.A. Barlybaeva, NJSC “S.D.Asfendiyarov Kazakh National Medical University”, Chief Freelance Pediatrician of the Ministry of Healthcare of the Republic of Kazakhstan, Almaty, Republic of Kazakhstan |
| 4   | Kazakhstani Academic Expert | KOLOSKOVA<br>YEKATERINA<br>ALEXANDROVNA,    | PhD, Associate Professor of the Department of Microbiology and Virology of the NJSC “S.D.Asfendiyarov Kazakh National Medical University”, Member of the Independent Commission on Education Abroad "Bolashak", Almaty, Republic of Kazakhstan  |
| 5   | Academic Expert             | MAMASAIIDOV<br>ZHAMOLIDIN<br>TURGINBAYEVICH | Doctor of Medical Sciences, Professor, Head of the Department “Propaedeutics of Internal Medicine and Pediatric Surgery” of the International Central Asian Medical University, Fergana, Republic of Uzbekistan.  |
| 6   | Employer Expert             | ABATOVA<br>ARUKHAN<br>ABATOVNA,             | Chief Physician of the Republican Adolescent Dispensary in Nukus, Republic of Uzbekistan.   |
| 7   | Student Expert              | SARSEBEK AKERKE<br>BAKYTKYZY,               | Fifth-year student majoring in “General Medicine” of NEI “Kazakh-Russian Medical University”, Almaty, Republic of Kazakhstan  |
| 8   | Student Expert              | BABAZHANOV<br>DIERBEK BAKHODIR<br>UGLI      | Sixth-year student majoring in “Pediatrics”, “Urgench State Medical Institute”, Urgench, Republic of Uzbekistan   |

The EEC's work was conducted in accordance with the EEC Regulations.

The EEC report includes a description of the results and conclusions of the external assessment of the educational programme “Pediatric care” for compliance with the Standards for Accreditation of the

educational programme of Basic Medical Education (Bachelor's Degree) in Medical Educational Institutions and its conclusions (hereinafter referred to as the Accreditation Standards), the EEC's recommendations for further improvement of the approaches and conditions for implementing the aforementioned educational programme and recommendations for the ECAQA Accreditation Council for accreditation.

## 2. General Part of the Final Report

### 2.1 Presentation of the Educational Programme “Pediatric care” at the Medical Institute of Karakalpakstan

|  |   |
|--|---|
| Organization name, legal form of ownership, BIN  | Medical Institute of Karakalpakstan   |
| Governing body   | Ministry of Healthcare of the Republic of Uzbekistan, Education Quality Control Department MIC  |
| Full name of the first director  | Rector - Khalimov Olimboy Ashirbayevich   |
| Date of establishment  | September 1990  |
| Location and contact information   | Uzbekistan, Republic of Karakalpakstan, 230100, Nukus, st. A. Dosnazarov, 108   |
| State license for undergraduate educational activities (date, number)                                    | Certificate of State Registration of Legal Entity No.03/04-27 dated April 24, 2020  |
| Information on branches and subsidiaries (if any)  | none  |
| Year of commencement of the accredited educational programme (EP)  | 2019  |
| Duration of study  | 6 years   |
| Total number of graduates since the beginning of the EP  | Bachelor's degrees – 2,158<br>Continued residency training – 960<br>Total residency graduates – 916   |
| Number of students in the EP since the beginning of the current year                                     | Bachelor's degrees – 608<br>Interns – 58, total – 666   |
| Employment   | Employment rate, % in dynamic over 5 years:<br>2017 -100%<br>2018 -100%<br>2019 -100%<br>2020 -98.5%<br>2021 -98.5%   |
| Full-time teachers/<br>Part-time teachers involved in the EP, including % of academic degree holder rate | In total there are 219 teachers, including 136 full-time and 83 part-time.<br>Percentage of academic degree holder rate: 33.2%.   |
| Website<br>Instagram<br>Facebook with active pages   | The institute's official website <a href="https://kkmi.uz">https://kkmi.uz</a> ,<br>Telegram <a href="https://t.me/www_kkmi_uz">https://t.me/www_kkmi_uz</a> ,<br>Instagram <a href="https://instagram.com/www_kkmi_uz/">https://instagram.com/www_kkmi_uz/</a> ,<br>Facebook <a href="https://facebook.com/kkmi.uz">https://facebook.com/kkmi.uz</a> |

## **2.2 Information about previous Accreditation**

The "Pediatric Care" educational programme has not been accredited to date.

## **2.3 Brief description of the Self-Assessment Report of the "Pediatric Care" Educational Programme and Conclusions on Completion**

The self-assessment report for the "Pediatric Care" educational programme (hereinafter referred to as the report) consists of 54 pages of the main text, 6 pages of annexes, and copies or electronic versions of the documents located at <https://drive.google.com/drive/u/0/folders/1XUaYZ5cjSIEEZx8oKWCCMuceANMt2fZg>

The report is characterized by complete responses to all 9 main accreditation standards and criteria, a structured presentation that takes into account the recommendations of the Guidelines for Conducting Self-assessment of Educational Programmes, which were provided to the educational organization by the accreditation center - ECAQA, and internal consistency of the information. A cover letter signed by the head, PhD and rector of the Medical Institute of Karakalpakstan, Khalimov Olimboy Ashirbayevich, is attached to report, confirming the accuracy of the quantitative information and data included in the self-assessment report.

The report includes a list of the 18 members of the internal self-assessment commission, indicating the responsibilities of each employee and information about the representative of the organization responsible for conducting the self-assessment of the educational programme – Fatima Adilbayevna Khalmuratova, Head of the Education Quality Control Department.

The self-assessment of the educational programme "Pediatrics care" was conducted based on the order of the head under No.156 dated August 9, 2024 "On the creation of a working group to conduct a specialized self-assessment and write a report."

All sections of the report present the actual practices of the Karakalpakstan Medical Institute in training undergraduate students in "Pediatric care", taking into account the start of student admission in 1991. They also provide substantiated data, examples of the implementation of educational programme objectives, national and international events and methodological support, confirming compliance with accreditation standards. The description in the self-assessment report is sufficiently comprehensive and up-to-date regarding the number of students, teachers and administration, information on selection and admission, learning outcomes, knowledge and skills assessment results, the university's physical facilities and clinical settings, contractual obligations with partners (universities, associations and settings), financial information, development and improvement plans, etc.

The report was submitted to the ECAQA in its final form, with data adjusted according to the above recommendations. It is written in a competent language, the wording for each standard is clear and understandable and is described in accordance with the criteria of the standards. The tables contain references in the text and are numbered consecutively.

The quality of the self-assessment report served as the basis for moving on to the next stage of the accreditation process – an external assessment. Experts plan to validate the report data and compare the information from the report with the information obtained during a visit to educational organization, i.e., verify quantitative and qualitative indicators.

## **3. Description of the External Expert Assessment**

The external expert work of the "Pediatric Care" educational programme was organized in accordance with the Guidelines for Conducting External Assessment of Educational Organizations and Educational Programmes of the ECAQA and according to the programme approved by Order No.19 dated August 26, 2025, by ECAQA Director General S.S. Sarsenbayeva and agreed upon with Rector of the Medical Institute of Karakalpakstan (MIK) O.A. Khalimov.

Visit dates to organization: October 8-10, 2025.

The external assessment aims to validate the self-assessment report data and verify indicators demonstrating the degree of compliance with accreditation standards.

The 3-day visit schedule is detailed in the Visit Programme (hereinafter referred to as the Programme), which is included in the accreditation center's documentation and in Annex 3 to this report. The Programme serves as evidence of the implementation of all planned activities as part of the external expert assessment.

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

- Conversation with management and administrative staff – 7 people in total;
- Interviews with students – 50 people in total
- Website review ([https://kkmi.uz/directions\\_medical\\_faculty\\_2/pediatric](https://kkmi.uz/directions_medical_faculty_2/pediatric));
- Interviews with 15 staff members and 20 teachers;
- Questionnaires for teachers and students – 200 and 400, respectively;
- Observation of student learning: attendance of 4 practical classes 1. Department of Pathology – Candidate of Medical Sciences, Sharafatdin Iskanderovich Mamutov. 2. Department of Physiology, Biophysics and Information Technology in Medicine – Candidate of Pedagogic sciences, Ruslan Aibekovich Ametov. 3. Department of Pediatric Surgery, Traumatology, Anesthesiology and Resuscitation – Candidate of Medical Sciences, Damir Abatbayevich Yerimbetov, Murshida Munirovna Nurmakhova. (Outpatient Pediatrics) Family Polyclinic No.5 and 4. Fundamentals of Preventive Medicine, Traditional Medicine and Neurology – Candidate of Pedagogic sciences, Turdybai Tolybayevich Saparov (Pediatric Neurology).

- Attending a lecture (“Small and Large Intestines” 1. Department of Anatomy, Clinical Anatomy and Histology – Candidate of Medical Sciences, Madaminov Alisher Askarovich.

- Review of resources in the context of fulfilling accreditation standards: 4 practice/clinical training bases were visited at the Department of Pediatrics (Head of the Department, Candidate of Medical Sciences, Matkarimova Alima Abuovna) in the disciplines of pediatrics, propaedeutics of childhood diseases, including the Children's Multidisciplinary Medical Center of the Republic of Karakalpakstan, Shamuratov Str., 83A, Outpatient and Polyclinic Pediatrics Family Polyclinic No.5, 60 years of Karakalpakstan Str., 22, Obstetrics, Gynecology and Neonatology (Head of the Department, Candidate of Medical Sciences, Bazarova S.K., discipline neonatology in the Karakalpak branch of the Republican Specialized Scientific and Practical Medical Center for Maternal and Child Health, Naiman 6 Street, Republican Children's Infectious Diseases Hospital (Head of Department, Candidate of Medical Sciences, Zhanibekov Zh.Zh., in the discipline of pediatric infections, 33 K.Aimbetov Street, where training is conducted under the educational programme with the participation of 12 full-time/part-time teachers);

- Review of 67 educational and methodological documents both before the visit to the organization and during the visit to the divisions (the list of documents reviewed is in Annex 2).

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

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

| No. | Full name                         | Position  |
|-----|-----------------------------------|---|
| 1   | Kurbanazarov Murat Kunnazarovich. | Vice-Rector for Academic Affairs                                    |
| 2   | Aleuov Zaiyr Isakovich.           | Vice-Rector for Youth Affairs and Spiritual and Educational Work    |
| 3   | Turmanova Sarbinaz Imamatinovna   | Vice-Rector for Clinical Work and Chief Physician of the MIK Clinic |
| 4   | Ametov Ruslan Aibekovich          | Vice-Rector for Research and Innovation                             |
| 5   | Tleubergenova Azima Baltabayevna  | Department of Scientific Research, Innovation and Faculty Training  |
| 6   | Abdullayeva Nuriya Dzhalgassovna  | Educational and Methodological Administration                       |

|    |   |   |
|----|---|---|
| 7  | Shuakbayeva Nagima<br>Makhrimullayevna  | Department of Educational and Methodological Support                            |
| 8  | Idrisov Zhaksylyk Aimuratovich  | Department of Academic Process Organization                                     |
| 9  | Tairov Kudiyar Bakhtiyarovich   | Registrar's Office  |
| 10 | Nashenova Zamira Sabitovna  | Simulation Educational and Clinical Center                                      |
| 11 | Gaipbayev Nurlan Rakhmerovich   | Dean's Office of the Faculty of Medicine (Pediatrics care)                      |
| 12 | Kosbergenova Zhuzimgul<br>Utenazarovna  | Department of Student Practice and Internships (Working with Clinical Settings) |
| 13 | Yefremova Margarita Valeryevna  | Career Center   |
| 14 | Interview with students of the Faculty of Pediatrics<br>Students of "Pediatric care" programme (50) |   |
| 15 | Interview with teachers of the "Pediatric care" programme (20)                                      |   |
| 16 | Interview with graduates of the "Pediatric care" programme (15)                                     |   |
| 17 | Nauryzbayeva K.   | Information and Resource Center<br>Library                                      |

On the final day of the visit to organization, a meeting of the EEC members was held to discuss the external assessment. A final discussion was held regarding the external assessment of the educational programme, document review, conversation, interview and questionnaires results. The EEC members began drafting the final EEC report. The external assessment results were summarized. The experts individually completed the "Quality Profile and Criteria for External Assessment of the "Pediatric care" Educational Programme for Compliance with the ECAQA Accreditation Standards". The EEC members did not make any comments (if any, please write them down). Recommendations for improving the educational programme were discussed, and Chairperson Sh.S. Sadykova held a final open vote on the recommendations for the ECAQA Accreditation Council for the accreditation period of 5 years.

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

*According to 93% of teachers, the survey conducted by the ECAQA was useful for developing recommendations for improving key areas of the accredited educational organization's activities.*

At the end of the visit programme, the EEC chairperson presented recommendations based on the results of the external assessment as part of the specialized accreditation to the educational organization's management and staff.

#### **4. Analysis of Compliance with Standards for Accreditation Based on the Results of the External Assessment of the Educational Programme "Pediatric care"**

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

###### **1.1 Stating the mission**

During the implementation of the visit programme's activities, namely, conversations with the organization's top head, members of the MIK Supervisory Board and interviews with students and teachers, compliance with the criteria of Standard 1 was established. All participants in the educational process are aware of the educational programme's mission and participated in formulating proposals for its formulation. The mission has been communicated to potential students through the website, social media and informational letters to medical organizations. The MIK strategic plan for 2022-2026 (Minutes No.2 dated May 31, 2022) was reviewed. It includes areas such as ensuring the quality and effectiveness of all activities (academic, scientific, clinical and managerial) for successful integration into international higher education. This confirms compliance with accreditation standards and demonstrates the organization's goals, objectives and prospects. Interviews with students revealed that before classes, teachers inform students about the organization's mission and work plans, and advise

them on where to obtain necessary information about the educational programme, teachers and training facilities.

During divisions' visits, experts noted the organization's strengths in relation to the accredited educational programme. The Medical Institute of Karakalpakstan has divisions directly related to the educational programme "Pediatric care", which can be recognized as best practices in education, including a student practice and internship department (working with clinical settings). This conclusion is based on the high level of organizational and methodological support provided for the one-month field internship after each year of the undergraduate programme in "Pediatric care". One to one and a half months before the start of the summer work experience internship, a list of students is compiled for various state medical organizations, a teacher and supervisors are assigned to each medical organization, and the list is approved by the Ministry of Healthcare of Uzbekistan.

The Hemis higher education process management information system has automated the university's administrative, educational and research activities, to provide modern electronic services to teachers and students, and created a corporate university information and educational portal. Furthermore, the system has access to departmental portals, such as the Ministry of Healthcare and the Ministry of Education and Science of the Republic of Uzbekistan.

The results of the documentation review demonstrate that the mission of the organization and the mission of the "Pediatric Care" educational programme, and the educational process, are structured in accordance with the State Compulsory Educational Standard and current regulatory legal acts (RLA) in postgraduate education and healthcare. At the same time, during meetings with vice-rectors and heads of divisions, experts noted the need to strengthen the mission by integrating education, research, practice and aspects of social responsibility. At the same time, experts identified a certain intention to involve external stakeholders in the development and implementation of the educational programme's mission.

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

During the visit, confirmation was received that all key stakeholders, including teaching staff, students and representatives of practical healthcare, were involved in the development of the educational programme's Mission at various stages. The formulation of the mission and goal statements was necessarily based on the opinions and suggestions of students, employers, teaching staff and MIK graduates. The results of a systematic survey and participation in roundtable discussions were documented (Minutes No.1 of the MIK Supervisory Board dated February 9, 2022, Minutes No.2 of the MIK Supervisory Board meeting dated May 31, 2022, etc.) and were partially mentioned during direct meetings with them.

Such events allow the university to identify existing strengths and challenges in all areas of its activities and thereby promptly develop action plans to address deficiencies and improve them.

*At the same time, during interviews with students and employers, experts did not receive a clear answer to the questions "Are you involved in formulating the mission and goals of the organization and educational programme?" and "What is the personal contribution of students to improving the educational programme?" Students responded that they were familiar with the mission, which is widely posted on information resources. The student council and representatives of practical healthcare participate primarily, while employers responded, "We actively participate in practical training and assessment of students at our clinical settings".*

## **1.3 Institutional Autonomy and Academic Freedom**

Based on Decree No.60 of the President of the Republic of Uzbekistan "On Additional Measures to Ensure the Academic and Organizational-Managerial Autonomy of State Higher Education Institutions" dated December 24, 2021 and Decree No.61 of the President "On Measures to Grant Financial Autonomy to State Higher Education Institutions" the institute was granted financial and academic independence. To verify Standard 1, a meeting was held with the head of the organization, Rector Olimboy Ashirbayevich Khalimov. In his responses, the Rector confirmed that the mission is not permanent and is subject to change as the institute operates and new labor market demands in the

healthcare sector are identified. In response to the question, "How is the organization's autonomy manifested? How are you independent in implementing the educational process?", it was established that the autonomy of the MIK consists of academic autonomy in approving curricula, syllabuses and qualification requirements based on framework state regulatory legal acts and professional standards; academic mobility; textbook publication; organizational and managerial autonomy (creating structural divisions, approving the structure and determining the number of staff positions; opening new and abolishing existing educational programmes and specialties; establishing procedures for hiring, dismissal from work and internal rotation of teachers and other employees).

Autonomy is being particularly actively implemented through the introduction of new elective courses to individualize student learning by selecting (submitting a request to the dean's office) through the catalog of elective courses and choosing the conditions for clinical internship in the Department of Student Practice, Internships and work with clinical settings (Order No.194 dated December 6, 2022, Protocol No.89 dated February 22, 2022). The clinical settings of the "Pediatric care" educational programme for clinical training are the best pediatric medical institutions in Karakalpakstan - the Children's Multidisciplinary Medical Center of the Republic of Karakalpakstan, Family Polyclinic No.5, Karakalpak branch of the Republican Specialized Scientific and Practical Medical Center for Maternal and Child Health, the Republican Children's Infectious Diseases Hospital and others.

Deficiencies were identified in the systematic and timely recording of decisions made within the QMS (Quality Management System) in protocols, regulations, orders and other documents, possibly due to the fact that each action of the institute is implemented after approval by the relevant ministries and the Supervisory Board.

*In a survey of 400 students (on the resource <https://webanketa.com/>), several of the 22 questions were devoted to the quality of the educational process and educational programme. It was found that 92% of students were satisfied with the quality of their medical education and would recommend studying at this educational institution to their acquaintances, friends and relatives. Furthermore, 91% of respondents believed that the educational programme heads and teachers are aware of students' educational needs. In response to the question "Do you think this educational institution allows you to acquire the necessary knowledge and skills in your chosen field?", 89.7% of students responded positively, 6.25% were unsure, 2.75% could not yet answer this question and 1.25% would like to believe it.*

*Of the 200 teachers surveyed (21 survey questions), 93% were satisfied with the work and workplace organization at this educational institution and 5% partially agreed. Experts determined that the institution has a healthy work environment, with the head being accessible to both students and staff, responding promptly to requests (86%) and not responding in a timely manner (2.5%). In the survey, 85% of teachers were satisfied with the institution's work environment, while 0.5% were partially satisfied. According to 93.5%, the institution provides teachers with the opportunity to develop as professionals in their field. For your information, a total of 200 people responded (136 on staff), with 33% having up to 5 years of teaching experience, 11.5% having up to 10 years and 55.5% having over 10 years.*

***The conclusions of the EEC by the criteria:*** Comply with 11 standards: 8 fully compliant, 3 partially compliant, 0 not compliant.

| <b>Standard</b> | <b>Implementation</b> | <b>Recommendations for Improvement</b>  |
|-----------------|-----------------------|---|
| 1.1             | Partially implemented | Strengthen the mission by integrating education, science and practice, as well as aspects of social responsibility.   |
| 1.2             | Partially implemented | Involve relevant associations in the development and implementation of the mission, and strengthen mechanisms for employer and graduate participation in reviewing the mission and strategy of the educational programme. |

|     |                       |   |
|-----|-----------------------|---|
| 1.2 | Partially implemented | Develop a system of regular stakeholder feedback and incorporate its results into the annual monitoring of the mission's effectiveness. |
|-----|-----------------------|---|

## Standard 2: CURRICULUM

### 2.1 Intended Learning Outcomes of the Curriculum

The educational programme in (5510200, 60910300) "Pediatric care" was developed in accordance with the State Compulsory Educational Standard dated October 19, 2021, and qualification requirements. The working curricula correspond to the standard curriculum regarding the mandatory component of the curriculum, the names of the academic disciplines, their scope, content and intended learning outcomes. The educational programme for the specialty "Pediatric care" consists of a block of mandatory and elective disciplines, as well as industrial internship. The working curricula is the main document used to develop a syllabus, which also outlines the learning outcomes for each discipline.

Competencies include the knowledge, skills and attitudes that students demonstrate at the end of the training period at a given level. Special competencies (learning outcomes) reflecting the development of main pediatric skills during learning are assessed through knowledge of the characteristics of children's bodies at various ages, patient counseling (collecting anamnesis, physical examination), clinical case assessment (conducting differential diagnostics; determining an examination and treatment plan; evaluating the effectiveness of therapy), providing emergency medical care; effective communication; application of ethical and legal principles in pediatric practice; application of biomedical advances based on research, scientific knowledge and evidence-based medicine; use of information technology; and the ability to effectively work within the healthcare system to address public health issues, identify risk factors and prevent diseases, and improve the health of pediatric patients. Practical learning is conducted in outpatient and hospital settings.

All available university information resources, including the HEMIS information system, are used to inform students about the established intended learning outcomes of the educational programme, which was confirmed by interviews with students (50 students) and graduates of the EP (15 graduates).

*Teachers surveyed indicated that 79.5% were fully satisfied with the level of students' prior training, while 8% were partially satisfied.*

*Experts established a clear continuity between the intended outcomes of students' prior learning (prerequisites) and their residency training and subsequent continuing professional development programmes.*

*92.5% of teachers-respondents believe that students at this educational institution possess a high level of knowledge and practical skills after completing the programme, while 6.5% partially agree.*

### 2.2 Curriculum Organization and Structure

To implement the educational programme in the specialty "Pediatric care" the organization's documents include teaching materials that define the programme's goal, integrate practical and theoretical components and provide independent work. Compliance with the State Compulsory Educational Standard and standard requirements has been established.

The ratio between the cycles within the educational programme in the specialty "Pediatric care" is determined by the standard: the curriculum is 9450 hours / 315 credits, and elective subjects constitute 420 hours / 14 credits of the total volume of disciplines in the cycle of general educational disciplines. The volume of disciplines in the Basic Disciplines cycle is 33% (2940) of the total volume of disciplines of standard curriculum or 9870 hours / 315 credits (UZ), 9450 hours / 315 credits are allocated to disciplines of general competence and 420 hours / 14 credits to elective disciplines. The structure of the working curricula throughout the academic year includes the name of the specialty, a list of disciplines, the total volume of academic credits, the number of classroom hours, hours of student independent work and the distribution of the workload across semesters. The academic disciplines specified in the working curricula are divided into cycles of general educational, basic and specialized disciplines and are

organized within academic modules. The relationship between disciplines across semesters is also specified: compulsory and elective subjects, types and duration of practical training, and forms of academic assessment (credit, exam, final certification).

The experts found that, in this way, the educational process reflects the university's strategic guidelines, includes clear intended learning outcomes, ensures a sequence of academic and practical modules in accordance with the ECTS credit volume, and promotes individual student professional development. However, mechanisms for receiving structured feedback from external experts are still insufficiently formalized **(ESG 1.2)**.

While attending a practical class on "liver pathology" at the Department of Pathology, taught by Sh.I. Mamutov, Candidate of Medical Sciences and at the Department of Child Neurology, taught by T.T. Saparov, Candidate of Medical Sciences on "Asthenoneurotic Syndrome", experts obtained convincing data that the learning is conducted according to plan. Students take quizzes before class, receive feedback from the teacher, and have the opportunity to practice their critical thinking skills, creativity, decision-making skills under uncertainty and incomplete information, and effective teamwork. The content and structure of the "Pediatric Care" EP allow students to acquire both the fundamental knowledge and practical skills necessary for working with patients in clinical settings, as well as for further development and advancement in the medical profession **(ESG G1.2)**

The organization ensures compliance with ethical aspects in the implementation of the educational programme. Experts have reviewed the Institute's ethical rules, developed and approved by the decision of the Institute's Academic Board (Protocol No.4 dated December 15, 2021). During interviews, students responded that they were aware of the content of this document, which focuses on compliance with standards of conduct and academic honesty by posting educational and assessment materials on the HEMIS platform in the area of educational content.

An analysis of educational activities showed that the scientific basis and all scientific achievements in the relevant disciplines are taken into account, additions have been made to the bibliography of the teaching materials and syllabuses, and teachers apply them in the classroom.

The supervising system, described in Order No.412 of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan dated September 30, 2021, was evaluated. Currently, the Institute employs 4 tutors at the Faculty of Pediatrics. Their tasks include analyzing the spiritual and social well-being of first- to third-year students and assisting in resolving existing problems through individual and group meetings. They are responsible for maintaining ethical standards of interaction and behavior, as well as organizing weekly "Information Hours". Tutors actively use email to correspond with students and hold face-to-face meetings to discuss emerging issues. If a student experiences communication difficulties with fellow students, teacher or other staff, the tutor contacts the staff psychologist for assistance. The psychologist works confidentially with the student. In the event of student violations of internal regulations, the Faculty of Medicine has a commission that reviews incidents and imposes disciplinary action, including expulsion from the institute or dismissal. The commission's findings are presented at a Faculty Council meeting at the end of the academic year.

In summary, the supervising system at the MIK facilitates rapid student adaptation, reduces academic stress, and develops professional skills. Popular, regular informational meetings with students support the development of educational autonomy and foster strong motivation for continuing education in the medical profession **(ESG 1.3)**.

The procedure for informing students of their rights and responsibilities is reflected in the "Institute's "Passport, Charter, Internal Regulations and Ethical Rules" (Protocol No.4 of Academic Board dated December 15, 2021). This demonstrates compliance with Standard 2 regarding adapting education to student needs. At the same time, in addition to the principles of quality and academic honesty described above, the organization has had an active anti-plagiarism system in place since September 26, 2025, in accordance with the Information Technology Services Agreement.

The MIK places significant emphasis on student compliance with the standards of conduct and academic honesty by posting educational and assessment materials on the HEMIS platform for educational content (<https://hemis.kkmi.uz>), and the Honor Code. Therefore, it should be noted that the anti-plagiarism

system is still partially implemented: local verification of final theses is used, but there is no centralized electronic database or automated anti-plagiarism module, which requires further development.

The presented data confirm the use of a student-centered approach in many aspects of educational activities (diversity of learning formats, supervising support and informing students about rules and ethical standards). However, further programme development requires expanding opportunities for student participation in research and improving mechanisms for academic honesty. (ESG 1.2).

### **2.3 Curriculum Content**

In 2020, a curriculum was developed based on the ECTS system, taking into account changes made to national regulations. The programme content is consistent with the goals and objectives of the educational programme. The learning is provided in accordance with the working curricula, which is characterized by integrity, continuity and consistent study of disciplines.

The structure of the EP and the content of the working curricula are fully consistent with the standard curriculum and the catalog of elective courses, ensuring a balance between compulsory and elective courses. The programme includes relevant disciplines that reflect the requirements of modern educational and professional practice. The working curricula also take into account the competency requirements necessary for the successful professional career of graduates. A catalog of elective courses provides students with the opportunity to choose courses that meet their individual educational and career goals. Standard curricula are available for all disciplines, published by authorized bodies of the Ministry of Healthcare of the Republic of Uzbekistan in accordance with the State Educational Standard for the specialty "Pediatric care".

Modular learning is implemented in years 1-3 for basic and preclinical disciplines, years 4-6 for clinical courses, elective courses and industrial internships. Considering that graduates of pediatric faculties will work in primary healthcare as family physicians, courses in outpatient surgery, outpatient pediatrics and therapy have been introduced in the sixth year. Starting in the 2024 academic year, an elective course - the module "Fundamentals of Family Medicine" - will be available. Work programmes have been developed for all disciplines based on standard curricula. These programmes are discussed at department meetings, reviewed at meetings of the Educational and Methodological Council, and approved by the Vice-Rector for Academic Affairs.

There are documents containing requirements for the structure and the content of educational programmes – "Rules for organizing the educational process according to the credit-modular system of education, approved by Order No.236 of the Ministry of Healthcare of the Republic of Uzbekistan dated September 8, 2021, "On approval of regulatory documents for organizing the educational process in medical and pharmaceutical higher and secondary specialized educational institutions".

The faculty's methodological council, the educational and methodological council and the institute's academic council are responsible for selecting and implementing innovations in the educational process, organizing the preparation, developing the educational programme and implementing it.

The content of the work programmes and the catalog of elective courses reflect the needs of the healthcare system, as well as the specifics of research and scientific achievements of the teachers. These include the scientific and technological programme "Assessment of the reproductive health of adolescent girls in the Southern Aral Sea region and the development of optimal rehabilitation methods". To successfully implement the educational programme in "Pediatric care", the organization has the resources of a Simulation Center to assess students' practical skills. This includes the use of dummies, training devices and simulators, as well as patient communication skills (volunteers), and virtual programmes. However, there are challenges in planning, developing and approving educational programmes, particularly in the context of extensive discussions with stakeholders (graduates and employers).

Teachers provide students with methodological and didactic materials, as well as additional literature to prepare for classes in which 65.25% were fully satisfied, 27.5% were partially satisfied, and 4% were dissatisfied.

The organization has its own clinical facilities - the Children's Multidisciplinary Medical Center of the Republic of Karakalpakstan with 235 beds and Family Polyclinic No.5 with 850 outpatient visits - and has entered into 22 agreements with medical organizations. In response to the survey question, "Is there sufficient time for practical learning (patient supervision, etc.)?", 65.75% of students responded with complete agreement, 25.75% partially agreed and 5.5% disagreed. Moreover, 62% of students state that the teacher provides feedback after classes (listening to their opinions, conducting a mini-survey and error analysis session).

At the same time, when asked, "Are student representatives involved in the development of educational programmes?", the experts received an unsure response (58%).

The students surveyed were completely satisfied with the class schedule (69%).

## **2.4 Basic Biomedical Sciences**

The educational programme includes mandatory courses in basic biomedical sciences. The goal of this approach is to develop subject-specific competencies such as the application of biomedical science advances. These disciplines provide students with fundamental knowledge of the structure and functions of the human body, which forms the basis for further study of the clinical aspects of medicine. The following is noted as the outcome of studying biomedical sciences in the EP: "Apply the principles of medical practice, methods and knowledge of biomedical sciences, including anatomy, histology, genetics, immunology, microbiology, pathology, physiology, etc.?"

The working curricula for biomedical disciplines are reviewed and discussed at department meetings and the Academic and Methodological Council. Corresponding changes are also made to the curriculum for the relevant subject. For example, in 2024, the topic "Changes in Physiological Processes in People Engaged in Sports" was introduced into the Physiology course.

## **2.5 Clinical Sciences**

The content of the educational programme for clinical subjects includes scientific knowledge about diseases, their prevalence, local characteristics, prevention and treatment methods. Healthcare organization issues are included in the preclinical block, which includes the study of population health, the national healthcare system and the medical care delivery system. In October 2020, the "Covid-19" course was added to the "Pediatric care" curriculum. In September 2021, the "Universal and Progressive Model of Nursing for the Optimal Development and Growth of Children Under 5" course was added. In February 2022, the "Fundamentals of a Healthy Family (Family, Culture and Education)" course was added. In September 2022, the "Transplantology" topic was added to the Surgery discipline. The "Rehabilitation of Patients After High-Tech Cardiovascular Surgeries" topic was added to the Rehabilitation Science discipline. "Characteristics of Sports Injuries" topic was added to the Traumatology course.

## **2.6 Scientific Method**

The educational programme provides for the teaching of scientific methodology principles to students, including the development of analytical and critical thinking, scientific research methods in healthcare and evidence-based medicine. The Institute ensures that the curriculum includes the results of modern scientific research in the field of medicine. As part of the "Public Health and Healthcare" and "Medical Biostatistics" courses (introduced into the curriculum for the 2024-2025 academic year as an elective course, 1.0 credit), students acquire knowledge and skills in planning and organizing research projects, statistical methods for analyzing scientific data, conducting correlation analysis and assessing the reliability of obtained data. Implementation of laboratory work in biology, biochemistry, physiology and microbiology is mandatory. Students present at international and national scientific conferences and actively participate in international and national subject Olympiads ([https://kkmi.uz/scientific-and-educational/gifted\\_students/](https://kkmi.uz/scientific-and-educational/gifted_students/))

This method is underutilized in clinical disciplines; students' research projects use only literature reviews on the subject, without analytical and statistical methods. However, to ensure a progressive

increase in scientific competencies from course to course, it is recommended to develop and implement elective courses into the curricula.

## **2.7 Behavioral and Social Sciences and Medical Ethics**

Behavioral sciences such as psychology, introduction to medicine, hygiene and medical ecology are studied alongside traditional medical disciplines, allowing students to gain a holistic understanding of patient health and well-being and develop communication skills, which are critical for establishing trusting relationships with patients. Building students' knowledge in these disciplines will enable future healthcare professionals to better understand the patterns of individual and social behavior and health development and to incorporate these patterns into their future professional activities. (Table 2.2. from the report "Information on the behavioral and social disciplines of the educational programme "Pediatric care").

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

The current educational strategy of the MIK is characterized by the widespread integration of active learning forms in all types of student activities, both in and out of the classroom. Video and audio materials, as well as multimedia technologies, are widely used to clearly and effectively convey the content of the educational material to students.

The potential of the MIK Simulation Center for Practical Skills ([https://kkmi.uz/training\\_simulation\\_center/simulation\\_center](https://kkmi.uz/training_simulation_center/simulation_center)) which provides practical skills training and the development of clinical competencies at the patient's bedside through the simulation of various situations, is actively used.

During a practical lesson on "Bronchopulmonary Dysplasia in Children" and a discussion with students, the experts observed that the organization promotes the development of students' practical competencies, including in Simulation equipment (practicing CPR (cardiopulmonary resuscitation). At the same time, students deepen their theoretical knowledge and develop communication skills.

Work experience internships are typically conducted in a hospital format at the institute's clinical settings, providing students with access to real-world work conditions and allowing them to interact with experienced professionals. This interaction is a key element of the learning process, as students can observe professionals at work, ask questions and receive valuable advice that will help them in the future. Medical assistant training at this institution is built on a practice-oriented approach, gradually increasing complexity and responsibility throughout the course of study. The programme includes five internships, each worth 8 credits and taking place at different levels of the medical system, allowing students to gain diverse experience working in various medical institutions.

In their first year, students complete an internship as a "Junior Medical Assistant". Students are introduced to the fundamentals of medical ethics and deontology, and study safety and aseptic rules. During this period, special attention is paid to developing communication skills which are necessary for effective interaction with patients and colleagues.)

The second year includes an internship as a "Ward Nurse Assistant". Here, students take a more active role in patient care: assisting with hygiene procedures, monitoring medication administration, collecting and processing medical records and monitoring patients' conditions.

The third year offers an internship as a "Nurse Assistant at a Family Doctor's Office, Family Clinic or the Scientific Center for Emergency Medical Care". This allows students to gain experience working in different types of medical institutions and become familiar with the specifics of providing medical care in outpatient and inpatient settings, as well as in emergency medical care.

The fourth year is dedicated to the internship as a "Hospital Physician Assistant". Here, students work under the direct supervision of a physician, participating in the examination and treatment of patients. They carry out the physician's prescribed procedures, complete medical records, monitor patients' conditions and report changes in their condition to the physician.

The final, fifth year includes an internship as a "Physician Assistant at a Family Doctor's Office, Family Clinic or rural medical centers" where they independently perform certain procedures under the

supervision of a physician, make decisions within their competencies and develop independent work skills. Internships at the Scientific Center allow them to become familiar with advanced technologies and the latest treatment methods. (<https://drive.google.com/drive/folders/1f-4pBBMvt35BLFudVuIUsonK2hJibAdL?usp=sharing>).

## **2.9 Educational Programme Management**

The experts reviewed the work of divisions, including the Academic and Methodological Administration, the Department of Academic Process Organization, Academic and Methodological Support, the Registrar's Office, the Registrar's Front Office and others. A total of 8 meetings were held, and cross-sectional interviews revealed that the educational process governance reflected in the self-assessment report and the general management approaches were confirmed during visits to the Academic and Methodological Administration, the Faculty Dean and the Registrar's Office, and interviews with heads and staff. These structures coordinate all stages of the educational programme's development, from preparation to implementation, while constantly monitoring the programme's compliance with state educational standards and professional requirements for pediatric specialists. This work includes direct interaction with the departments, which provide teachers and support the educational process at all stages of learning - from theoretical training to practical classes and clinical practice. Each department develops working curricula for its disciplines, aligning them with the overall concept of the educational programme and SES requirements. This includes not only the content of the educational material but also teaching methods, forms of knowledge assessment and assessment of learning outcomes.

The development, approval and implementation of educational programme at higher education institutions is a multi-stage process that is carried out in strict compliance with various organizational, legal, regulatory and methodological documents. The activities of the aforementioned departments are closely integrated with those of other MIK structures that ensure comprehensive quality control of the educational process and compliance with all required standards. These include the Rector, the Vice-Rector for Academic Affairs, the Vice-Rector for Clinical Affairs, the Education Quality Assurance Department, the Department for Work with Educational (Clinical) Settings and the MIK Academic Board, which finalizes the educational programme after approval by the faculty coordinating council.

Nevertheless, based on the experience of medical universities, improving the quality of the educational process at all levels of education recommends organizing a collegial development of the educational programme and its structural elements, developing an educational trajectory for training personnel and organizing efforts to improve the quality of educational and methodological support for educational programmes. The creation of the Committee for Educational Programme (CEP) will also enable the analysis and implementation of best international and domestic practices in the educational programme's content and delivery methods, interaction with employers and graduates of the educational programme to clarify graduate competency requirements and assess the quality of their training, preparation of the educational programme for various quality assessment procedures (including accreditation) and organization of programme self-assessment.

During a visit to the institute, insufficient participation of external stakeholders (specialized associations, employers and graduates) in the development and evaluation of programmes was identified. The procedures for developing and approving the educational programme are documented and implemented according to established procedures, but formalized mechanisms for systematically analyzing student feedback and involving external stakeholders in adjusting programme content are lacking. (ESG 1.2)

## **2.10 Connection with Medical Practice and the Healthcare System**

The training of students in “Pediatric care” specialty is aimed at meeting the needs of practical healthcare. As part of the practice-oriented approach to specialist training, beginning in the 2022–2023 academic year, graduates of the Faculty of Pediatrics were sent on work experience internships at their places of permanent residence. This ensures continuity between theoretical learning and practical work, and facilitates early professional adaptation of graduates in primary healthcare settings.

During their internships, students participate in providing PMSC to the population, enabling them to acquire practical clinical skills in outpatient settings. Furthermore, graduates are offered the opportunity to become employed as general practitioners, which helps expand their professional competencies and strengthen the workforce in primary medical care. At the Faculty's clinical departments, students participate in clinical rounds in hospitals, outpatient appointments, consultations and calls in clinics (at more than 22 clinical settings). Healthcare representatives annually serve on State Certification Commissions, as well as on commissions administering the integrated exam for bachelor's degree graduates.

*Of the 400 students surveyed, 60.75% responded that teachers use active and interactive learning methods quite often in their classes, while 31.5% said they rarely or sometimes use them. During an educational organization visit, experts identified challenges in implementing new teaching methods.*

**The EEC's conclusions by the criteria.** Comply with 38 standards, 29 are fully compliant, 9 are partially compliant, 0 are not compliant.

| Standard | Implementation        | Recommendations for Improvement  |
|----------|-----------------------|--|
| 2.1      | Partially implemented | Formalize a mechanism for aligning intended learning outcomes with postgraduate education requirements and employer expectations, incorporating regular feedback and documenting student participation in research activities. |
| 2.2.3    | Partially implemented | Strengthen the development of communication competencies by integrating them into clinical disciplines and creating a communication station in the simulation center.  |
| 2.2.6    | Partially implemented | Strengthen the system of horizontal and vertical integration of disciplines through interdepartmental planning and joint definition of learning outcomes   |
| 2.3      | Partially implemented | Enhance the development of students' scientific competencies through an elective component, independent student work and courses on the use of international databases   |
| 2.6      | Partially implemented | Ensure progressive strengthening of the scientific component of the educational programme at all stages of study   |
| 2.7      | Partially implemented | Strengthen the development of students' legal competencies through an elective component and independent student work  |
| 2.9.1    | Partially implemented | Create an advisory body – the Committee for the Educational Programmes to continuously improve the educational programme and expected learning outcomes to strengthen the trinity of science, education and practice.          |
| 2.9.2    | Partially implemented | Include the results of regular assessments of the achievement of intended learning outcomes in internal quality system reports.  |
| 2.10     | Partially implemented | Expand the list of external stakeholders represented by professional associations.   |

### Standard 3: ASSESSMENT OF STUDENTS

#### 3.1 Assessment Policy and System

The student assessment policy at Karakalpak Medical Institute is governed by the regulatory document ["On the implementation of the credit-module system and the student assessment system at Karakalpak Medical Institute \(for first- to third-year students\)" of 2022. Assessment of 4th-5th-year students is conducted in accordance with Order No. 19-2018 of the Ministry of Education and Science of the Republic of Uzbekistan dated August 9, 2018, and 6th-year students are assessed in accordance](#)

[with the Regulation on the System of Student Education in Higher Education Institutions, approved by the Cabinet of Ministers of the Republic of Uzbekistan No. 204 dated June 11, 2004.](#)

Summative assessment can be conducted in one stage—in the form of testing or an oral exam (e.g., [internal medicine](#)) or in two stages—testing and assessing practical skills (e.g., [pediatrics](#)).

Student performance is calculated on a 100-point scale, where 100 points are distributed among the following: formative assessment (30 points), midpoint assessment (20 points) and summative assessment (50 points) (testing (70 points) and OSCE (30 points)). For disciplines that do not require midpoint assessment: formative assessment (50 points), summative assessment (50 points) (testing (70 points) and OSCE (30 points)).

The number of permitted retakes of the summative assessment is 2. It is permissible to rework the "unsatisfactory" grade of the formative and summative assessments in accordance with [Rector's Decree No. 159 dated October 20, 2022](#).

During a visit to the departments and review of documents containing methods for assessing student knowledge: discipline syllabuses and practical skills assessment criteria, it was noted that the practical skills assessment checklists lack standardization of assessment stages with score ranking.

A study of the control and measurement equipment - [4th-year Obstetrics and Gynecology, 3rd-year Propaedeutics of Internal Medicine](#) revealed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of students' academic achievements. During interviews, students described assessment methods, such as oral questioning, testing, role-playing and note preparation, and that they were satisfied with regular feedback from teachers, fairness and objectivity of grades awarded through the use of checklists.

The assessment results appeal system is reflected in the document ["Regulations on the Appeals Committee."](#) During the committee's operation, 1 appeal was received at "Pediatric care" educational programme: dissatisfaction with the results of the pharmacology exam, where, by decision of the committee, the student retook the exam.

During a visit to an organization and a conversation with G.K. Primbetova, an employee of the Registrar's Office, the committee was convinced that a documentation system is in place that is transparent and accessible to all teachers and staff. This system includes documents such as annual operational plans, annual reports, division regulations, agreements with teachers and students, scholarship award orders, scholarship award orders for students with an IELTS level of >6.5, orders on expelled students, etc., as well as educational and methodological documentation (work programme, curricula, syllabuses, journals), and assessment tools (checklists, reports). A review of the website <https://kkmi.uz/> revealed that its pages contain necessary documents for students, including [materials for preparing for the FSC, a catalog of elective courses](#) and regularly updated information on the schedule, academic performance and attendance. This information was obtained during an interview with K.B. Talrov, Head of the Registrar's Office.

The Dean's Office records students' academic achievements and includes them in their transcripts. The transcript is available to students throughout their studies and is issued within 3 days of their application being submitted to the Dean's Office.

Students who successfully complete their studies and pass the final assessment are awarded a state-issued diploma with a transcript.

### **3.2 Assessment in support of learning (formative assessment)**

Student assessment results are documented in the teacher's journal and posted daily in the [HEMIS AIS electronic journal](#).

The organization evaluates content validity, criteria and authenticity through internal and external expert assessments, FSC results, OSCE and job placement rates. Reliability is enhanced by increasing the number of stations in the simulation center and using unified checklists.

Formative assessment involves teachers providing feedback through commentary on students' oral responses. Departments are developing a set of educational and methodological courses, which includes

textbooks (translated from Russian authors into Karakalpak), teaching aids, control and measurement equipment and case studies.

*A student survey on the amount of formative assessment revealed that 93% of respondents considered it sufficient.*

In interviews with 25 teachers regarding assessment methods, experts obtained convincing evidence that teachers adhere to student assessment guidelines. Students also shared their opinions on the timeliness of test delivery, pre-exam counseling, the clarity of the entire assessment process and its fairness. For example, students reported that they are notified of the consultation schedule before exams.

*Interviews with students are confirmed by a survey, in which 92% of respondents noted the fairness and accuracy of the assessment of knowledge and skills. Furthermore, 92.25% of respondents noted the fairness of the exam and grade assessment.*

During a visit to the organization, management was asked: "Are external examiners involved to improve the fairness, quality and transparency of the assessment process?" The answer was that the [heads of the National Academy of Sciences of the Republic of Uzbekistan](#) (G.Zh. Dzharlykasynova, E.A. Shamansurova, B.Zh. Pulatova, F.S. Dzhililov, A.A. Yunusov, G.T. Iskandarov and Kh.A. Akramova) are involved in the final assessment.

The experts inspected the resources for organizing the assessment of knowledge and practical skills, namely, the testing center and the training simulation center. During a visit to the testing center and a conversation with the testing center's director, Saodat Tolybayevna Reimbergenova, the experts were shown the testing center's programme and a bank of test questions for undergraduate, internship and master's degrees. The experts noted that the test questions only included questions of the first difficulty level - those testing knowledge of the material. A visit to the simulation center demonstrated a variety of stations for practicing and assessing practical skills in line with the educational programme.

*The 15 employer representatives interviewed also noted that graduates' training is consistent with current developments in medical practice and science, as students demonstrate the ability to apply knowledge in practice, master basic clinical procedures and principles of complication prevention. Employers said they would like to participate more in the state final certification. However, the educational institution did not provide systematic feedback to them. Employers believe that practical skills in providing prehospital care and communication skills are the skills they most desire in bachelor's degree graduates.*

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

The summative assessment is based on the assessment of the types of activities regulated by the document ["On the Implementation of the Credit-Modular System and the Student Knowledge Assessment System at the Karakalpak Medical Institute \(for 1st-3rd Year Students\)"](#) from 2022 and includes seminars, practical and laboratory classes and the development of practical skills in a simulation center. For this purpose, assessment methods based on criteria and reasoning and specific examinations are used, such as simulation-based learning; clinical problem solving; clinical analysis of patients, interpretation of laboratory, visual and other examination methods; clinical training with a real patient ("bedside"); on-the-job training in primary medical care and inpatient settings; patient supervision; implementation of night (day) calls; work in small groups; working with databases, training in statistical programmes, and library work using electronic resources.

*In the survey, teaching staff noted proficiency in assessment methods: OSCE (86%), MFS (48%), essay (48.5%) and feedback (46.5%).*

At the Karakalpak Medical Institute, summative assessment is used to evaluate the mastery of competencies upon completion of a course. A point-rating system has been implemented, including midterm and final attestation. The final mark is based on exam results and mark of practical and clinical training. Documentation on summative assessment procedures is available to students. The university uses written and test-based examinations to assess knowledge and develop clinical thinking. The OSCE provides an assessment of practical skills and the state final assessment.

Summative assessment criteria are set out in the university's regulatory documents, including the [Academic Policy](#), and are communicated to students. Examination results are recorded in the HEMIS AIS digital system and are used to make decisions about retakes, academic support for at-risk students and transferring to the next year.

During a visit to the institute, it was confirmed that examination procedures are organized under uniform conditions that ensure academic honesty.

### 3.4 Quality Control

During a conversation with Nuriya Dzhalgasovna Abdullayeva, Head of the Educational and Methodological Administration, and Nagima Makhrimullayevna Shuakbayeva, Head of Educational and Methodological Support, information was obtained regarding the procedures for developing, reviewing and approving questions, test assignments and materials for the OSCE final assessment. Questions, test assignments and OSCE materials are developed by departments in accordance with the ["Requirements for the Preparation of Test Assignments for Assessing Student Knowledge"](#), and reviewed by an [expert group](#), approved annually by Vice-Rector for Academic Affairs, M.K. Kurbanazarov. The control and measurement equipment is first approved by the Educational and Methodological Council ([Minutes No.3 dated October 27, 2023](#)), then by the [Academic Board](#) of the MIK prior to the midterm attestation.

N.D. Abdullayeva, Head of the Educational and Methodological Administration, explained that the CME is updated annually. A strength of the MIK is the Department for Quality Assurance of the Educational Process, which reports directly to the Rector and is connected with similar structures within the Presidential Cabinet. Through various social media platforms (Telegram, Zoom, etc.), it can address pressing issues to improve educational activities.

**The EEC's findings by the criteria** Comply with 14 standards: 11 are fully met, 3 are partially met, 0 are not met.

| Standard | Implementation        | Recommendations for Improvement   |
|----------|-----------------------|---|
| 3.3      | Partially implemented | Develop second- and third-level control and measurement equipment for comprehension and application, starting in the third year, with a progressive increase in their proportion in the senior years. |
| 3.2      | Partially implemented | Standardize assessment criteria (checklists) with score rankings.   |
| 3.4      | Partially implemented | Develop a corrective action plan based on the results of midterm attestation and state examinations using the Bell Curve.   |

## Standard 4: STUDENTS

### 4.1 Student Selection and Admission Policy

The university admissions policy is governed by national requirements and internal regulations, namely, the Law of the Republic of Uzbekistan ["On Education," dated September 23, 2020, No. LRU-637](#), and the Decree of the President of the Republic of Uzbekistan dated May 24, 2024, No.UP-81 ["On Improving the Admission System to Higher Education Institutions of the Republic of Uzbekistan."](#)

Bimbetov Yernazar Saliyevich, Assistant Professor in the Department of Dentistry, was appointed Chairman of the Admissions Committee for 2025 by Rector's Order No.101 dated June 24, 2025.

The website of the Karakalpakstan Medical Institute [kkmi.uz](#) provides information for applicants to undergraduate, graduate, clinical residency and joint programmes.

Applicants submit documents Online through the official website of the State Testing Center under the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan [my.uzbmb.uz](#).

A call center is being set up to answer parents' questions on a 5-question-per-call basis.

From 2020 to 2025, 671 students were admitted to “Pediatric care” educational programme. In 2024, [69 graduates completed their studies](#), of whom 3 received "excellent" grades on the final exam, 64 received "good" and 2 received "satisfactory".

Overall, all admission criteria are met. The experts reviewed the student admissions documentation.

The admission of students with disabilities is carried out in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan ["On Approval of the Regulation on the Procedure for Admitting Persons with Disabilities to Higher Education Institutions for Study under Additional Quotas Based on a State Grant"](#) dated June 2, 2018, No.417. Between 2018 and 2023, 4 students with disabilities and 4 orphans were admitted to “Pediatric care” programme. In the event of a tie on the test, children with disabilities of groups I and II, as well as those with disabilities from childhood, have priority for the grant. They must submit a medical report to the Admissions Committee confirming the absence of contraindications for studying in their chosen specialty.

The competition for educational grants for students with disabilities is conducted according to approved quotas from the total state educational procurement.

The practice of transferring students from other educational programmes and medical educational institutions is documented in Resolution No.393 of the Cabinet of Ministers of the Republic of Uzbekistan dated June 20, 2017, ["On Approval of the Regulation on the Procedure for Admission, Transfer, Readmission and Suspension of Students from Higher Educational Institutions."](#)

Starting in the 2020/2021 academic year, women with a recommendation from the Ministry for Support of Mahalla and Family of the Republic of Uzbekistan will be allocated a four percent state grant admission slot, in addition to the established general state grant admission rates.

Appeals regarding applicant admission are processed in accordance with Resolution No.261 of the Cabinet of Ministers of the Republic of Uzbekistan dated April 9, 2018, ["On the Procedure for Improving Admission to Higher Education Institutions."](#) If applicants disagree with the test results, they have the right to file an appeal with the Appeals Commission electronically.

Appeals are reviewed by the Agency for Assessment of Knowledge and Qualifications and are submitted online at <https://my.uzbmb.uz> (in the applicant's personal account). An appeal can be filed if the applicant actually participated in the testing and was not disqualified from the procedure.

#### **4.2 Student Counseling and Support**

Academic counseling and personal support are provided in accordance with [Resolution No. 36 of the Cabinet of Ministers of the Republic of Uzbekistan dated January 20, 2024, "On measures to improve the efficiency of the Center for Enhancement of Social Activity of Students and Pupils under the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan."](#)

*In the survey, students indicated that academic counseling was available in 90.5% of cases.*

The tutoring programme is implemented based on the "Student Support Programme" described in Resolution No.36 of the Cabinet of Ministers of the Republic of Uzbekistan dated January 20, 2024, ["On measures to improve the efficiency of the Center for Enhancement of Social Activity of Students and Pupils under the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan"](#). 5 tutors are currently working at the Karakalpakstan Medical Institute.

The dean's office provides academic support, health support and support for solving personal problems. Experts posed questions to the dean of the faculty, Kadir Muratbayevich Khojambergenov. The MIK has a student support programme that includes scholarships for holders of educational grants and personal scholarships. For example, [Zumrad Abubakirova](#) is a recipient of the Islam Karimov personal scholarship. [Tomiris Dinaliyeva](#) is a recipient of the Ibroim Yusupov personal scholarship. [Tomiris Eskabulova](#) has Ibn Sina personal scholarship.

*In a student survey, 93% of the cases noted the accessibility of the deputy dean's office and his/her awareness of student issues (91.7%).*

MIK has a [Department of Youth, Spirituality and Education](#), headed by A.A. Mambetnazarova. The department's responsibilities include conducting events related to educational and cultural work

carried out nationwide, organizing work among student youth on targeted, aesthetic, political and artistic education, holding events, discussions and meetings in the spirit of national and cultural traditions, promoting the spiritual and physical development of young people, determining the area of spiritual, educational and upbringing work at the institute, developing relevant regulatory documents and proposals, and participating in improving the spiritual and educational work of the Republican Center for Spirituality and Law, together with its city and district branches and foundations and public organizations operating in the country.

[The Primary Organization of the Karakalpak Medical Institute of the Youth Union of Uzbekistan](#) also operates within the Karakalpakstan Medical Institute. The organization's main goals are to foster the development of harmoniously developed, free-thinking and socially active youth with a high level of legal awareness and civic commitment; to cultivate spiritual, moral and patriotic qualities; to respect historical heritage and national and universal values; to protect the rights and legitimate interests of youth; to support professional development and entrepreneurial initiatives; to create conditions for the development of creative, intellectual and scientific potential; to foster a commitment to a healthy lifestyle and environmental awareness; to encourage participation in sports; to prevent the negative influence of destructive organizations and pseudo-cultures; and to conduct crime prevention and contribute to its prevention.

*In the survey, students indicated satisfaction with the quality of financial aid services in 90.75% of cases.*

Institute psychologist K.K. Aitzhanov spoke about psychological counseling for students. [A socio-psychological passport](#) is issued for each student during their first year. Meetings are held to help students adapt to their new learning and living conditions (Protocol No.1 dated September 15, 2025). A depression scale is administered in the second year. In addition to working with students, work is also conducted with teaching staff and administrative and managerial personnel. For example, communication skills training with tutors is provided (Protocol No.2 dated September 22, 2025). Planned activities for the current academic year include suicide prevention, depression diagnostics, law violation prevention and divorce prevention. Meetings with orphans are held on the 10th of each month. M.O. Ismailova, a psychologist specializing in women's and girls' issues, works with girls and women. She described the work plan for girls, which is similar to that of the institute's psychologist.

*A student survey confirmed the availability of mental health services (90.2% of respondents).*

MIK has a student services sector. There's an electronic dashboard where students can select a consultation area: the Scientific and Innovation Activity and International Relations Sector, Academic Mobility Services Sector; the Accounting and Marketing Services Sector; the Educational Process Coordination Sector; and the Document Management and Storage Sector. Selecting a sector assigns an electronic queue.

Employment consultations are available in the Student Services Sector. The Institute's website also features a [Career Center](#), in the "Structure" section, which provides contact information and addresses for regional healthcare administrations in the Republic of Uzbekistan. [Employment agreements](#) for grant-funded and contract-based graduates are also available on the website for review and download. Additionally, "[Career Day](#)" events are held with the participation of employers and graduates to promote employment for undergraduate, graduate and clinical residency graduates at the Karakalpak Medical Institute. Formative assessment includes teacher feedback through commentary on the student's oral response. The departments are developing a set of educational and methodological disciplines, which includes textbooks (translated from Russian authors into Karakalpak), teaching aids, control and measurement equipment and case studies.

*In the survey, students rated the adequacy of career guidance counseling at 91.8%.*

Students are included in the [Faculty Council](#) (Nurlybayeva S.Zh., 5th year, Tadjibayeva A.T., 3rd year, Odilov D.D., 3rd year, Orinbayev B.S., 3rd year) , [the Educational and Methodological Council](#) (Urzimova S., 6th year) and the [Institute Council](#) (Urzimova S., 6th year). *In the survey, students rated the adequacy of their participation in the MIK committees at 91.7%.*

Individuals who successfully complete their training and pass the final assessment are awarded a state diploma with a supplement (ESG 1.4).

*The EEC's findings by the criteria.* Comply with the 15 standards: 15 - fully, 0 - partially, 0 - not compliant.

## **Standard 5: ACADEMIC STAFF**

### **5.1 Academic Staff Development Policy**

The university's academic staff development policy is primarily focused on foreign language proficiency and specialized training within the faculty's area of expertise. It is regularly updated based on the university's mission and the plans of the relevant ministry. The Institute's academic staff selection and hiring policy is implemented in accordance with “the Law on Education”, “the Labor Code of the Republic of Uzbekistan”, “Resolution [No.20](#) of the Cabinet of Ministers of the Republic of Uzbekistan dated February 10, 2006”, "On Approval of the Regulation on the Procedure for Recruiting Teaching Staff in Higher Education Institutions on a Competitive Basis", the MIK's Charter, the MIK's Development Strategy for the period 2022-2026, the MIK's Internal Regulations, the Regulation on the Hiring of Teachers and other state and institutional regulations.

The Institute's personnel recruitment and selection policy ensures full equality and access to available positions at the Institute, guaranteeing equal opportunities and an objective assessment of applicants' professional qualifications.

The faculty's personnel policy for “Pediatric care” specialty is fully aligned with and complies with the Institute's Personnel Policy.

The Institute's economic capabilities and staff funding are taken into account when selecting faculty.

Recruitment is conducted on a competitive basis, in accordance with the requirements of the [Regulations on the Competition for Teaching Staff Positions at the MIK](#). When selecting teaching staff, applicants' qualifications, professional experience, research results and ability to train highly qualified specialists in accordance with modern requirements are taken into account. Priority is given to individuals with higher qualifications, scientific, pedagogical and clinical experience, and those who are aligned with the Institute's mission.

The total number of teaching staff is 219, of which 136 (62.1%) are full-time employees.

To implement the educational process, a teaching staff is formed based on the curricula and approved by the staffing schedule. The number of teaching staff is planned based on the needs of the educational process, the teaching load standards per teacher and the student population across all educational programmes.

The research and teaching activities carried out by academic staff throughout the year are monitored by the head of the department. At the end of the academic year, the teaching staff reports on the implementation of individual plans and the fulfillment of working hours standards by research, teaching and pedagogical staff. Subsequently, the head of the department submits an annual report on the department's activities. Monitoring of the fulfillment of research and teaching standards is carried out by the faculty deans' offices, the Department for Handling Appeals from Individuals and Legal Entities, Control and Monitoring, and the Department of Educational and Methodological Work based on annual reports submitted by the educational institutions.

The teaching staff of the Institute assumes responsibility for ensuring that the content and methods of learning meet established academic and professional standards and the intended learning outcomes. Educational strategies, learning and teaching methods, including innovative technologies, are aligned with students' abilities and learning needs, consistent with and serve the university's mission, goals and intended outcomes.

The Institute maintains a balance between the academic and professional qualifications of its teachers, which helps maintain the quality of the educational process and implements a policy for learning, work, development of staff, which covers the training, support and assessment for teaching staff.

To ensure the continuing professional development of teaching staff, annual advanced training plans are developed for teaching staff and administrative staff [https://drive.google.com/file/d/16vmrOEimdO8ciQmFvL8y9SMgMbuN5fF\\_/view?usp=sharing](https://drive.google.com/file/d/16vmrOEimdO8ciQmFvL8y9SMgMbuN5fF_/view?usp=sharing).

In recent years, the Institute's personnel policy has been aimed at increasing the academic degree of its staff, and a specialized dissertation council has been established for pediatric, surgical and therapeutic specialties at this university.

To verify the data in Standard 5, external experts obtained opinions of teachers on HR policy.

Conversation with teaching staff (20 teachers) to conduct an interview on "Pediatric care" educational programme included all relevant questions and allowed the experts to learn about approaches to recruiting clinical staff to teach the curriculum, as well as identify challenges in human resource management and development, as most part-time faculty members lack knowledge of teaching methods.

*The teachers' survey revealed that the majority (92.5%) were completely satisfied with the organization of work and the workplace at this educational institution, while 6.5% were partially satisfied. At this educational institution, teachers have the opportunity to engage in research and publish their research results – 91.5% completely agree, 6.5% - partially. HR service performance was satisfied – 89% completely agree, 7% - partially. Salaries were satisfactory – 86% completely agree, 2% - partially.*

## **5.2 Academic Activities and Professional Ethics of Teachers**

The work of the teaching staff is incentivized through financial and non-financial incentives. The financial incentive mechanism is established by the [Regulation on Remuneration, Incentives and Provision of Financial Assistance to Employees of the MIK](#).

Financial incentive criteria are based on the volume, objective, quality and complexity of work, the degree of responsibility, professional qualities and individual achievements of the teaching staff, all of which are focused on the practical mechanisms of implementing the scientific and pedagogical process.

Wage bonuses established for individual professional achievements are incentive-based and are based on the quality of work, the employee's contribution and professionalism, objectivity and impartiality. They are established and paid based on the employee's contribution to achieving results. According to the Regulation on Remuneration, Bonuses and Financial Assistance to Employees of the MIK and the Collective Agreement, teaching staff are provided with additional payments for teaching in English, and administrative staff are provided with additional payments for holding an academic degree.

Professors and associate professors working at the Institute receive salary bonuses in accordance with the established procedure, similar to those received by doctors working in hospitals. Furthermore, the Institute's clinic provides the opportunity to combine medical practice with teaching.

Clinical departments submit reports on the volume of medical care provided.

Programmes aimed at enhancing the professional and pedagogical skills of the teaching staff of the Institute's Faculty of General Medicine are constantly being developed and implemented. These programmes are being developed in close collaboration with the faculty dean's office, the academic department, the education quality assurance department, the Department of Pedagogy and the Department of Foreign Languages.

For example, in 2024, a course on developing English language skills was organized to enhance the teachers' qualifications. 3 groups of teachers, divided into levels (beginner, intermediate and advanced), completed the course. This allows teachers not only to improve their linguistic skills but also to increase the effectiveness of communication with international colleagues and use modern educational resources in English, which is important for integration into the global scientific community.

Such initiatives not only contribute to the professional growth of teachers but also to the creation of a more modern, integrated educational environment that meets international standards.

To improve the quality of education, every teacher is required to undergo advanced training every three years at the Main Scientific and Methodological Center for Advanced Training and Retraining.

Over the past three years, more than 80 teachers of the institute have completed various advanced training programmes aimed at enhancing their professional, pedagogical and scientific competencies.

In 2020, 110 teachers completed 144-hour in-person and distance advanced training courses on "Current Issues of Research and Educational Activities of Higher Education Teachers in the Information Environment". The courses were taught by specialists from the Kazan National Research Technological University and were aimed at developing skills in a digital educational environment and introducing modern approaches to teaching and research.

From October to December 2019, three teachers from clinical departments completed 120- and 280-hour advanced training courses at the Belarusian Medical Academy of Postgraduate Education. During their training, they studied modern medical examination methods and their application in clinical practice, and also improved their teaching skills at a medical university.

From March to April 2022, four teachers from the medical-biological and clinical departments completed a 144-hour internship at the St. Petersburg State Pediatric Medical University. During the internship, they learned about the implementation of innovative technologies in medical education, which enabled them to improve their teaching methods and integrate modern educational technologies into the educational process.

These internships and courses contributed to significant professional growth for the teachers and the implementation of advanced methods in the institute's educational practices.

In September 2024, two teachers from the institute's clinical departments participated in the 13th ROSOMED (Russian Society for Simulation Education in Medicine) Congress and the international conference "Simulation Learning in Medicine: Experience, Development, Innovation", which focused on the latest advances in simulation learning in medicine. Participation in such prestigious events allowed teachers not only to expand their knowledge of modern simulation-based learning methods but also to exchange experiences with international colleagues and learn about the latest innovations and practical approaches that can be implemented in the educational process.

This participation helps strengthen scientific and educational ties with international organizations and expands horizons for the introduction of advanced technologies into the institute's educational process.

As part of academic mobility, foreign internships and participation in international conferences, olympiads, teachers and students in the field of education "General Medicine" were in Austria (Medical University of Vienna), in Japan (Japan, Tokyo, Kyoto, Hiroshima), in Italy (Gemelli University Hospital), in Turkey (Turkish University of Medical Sciences), in China (participation in the Chinese-Uzbek Forum of University Rectors), in Korea (Koryo University), in Russia (N.I. Pirogov Russian National Research Medical University", D. Rogachev Center for Pediatric Hematology, Oncology and Immunology, St. Petersburg State Pediatric Medical University, Moscow - ROSOMED - simulation learning in medicine, Perinatal Center), in Minsk (Belarusian Medical Academy of Postgraduate Education), in Kazakhstan (S.D. Asfendiyarov Kazakh National Medical University, Kh.A. Yassaviy People's Kazakh-Turkish University), etc.

### **5.3 Continuing Professional Development of Academic Staff**

To ensure the continuing professional development of the teaching staff, annual advanced training plans are developed for the teaching staff and administrative staff <https://drive.google.com/file/d/16vmrOEimdO8ciQmFvL8y9SMgMbuN5fF/view?usp=sharing>.

The Institute provides teachers with equal opportunities for continuing professional development throughout their careers, which are consistent with and contribute to the achievement of the mission and intended learning outcomes reflected in the Institute's Charter and Personnel Policy. To ensure the appropriate level of teaching staff qualifications, which is fundamental to the quality of educational services provided, the Institute implements the "Supervisor-Student" programme (Ustoz-Shogird) and a system for advanced training and professional development of the Institute's staff.

To verify the data from Standard 5, during a meeting with the head of the HR department and interviews with teachers, experts obtained opinions on approaches to developing faculty pedagogical competence, motivated work with students and supervising.

The experts received responses regarding the annual teacher advanced training programme and 52% of teachers participating in the educational programme completed the training within one year. These activities are funded by the university. An expert verified the teachers' certificates. The experts found that teachers initiate research topics for students, stimulate the need for continuing learning and independent work with literature and medical documentation.

*The organization offers opportunities for career growth and teacher development – 89.5% of teachers surveyed responded, and 8% partially agreed. 52.5% attended advanced professional training programmes less than a year ago, 13% - during the current year, 15.5% - more than three years ago, 3% - more than five years ago and 1.5% answered "I don't remember when that was".*

*The organization implements social support programmes for teachers: 82% answered "yes, such programmes exist", 4% - "I have already used them", 2.5% of respondents answered "no such programmes", and 8% were unaware of them.*

**The EEC's findings by the criteria.** Comply with 10 standards, 9 - fully compliant, 1 - partially compliant, 0 - not compliant.

| Standard | Implementation        | Recommendations for Improvement  |
|----------|-----------------------|--|
| 5.3      | Partially implemented | Increase the academic degree holder rate of department staff by training young teachers to become research and teaching staff. Develop an annual plan for teachers internships in clinical disciplines at the world's top 1000 universities. |

## **Standard 6: EDUCATIONAL RESOURCES**

### **6.1 Physical Facilities for Teaching and Learning**

The Medical School has sufficient physical facilities to adequately support the implementation of its educational programme. The institute's physical facilities include 6 academic buildings, clinics, a training and simulation center, a library with 7 reading rooms, 1 canteen, 1 gym with the necessary equipment, transportation vehicles and other equipment. All facilities comply with fire safety and sanitary standards. The total area of the institute's grounds is 5.28 hectares, of which 24,850 square meters are allocated for all buildings. Landscaping and greening cover an area of 1.5 hectares. The Institute has 22 buildings for educational, clinical and social purposes, of which 7,249.53 square meters are designated for educational purposes, 922.85 square meters are occupied by administrative units and 3,496.78 square meters are student housing. 130 kW of solar panels have been installed.

The student dormitory, currently under renovation, offers a total area of 3,496.78 square meters and accommodates 350 students.

Fundamental and social sciences-humanitarian disciplines in "Pediatric care" educational programme are taught in 21 departments located in 6 academic buildings belonging to the Institute, covering a total area of 7,249.53 square meters. The 26 clinical departments of "Pediatric care" faculty are located at 22 clinical settings with a total capacity of 2,277 beds in the Institute Clinic and other medical institutions of national and city significance.

Lectures are held in the Institute's auditoriums and at other medical institutions under agreements concluded with the clinical settings. The Institute has 8 modern interactive lecture halls equipped with state-of-the-art technology, as well as 2 conference halls, ideal for hosting international scientific conferences, roundtables and seminars. All rooms are equipped with modern audiovisual equipment and provide comfortable conditions for working with large groups. The Information Resource Center includes 3 classrooms, each accommodating up to 300 people, as well as a specialized electronic room with 33 seats, designed for distance learning and the use of high-tech educational materials.

The classrooms for practical classes are equipped with adapted projection systems and information technology (IT) equipment. These classrooms are for shared use by all faculties and courses and are managed by the Institute's Administrative Service on a semester-by-semester basis.

The laboratories of the fundamental departments are equipped with microscopes, chromatographs, anatomical (including plastic models) and histological preparations, etc., in accordance with the specific disciplines taught.

The total teaching staff involved in “Pediatric care” educational programme is 219 people, including 136 full-time employees (62%) and 83 part-time workers. The total academic degree holder rate is 68 (31%), compared to 21 (15%).

The institute's physical facilities are updated annually. To support the basic information technology processes of the pediatric faculty, the institute is fully equipped with the latest technology.

The institute has an Information Resource Center, located in premises with a total area of 801 square meters. The library's reading rooms are located in 2 buildings, with a reading room area of 499.55 square meters. The Institute's Information Resource Center provides all the necessary conditions for providing information services to teaching staff and students. The Information Resource Center building houses 4 reading rooms, 2 electronic rooms and 1 fiction room, for a total of 7 reading rooms with a seating capacity of 300. The IRC's total book collection comprises 7,311 titles, 62,128 units, including:

- 2,729 textbooks, 47,856 units,
- 957 popular science titles, 4,757 units,
- 2,984 fiction titles, 5,521 units,
- 637 other titles, 3,994 units.

Electronic literature comprises 45,851 titles. The IRC serves teachers and students with 42 computers with internet access. 10 computers in the electronic library are equipped with electronic textbooks on ophthalmology and physiology. In 2024, the institute's IRC collection was expanded with 1,621 new books in 179 units. The library is 93% fully automated and computerized. Since 2002, it has been using the IRBIS64+ automated library system, which enables automated management of all library processes. The “IRBIS 64” electronic catalogs contain 3,135 bibliographic records, simplifying the search for required literature. The electronic catalogs, available at <https://unilibrary.uz/>, are constantly updated in collaboration with the institute's teachers. The number of textbooks relevant to the teaching of subjects related to the "General Medicine" EP is 6,594 copies, representing approximately 51.4% of the total number of electronic books.

The institute has 675 computers, 31 laptops, over 160 printers, 59 multimedia projectors, 38 interactive whiteboards and 5 electronic whiteboards. A total of 193 computers with internet access are located in 7 computer labs.

The institute has a 95 Mbps internet connection and 26 Wi-Fi zones. There are 39 computers for every 100 students in the Faculty of General Medicine.

## **6.2 Resources for Clinical Learning**

A review of resources showed that they meet the goals and objectives of educational activities, as the educational institution's staff ensures collegial and ethical relationships with medical staff and clinical setting management to achieve student intended outcomes. A sufficient number of specialized patients and modern equipment are provided, demonstrating accessibility to students. Staff members, who serve as both teachers and supervisors (tutors), ensure high-quality learning in an ethical and deontological manner. Before beginning the relevant course of the educational programme, students receive a syllabus from the teacher and are informed of the required skills.

The Institute has agreements with 22 medical institutions that host departments of “Pediatric care” EP. These agreements emphasize shared responsibility for the quality of training of future specialists. This means that partner clinics and hospitals provide the MIK with not only access to their patients and equipment but also high-quality classrooms, creating a favorable environment for effective learning.

Among them are 18 highly specialized national-level clinics, the main ones being the O.Khalmuratov Republican Multidisciplinary Medical Center, the Children's Multidisciplinary Medical

Center of the Republic of Karakalpakstan, the Republican Children's Infectious Diseases Hospital, the Republican Children's Dental Clinic, the Karakalpak branch of the Republican Specialized Scientific and Practical Center for Maternal and Child Health, the Karakalpak branch of the Republican Specialized Scientific and Practical Medical Center for Oncology and Radiology and the Republican Pathologicoanatomic Bureau, etc.

During visits to clinical settings, experts assessed resources, their compliance with the curriculum, accessibility for teachers and students, and the modernity of the equipment and its relevance to the needs of students and practical healthcare. The experts obtained evidence of compliance with Standard 6 and validated the self-assessment report data.

To validate the self-assessment report data and obtain evidence of programme quality, interviews were conducted with 50 students majoring in “Pediatric care”.

Interviews with students revealed both successes and challenges in mastering practical skills at the medical institute's clinical settings. Management has implemented appropriate programmes to address these challenges. Clinical training for students and clinical activities of MIK staff are carried out in accordance with the ["Regulations on the MIK Clinic"](#) dated November 8, 2021.

To ensure a high level of training and knowledge monitoring, students' knowledge and practical skills are regularly assessed during clinical practice. Particular attention is paid to improving their physical patient examination skills, a fundamental skill for any physician. This system of continuous monitoring guarantees high-quality learning and the training of qualified professionals. This approach ensures not only theoretical but also practical readiness of future physicians for work in a modern medical environment, fostering high professionalism and responsibility.

The Medical Institute of Karakalpakstan (MIK) has a modern Simulation Center, which plays a key role in the training of highly qualified professionals. This center is a unique educational platform that harmoniously combines theoretical knowledge with practical skills development. The Simulation Center's key advantage is its equipment, which fully reflects the real-life conditions of medical institutions. Students have access to a wide range of modern medical equipment and instruments, allowing them to experience real clinical practice as closely as possible.

The center is equipped not only with real medical devices but also with a full range of specialized training devices (including pediatric models), high-tech simulators, realistic mannequins, electronic phantoms and anatomical models. This allows for training in various medical procedures and scenarios, as well as complex diagnostic and therapeutic procedures, in a safe and controlled environment. This allows future physicians to hone their skills until they become proficient, reducing the risk of errors in real clinical practice.

The Simulation Center's structure is multifunctional. It includes specialized rooms divided into key medical disciplines. Specifically, it features rooms simulating the working conditions of therapeutic, cardiology, pulmonology, gastroenterology, nephrology, urology, anesthesiology and resuscitation units. Special attention is given to surgery, including laparoscopic surgery, as well as obstetrics and gynecology, otolaryngology, ophthalmology and pediatrics. This detailed specialization allows students to gain practical experience in various fields of medicine.

### **6.3 Medical Research and Scientific Achievements**

The research activities of “Pediatric care” Faculty are carried out within the framework of the institute's annual research plan and according to developed criteria for assessing the rating of each teacher.

The Department of Obstetrics and Gynecology is conducting a research project entitled "Assessing the Reproductive Health of Adolescent Girls in the Southern Aral Sea Region and Developing Optimal Rehabilitation Methods". A temporary research team from the department's teaching staff has been created to implement this project. 16 senior students and clinical postgraduate doctors from the Faculty of Pediatrics are involved in the project.

The Department of Hygiene, Environment and Epidemiology is implementing a joint educational and research project with Korea University (South Korea) entitled "Creating and Strengthening the

Scientific Potential of the Department of Hygiene at KMI". As part of this project, an environmental laboratory has been established for research; teaching aids on Hygiene and the Environment have been developed, and a master's degree programme in Environmental Medicine is planned to open. This project involves 15 students from "Pediatric care" EP.

The research topic of the Department of Medical Biology and Microbiology "Factors Affecting the Development of Dysbiosis in Children Living in the Southern Aral Sea Region and Methods for its Correction" brings together 6 pediatric students who are conducting research and collaborating with their professors to collect data.

Research projects with students are also conducted in the departments of Medicinal Chemistry, Pathology, Normal Anatomy and Biophysics, with a total of 21 students enrolled in "Pediatric care" EP.

The results of research are reflected in reports on completed research projects. These reports include the publication of scientific articles and theses, participation in research, presentations and publications at conferences, inventions and reports on the practical implementation of clinical and research results.

The Faculty of Pediatrics pursues a policy of alignment between research and education. Research results are integrated into the educational process and clinical practice. They serve as the basis for the development of teaching and methodological materials used in student training in various disciplines, as well as for the development of methodological recommendations for implementation in practical healthcare. Faculty staff actively participate in conventions, conferences, congresses and other scientific events held in the republic and abroad. International research and practical conferences, seminars and roundtables devoted to current issues in healthcare and higher education are held annually.

Over the past 5 years, the following educational and methodological recommendations have been developed and implemented in practical healthcare in the Republic of Kazakhstan:

Chronic Cholecystitis. Diagnosis. Treatment. (Nurpolatova S.T., Zhaibergenova Zh.B., Abdirashitova G.S.), November 6, 2020, No.2, Protocol of the AB of MIK

Type of Roundworms: Morphofunctional Characteristics of the Nematode Class. Kalmirzayeva G.O., Ibragimov M.Yu., November 6, 2020, No.2, Protocol of the AB of MIK

Early Diagnosis of Hereditary Diseases, Azhimuratova V.B.

Analytical Reactions of Mn<sup>+2</sup>, Fe<sup>+3</sup>, Bi<sup>+3</sup> Cations of Group V, Sultanova Sh.K., Meldebekova S.U., Bekmanova G.B.

Kidney Pathophysiology, Azhiniyazova G.K., Tursimuratova S.Ye., Yerimbetova Z.B., Aliyarova G.S.

Current Aspects of Anemia Diagnosis and Treatment, Yessenbekova Ye.Zh., Nadzhimitdinova M.

Current Issues in Regional Pathology. Environmental Medicine, Zhiyemuratova G.K., Utepbergenova G.T.

Aesthetics of Nature and Technogenic Civilization, Muratbayeva A.Zh.

### **6.3 The Medical School provides information about its research base and priority research areas.**

The faculty's departments have educational and research laboratories equipped with modern laboratory equipment, including a PCR analyzer, EIA, gas chromatograph, spectrophotometer, high-speed refrigerated centrifuge, voltammetric analyzer, autoclaves, an ultrapure water system, high-resolution microscopes, etc. Laboratory equipment is widely used by department teachers, doctoral students, master's students and undergraduate students in their research projects.

The Faculty of Pediatrics's priority research areas are:

- Research aimed at developing preventive medicine. Specifically, the Department of Family Medicine is implementing a project titled "Features and Characteristics of Anemia and Type 2 Diabetes Mellitus on the Course of Cardiovascular Disease in the Population of the Republic of Karakalpakstan".

- Developing a scientific foundation for improving and rehabilitating the health of the population living in the Aral Sea region. For example, the Department of Medical Biology and Microbiology is implementing a grant titled "Factors Affecting the Development of Dysbiosis in Children Living in the Southern Aral Sea Region and Methods for its Correction".

- Research to assess the level of environmental pollution and its negative impact on the human body. To implement this section, the Department of Dentistry is implementing the research project on "Prevalence of Dentofacial Anomalies in Children in the Republic of Karakalpakstan and the Rationale for Their Comprehensive Prevention".

The institute has created opportunities for teaching staff, young researchers and students to access international databases of scientific publications. All KMI staff have access to the KMI electronic scientific library, which is connected to the EBSCO international online system for international medical scientific data, as well as to the Web of Science and Scopus systems. Leading experts in science and innovation regularly organize seminars with step-by-step instructions on working with databases, their resources and their role in dissertation research.

A subscription to the "Full-Text Library" platform has been established, where students can read and download articles and books on the latest research advances; select articles for comparative analysis of latest advances in the field; use data when writing scientific reports, master's and doctoral dissertations; select highly ranked journals relevant to the research topic, and find out the journal's impact factor; familiarize themselves with the journal's requirements and prepare articles in accordance with them.

Students have remote access to the full-text database via mobile phone.

At the same time, it should be noted that despite some successes in the implementation of scientific research activities of the teaching staff, a weak implementation of the achievements of scientific and research activities in the educational process was revealed, as well as the absence of a system and policy that promotes this relationship, which is reflected in the recommendations.

Interviews with teachers, including 20 full-time faculty, revealed that despite successes in managing the educational process, there are challenges in providing students with ample access to equipment, ensuring a sufficient number of specialized patients, time for maintaining medical records and independent work with patients. These challenges depend on the specific facilities, management and workload of medical staff in pediatric clinics.

#### **6.4 Information Resources**

The medical school has defined and implemented a policy aimed at the effective use and assessment of relevant information and communication technologies.

The institute has implemented an interdepartmental document management system through the <https://Edo.ijro.uz> platform. Within this system, internal document management is carried out through the personal accounts of employees and structural divisions of the institute.

The educational process is organized in accordance with the credit technology using the HEMIS higher education management information system. A centralized video surveillance system is installed in each institute building. To enhance security, CCTV cameras are located both inside and outside the buildings. All institute buildings are connected to the internet via fiber-optic cable with a bandwidth of 95 Mbps.

The center has 7,311 titles of educational, scientific and fiction literature, totaling 62,128 copies, as well as 45,851 electronic resources. Of these:

- Educational literature in the state language - 22,991 copies;
- Educational literature in Russian - 21,918 copies;
- Educational literature in English - 2,346 copies;
- Electronic resources in Uzbek - 20,289 units;
- Electronic resources in Russian - 20,464 units;
- Electronic resources in other languages - 4,945 units.

The Institute has high-speed internet access, and all university divisions are provided with local and global network resources. The Institute's Research Center has access to international scientific databases, such as: [unilibRARY.uz](http://unilibRARY.uz), EBSCOhost, ProQuest, <https://unilibRARY.uz/>, <https://Search.ebscohost.com>, <http://www.proquest.com>.

The electronic information resource center is regularly updated with new materials. These resources are available in Uzbek (Latin and Cyrillic), Russian and English, and cover all areas of medicine. Video materials, including videos on anatomy, endoscopic surgery and internal medicine, are also included in the center's collection. The main collection of electronic resources is available for use in the distance learning system via the local network. The Institute provides adequate access to electronic and printed information resources to support its mission and educational programme.

The Information Resource Center provides access to electronic resources from the Russian publishing house "GEOTAR-Media" <https://www.studentlibrary.ru>, as well as to the digital resources of the universal database <https://dlib.eastview.com>.

## **6.5 Educational Expertise**

The MIK continuously and systematically studies and applies the experience of educational evaluation and assessment.

The effectiveness of educational programmes is periodically assessed through the evaluation of official approval mechanisms, periodic audits and monitoring of educational programmes. This process includes both internal and external monitoring. Internal monitoring of the quality of "Pediatric care" educational programme is conducted using criteria such as an assessment of the educational program's content, taking into account key competencies and learning outcomes. External evaluation of the educational programme is conducted by the State Inspectorate for Quality Supervision in Education.

According to the Decree of the President of the Republic of Uzbekistan dated December 24, 2021 under No.PP-60 "On additional measures to ensure academic and financial independence" the approval and review of curricula and programmes are carried out within the institute.

The institute has formed a group of experts to analyze the quality of educational programmes. At the beginning of the academic year, the quality of "Pediatric care" educational programme is analyzed by internal experts. The Education Quality Assurance Department conducts an internal analysis of the educational process.

The curricula for the educational programmes are developed in accordance with the Qualification Requirements for the Bachelor's Degree in "Pediatric care", professional medical standards and reflect changes in national and global healthcare, current clinical guidelines, treatment standards and protocols.

The curriculum and work programmes are periodically reviewed, updated and adjusted. The content of the work programmes of elective and optional courses includes the specifics of regional healthcare.

Taking into account the regional specifics of the Republic of Karakalpakstan, the curriculum for "Pediatric care" programme includes the following elective subjects: Medical Parasitology for third-year students, and Pulmonology and Nutrition for fourth-year students.

All work programmes are discussed by department teachers and undergo internal review by the institute's professors and associate professors. The work programmes are updated as additional information becomes available on treatment methods and technologies, new treatments and advances in national and global healthcare.

In line with international trends, the MIK is constantly improving its teaching methods and student knowledge assessment. At the Institute, assessment in the field of education and medical education research is conducted by the Education Quality Assurance Department and the Educational and Methodological Department.

The Educational Quality Improvement Department, the Educational and Methodological Department and the Educational and Methodological Council participate in the development, updating and implementation of new learning and assessment methods.

The evaluation is conducted in the form of an analysis of specialist needs and student learning methods, and the results allow conclusions to be drawn about the quality of innovative changes in postgraduate education. A system for rewarding the research achievements of teaching staff has been established in accordance with Order 1030. Research staff are motivated by performance-based incentives ranging from 30% (Candidate of Medical Sciences) to 60% (Doctor of Medical Sciences)

bonuses, which are provided both as bonuses for excellent performance and for the implementation of particularly important tasks. These bonuses are paid for: the development and implementation of new innovative technologies, learning methods and work methods into educational and scientific processes, clinical practice, and the introduction of new equipment; organization and methodological support for the educational process of newly organized disciplines and courses.

At the same time, experts found a lack of evidence regarding the experience and participation of the teaching staff of the faculty in educational assessment and evaluation, as well as low support from the Faculty of Medicine for teachers' desire and interest in conducting research in the field of medical education pedagogy.

## 6.6 Educational Exchange

The Institute's international cooperation is carried out in accordance with the MIK's activity plan. The Institute has an International Department that coordinates activities with partner organizations in the implementation of joint research projects and educational programmes, holding joint scientific conferences, seminars and forums, attracting leading foreign experts and teachers to lecture, promoting academic mobility for students and teachers, and developing new international programmes to enhance competitiveness.

Students are transferred from other educational institutions in accordance with Resolution [No.393](#) of the Cabinet of Ministers of the Republic of Uzbekistan dated June 20, 2017. Transfer or readmission of students is carried out based on decisions of the State Commission for Admission to Educational Institutions of the Republic of Uzbekistan.

Students are transferred to relevant and related areas of higher education and relevant specialties based on an order from the Rector of the Institute, and pass for a course of educational credits is carried out.

In the following cases, student transfers are carried out based on a decision by the ministry (department) subordinate to the higher education institution that admitted the student: to another higher education institution within the same ministry (department) in relevant and related areas of higher education and corresponding specializations; from one higher education institution to another higher education institution within different ministries (departments) in relevant and related areas of higher education and corresponding specializations.

In other cases, student transfers and readmissions of studies are carried out based on a decision by the State Commission: from higher education institutions accredited by foreign countries to higher education institutions of the Republic of Uzbekistan; within the same higher education institution or within the system of the same ministry or department, or between higher education institutions of different ministries and departments, in non-related areas of higher education and, as an exception, on incompatible specializations.

To ensure the academic mobility of students and the recognition of educational programmes in the European educational area, Uzbek credits have been converted into ECTS credits. The conversion of credits to ECTS credits and vice versa is based on conversion factors. The conversion factor is defined as the ratio of the workload of an institutional credit to the workload of an ECTS credit. For example, for a bachelor's degree, the workload of one credit is 45 academic hours, and an ECTS credit is 25-30 academic hours, meaning the conversion factor is 1.5 (i.e.,  $45/30 = 1.5$ ). The conversion factors for different levels of education include: (1) for a bachelor's degree – within the range of 1.5.

The Faculty of Pediatrics is continuously and systematically working to provide opportunities for regional and international [staff](#) and [student](#) exchange. Over the past 5 years, 3 teachers have completed internships at a university in Belarus, 14 - in Russia and 5 - in Turkey. 8 staff members and 1 student participated in a scientific and practical conference in Austria, 5 teachers and 2 students - in Russia, and 2 staff members - in China. 21 faculty members and 6 students participated in academic mobility in Kazakhstan.

Participation in "national and/or international academic mobility projects and/or programmes" is another goal of the MIK, which is facilitated by cooperation agreements concluded with partner universities.

The MIK is completely independent and autonomous in distributing extra-budgetary funds for the academic mobility of students and staff. Exchanges are organized according to the objectives (acquisition of necessary competencies) outlined in the educational programme. To ensure the ethical selection of candidates, the mobility regulations must be supplemented with clear selection criteria.

The Institute has sufficient, secure and appropriate physical facilities for its educational purposes. The Institute is constantly developing and updating these facilities. The MIK collaborates with 30 educational, scientific and medical organizations in neighboring and far-abroad countries based on cooperation agreements and contracts. However, it should be noted that student participation in the development of educational programmes is insufficient.

**The EEC's findings by the criteria.** Comply with the 21 standards, 16 - are fully compliant, 5 - are partially compliant, 0 - are not compliant.

| Standard | Implementation        | Recommendations for Improvement  |
|----------|-----------------------|--|
| 6.3.1    | Partially implemented | Introduce a course on scientific determinants as part of an elective component.  |
| 6.3.2.   | Partially implemented | Create a collective body for the integration and monitoring of scientific research into the educational process.   |
| 6.4      | Partially implemented | Strengthen cybersecurity and academic honesty policies by implementing a modern anti-plagiarism system and access control to digital educational resources.    |
| 6.5.3    | Partially implemented | Enhance the use of modern approaches and research in medical education when planning teaching and assessment methods and expand faculty training in this area. |
| 6.5.4    | Partially implemented | Initiate research projects in medical education.   |

## Standard 7: QUALITY ASSURANCE PROGRAMME

### 7.1 Quality Assurance System

In 2019, the MIK successfully completed state accreditation and received [Certificate No. OT5000011](#) from the State Inspectorate for Quality Supervision in Education under the Cabinet of Ministers of the Republic of Uzbekistan on October 23, 2019.

[The MIK's Education Quality Assurance Department](#) consists of a head and two leading specialists, whose qualifications are defined by [Cabinet of Ministers Resolution No. 515 dated July 18, 2017](#), and are in accordance with Ministry Order No.72 dated March 27, 2023 "On Improving the Activities of the Education Quality Assurance Department in Public Higher Education Institutions". The department's main functions were defined by the [rector's decree dated April 12, 2023](#) and include:

- Assessing student knowledge in accordance with national standards
- Monitoring the quality of staff training
- Assessing the teaching effectiveness of teaching staff
- Conducting internal assessments and implementing improvements
- Ensuring compliance with legal and regulatory requirements, including the use of the HEMIS system
- Tracking education quality indicators to maintain the institute's ranking among leading universities in Uzbekistan
- Conducting surveys of teachers, students, graduates and employers to formulate recommendations

The department also conducts internal quality assessments, particularly in the first and second faculties. Each assessment is verified by a document approved by the rector, which specifies the scope, schedule, tools, reporting format and team composition.

To improve efficiency, the MIK uses an electronic document management system - [edo.ijro.uz](http://edo.ijro.uz) to optimize communication, track tasks and monitor results. The Faculty of Medicine has developed and implemented a structure and process for decision-making and change management within the framework of quality assurance.

The MIK systematically evaluates the quality of teaching, research, community engagement and other related activities. Identified deficiencies are addressed through targeted recommendations and corrective actions, contributing to the continuous improvement of educational quality and the institute's operational effectiveness.

The Education Quality Assurance Department operates on the basis of annually approved regulatory documents and action plans. In accordance with Presidential Decrees [No.60](#) and [No.61](#) (2021), the MIK received academic and financial autonomy. In 2023, the department was integrated into the Ministry of Higher Education, Science and Innovation, which led to a revision of the regulatory framework.

Personnel development activities included learning on ["Quality Assurance in Medical Education"](#) in 2021. In 2023, additional training culminated in the certification of participants as national experts. These certified staff subsequently conducted seminars for the institute's faculty in accordance with [Ministry Order No.103 dated July 21, 2023](#).

The regulatory framework governing the activities of the Education Quality Assurance Department was developed in accordance with Section 6.3 of Act No.2, adopted at the meeting of the Ministry of Higher Education, Science and Innovation on February 10, 2023, and further approved by Order No.72 dated March 27, 2023. These documents provide the legal and procedural basis for the department's operations.

In accordance with current regulatory and legal standards, the MIK approved the [Academic Policy](#). It outlines procedures for all stages of the student life cycle, including admission, enrollment, expulsion, recognition of previously acquired education and certification.

Based on the above-mentioned regulatory documents, joint work was carried out by the following divisions:

- Education Quality Assurance Department
- Department of Educational and Methodological Work
- Department of Youth Affairs, Spirituality and Education
- Faculties No.1 and No.2
- Department of Clinical Residency and Master's Degree
- Department of Marketing and Internship
- Department of Human Resources

This collaboration resulted in the creation of the ["Quality Assurance Policy and Standards"](#), document, which was officially approved by the Academic Board (meeting No.3) on November 13, 2024.

To conduct internal assessments of individual divisions or functional areas of the Institute, a regulatory document is prepared in advance. It is approved by the Rector of the MIK and is based on national educational standards. The document includes:

- Objectives and scope of the assessment
- Schedule and composition of the working group
- Assessment tools and reporting format
- Identification details of the working group members

This structured approach ensures consistency, transparency and compliance with national quality assurance standards.

## 7.2 Programme Monitoring and Assessment Mechanisms

The educational programmes are aligned with the Institute's mission, national educational standards ( [Order No.11 dated October 11, 2021](#)) and stakeholder needs. Their structure includes mandatory and elective components and is regularly monitored to ensure student progress and achievement of learning outcomes.

Monitoring is carried out in accordance with key regulatory documents, including [Decree of the President of the Republic of Uzbekistan PP-3775 dated June 5, 2018](#), as well as orders from the Ministries of Education and Healthcare. The process is overseen by the Academic and Methodological Council, supported by internal audits, surveys and performance ratings.

Since 2024, the institute has implemented ISO 9001:2015 standards, ensuring a unified approach to quality assurance across all divisions - from student admission to graduation. The [HEMIS](#) system facilitates transparent academic performance tracking, providing students, teachers and administrators with access to real-time analytics on grades, progress and achievement indicators.

Assessment results are analyzed at the departmental and institute levels, enabling corrective actions and programme improvement. The educational programme is continually updated based on feedback and monitoring results, using mechanisms defined in documents such as the [Academic Policy](#), [Programme Regulations](#) and Staff Job Descriptions.

The Institute actively collaborates with [employers](#) and government agencies, contributing to national reforms and global integration in higher education.

The Dean's Office, Academic Councils and Departments systematically identify and address issues related to educational programmes, including [curriculum support](#), digital accessibility, staffing, infrastructure and learning outcomes. Student progress is monitored throughout the semester, and underperforming students receive targeted support through counseling and individual plans. Academic failures are analyzed for corrective actions.

Departments with scores below thresholds submit improvement plans to the Dean's Office. Teaching quality is assessed through internal reviews, performance ratings and student feedback. Students contribute to programme development by providing structured assessments through the HEMIS platform, sharing their opinions on course content and teaching quality.

The Faculty of Medicine regularly conducts comprehensive assessments of its educational programme, focusing on the following aspects:

- Educational context: organization of the educational process, available resources and institutional culture
- Programme components: curriculum structure, teaching methods, clinical training and assessment strategies
- Learning outcomes: performance on national and international examinations, independent assessments, comparative analysis, career trajectories and success in postgraduate training
- Social responsibility: the programme's alignment with societal needs and expectations.

These assessments serve as the basis for continuous improvement and strategic planning.

The MIK systematically collects and analyzes data to effectively manage its educational programmes. The curriculum is built on a credit-module system aligned with ECTS, with students' weekly workload limited to 30-36 hours.

The programmes include compulsory and elective components. The curriculum content is regularly reviewed by the Academic Board and the deans' offices, taking into account the opinions of students, teachers, employers and accreditation bodies.

Programme effectiveness is assessed based on final examination results, accreditation, graduate employment and admission to postgraduate studies. A longitudinal tracking system monitors student progress from admission to completion of postgraduate studies.

The MIK also assesses its impact on society by measuring the contribution of students and graduates to public healthcare, voluntary work, research and civic engagement, reflecting the institute's commitment to social responsibility.

### 7.3 Teacher and Student Feedback

MIK regularly conducts sociological surveys to assess student satisfaction with the educational process and the quality of teaching, as well as teachers' satisfaction with their professional activities. [Anonymous surveys](#) conducted at the end of the semester are analyzed by the Education Quality Assurance Department and submitted to the Academic Board for decision-making.

The Compliance Assurance Department carries out anti-corruption activities, including [anonymous risk assessments and violation monitoring](#). To enhance civic awareness, students participate in meetings with law enforcement officials on anti-corruption topics.

Teacher performance assessment include student feedback and professional development is supported through [learninggg](#) and [internships](#), aimed at improving the quality of teaching and the outcomes of educational programmes.

The teachers' [survey](#) includes questions about working conditions, the quality of the educational process, interactions within the team, etc.

Feedback from students is also obtained through oral interviews with the dean. This was reported by Kadirbay Muratbayevich Khozhambergenov, Dean of the 1st Faculty of Medicine.

### 7.4 Academic Achievements of Students and Graduates

MIK provides students with comprehensive professional and academic preparation. Learning outcomes are assessed in accordance with regulatory standards, and academic performance is monitored across multiple parameters (semester, course, assessment method, etc.). Results are analyzed at both the department and institute levels.

From 2022 to 2024, [the results of the final state assessment \(FSA\) improved significantly](#): quality indicators increased from 74.6% to 97.1%.

Student achievements are supported through merit-based scholarships, including national awards. Academic competitions are also taken into account when assessing academic performance.

MIK has a modern educational infrastructure, including simulation laboratories, a [Simulation Training Center](#) and an on-site clinic, all of which are designed to meet the competencies of graduates. Practical learning is conducted in collaboration with medical institutions, and student competency is monitored through skills assessments and exams using simulation tools.

MIK admits students based on merit and informed career choices, in accordance with national legislation and standardized testing procedures. Admission is available on both a state-funded and fee-paying basis.

Educational programmes are regularly monitored and assessed by the Institute's management to ensure alignment with educational goals and societal needs. Student competency development is tracked through formative, midpoint and summative assessments, including state certification.

Programme content is updated to reflect labor market trends and employer feedback. Student satisfaction and teaching effectiveness are measured through surveys, and graduate demand is assessed through stakeholder meetings. These feedback mechanisms facilitate continuous improvement in all academic areas.

Work with “flunkey” students is carried out as part of the monthly monitoring of their academic performance and attendance. Monitoring is carried out by the Dean's Office through the HEMIS automated information system. According to the [Regulations on the Credit-Module System at the MIK](#) students who fail assignments on time are allowed to retake the material. In the event of an unsatisfactory mark on a midpoint assessment, a student is allowed to retake the assessment within one month at the beginning of the new semester to pay off the academic debt. The retake deadlines are set by the Dean's Office.

During interviews with employers, experts asked questions about the level of training of graduates. Employers responded that they were generally satisfied with the level of training but would like to strengthen the practical component, for example, providing medical care at the pre-hospital stage.

## 7.5 Stakeholder Engagement

MIK actively engages teachers and students in the monitoring and assessment of educational programmes. Curricula and practical training programmes are discussed at department meetings and approved by institutional councils. Student opinions are collected through structured questionnaires, and student government representatives participate in programme reviews.

The Communications and Public Relations Department ensures transparent internal and external communication through the institute's web portal ([www.kkmi.uz](http://www.kkmi.uz)), which provides detailed information on academic activities.

Employer feedback is collected through surveys and official correspondence; the satisfaction rate with the clinical skills of graduates in the "Medicine" programme is 82%. All stakeholders—teachers, students, graduates and employers - participate in advisory bodies with voting rights, contributing to the continuous improvement of the programmes.

Independent assessment is ensured by the inclusion of external experts in the final assessment committees, whose opinions are used to inform the further development of the educational programmes.

*The EEC's findings by the criteria.* Comply with 14 standards, 9 - are fully compliant, 5 - are partially compliant, 0 - are not compliant.

| Standard | Implementation        | Recommendations for Improvement   |
|----------|-----------------------|---|
| 7.1      | Partially implemented | It is recommended to formalize the change management process in the quality system, specifying responsibilities and the decision-making process.  |
| 7.2.2    | Partially implemented | Define a procedure for reviewing educational programmes, specifying deadlines, responsible persons and criteria for evaluating changes to ensure a systematic and transparent educational programme assessment process.   |
| 7.2.3    | Partially implemented | Develop and implement a mechanism for analyzing external and internal factors having an impact on programme quality, including collecting data from employers, students and education authorities for a comprehensive assessment of the educational programme     |
| 7.3      | Partially implemented | Systematically collect feedback from all stakeholders in the educational process to implement corrective measures for the continuous improvement of the educational programme.  |
| 7.4      | Partially implemented | Develop a unified framework for conducting analysis that includes indicators of learning outcomes, employment data, feedback from graduates and employers, as well as mechanisms for adjusting the programme and allocating resources based on identified trends. |

## Standard 8: GOVERNANCE AND ADMINISTRATION

### 8.1 Governance

A review of documents in the MIK information systems, as well as hard copies examined during the visit, revealed that the institute is governed by a Supervisory Board, an Institute Council (IC) and the Rector. The composition of the Supervisory Board is approved by the Ministry of Healthcare of the Republic of Uzbekistan and consists of representatives of the ministry, agencies, personnel customers, the public and the Rector. The main powers of the Supervisory Board ([Charter of the Supervisory Board](#), Minutes No.1 dated February 9, 2022). The organizational structure of the Institute was reviewed and updated by Decision No.13 of the Supervisory Board dated July 16, 2024 (Resolution No.8.06), aimed at ensuring that the quality of educational and research services meets modern requirements.

The Institute Council (Clause 7.5 of the [MIK's Charter](#)) includes the Rector, Vice-Rectors, Deans, Heads of Divisions, Heads of Departments and students. The term of office of the Institute's Academic Board is 5 years. The organization and activities of the Institute Council are determined by the [Regulation](#), approved by the minutes of the Academic Board dated February 22, 2022. The Institute Council carries out its activities on the basis of an annual plan, proceeding from strategic development areas, as well as the envisaged measures for their implementation, designed to ensure the implementation of the educational mission and policy of the Institute. The Rector serves as the Chairperson of the Council.

Collegial governing bodies have been established at the faculties – the Faculty Council (FC), which organizes, coordinates and ensures the development of the educational and scientific process at the faculty level. The FC consists of deputy deans, academic staff and students; the dean of the faculty chairs the Faculty Council. The organization and activities of the FC are determined by the Regulations approved by the Institute's Academic Board.

The Institute Council is responsible for approving academic policy, the internal quality assurance policy for educational programmes (EPs) and educational quality standards. The Educational and Methodological Administration together with the Educational and Methodological Department and the Department of Academic Process Organization, is directly responsible for the accredited educational programme and ensures adherence to the following principles: compliance with the State Educational Standards, ensuring a student-centered approach, academic honesty, innovation in digitalization, requirements for teaching staff composition, focusing on modern and practical achievements for the training of qualified personnel, and continuous improvement based on feedback from all stakeholders.

All of the above was confirmed during a meeting with N.A. Abdullayeva, Head of the Educational and Methodological Administration, and Zh.A. Idrisova from the Department of Organization of the Educational Process and N.M. Shuakbayeva from the Department of Organization of the Educational Process, etc. The following documents were submitted for review: a plan for mitigating corruption risks, provisions for assessing student knowledge, assessing the effectiveness of teaching staff, conducting internal assessments and corrective measures, monitoring the support of the institute's ranking among leading universities in Uzbekistan and analyzing surveys of teachers, students, graduates and employers to formulate recommendations.

The training of scientific and pedagogical personnel for the Doctor of Philosophy and Doctor of Science is carried out in accordance with the regulatory legal documents of the Republic of Uzbekistan (<https://lex.uz/docs/4759202>) through doctoral studies and independent research. The institute has a Specialized Council for the Defense of PhD Dissertations in the following specialties: Pediatrics (14.00.09), Obstetrics and Gynecology (14.00.010), Surgery (14.00.27) and Preventive Medicine. (14.00.26). The Council runs a Scientific Seminar on these specialties.

*In response to the survey question "Do the organization's heads listen to your opinions regarding issues related to the educational process, research and clinical work?", 77% of teachers responded "systematically", 15% responded "sometimes", 2.5% - "rarely" and 0% - "never".*

## **8.2 Student and Academic Staff Representation**

Since 2017, the MIK has had a Youth Union <https://kkmi.uz/center-and-organizations/youth-union-center>, which unites over 2,000 students. The goal of the community is to support student youth initiatives, protect the rights and freedoms of youth, study youth issues, the quality of education, subject mastery, attendance, use of textbooks and libraries, assist in reviewing and resolving youth appeals and actively participate in the activities and governance of the educational institution. The chairperson of this student organization simultaneously serves as the rector's advisor on youth issues, equivalent in rights to the vice-rector and is a full member of the institute's collective governing bodies - the rector's council and the institute council. The head of the institute's youth union also serves as secretary of the student incentive council and a member of the scholarship committee, along with other members of the youth union and has the right to vote.

Furthermore, since 2022, the institute has established another student organization - the Student Council [https://kkmi.uz/center-and-organizations/youth\\_union\\_center](https://kkmi.uz/center-and-organizations/youth_union_center).

The main objectives of the student council are to engage students in developing proposals to improve the quality of the educational process, taking into account students' scientific and professional interests, to develop students' self-governance skills and abilities, to prepare them for competent and responsible participation in society, to promote the realization of students' personal and professional qualities, etc. Furthermore, student council leaders are members of the student incentive council and have the right to vote.

The above information was obtained during a meeting with the Dean of the Faculty of Pediatrics, N.R. Gaipbayev and pediatric students. Over the past 3 years, an effective system of support, encouragement and facilitation of student and student organization activities has been established [https://kkmi.uz/center-and-organizations/youth\\_union\\_center/](https://kkmi.uz/center-and-organizations/youth_union_center/)

### **8.3 Administration**

During a meeting with the heads of the MKI, namely Rector O.A. Khalimov, Vice-Rector for Academic Affairs M.K. Kurbanazarov, Vice-Rector for Youth Affairs and Spiritual and Educational Work Z.I. Aleuov, Vice-Rector for Clinical Affairs and Chief Physician of the MKI Clinic S.I. Turmanova and Vice-Rector for Research and Innovation R.A. Ametov, as well as during a visit to clinical settings, it was revealed that educational administration is conducted at the level of the Rector's Office, the Supervisory Board and the Institute Council. The Supervisory Board approves the Institute's strategic development programmes, long-term activity plans and reports from the Rector and Vice-Rectors on the implementation of the Institute's objectives. It determines the parameters for admission to fee-paying and contractual students by programme, and maintains financial oversight of the Institute. The Institute Council is a collegial governing body that determines the Institute's development vision and makes decisions on all fundamental issues related to the organization of all activities. This body is responsible for approving academic policy, internal quality assurance policies for educational programmes and educational quality standards.

The Institute's organizational division is guided by the legislative and regulatory acts of the Republic of Uzbekistan (RUz) (Labor Code, Job Descriptions, Collective Agreement, Employment Contract, etc.).

Internal rules for employment contracts are regulated by the University's Internal Regulations and the Institute's Code of Ethics ([https://kkmi.uz/documentation/executive\\_documents\\_institute](https://kkmi.uz/documentation/executive_documents_institute)), which guide the daily activities of the MIK's staff. The Institute maintains open recruitment and selection procedures, as well as objective competitions and procedures for selecting applicants for research and teaching positions, particularly in the Faculty of General Medicine. Competition announcements are publicly available on the Institute's website, allowing both Institute employees and external applicants to participate. Academic staff who meet the qualification requirements for these positions are selected by collegial governing bodies - the Institute's Academic Board.

At the same time, interviews and document analysis revealed that the process of interaction and continuity between the divisions involved in the implementation of the educational programme requires further improvement and more precise regulation.

### **8.4 Learning Budget and Resource Allocation**

The target budget allocated by the primary customer (the Ministry of Healthcare of the Republic of Uzbekistan) is determined based on data on the actual number of students enrolled in the Institute. Governance of the Institute's financial and economic policies and activities is the responsibility of the Rector, the Institute's first head. Financial matters are the responsibility of the Head of the Planning and Finance Department and the Institute's Chief Accountant. Funds are spent only for their intended purpose in accordance with state assignments. The targeted use of all funds is a fundamental principle of the institute's funding organization. Particular attention is paid to the analysis of material resources: replacement of outdated equipment, renovation of premises, etc. Funding for the educational programme

is being spent according to plan. When the need for additional material and technical resources for the educational process arises, the institute allocates funds. The institute annually develops a Financial and Economic Activity Plan by funding sources and analyzes the receipt and expenditure of funds. The 2023-2024 Cost Budget Execution Report has been reviewed, demonstrating positive dynamics in the EP's implementation. For example, teaching staff incentive expenses increased from 216,949.9 to 348,011.3 sums. There are also evidence documents of student support for academic mobility for students and teachers - business trip of staff and students to Vienna as part of the implementation of the MIK's strategic plan for 2024. (Order No.34 dated May 21, 2024) and to St. Petersburg (Order No.53 dated June 13, 2025)

### 8.5 Interaction with the Healthcare Sector

MIK maintains constructive interactions with the healthcare sector, related industries, society and the government, including information exchange, collaboration and the implementation of initiatives that contribute to providing society with qualified physicians in accordance with its needs. The Institute has clinical settings provided through formal agreements with relevant healthcare organizations.

The Institute's clinical settings are located in 22 medical institutions in Nukus, including 11 clinical settings located in specialized republican centers. These clinical training settings cover various institutions within the medical care system provided at the city and republican levels, as well as in private medical institutions. The clinical departments are headed by highly qualified and experienced clinicians, most of whom hold a doctorate or candidate's degree in medicine. Department heads, in collaboration with the administration of medical organizations, manage the treatment, preventive care and organizational and methodological activities of the clinical settings. Faculty members provide treatment, diagnostic and advisory services in accordance with regulatory documents, conduct clinical rounds, analyze clinical cases, conduct consultations and board meetings, and participate in the implementation of the roadmaps of the Ministry of Healthcare of the Republic of Uzbekistan.

Nukus's primary healthcare system includes 11 family clinics and 2 diagnostic centers, providing students with the necessary resources to gain adequate clinical experience, including a sufficient number and variety of patients, as well as resources for clinical training and observation of their practice.

All clinical settings of the institute are equipped with all necessary resources, such as internet access, modern diagnostic equipment, an electronic library, a sufficient number of beds, easy access to patients and high-tech diagnostic and therapeutic procedures.

*The EEC's findings by the criteria.* Comply with 17 standards, 15 are fully compliant, 2 are partially compliant, 0 are non-compliant.

| Standard | Implementation        | Recommendations for Improvement  |
|----------|-----------------------|--|
| 8.1      | Partially implemented | Implementation of a quality management system for risk management and feedback, aimed at improving the efficiency of all processes and enhancing interdepartmental collaboration within the institute. |
| 8.3      | Partially implemented | Strengthening administrative support for research activities, including international collaboration.   |

### Standard 9: CONTINUOUS RENEWAL

MIK implements measures to continuously improve the implementation of "Pediatric care" educational programme, initiating regular self-assessment procedures and allocating resources for continuous improvement. The main activities are aimed at reviewing the organizational and staffing structure, updating the educational goals and objectives of the strategic plan, taking into account changing needs in practical healthcare, new regulatory documents and societal changes.

When the MIK is established in 2020, the organizational governance structure will be revised in line with reform processes in higher education and healthcare at the Republic of Uzbekistan, as well as changes in global educational management practices. Over the years, new structural divisions (subdivisions, centers, etc.) were created and added, with functional responsibilities aimed at supporting the educational process monitoring system. Overall, over the past five years, the institute has created new structural divisions, such as the Simulation Training Center, the Registrar's Office, the Central Scientific Research Laboratory, the MIK's Clinic and the Testing Center. In 2024, the institute's governance structure was revised, and the current structure was approved by the Supervisory Board.

In accordance with the [Institute's Strategic Development Plan \(Concept\) for 2022-2030 and the Development Strategy Implementation Plan for 2022-2026](#), in recent years a joint educational programme in pediatrics has been launched with Saint Petersburg State Pediatric Medical University, office registrar services have been organized, and the simulation center has been additionally equipped with 14 new pieces of equipment (virtual simulators and mannequins, such as "Body Interakt", a 3D virtual anatomical table "Pirogov", a "PHYSICO" mannequin for physical examination, a newborn mannequin for care and monitoring, a phantom for practicing chest trauma skills, etc., have been purchased). The "Cyberpatient-24/7" online platform was introduced for third- to sixth-year students of the Faculty of Pediatrics. 24 teaching staff have completed internships and academic mobility at partner foreign higher education institutions.

The Institute is constantly expanding its international ties. Currently, the Institute collaborates with 30 universities and centers from over 14 countries. In the 2019–2023 academic years, 41 international specialists (from Austria, Germany, Korea, Iran, the USA, the Netherlands, Pakistan, Lithuania, Russia, Ukraine and Kazakhstan) were involved in teaching. In the new academic year, it is planned to invite over 50 specialists to conduct seminars and classes.

Every year, the Institute improves its information and communication technologies, providing students, teachers and research staff with access to information resources. The Information and Resource Center of MIK has 42 computers for teachers and students, and 7 computers for staff use, all equipped with internet access. The IRC reading room has a capacity of 300 seats. The book collection is expanded annually. The collection of electronic copies of educational literature currently comprises 45,698 titles. The unilibrary.uz "Electronic Library" platform, approved by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, contains 14,142 units of educational and scientific literature, including 12,333 educational literature and textbooks, 162 monographs and 1,809 scientific literature (abstracts). The Institute's Information Resource Center has access to scientific databases at <https://uzb.lecturio.com/>, <https://unilibrary.uz/>, <https://Search.ebscohost.com>, <http://www.proquest.com>, allowing all teaching staff, applicants, clinical postgraduate doctors and master's students to use these scientific databases.

**The EEC's findings by the criteria.** Comply with 3 standards: 2 are fully compliant, 1 is partially compliant, 0 is not compliant.

| Standard | Implementation        | Recommendations for Improvement  |
|----------|-----------------------|--|
| 9.3      | Partially implemented | Formalize and document the continuous improvement and regular self-assessment process, strengthen the link between monitoring results and corrective actions aimed at improving the educational process. |

**Conclusion:**

Thus, the external assessment of the educational programme established compliance with 115 accreditation standards out of 144, including 115 basic standards. 29 were partially implemented, including 24 basic standards and 4 improvement standards. No non-compliance was found.

## 5. Recommendations for Improvement of “Pediatric care” Educational Programme at the Karakalpakstan Medical Institute:

| Standard | Implementation        | Recommendations for Improvement   |
|----------|-----------------------|---|
| 1.1.6    | Partially implemented | Strengthen the mission by integrating education, science and practice, as well as aspects of social responsibility.   |
| 1.1.7    | Partially implemented | Involve specialized associations in the development and implementation of the mission, and strengthen mechanisms for employer and graduate participation in reviewing the mission and strategy of the educational programme.            |
| 1.2      | Partially implemented | Develop a system of regular stakeholder feedback and incorporate its results into annual mission effectiveness monitoring.  |
| 2.1      | Partially implemented | Formalize a mechanism for aligning intended learning outcomes with postgraduate education requirements and employer expectations by incorporating regular feedback and documenting student participation in research activities.        |
| 2.2.3    | Partially implemented | Enhance the development of communication skills by integrating them into clinical disciplines and creating a communication station in the simulation center   |
| 2.2.6    | Partially implemented | Strengthen the system of horizontal and vertical integration of disciplines through interdepartmental planning and the joint definition of learning outcomes  |
| 2.3      | Partially implemented | Enhance the development of students' scientific competencies through an elective component, independent student work and courses on the use of international databases.   |
| 2.6      | Partially implemented | Ensure progressive strengthening of the scientific component of the educational programme at all stages of study  |
| 2.7      | Partially implemented | Enhance the development of students' legal competencies through an elective component and independent student work  |
| 2.9.1    | Partially implemented | Create an advisory body - the Committee for Educational Programmes - to continuously improve the educational programme and expected learning outcomes to strengthen the trinity of science, education and practice.                     |
| 2.9.2    | Partially implemented | Include the results of regular assessments of the achievement of intended learning outcomes in internal quality system reports.   |
| 2.10     | Partially implemented | Expand the list of external stakeholders represented by professional associations.  |
| 3.3      | Partially implemented | Develop second- and third-level control and measurement equipment for understanding and application, starting in the third year, with a progressive increase in their proportion in the senior years.                                   |
| 3.2      | Partially implemented | Standardize assessment criteria (checklists) with score ranking.  |
| 3.4      | Partially implemented | Develop a plan for corrective actions based on the results of midterm attestation and state examinations using Bell Curve.  |
| 5.3      | Partially implemented | Increase the academic degree holder rate of departmental staff by training young teachers as research and teaching staff. Develop an annual plan for teachers internships in clinical disciplines at the world's top 1000 universities. |

|        |                       |   |
|--------|-----------------------|---|
| 6.3.1  | Partially implemented | Introduce a course on scientific determinants as part of an elective component  |
| 6.3.2. | Partially implemented | Create a collective body for the implementation and monitoring of scientific developments in the educational process  |
| 6.4    | Partially implemented | Strengthen cybersecurity and academic honesty policies by implementing a modern anti-plagiarism system and access control to digital educational resources.   |
| 6.5.3  | Partially implemented | Enhance the use of modern approaches and research in medical education when planning teaching and assessment methods, and expand teachers training in this area   |
| 6.5.4  | Partially implemented | Initiate research projects in medical education.  |
| 7.1    | Partially implemented | It is recommended to consolidate the change management process in the quality system, specifying responsible persons and the decision-making process.   |
| 7.2.2  | Partially implemented | Establish a procedure for reviewing educational programmes, specifying deadlines, responsible parties and criteria for evaluating changes to ensure a systematic and transparent educational programme assessment process   |
| 7.2.3  | Partially implemented | Develop and implement a mechanism for analyzing external and internal factors having an impact on programme quality, including collecting data from employers, students and education authorities for a comprehensive assessment of the educational programme     |
| 7.3    | Partially implemented | Systematically collect feedback from all stakeholders in the educational process to implement corrective measures for the continuous improvement of the educational programme.  |
| 7.4    | Partially implemented | Develop a unified framework for conducting analysis that includes indicators of learning outcomes, employment data, feedback from graduates and employers, as well as mechanisms for adjusting the programme and allocating resources based on identified trends. |
| 8.1    | Partially implemented | Implement a quality management system to manage risks and feedback, aimed at increasing the efficiency of all processes and improving interdepartmental collaboration within the institute.   |
| 8.3    | Partially implemented | Strengthen administrative support for research activities, including international collaboration.   |
| 9.3    | Partially implemented | Formalization and documentation of the continuous improvement and regular self-assessment process, strengthening the link between monitoring results and corrective actions aimed at improving the educational process.   |

## 6. Recommendation to the ECAQA Accreditation Council

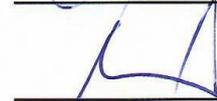
The EEC members determined that the "Pediatric Care" educational programme complies with the Standards for Accreditation and unanimously recommended that the ECAQA Accreditation Council accredit this programme for a period of 5 years.

|                      | Full Name                               |
|----------------------|---|
| Chairperson          | Sholpan Sautbekovna Sadykova            |
| International Expert | Mariya Novakova                         |
| Academic Expert      | Zhamolidin Turginbayevich<br>Mamasaidov |
| Academic Expert      | Gulnara Talipovna Tashenova             |
| Academic Expert      | Yekaterina Alexandrovna Koloskova       |
| Employer Expert      | Arukhan Abatovna Abatova                |
| Student Expert       | Akerke Bakytzyzy Sarsebek               |
| Student Expert       | Diyerbek Bakhodir Ugli Babazhanov       |

Председатель ВЭК САДЫКОВА ШОЛПАН  
САУАТБЕКОВНА



Международный эксперт МАРИЯ НОВАКОВА



Академический эксперт МАМАСАЙДОВ ЖАМОЛИДИН  
ТУРГИНБАЕВИЧ



Академический эксперт ТАШЕНОВА ГУЛЬНАРА ТАЛИПОВНА



Академический эксперт КОЛОСКОВА ЕКАТЕРИНА  
АЛЕКСАНДРОВНА



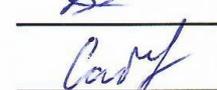
Эксперт-работодатель АБАТОВА АРУХАН АБАТОВНА



Эксперт-студент БАБАЖОНОВ ДИЁРБЕК БАХОДИР УГЛ



Эксперт-студент САРСЕБЕК АҚЕРКЕ БАҚЫТҚЫЗЫ



Профиль качества и критерии внешней оценки образовательной программы  
«Педиатрическое дело» Медицинского университета Каракалпакстана (обобщение)

| S<br>t<br>a<br>n<br>d<br>a<br>r<br>d | Критерии оценки                                 | Количество стандартов | БС/СУ*          | Оценка                  |                        |                  |
|--------------------------------------|---|-----------------------|-----------------|-------------------------|------------------------|------------------|
|                                      |   |                       |                 | Полностью соответствует | Частично соответствует | Не соответствует |
| 1.                                   | <b>МИССИЯ И ЦЕННОСТИ</b>                        | 11                    | 11/ 0           | 8                       | 3                      |                  |
| 2.                                   | <b>ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА</b>                | 38                    | 33/ 5           | 29                      | 9                      |                  |
| 3.                                   | <b>ОЦЕНКА СТУДЕНТОВ</b>                         | 14                    | 12/ 2           | 11                      | 3                      |                  |
| 4.                                   | <b>СТУДЕНТЫ</b>                                 | 16                    | 12/ 4           | 16                      |                        |                  |
| 5.                                   | <b>АКАДЕМИЧЕСКИЙ ШТАТ</b>                       | 10                    | 9/ 1            | 9                       | 1                      |                  |
| 6.                                   | <b>ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ</b>                  | 21                    | 19/ 2           | 16                      | 5                      |                  |
| 7.                                   | <b>ОБЕСПЕЧЕНИЕ КАЧЕСТВА</b>                     | 14                    | 11/ 3           | 9                       | 5                      |                  |
| 8.                                   | <b>УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ</b>           | 17                    | 15/ 2           | 15                      | 2                      |                  |
| 9.                                   | <b>НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ</b>                    | 3                     | 1/ 2            | 2                       | 1                      |                  |
|                                      | <b>Итого:</b>                                   | <b>144</b>            | <b>123 / 21</b> | 115                     | 29                     |                  |
|                                      | *БС- базовые стандарты, СУ- стандарты улучшения |                       |                 | <b>144</b>              |                        |                  |

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

| №   | Наименования документов  | Количество | Дата утверждение  |
|-----|--|------------|---|
| 1.  | <a href="#">Закон об образовании и Устава</a>  |            | 10.04.2020  |
| 2.  | «Об утверждении концепции развития системы высшего образования Республики Узбекистан до 2030 года» и «О создании Медицинского института Каракалпакстана»   | 1          | УП-5847 от 08.10.2019<br>УП-4598 от 14.02.2020 г.           |
| 3.  | <a href="#">Миссия педиатрического факультета МИК</a>  |            |   |
| 4.  | <a href="#">Концепция развития МИК на 2022-2030 годы и Программа по реализации Стратегии на 2022-2026 годы</a>   | 1          | 31 мая 2022 года  |
| 5.  | <a href="#">Стратегия развития педиатрического факультета</a>  |            | 09.02.2022 г  |
| 6.  | «Об утверждении государственного стандарта Республики Узбекистан «Государственный Standard высшего образования. Основные правила»  | 1          | <a href="#">№ 35-2021</a> МВССО РУз от 19 октября 2021 года |
| 7.  | <a href="#">Постановления Президента «О дополнительных мерах по обеспечению финансовой самостоятельности государственных высших образовательных учреждений»</a>  | 1          | <a href="#">№61</a> от 24 декабря 2021 года                 |
| 8.  | <a href="#">Разработка учебная программа (УП) на основе системы ECTS</a>   | 1          | №2 от 25.08.2020 г.<br>МЗ УЗ                                |
| 9.  | Положение о порядке проведения интегрированных клинических и доклинических экзаменов и государственного экзамена выпускников с предварительной аккредитацией в медицинских и фармацевтических высших учебных заведениях. | 1          | <a href="#">№306</a> от 14.12. 2019 года МЗ УЗ              |
| 10. | <a href="#">Наблюдательного Совет</a>  | 1          | 09.02.2022  |
| 11. | <a href="#">Квалификационным требованиям бакалавриату направления образования 60910300 «Педиатрическое дело»</a>   | 1          | №334, 07.08.2023<br>МВОНИ РУЗ                               |
| 12. | <a href="#">Паспорт, устав, правила внутреннего распорядка и этические правила института</a>   | 1          | №4 от 15.12.2021  |
| 13. | <a href="#">Студенческий совет</a>   | 1          |   |
| 14. | Штатный состав преподавателей кафедры, осуществляющих реализацию ОП «Педиатрическое дело»  | 1          |   |
| 15. | Материально-техническая база реализации ОП «Педиатрическое дело»   | 1          |   |
| 16. | Характеристика клинических баз (баз практики)  | 1          |   |
| 17. | Сведения об участии студентов, обучающихся на образовательной программе, в научных исследованиях   | 1          |   |
| 18. | Учебно-методическая продукция ППС, задействованных в реализации аккредитуемой образовательной программы за 5 лет   | 1          |   |

|     |  |     |  |
|-----|--|-----|--|
| 19. | Основные направления научных исследований, в которых участвуют ППС, задействованные в реализации образовательной программы «Педиатрическое дело»                             | 1   |  |
| 20. | Сведения о трудоустройстве выпускников 2023-2024 учебного года образовательной программы «Педиатрическое дело»   | 1   |  |
| 21. | Состав учебно-методического совета   | 1   | 03.09.2025   |
| 22. | Состав факультетского совета   | 1   | 03.10.2025   |
| 23. | протоколы заседаний Совета института   | 1   | 28.08.2025,<br>30.09.2025  |
| 24. | Список преподавателей, прошедших ПК за последние 3 года  | 1   |  |
| 25. | Обеспеченность литературой по предметам  | 1   |  |
| 26. | О материальном стимулировании  | 5   | 30.09.2024<br>25.12.2024<br>07.03.2025<br>05.06.2025<br>03.10.2025 |
| 27. | О реализации кредитно-модульной системы и системы оценки знаний студентов в Каракалпакском медицинском институте (для студентов 1-3 курсов)                                  | 1   | 31.08.2022   |
| 28. | Приказ ректора об утверждении формата итоговых контролей   | 1   | 28.10.2022   |
| 29. | Рецензии на тесты по дисциплине “Акушерство и гинекология”   | 2   |  |
| 30. | Тестовые задания по дисциплине “Акушерство и гинекология”  | 87  |  |
| 31. | Рецензии на тестовые задания по дисциплине “Пропедевтика внутренних болезней”  | 2   |  |
| 32. | Тестовые задания по дисциплине “Пропедевтика внутренних болезней”  | 566 |  |
| 33. | Положение об апелляционной комиссии  | 1   | 28.08.2023   |
| 34. | Каталог элективных дисциплин   | 16  |  |
| 35. | Материалы для ИГА (тесты, ОСКЭ)  | 1   |  |
| 36. | Приказ ректора №118 об утверждении членов ГАК  | 1   | 22.06.2024   |
| 37. | Академическая политика   | 1   | 07.09.2024   |
| 38. | Требованиям к подготовке тестовых заданий для контроля знаний обучающихся  | 1   | 27.09.2024   |
| 39. | Выписка из протокола УМС об утверждении вопросов и тестовых заданий  | 1   | 27.10.2023   |
| 40. | Утверждение вопросов и тестовых заданий на Ученом совете   | 1   | 28.10.2022   |
| 41. | Указ Президента Республики Узбекистан от 24 мая 2024 года №УП-81 “О совершенствовании системы приема на обучение в высшие образовательные учреждения Республики Узбекистан”. | 1   | 24.07.2024   |

|    |  |   |                              |
|----|--|---|------------------------------|
| 42 | Отчет о ГАК 2022-2023 2 медицинского факультета по специальности “Педиатрическое дело  | 1 | 2024 год                     |
| 43 | Постановление Кабинета Министров Республики Узбекистан “Об утверждении положения о порядке приема лиц с инвалидностью в высшие образовательные учреждения на обучение по дополнительным квотам на основе государственного гранта” от № 417.              | 1 | 02.06.2018 г.                |
| 44 | Постановление кабинета Министров Республики Узбекистан №393 "Об утверждении положения о порядке приема, перевода, восстановления и отстранения от учебы студентов в высших учебно-образовательных учреждениях".  | 1 | 20.06. 2017 года             |
| 45 | Постановление Кабинета Министров Республики Узбекистан №261 «О порядке совершенствования приема в высшие образовательные учреждения»   | 1 | 09.04.2018                   |
| 46 | Постановление Кабинета Министров Республики Узбекистан № 36 «О мерах по повышению эффективности деятельности Центра повышения социальной активности студентов и учащихся при Министерстве высшего образования, науки и инноваций Республики Узбекистан». | 1 | 20.01.2024                   |
| 47 | Сертификаты именных стипендий  | 3 |                              |
| 48 | Социально-психологический паспорт  | 1 |                              |
| 49 | Протоколы деятельности психолога   | 2 | 15.09.2025г.<br>22.09.2025г. |
| 50 | Типовой договор трудоустройства  |   |                              |
| 51 | Состав Совета 2-го медицинского факультета   | 1 | 30.08.2025                   |
| 52 | Состав учебно-методического совета   | 1 |                              |
| 53 | Состав Ученого совета. Протокол №2   | 1 | 30.09.2025                   |
| 54 | свидетельство № ОТ5000011 от Государственной инспекции по надзору за качеством образования при Кабинете Министров Республики Узбекистан.   |   | 23.10.2019                   |
| 55 | Постановление Кабинета Министров № 515   | 1 | 18.07.2017                   |
| 56 | Приказ Министерства № 72 о совершенствовании деятельности отдела контроля качества образования в государственных высших учебных заведениях».   | 1 | 27.03.2023                   |
| 57 | Указ ректора от 12 апреля 2023 года  | 1 |                              |
| 58 | Указ Президента № 60   | 1 | 25.12.2021                   |
| 59 | Указ Президента № 61   | 1 | 24.12.2021                   |
| 60 | Приказ Министерства № 103 от 21 июля 2023 года.  | 1 | 21.07.2023                   |
| 61 | Политика и стандарты обеспечения качества»,  | 1 | 13.11.2024.                  |
| 62 | Приказ № 11 от 11 октября 2021 года  | 1 | 11.10.2021                   |

|    |  |   |            |
|----|--|---|------------|
| 63 | Постановление Президента РУ ПП-3775 от 5 июня 2018 года,   | 1 | 05.06.2018 |
| 64 | Учебный план “Педиатрическое дело”                         | 1 | 28.08.2025 |
| 65 | Анкета для студентов в Google form по качеству образования | 1 |            |
| 66 | Анкета для выявления коррупционных рисков                  | 1 |            |
| 67 | Приказы о стажировках                                      | 7 |            |

ЕКСАДА