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 EDUCATIONAL PROGRAMME
70910303 – " PEDIATRIC ANESTHESIOLOGY AND RESUSCITATION" OF TASHKENT STATE MEDICAL UNIVERSITY FOR COMPLIANCE WITH THE STANDARDS FOR PROGRAMME ACCREDITATION OF THE POSTGRADUATE EDUCATION (MASTER'S DEGREE) OF THE EURASIAN CENTER FOR ACCREDITATION AND QUALITY ASSURANCE IN EDUCATION AND HEALTH CARE

external expert assessment period: November 3-5 2025

Almaty, 2025

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LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care
EHEA	European Higher Education Area
WFME	World Federation for Medical Education
MH RU	Ministry of Healthcare of the Republic of Uzbekistan
RLA	Regulatory and Legal Acts
EP	Educational Programme
ESG	Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area
CD	Core Disciplines
WHO	World Healthcare Organization
VC	Videoconferencing
SAC	State Attestation Commission
SCS Ruz	State Compulsory Standard of the Republic of Uzbekistan
SCES	State Compulsory Educational Standard
STC	State Testing Center
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care
ICT	Information and Communication Technologies
IC	Individual Curriculum
IRC	Information Resource Center
IT	Information Technologies
ELISA	Enzyme-Linked Immunosorbent Assay
QR	Qualified Reference
MPI	Medical and Preventive Institution
MHESI	Ministry of Higher Education, Science and Innovation
MHSSE	Ministry of Higher and Secondary Special Education
MES RU	Ministry of Education and Science of the Republic of Uzbekistan
RW	Research Work
RWMS	Research Work of Master's Degree Students
NCMC	National Children's Medical Center
TSD	Total Scope of Disciplines
EP	Educational Programmes
BPEP	Basic Professional Educational Programme
ARI	Acute Respiratory Infections
OSCE	Objectively Structured Clinical Examination
DPCE	Department of Postgraduate Continuing Education
PO	Midterm Survey
PPS	Teaching staff
PCR	Polymerase Chain Reaction
RPC	Republican Perinatal Center
RSSPC	Republican Specialized Scientific and Practical Center
RSSPMC	Republican Specialized Scientific and Practical Medical Center
RSCEMC	Republican Scientific Center for Emergency Medical Care
RSSPMCPRU	Republican Specialized Scientific and Practical Medical Center of

	Pediatrics of the Republic of Uzbekistan
RUz	Republic of Uzbekistan
WC	Working Curriculum
SSS	Student Scientific Society
IWM, IWMT	Independent Work of a Master's Degree Student, Independent Work of a Master's Degree Student with a Teacher
IWS	Independent Work of a Student
IWST	Independent Work of a Student with a Teacher
TashIAMS	Tashkent Institute of Advanced Medical Studies
TashPMI	Tashkent Pediatric Medical Institute
TMA	Tashkent Medical Academy
SC	Standard Curriculum
EMC	Educational and Methodological Council
Curriculum	Curriculum
FI	Field Internship
CMC	Central Methodological Council
EJ	Electronic Gradebook
ECTS	European Credit Transfer System
KPI	Key Performance Indicators
PBL	Problem-Based Learning
TBL	Team-Based Learning
RBL	Research-Based Learning

1. Composition of the External Expert Commission

In accordance with ECAQA Order under No.84 dated February 10, 2025, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external assessment of the Master's degree educational programme in “Pediatric Anesthesiology and Resuscitation” from November 3, 2025 to November 5, 2025 with the following membership:

No.	Status on the EEC	Full name	Academic degree/title, position, place of work/study, year, specialty
1	Chairperson	Turgunov Yermek Meiramovich	Doctor of Medical Sciences, Professor of the Department of Surgical Diseases at NJSC “Karaganda Medical University”, Full Member of the International Society of Surgery, Accredited Medical Expert of the Ministry of Healthcare of the Republic of Kazakhstan
2	International Expert	Milena Staneva	PhD, Honorary Professor of Faculty of Medicine of the Sofia University "St. Kliment Ohridski". Expert, Member of the Standing Committee on Healthcare and Sports of the National Agency for Assessment and Accreditation, Bulgaria. Chief Coordinator of the Expert Council of the Ministry of Healthcare of the Republic of Bulgaria. Head of the Angiology Unit of Acibadem City Clinical Hospital, Tokuda University, Sofia, Bulgaria.
3	Academic Expert	Myrzabekova Gulshara Turebekovna	Doctor of Medical Sciences, Associate Professor, Professor of the Department of Pediatric Diseases named after N.A. Barlybayeva of NJSC “Kazakh National Medical University named after S.D. Asfendiyarov”, Almaty, Kazakhstan
4	Academic Expert	Burkutbayeva Tatyana Nuridenovna	Doctor of Medical Sciences, Associate Professor, Professor, Head of the Otorhinolaryngology Department of the Kazakh Medical University “Higher School of Public Healthcare” in Almaty
5	Academic Expert	Trynkin Alexey Viktorovich	Doctor of Medical Sciences, Professor of the Department of Surgical Diseases with a Course in Anesthesiology and Resuscitation of NEI “Kazakh-Russian Medical University”, Full Member of the Russian and European Associations of Angiologists and Vascular Surgeons
6	Academic Expert	Kudabayeva Khatimya Ilyassovna	Candidate of Medical Sciences, Professor of the Department of Internal Diseases No.1 of NJSC “Marat Ospanov West Kazakhstan Medical University”
7	Academic Expert	Mukhambetova Gulnar Amerzayevna	Candidate of Medical Sciences, Professor of the Department of Nervous System Diseases of NJSC “S.D. Asfendiyarov Kazakh National Medical University”, Almaty, Kazakhstan
8	Academic Expert	Akhenbekova	Candidate of Medical Sciences, Associate

		Aida Zhaksybayevna	Professor of the Department of Pediatric Diseases of NJSC "S.D. Asfendiyarov Kazakh National Medical University", Almaty, Kazakhstan
9	Academic Expert	Doshakanova Assel Baidauletovna	Candidate of Medical Sciences, Ophthalmologist of the highest category, Head of the Postgraduate Education Department of LLP "Kazakh Research Institute of Eye Diseases"
10	Academic Expert	Marat Aizada	PhD, Associate Professor of the Department of Obstetrics and Gynecology No.1 of NJSC "Astana Medical University", Obstetrician-Gynecologist, Astana
11	Employer Expert	Ermetov Aziz Tashmetovich	Doctor of Medical Sciences, Director of the Tashkent Regional Branch of the Republican Scientific Center for Emergency Medical Care, Tashkent
12	Postgraduate Doctor Expert	Sartai Nurila Nurmakhankyzy	Third-year postgraduate doctor in "Obstetrics and Gynecology" of NEI "Kazakh-Russian Medical University", Almaty
13	Coordinator	Nurmanbetova Farida Nusupzhanova	Doctor of Medical Sciences, Advisor to the World Federation for Medical Education. Scientific Consultant of the Eurasian Center for Accreditation and Quality Assurance in Education and Health care
14	ECAQA Observer	Amandykov Alibek Begendikovich	Master of Science in Healthcare Management, Head of the International Cooperation and Public Relations Department, NI "Eurasian Center for Accreditation and Quality Assurance in Education and Health care"

The EEC report includes a description of the results and conclusions of the external assessment of the educational programme 70910303 "Pediatric Anesthesiology and Resuscitation" for compliance with the Standards for Programme Accreditation of Postgraduate Education (Master's Degree) (developed based on the 2023 WFME International Standards for Quality Improvement in Postgraduate Education Programmes) and conclusions (hereinafter referred to as the Accreditation Standards), recommendations from the EEC for further improvement of the approaches and conditions for implementing the aforementioned educational programme and recommendations on accreditation to the ECAQA Accreditation Council on accreditation.

2. General Part of the Final Report

2.1 Presentation of the Master's Degree Educational Programme in "Pediatric Anesthesiology and Resuscitation"

Organization name, legal form of ownership, BIN	In the official language – Toshkent davlat tibbiyot universiteti In Russian – Ташкентский Государственный Медицинский Университет In English - Tashkent State Medical University
Governing body	Tashkent State Medical University
Full name of the first head	Boimuradov Shukhrat Abdujalilovich
Date of establishment	1972

Location and contact information	Country: Republic of Uzbekistan City/District: Tashkent, Almazar District Address: Farobiy Street, 2 Postal code: 100109 Phone: +998 (78) 150 78 01 Fax: +998 (78) 250 78 28 E-mail: info@tma.uz Website: www.tma.uz
Year of commencement of the accredited educational programme (EP)	2023
Duration of study	3 years
Total number of graduates since the beginning of the EP	44
Number of master's students in the EP since the beginning of the current academic year	17
Full-time/part-time faculty involved in the EP	Total number of teachers - 5, including 3 full-time and 2 part-time. Academic degree holder rate - 100% Category - 100%
Website Instagram Facebook with active pages	Website: www.tma.uz

2.2 Information about Previous Accreditation

Previously, the educational programme 70910303 "Pediatric Anesthesiology and Resuscitation" has not been accredited.

2.3 Brief description of the Analysis Results of the Self-Assessment Report of the Master's Degree Educational Programme in "Pediatric Anesthesiology and Resuscitation" and Conclusions on Completion

The self-assessment report for the Master's Degree Educational Programme in "Pediatric Anesthesiology and Resuscitation" (hereinafter referred to as the report) is presented on 37 pages of the main text, 45 pages of annexes and copies or electronic versions available at https://drive.google.com/drive/folders/1594p2b31C3jURDGwytbwip1h0l3oOvHA .

The report is characterized by completeness (*this wording is included in this section of the report as an example, as an educational organization can only be admitted to the external assessment stage if the self-assessment report is full and content-complete*) of responses to all 8 main accreditation standards and criteria, structured in accordance with the recommendations of the Guidelines for Conducting Self-Assessment of the Educational Programmes provided to the educational organization by the accreditation center - ECAQA and internal consistency of information. A cover letter signed by Rector Shukhrat Abdujalilovich Boymuradov confirming the accuracy of the quantitative information and data included in the self-assessment report, is attached to the report.

The report includes a list of the 38 members of the internal self-assessment committee, indicating the responsibilities of each employee. The self-assessment of the educational programme 70910303 "Pediatric Anesthesiology and Resuscitation" was conducted based on the University Rector's Order No.84 dated February 10, 2025 "On the Establishment of a Working Group to Conduct a Specialized

Self-Assessment and Write a Report" (please provide the actual title of the internal order of the accredited organization).

All standards provide the University's actual practices for training master's students in the specialty "Pediatric Anesthesiology and Resuscitation", taking into account the start of student admission in 2026. These standards also include substantiated data, examples of the implementation of the educational programme objectives, national and international events and methodological support, confirming compliance with accreditation standards. The self-assessment report is sufficiently comprehensive and up-to-date in terms of the number of master's 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, and development and improvement plans.

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 manner. The wording for each standard is clear and understandable and is described in accordance with the criteria of the standards. Tables and figures (diagrams, photographs) contain references in the text and are numbered consecutively.

3. Description of the External Expert Assessment

The external expert work as part of the assessment of the educational programme 70910303 "Pediatric Anesthesiology and Resuscitation" was organized in accordance with the Guidelines for Conducting External Assessment of Educational Organizations and Educational Programmes of ECAQA. Dates of the visit to organization: November 3-5, 2025. The schedule of the 3-day organization visit is detailed in Annex 3 to this report.

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

- conversation with management and administrative staff - 13 people;
- interviews with master's degree students - 63 people;
- website review https://tma.uz/ru/ ;
- interviews with 13 (number) employees, 4 teachers, 2 supervisors;
- surveys of teachers and master's degree students - 58 and 200, respectively;
- review of resources in the context of meeting accreditation standards: visits to 2 practice/clinical training settings of the “Republican Specialized Scientific and Practical Medical Center for Nephrology and Kidney Transplantation” and the “Clinic of the Pediatric Faculty of Tashkent State Medical University” were carried out, where training is conducted in 17 educational programmes with the participation of 4 full-time teachers;
- review of 30 educational and methodological documents both before and during the visit to the organization (a list of documents reviewed is in Annex 2).

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

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

No.	Full name	Academic degree and rank	Department
1.	Khamrayeva Lola Salimovna	Candidate of medical sciences, Associate Professor	Ophthalmology, Pediatric Ophthalmology
2.	Turakulova Dilfuza Mukhitdinovna	Candidate of medical sciences, Associate Professor	Ophthalmology, Pediatric Ophthalmology
3.	Nazirova Zulfiya Rustamovna	DSc., Associate Professor	Ophthalmology, Pediatric Ophthalmology

4.	Muminova Sitora Ulugbekovna	PhD.	Endocrinology
5.	Hojaeva Nodira Vohidovna	PhD.	Endocrinology
6.	Karabayev Khurram Esankulovich	Professor	Otorhinolaryngology
7.	Mukhitdinov Ulugbek Bashrullayevich	Doctor of Medical Sciences, Associate Professor	Otorhinolaryngology
8.	Bobokhonov Gulimbay Kutliboyevich	Doctor of Medical Sciences, Associate Professor	Otorhinolaryngology
9.	Razhabov Askar Khamrakulovich	Doctor of Medical Sciences	Otorhinolaryngology
10.	Akhmedova Nilufar Rassulovna	DSc. Associate Professor	Pediatrics
11.	Ishniyazova Nadira Durdibayevna	Candidate of medical sciences, Associate Professor	Pediatrics
12.	Yussupov Anvar Sobirovich	Doctor of Medical Sciences, Associate Professor	Pediatric Anesthesiology and Resuscitation
13.	Siyabayev Farhod Khakimovich,	PhD., Assoc.	Pediatric Anesthesiology and Resuscitation
14.	Akhmedova Dilorom Ilkhamovna.	Doctor of Medical Sciences, Professor	Pediatric Cardiology and Rheumatology
15.	Abdurazakova Z.K.	Assoc.	Pediatric Cardiology and Rheumatology
16.	Nurmukhamedova Mukhlisa Anvarovna	PhD., Associate Professor	Pediatric Neurology
17.	Sadikova Gulchekhra Kabulovna	Doctor of Medical Sciences, Professor	Pediatric Neurology
18.	Azimova Nodira Mirvositovna	PhD., Associate Professor	Pediatric Neurology
19.	Khussenova Nodira Turgunovna	PhD., Assoc.	Pediatric Neurology
20.	Ruziyeva Nodira Khakimovna		Pediatric and Adolescent Gynecology
21.	Kurbanov B.B.		Pediatric and Adolescent Gynecology

On the final day of the organization visit, 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 Educational Programme 70910303 'Pediatric Anesthesiology and Resuscitation' for Compliance with Standards for ECAQA Accreditation". The EEC members made no comments. Recommendations for improving the educational programme were discussed, and Yermek Meiramovich Turgunov, the chairperson, held a final open vote on the recommendations for the ECAQA Accreditation Council.

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 team's high level of openness in providing information to the EEC members.

In a survey of master's students, 95% rated the work of the External Expert Commission on Accreditation as positive, while 5% rated it as satisfactory. The majority of respondents (86%) believe that educational institutions or educational programmes should be accredited.

According to 97% of teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of the accredited educational institution'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 institution's management and staff.

4. Analysis of Compliance with Standards for Accreditation Based on the Results of the External Assessment of the Master's Degree Educational Programme in "Pediatric Anesthesiology and Resuscitation"

Standard 1: MISSION AND VALUES

Based on the programme's implementation, namely, conversation with the organization's first head, members of the advisory body of the Eurasian Centre for Accreditation in Higher Education and Health Care, and interviews with master's students and teachers, full compliance with the requirements of Standard 1 was established.

All participants in the educational process are aware of the educational programme's mission and participated in developing proposals for its clarification and improvement. The mission is communicated to potential master's students through the official website, social media and newsletters sent to medical organizations.

The expert group reviewed the organization's strategic plan for the next 5 years, which includes areas such as clinical development; improving the quality of educational services; implementing innovative learning technologies and simulation training; and expanding international cooperation; developing research activities and advanced training for teachers, which confirms compliance with accreditation standards and reflects the organization's goals, objectives and long-term development prospects.

Interviews with master's students revealed that before classes begin, teachers inform students about the organization's mission and key areas of activity, as well as provide information on the educational programme, teachers, training facilities and organizational processes.

During visits to the educational organization's divisions, experts noted the organization's strengths in relation to the accredited educational programme, including:

- High academic degree holder rate of teachers in the master's programme.
- Young average age of teachers.
- 30% have an IELTS certificate. Plans are underway to establish a Center for the Study of Foreign Languages at the University, including English in Medicine.
- Ongoing efforts to enhance institutional capacity, internship opportunities and advanced training;
- Excellent university infrastructure, high level of digitalization of processes
- A strong clinical setting, including 3 in-house clinics and medical organizations at the national, regional and provincial levels, where master's students can acquire all the necessary skills.
- Involvement of trainers and moderators with over 20 years of experience in clinical training, mixing
- High level of publication activity of teachers and master's students. The university has 7 in-house journals, 1 of which is indexed in the Scopus database.
- Active state support for the university.
- A pedagogy component in master's degree programmes
- Training master's students as a reserve for teaching, as researchers and for continuing their education at the PhD level (approximately 30% remain at the university).
- Volunteer work by master's students: patient care call.

- Additional support opportunities for female students pursuing master's programmes (the state covers tuition for those enrolled on a contract basis).
- 10 master's students receive various scholarships.

The educational institution has divisions directly related to the educational programme 70910303 "Pediatric Anesthesiology and Resuscitation", which can be recognized as best practice in education. These include the Simulation Training Center, specialized pediatric resuscitation and anesthesiology units, and the Department of Anesthesiology and Intensive Care with clinical settings focused on treating children of all ages. This conclusion is made because these structural divisions provide practice-oriented learning, access to modern equipment, and master's students' participation in clinical scenarios simulating real pediatric emergencies, thereby creating the conditions for developing the competencies outlined in the educational programme.

The documentation review demonstrates that the organization's mission and the mission of the educational programme 70910303 "Pediatric Anesthesiology and Resuscitation" are aligned, and the educational process is structured in accordance with the State Compulsory Educational Standard and current regulatory legal acts in the field of postgraduate education and healthcare. At the same time, during meetings with master's degree students, teachers and clinical supervisors, the experts identified a number of issues, including uneven clinical workloads between settings, limited access to complex clinical cases during certain periods of the year and insufficient involvement of some clinical supervisors in assessment procedures.

The educational organization conducts master's degree training in the following clinical settings and units: the Pediatric Anesthesiology and Resuscitation Unit, the Neonatal Resuscitation Unit, the Emergency Pediatric Surgery Unit, the Intensive Care Unit and the Simulation Center. These units ensure a patient-centered approach through team-based, interdisciplinary collaboration, individualized patient care pathways, and adherence to ethical and deontological principles when working with children and their legal guardians.

The educational organization prioritizes patient safety and autonomy by adhering to clinical protocols, implementing an internal quality control and safety system for medical care, requiring mandatory informed consent from parents/legal guardians, and regularly training staff in patient safety skills, including preventing critical incidents.

Experts determined that master's students have appropriate working conditions to support their own health, as the educational organization provides everything necessary for maintaining a healthy lifestyle: access to rest rooms, adherence to work and rest schedules, availability of food facilities, psychological support, and conditions for reducing professional burnout.

The core competencies of master's degree students in the accredited specialty, such as clinical reasoning, decision-making under time constraints, interprofessional collaboration skills and adherence to medical ethics principles, as well as specialized competencies including critical care management, anesthesia management for children of different age groups, use of modern respiratory and monitoring equipment, and participation in intensive care and resuscitation, enable the educational institution to use innovative learning forms. This enables master's degree students to develop skills and qualities such as responsiveness, stress tolerance, leadership in critical situations, communication with parents and legal guardians and a commitment to continuing professional development.

The educational institution encourages master's degree students to participate in research in their chosen specialty through involvement in the department's research projects, access to clinical databases for data collection, support from academic advisors and the provision of methodological assistance in writing scientific articles and theses. In addition, the organization ensures the participation of master’s degree students in academic events such as conferences on anesthesiology and resuscitation, scientific seminars, journal clubs, intra-university scientific paper competitions, master classes and simulation training.

At the same time, experts identified several problematic aspects, including the insufficient involvement of individual clinical divisions in master's degree students' research activities, as well as

the need for more evenly distributed access to complex clinical cases to develop all specialized competencies.

1.2 Participation in Mission Formulation

Experts determined that the department head, department professor, full-time teachers and the Tashkent State Medical University Graduate Academic Office participated in developing the goals and objectives (mission) of the educational programme 70910303 "Pediatric Anesthesiology and Resuscitation", as confirmed by the document "Educational Programme 70910303 "Pediatric Anesthesiology and Resuscitation". Suggestions included strengthening practice-oriented learning, expanding simulation training for pediatric critical conditions, increasing the role of interdisciplinary collaboration, clarifying competencies in neonatal intensive care and implementing modern educational technologies and formative assessment mechanisms. When updated regulatory legal acts and orders in education and healthcare are issued, the educational programme developers take these suggestions into account and make appropriate changes. For example, Order No.24 dated October 16, 2025, prompted teachers to amend the curriculum to include the following: updating clinical protocols for pediatric anesthesia care, updating the content of neonatal intensive care modules, incorporating new requirements for assessment tools, strengthening competencies in working with modern monitoring equipment, and implementing updated criteria for admitting master's students to independent clinical practice.

At the same time, during discussions with master's students and employers, experts did not receive a clear answer to the question: "Do you participate in formulating the mission and goals of the organization and educational programme?" and "What is the personal contribution of master's students to improving the educational programme?" Master's students responded to these questions by stating that they are not always informed about the mechanisms for participating in formulating the programme's mission and goals, and that their contribution is primarily limited to participating in surveys and providing feedback on the semester's results.

Employers responded as follows: they are willing to participate in developing and adjusting the programme's mission and goals, but the format for their participation has not yet been systematized; employer suggestions are taken into account sporadically, primarily during department meetings and discussions of practical training content.

In a survey of 200 master's students (on https://webanketa.com/), several of the 22 questions focused on the quality of the educational process and the educational programme. It was found that 85% of master's students would recommend studying at this educational institution to their acquaintances, friends and relatives. And 95% of respondents believe that the educational programme heads and teachers are aware of students' learning challenges. To the question, "Do you think this educational institution allows you to acquire the necessary knowledge and skills in your chosen specialty?", 92% of master's students answered positively, 3.5% were unsure, 2.5% were not yet able to answer this question, and 2% would like to believe so.

The 58 teachers surveyed (21 survey questions) also responded that 87.93% were satisfied with the work and workplace organization at this educational institution, and 6.9% partially agreed. The experts determined that the organization has a healthy working environment, as the head is readily accessible to both master's degree students and staff, responds promptly to requests, and provides necessary support in resolving emerging issues, ensuring the transparency of management processes and open communication. In the survey, 81.03% of teachers were satisfied with the organizational working environment, and 1.72% were partially satisfied. According to 87.96%, teachers at the educational institution have the opportunity to develop as professionals in their field. A total of 58 people (58 full-time employees) responded, with 20.69% having up to 5 years of teaching experience, 27.59% having up to 10 years, and 51.72% having over 10 years of teaching experience.

EEC findings by the criteria. Comply with 6 standards: fully - 6, partially - 0, not compliant - 0.

Standard 2: EDUCATIONAL PROGRAMME

2.1 Educational Programme and Certification

The experts determined that there is a correlation between the content and the required qualifications of a master's student upon completion of programme 70910303 "Pediatric Anesthesiology and Resuscitation". This correlation is reflected in the alignment of educational modules, practical classes and clinical training with the list of developed competencies; a structured logic for mastering educational outcomes; a gradual increase in the complexity of clinical skills; and the targeted development of professional competencies necessary for independent work as a pediatric anesthesiologist and resuscitator.

Upon completion of their studies, master's students are admitted to an independent examination by independent qualification assessment bodies, which allows them to obtain a specialist certificate in 70910303 "Pediatric Anesthesiology and Resuscitation" and be admitted to clinical practice in pediatric anesthesiology and resuscitation units, neonatal intensive care units and the resuscitation units of pediatric hospitals of various levels.

The educational organization has developed 144-hour certification courses in pediatric anesthesiology, neonatal intensive care, advanced pediatric resuscitation and critical care management, which meets the goals of training a specialist in pediatric anesthesiology and resuscitation.

In 2024, 92% of graduates of the master's programme in "Pediatric Anesthesiology and Resuscitation" passed the independent assessment with an "excellent" grade, and 8% with a "good" grade. The number of students who failed the exam was 0 in 2024 and 0 in 2023.

Experts reviewed documents confirming the fulfillment of this accreditation standard criterion: the programme curriculum, the working curricula of the modules, department meeting minutes, clinical practice reports, the results of independent qualification assessments, attendance and academic performance records and lists of certification courses. Annex 1 to Order No.432 dated September 11, 2025, "On measures to improve the system related to the Procedure for Monitoring and Assessing Student Knowledge at Tashkent State Medical University".

2.2 Intended Learning Outcomes

Stakeholders are informed about the intended learning outcomes of Master's students in the specialty "Pediatric Anesthesiology and Resuscitation" by publishing information on the university's official website, posting data on the educational portal, providing information in educational and methodological materials, holding meetings with employers and supervisors and familiarizing Master's students with the programme at introductory orientation sessions and department meetings. The experts confirmed that Master's students' professional behavior and communication skills are developed through participation in clinical discussions, simulation and practical classes, interdisciplinary conferences, roundtable discussions as well as through research and teaching activities, and are reflected in the relevant document - Educational Programme 70910303 "Pediatric Anesthesiology and Resuscitation". The Code of Ethics can be found on the university's official website in the "Regulatory Documents" section. The expected learning outcomes have been established to meet the requirements of national professional standards for the specialty of "Pediatric Anesthesiology and Resuscitation". There is a review for the accredited educational programme by an external expert - a practicing anesthesiologist and resuscitator - and feedback from a representative of the employer of the clinical setting (National Children's Medical Center/Tashkent State Medical University Clinic). Thus, the requirements of the professional community for the specialty 70910303 "Pediatric Anesthesiology and Resuscitation" have been taken into account.

The educational programme defines learning outcomes for the specialty of "Pediatric Anesthesiology and Resuscitation", which include knowledge, skills and professional behavior. Each skill can be assessed and measured, such as performing tracheal intubation on a simulator with recording of performance indicators according to a checklist, determining critical care management tactics based on a clinical scenario and maintaining documentation in accordance with protocols.

Master's students receive regular oral feedback after each class and a survey once per semester. Thus, a survey of master's students in various specialties, including “Pediatric Anesthesiology and Resuscitation”, revealed that the majority of students were satisfied with the quality of teaching, the level of clinical training and the availability of supervisors.

To improve the educational programme in this specialty, the educational organization took the following steps in 2023: revised curricula, updated simulation scenarios, increased the proportion of clinical practice, and implemented a system of electronic gradebooks and master's student portfolios.

Participation in providing medical care to the public is a mandatory component of master's degree training. Master's students complete their training at medical institutions such as the Tashkent State Medical University Clinic and the National Children’s Medical Center. For example, at the NCMC, master's students learn procedures such as peripheral venous catheterization, premedication, anesthesiologist workstation preparation and assisting with intubation and mechanical ventilation.

Master's independent study includes attending clinical discussions, conferences and journal clubs, preparing presentations on clinical cases, and developing mini-research or analytical reviews. All results of independent work are compiled into a master's degree portfolio. The Department of Pediatric Anesthesiology and Resuscitation organizes learning in a simulation center, clinical settings and classrooms. Master's students' professional conduct is ensured through supervising, regular soft skills assessments, adherence to corporate codes of conduct and ongoing monitoring of feedback from clinical settings. Students are familiar with the Code of Ethics, which was developed and approved by the university's Academic Board. In a survey of employers, experts determined their satisfaction with the master’s degree students' behavior. Overall, master’s degree students maintain ethical behavior toward teachers, fellow students, patients and healthcare staff, demonstrating kindness, diligence and responsibility.

There is an Ethics Council (or Disciplinary Committee) that any employee of the educational institution can contact to resolve conflict situations. During a meeting with experts, the master’s degree students themselves confirmed that teachers adhere to ethical standards. When asked whether conflict resolution classes had been held for teachers in the past few years, they responded that such classes were held regularly.

When determining the intended learning outcomes, the staff of the Department of Education considered previous undergraduate and internship learning outcomes, as well as the goals and objectives of subsequent continuing professional development in the chosen specialty. The educational institution provides continuing and non-formal education (continuing professional development), including programmes in the specialty of the accredited educational programme.

Experts established clear continuity between the intended outcomes of master's students' prior learning (prerequisites) and their master's degree programme, as well as subsequent continuing professional development programmes. The institution has developed continuing education programmes, and master's students are informed about these.

99% of faculty respondents believe that students at this educational institution have a high level of knowledge and practical skills after completing the programme, while 1% partially agree.

Teachers-respondents in the external assessment responded that 99% are fully satisfied with the level of master's students' prior learning, while 1% are partially satisfied.

2.3 Educational Programme Organization and Structure

The educational programme model for the specialty "Pediatric Anesthesiology and Resuscitation" is based on the intended learning outcomes of master's students and therefore includes the following: development of clinical, research, analytical and pedagogical competencies necessary for the work of a pediatric anesthesiologist and resuscitator and a specialist in scientific research. The duration of the programme is 3 years. The consistency and transparency of the programme are guaranteed by the fact that all educational materials, syllabuses, assessment criteria, assessment forms and learning schedules are fully accessible to master's students in the university's online educational environment.

To implement the educational programme in the specialty "Pediatric Anesthesiology and Resuscitation", the organization's documents include teaching materials, which define the programme's goal, integrate practical and theoretical components and provide independent study. Compliance with the State Compulsory Educational Standard and standard requirements has been established, including the educational programme's structure, credit distribution, course content, research training and practice-oriented modules.

While attending a practical lesson (or seminar/master class) on the topic "Principles of Anesthesia and Intensive Care in Young Children", which lasted 2 hours, the experts received convincing evidence that the training was being conducted according to plan. Before the lesson, master's students completed quizzes, received feedback from the teacher, and had the opportunity to improve their skills in analyzing clinical situations, interpreting monitoring data and developing a research-based approach to clinical issues.

The organization ensures compliance with ethical principles in the implementation of the educational programme, as experts reviewed the Code of Ethics (approved in 2023), and during interviews, master's students indicated that they were informed of the content of this document.

An analysis of educational activities revealed that the scientific foundation and all scientific advances in the relevant disciplines have been taken into account, additions have been made to the bibliography of the teaching materials and syllabuses, and teachers use these in the classroom.

The supervising system, described in the "Regulations on the Supervising of Master's Students" was evaluated. There are 12 supervisors, whose tasks include supporting master's students in their research activities, providing advice on the implementation of research projects and master's theses, developing academic competencies, assisting in the development of research portfolios and participating in scientific seminars and conferences.

The procedure for informing master's students of their rights and responsibilities is reflected in the *"Regulations on the Master's Programme"*. Teachers use such learning methods for master's students as seminars, webinars, conferences, case studies, problem-based learning (PBL), case-based learning (CBL), team-based learning (TBL), simulation-based learning, role-playing, “brainstorming”, group discussion, portfolios, combined surveys, small-group learning, simulation technologies, presentations and projects. A list of learning methods is described in the "Standard Curriculum". These methods enable master's students to participate in providing medical care to patients. Teachers can provide master's students with supervision of approximately 3-4 specialized patients per day and 20 per month.

Experts have determined that the educational institution fully implements the principles of academic honesty and anti-plagiarism. This is reflected in the document "Code of Academic Honesty, approved by the Protocol of the Academic Board". The University has an agreement with a branch of “Plagiat.pl”, a limited liability partnership (license agreement no.410, dated December 24, 2024). Anti-plagiarism is applicable when master's students engage in research. Master's students are trained to promptly collect informed consent from patients for all diagnostic and therapeutic procedures. Experts noted that the medical records contain a corresponding document signed by the patient.

Thus, by the end of the 3-year programme, master's students will acquire the basic skills and competencies of “a pediatric anesthesiologist-resuscitator”, enabling them to work in institutions such as children's multidisciplinary hospitals, perinatal centers, inpatient anesthesiology and resuscitation units, high-tech pediatric surgery centers and the Republican Specialized Scientific and Practical Medical Center (RSSPMC) of Pediatrics and its regional branches (ESG 1.2).

Experts have not identified any violations of the principle of equality in postgraduate education and continuing professional development, as the educational institution complies with the Constitution of the Republic of Uzbekistan, the Law on the Languages of the Peoples of the Republic of Uzbekistan and other regulatory legal acts in the fields of education and healthcare.

The educational institution has a mechanism for regularly adapting teaching and learning methods to the requirements of modern science and education, as well as the current needs of practical healthcare. This mechanism includes annual revision of the working curricululum, updating the

standard curriculum, holding meetings of the Academic and Methodological Council, analyzing feedback from master's students and teachers and integrating research findings and modern clinical protocols into the educational process.

This demonstrates compliance with Standard 2 regarding adapting training to the needs of master's students.

At the same time, in addition to the principles of quality and academic honesty described in the "Code of Academic Honesty of the Educational Institution", the institution has entered into an agreement with the organization "plagiat.pl."

2.4 Educational Programme Content

Documents are in place that outline requirements for the structure and content of the curricula, covering four main areas:

- scientific and practical foundations of the specialty, including the spectrum of conditions to be diagnosed and treated; - clinical sciences, medical care services, public healthcare, and the clinical/practical skills necessary for postgraduate doctors to assume appropriate responsibility for patient care during postgraduate medical education and upon transition to independent clinical practice;

- healthcare sciences, which include population health, public healthcare and community medical care delivery;

− relevant issues in behavioral and social sciences relevant to the local context and culture, including principles of professional practice, including medical ethics. *Teachers provide master's students with methodological and didactic materials, as well as additional literature to prepare for classes. 88% of students were fully satisfied, 10.5% were partially satisfied and 1.5% were dissatisfied.*

The educational programme "Pediatric Anesthesiology and Resuscitation" is delivered at two clinical settings. "The Republican Specialized Scientific and Practical Medical Center for Nephrology and Kidney Transplantation" has a total area of 14,000 square meters. This includes 10 surgical resuscitation beds, 15 somatic and 15 intensive care beds. The total area is 350 square meters. The second setting is "the Clinic of the Pediatric Faculty of Tashkent State Medical University". It has two resuscitation units - a general one with 15 beds (250 square meters), and a cardiac resuscitation unit with 6 beds (80 square meters). Both settings have a clinic, biochemical laboratories, and classrooms for master's students (the first setting is 24 square meters, the second setting is 18 square meters). There is a simulation center, a library, a separate locker room, a separate dining room for master's students, and rest rooms for master's students. There are 17 master's students studying in the pediatric faculty clinics. There are 8 first-year students, 6 second-year students and 3 third-year students. And to the survey question, "Is there sufficient time for practical training (patient supervision, etc.)?", 92% of master's students fully agreed, 6.5% partially agreed, and 61% disagreed. 91.5% of master's students claim that after completing classes, the teacher provides feedback (listens to your opinion, conducts (mini-survey, error analysis session).

At the same time, in response to the question "Do representatives of master's students participate in the development of educational programmes?", the experts received the following response: "Master's students fully participate in the development of educational programmes". *92.5% of the surveyed master's students are fully satisfied with the class schedule.*

The master's programme includes components on the fundamentals and methodology of scientific research (180 hours), including clinical research and clinical epidemiology (90 hours). Teachers employ a methodology for critically evaluating scientific literature and medical research data, which is confirmed by studying documents such as the "Regulations on the Master's Programme" and "Requirements for the Development of Educational Programmes". This form of education is organized in the form of a "journal club" that meets once a month.

Master's students confirmed that evidence-based medicine is present in their education. In particular, by applying clinical protocols in patient care, master's students are familiar with bibliographies based on evidence-based medicine.

The master's degree students' survey revealed that the educational institution provides access to student participation in research, with 92% of respondents fully satisfied, 5% partially satisfied and 3% dissatisfied. Master's students should engage in research, and in their survey responses, 100% indicated they were already engaged in research, 84% planned to begin, 14% were searching for a research topic and 1% were not engaged.

2.5 Learning Methods and Experience

The primary learning methods in the master's programme are digital, distance and simulation learning, which are considered complementary and effective approaches in postgraduate medical education, including in emergency situations.

Supervising is provided in accordance with the Regulation on Supervising of Master's Students (approved in 2023).

During conversations with master's students, experts found that teachers most frequently organize clinical discussions, simulation classess and discussions of clinical cases, which contribute to the development of clinical thinking and practical skills.

The scientific supervisor is responsible for developing research competencies and a professional attitude toward scientific activity. They ensure that master's students are involved in real-world scientific processes: participating in projects, conducting analytical reviews, collecting and processing data, preparing scientific documentation, working with information and bibliographic systems, studying regulatory legal acts in science and education, preparing reports and presentations, participating in scientific seminars and conferences, and building a research portfolio. These activities demonstrate professional research work to master's students and promote the development of interdisciplinary and interprofessional communication.

Virtual learning methods are actively integrated into the educational process: the use of scientific and educational platforms, interactive modules on clinical and experimental medicine, virtual laboratories for statistical analysis and modeling, online resources for searching and systematizing scientific data, electronic database simulators (PubMed, Scopus, Web of Science), as well as remote formats for conducting scientific seminars, consultations and project reviews.

Simulation-based learning technologies are implemented in specialized virtual and simulation environments, including scientific and educational platforms, highly realistic digital simulators of clinical processes and virtual laboratories for modeling, practicing practical and research skills, analyzing data and preparing scientific projects.

The following simulation equipment is available to master's degree students in the accredited programme: tracheal intubation training devices, pediatric and neonatal CPR mannequins, central and peripheral venous access simulators, a mechanical ventilation simulator and neonatal simulation systems.

The equipment is designed to practice skills in pediatric anesthesiology, respiratory support, neonatal resuscitation, critical care management and safe anesthesia for pediatric patients.

Simulation training is included in the curriculum in years 1–2, with a total of 72 hours.

The principles of quality, academic honesty and anti-plagiarism (ESG II Part 1.3) are enshrined in "the University Academic Policy" (approved in 2024, developed by the Academic and Methodological Department).

The experts confirmed that adherence to the principles of academic honesty in the master's programme encompasses areas such as independent written and research work, accurate citations, reliable maintenance of scientific data and the avoidance of plagiarism in the preparation of reports, theses and publications.

Master's students are informed of their rights and responsibilities through familiarization with the "Regulations on the Master's Programme", an introductory briefing, the posting of regulatory

documents in the electronic educational environment and official notification through their personal accounts.

The dean's office of the master's programme is responsible for organizing and overseeing this work.

Behavioral and social issues and ethical rules for master's students are reflected in the regulations (https://ssv.uz/uploads/pages/buyrug88-23032022.pdf).

The experts conclude that the educational organization provides master's students with the necessary skills and abilities that can influence their personal development and can be applied in their future careers (ESG II Part 1.3). This is confirmed by the results of a study of documents such as https://ssv.uz/uploads/pages/buyrug88-23032022.pdf.

Teaching and learning methods are regularly adapted to changing conditions (ESG II Part 1.5) and the requirements of practical healthcare.

Of the 200 master's students surveyed, 87.5% responded that teachers use active and interactive learning methods quite often in classes, while 11.5% said they do so rarely or sometimes.

2.6 Educational Programme and Learning Facilities

Master's students in the accredited educational programme are trained at clinical settings, including learning at the primary, secondary and tertiary levels of medical care delivery. Master's students can work in laboratories. An agreement has been signed with each clinical setting for the period 2023-2028. There are 10 agreements in total for the current year.

The experts visited the following clinics: "Tashkent State Medical University Clinic, National Children's Medical Center", which has three 72-square-meter classrooms and 58 supervisors involved in the educational process. Currently, 200 third-year master's students are enrolled in the accredited programme, and they are fully provided with clinical training (a sufficient number of patients in their specialty).

The authority to select/determine the clinical setting for master's students' training rests with the *dean's office of the master's programme, in conjunction with the Academic Board of the educational institution.* These medical organizations are accredited (dates: November 3-5, 2025).

Experts verified that master's degree students have access to medical organization resources. When surveyed, master's degree students confirmed that they "Have access to medical organization resources".

The master's programme's approval includes developing master's degree students' practical skills necessary for work at various levels of medical care delivery. Theoretical knowledge is reinforced through practical application in real medical institutions, mastery of various clinical situations and the ability to work with modern equipment. Practical skills are practiced in classes and assessed during exams based on case studies and situational exercises. Communication skills are assessed and students demonstrate the practical skills they acquired during their studies and the ability to perform therapeutic and diagnostic procedures. For each master's degree student, the number of procedures performed, participation in clinical cases and supervisor assessments are analyzed.

Reviews "No.10, No.13 dated October 23, 2019, issued by the State Inspectorate for Quality Control of Education under the Cabinet of Ministers of the Republic of Uzbekistan" were received.

The educational process management reflected in the self-assessment report (Standard 2) and the general management approaches were confirmed during a visit to the administrative department and discussions with management and staff. Verification of Standard 2 also revealed that graduates who complete the higher specialized education programme and successfully pass the final attestation are awarded "a Master's degree" in the educational programme majoring in 70910303 "Pediatric Anesthesiology and Resuscitation" and a state-recognized diploma with a supplement (the duration of study is 3 years) is issued. They are awarded a Master's degree in Pediatric Anesthesiology and Resuscitation. Diploma Supplement free of charge (Annex to 2.1.1). The graduate's qualification level corresponds to Level 7 of the National 25 Personnel Programme, which is related in accordance with the Order of the Ministry of Healthcare of the Republic of Uzbekistan No.647 dated July 31, 2015.

Upon admission, students in the Master's programme (Head of Department) are given clear explanations on the qualifications obtained as a result of mastering the educational programme (meetings of students with the Rector, Vice-Rector and Dean; individual meetings). In addition, all students are annually explained the main provisions of the Academy for the corresponding academic year, the full text of which is posted on the official website of the Academy https://tma.uz/ .

The training of Master's students in the specialty "Pediatric Anesthesiology and Resuscitation" is aimed at meeting the needs of practical healthcare, since an analysis of the shortage of specialists for 2025 revealed that the personnel shortage in this specialty is 1,275 units. Thus, during discussions with the organization's management, experts received information about the methods and tactical features of this programme's learning, the special emphasis on master's students' practical skills and their full access to scientific research methodology. Teachers confirmed that master's students are trained directly in the clinical units of "the *Republican Specialized Scientific and Practical Medical Center for Nephrology and Kidney Transplantation" and "the Clinic of the Pediatric Faculty of Tashkent State Medical University".* Master's students in this specialty can supervise patients with all childhood diseases, both surgical and therapeutic.

The educational organization has the following research capabilities: access to modern laboratories, statistical and analytical programmes, electronic scientific databases (PubMed, Scopus, Web of Science), simulation centers and clinical resources for conducting observational and applied research.

As part of the accredited master's programme, the department's staff conducts research in the areas of pediatric anesthesiology, intensive care, pharmacology, clinical protocols, complication prevention and optimization of anesthesiological care for children of all ages.

Master's students may be informally involved in research. For example, master's student I.M. Rozikov is collecting and analyzing clinical data, preparing a literature review and developing a research protocol as part of the department's project to study the safety of anesthesiological techniques in pediatrics.

During the period 2022–2024, master's students prepared 6 articles and 12 abstracts, as well as 4 presentations at scientific and practical conferences and internal university seminars. The results of their research are presented in the form of articles, abstracts, analytical reports and materials for master's theses.

Journal clubs are held monthly, where master's students discuss current scientific publications, critically evaluate the evidence base, learn to interpret research results and present their analytical reviews.

The master's programme includes 180 hours for research training and master's thesis writing. The interviewed master's students confirmed that they are provided with access to research equipment and scientific events at the learning facilities. For example, they participate in clinical case studies as part of their research, work with simulation equipment, have access to statistical programmes and participate in departmental scientific seminars.

EEC findings by the criteria. Comply with 28 standards, 26 - are fully compliant, 2 - are partially compliant, 0 - are not compliant.

Standard	**Standard Implementation**	**Recommendations for Improvement**
2.4.3	Partially Implemented	More hours are needed to enhance statistical analysis skills
2.5.1	Partially Implemented	It's recommended to increase the number of practical skills

Standard 3: ASSESSMENT OF MASTER'S STUDENTS

3.1 Assessment Policy and System

A study of control and measurement equipment (7,800 tests, 3,100 tasks, OSCEs and simulations) revealed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of master's students' academic achievements. During interviews, master's students described the assessment forms and their performance and stated that they were satisfied with everything. They also receive regular feedback from teachers. The assessment appeal system is documented, and no appeals have been filed during the organization's operation. The assessment covers not only knowledge and skills but also professional behavior and communication skills, as evidenced by the following: An oral examination, OSCE and midterm and final assessments (ESG II Part 1.3). This ensures the independence and objectivity of the assessment results. (ESG II Part 1.3).

Thus, to verify the data for *Standard 3*, the experts questioned the Head of the Postgraduate Education Department, Abdurakhmon Abduganiyevich Imamov, and reviewed the documents and methods for assessing master's students.

The organization has 4,800 control and measurement equipment (tests, case problems, algorithms for working with simulators and patients), which were compiled by the department head and teachers and approved at a meeting of the Academic Board of Tashkent State Medical University and the Master's Department (Minutes No.10, dated October 18, 2019). The control and measurement equipment were reviewed by D.S. Abdurakhmonov, Head of the Department of Pediatric Anesthesiology and Resuscitation at Samarkand State Medical Institute. The head of the education department responded that additions and updates to the control and measurement equipment are planned for late 2025.

The results of the master's degree students' assessments are documented as follows: practical training logs, examination reports and “Arbes” system.

At the same time, 12 people received an “excellent” grade and 5 received a “good” grade in the final exam.

During a visit to the organization and conversation with the staff: Head of the Department Rakhmatullayev A.A., Yussupov Anvar Sabirovich (Doctor of Medical Sciences, Professor), Mamatkulov Isfandiyorov Abdurakhmanovich (PhD, Associate Professor), Siyabayevich Farkhod Khakimovich (PhD, Assistant), Khaidarov Kambarali Imomaliyevich (PhD, Assistant), the commission was convinced that there is a documentation system that is transparent and accessible to all teachers and staff, and includes such documents as annual operational plans, annual reports, division regulations, agreements with teachers and master’s degree students, and educational and methodological documentation (work programme, working curricula, syllabuses, gradebooks), assessment tools (checklists, statements), certificates, verifications and credentials. A review of the website showed that its pages contain the documents necessary for master’s degree students and contain information that is regularly updated.

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 response was that external examiners are engaged sporadically, primarily for final assessments, but their regular involvement is not yet systematic.

During interviews with 10 teachers regarding assessment methods, the experts obtained convincing evidence that the assessment methods used are transparent, standardized, consistent with programme goals and based on pre-developed criteria communicated to master's students.

Master's 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, master's students reported that all reporting forms are posted in advance in the online learning environment, teachers

provide mandatory pre-exam counseling, and assessment results are accompanied by individual feedback.

3 employers surveyed also indicated that graduates' training is aligned with current developments in medical practice and science, as graduates demonstrate relevant clinical skills, confidently work with modern protocols and are proficient in modern technologies in pediatric anesthesiology and resuscitation.

The employers stated that they themselves participate in the assessment of master's degree students, as they are included in the state certification committee and the final practical assessment committees. However, the educational institution did not provide systematic feedback to them.

Employers believe that they would like to see the following skills in master's degree graduates to be particularly strong: safe pediatric anesthesia, critical condition management, teamwork in the resuscitation team, and knowledge of clinical protocols, emergency care algorithms and the specifics of managing patients of different age groups.

3.2 Assessment in support of learning (formative assessment)

The assessment system regularly identifies the strengths and weaknesses of master's students, as it includes formative, midterm and summative assessments, tests, case studies, assessment checklists, reflective reports and self-assessment elements.

Formative assessment is conducted biweekly, typically after the end of a seminar and using case studies or tests. Formative assessment of master's students also includes error analysis, oral feedback from the teacher, self-assessment of master's degree student and a discussion of individual progress.

Formative assessment is recorded in an electronic gradebook and assessment sheets, which are reviewed by experts. Teachers regularly provide feedback to master's students based on their assessment results. Feedback from master's students based on their assessment results is collected in the form of questionnaires and online surveys and published on the university's internal educational platform.

In interviews, master's students confirmed that they receive feedback after completing their training.

Through feedback from master's students, improvements were made, including updating assessment rubrics, adjusting practical training scenarios, increasing the proportion of simulation-based learning methods and introducing additional consultations on complex topics.

Experts reviewed resources for organizing knowledge and practical skills assessment, including simulation mannequins, computer training devices, functional modules for skill development, testing platforms and an electronic assessment system.

Experts determined that the selection of master's student assessment methods is based on a competency-based approach and the specifics of practice-oriented training, as practical training is the core component of the curriculum. For example, process mark methods such as solving clinical case studies, working in small groups and discussing real clinical cases facilitate interprofessional learning.

And a method such as simulation-based assessment using checklists demonstrates integrated learning and a focus on clinical skills.

Established assessment methods ensure that master's students have mastered all sections of the educational programme and acquired the necessary practical skills.

Master's degree students state that tachers provide information on their assessment results. (**ESG II Part 1.3**)

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

The summative (final) assessment of master's students includes a final exam, portfolio assessment, defense of a research project and master's thesis, as well as an assessment of practical skills based on checklists and simulation module results.

The criteria for admission to the final assessment are completion of all modules of the educational programme, successful completion of process and formative assessments, fulfillment of

research requirements, and positive grades in all types of practical training. This is documented in the "Regulations on the Final Assessment of Master's Students" and in the educational catalog of the educational programme.

Admission to the independent examination of master's students is based on successful completion of all academic requirements, the resolution of academic debt and the achievement of minimum competency indicators. In the educational organization's practice, master's students (including those in other specialties) pass the independent examination 100% of the time.

The assessment of master's students' clinical decision-making is conducted using simulation stations, case studies, situational tasks and oral clinical discussions. It reflects the master's degree student's ability to analyze information, interpret data and apply clinical knowledge in accordance with evidence-based medicine.

The fairness and objectivity of the summative assessment is confirmed by examination committee protocols, double-checking of written assignments, the use of standardized checklists, and is documented in the university's internal regulations and in the electronic data of the assessment system.

The reliability and validity of quantitative data from the assessment results of master's degree students is ensured by the Department of Pediatric Anesthesiology and Resuscitation and the Academic Analytics/Educational and Methodological Management Department (**ESG II Part 1.3**).

3.4 Quality assurance of the assessment system

The mechanisms that guarantee the quality of all assessment methods applied and the existing master's degree assessment system as a whole are as follows: First, the department, in collaboration with the Master's Degree Department, develops and approves clear assessment criteria that define the skills and competencies which master's degree students must achieve. These criteria may relate to knowledge, clinical skills, professional behavior and other aspects of medical practice. Assessment criteria must be clear, objective and aligned with professional standards. Second, it trains teachers and assessors to ensure they are able to accurately assess master's degree students. This may include training in skills assessment, the development of standardized scenarios for assessment situations, training in professional behavior assessment and other methods. This training helps teachers and assessors be objective, fair and consistent in their assessments.

The third mechanism is the use of a variety of assessment methods to obtain a complete picture of master's degree performance. This may include written tests, practical exams, clinical observations, assessment of skills and professional behavior, participation in group projects or discussions. A variety of assessment methods helps the institution obtain objective information about master's students' achievements in various aspects of their studies.

The fourth mechanism is the use of rubrics or assessment scales, which provide clear criteria for assessing master's students. Rubrics can be presented in the form of tables or graphs, with each assessment criterion assigned a specific level of achievement. This helps teachers and assessors be objective when assessing master's students.

Finally, the department conducts systematic assessment quality review and control. This may include audits of assessment procedures, feedback from master's students and teachers, regular meetings and discussions of assessment practices, and the use of external experts to assess assessment quality. Quality review and control help identify and correct any shortcomings or inconsistencies in the assessment process. The educational institution engages independent examiners to assess master's students. For example, in 2024, the chief physician of City Polyclinic No.17 was included in the assessment committees.

The results of the formative and summative assessments are discussed at department meetings and the Academic and Methodological Committee, and conclusions are drawn regarding the assessment methods and content.

The assessment of master's students includes questions on patient safety. For example, assessments of compliance with standards for the safe administration of anesthesia, the proper inspection of equipment, drug preparation and patient identification before surgery.

The Department of Pediatric Anesthesiology and Resuscitation reviews the formative and summative assessment methods each academic year. The review is documented in department meeting minutes and updated assessment materials.

The Academic Analytics Department conducted a teacher survey in 2023, which resulted in changes to the assessment rubrics, the structure of case problems and the criteria for assessing master's students' clinical reasoning.

A 2024 employer survey showed that programme graduates demonstrate a high level of clinical preparedness, responsibility, proficiency in modern anesthesiology techniques and interprofessional collaboration skills.

Experts were familiar with the results of the 2023 and 2024 master's degree students' assessments, which revealed a trend of improving performance, no academic failures and a steady increase in competency achievement.

EEC findings by the criteria Comply with 15 standards: 15 –fully compliant, 0 – partially compliant, 0 - not compliant.

Standard 4: MASTER'S STUDENTS

4.1 Selection and Progression Policy

The university's admission policy for master's degree students majoring in "Pediatric Anesthesiology and Resuscitation" complies with Article 50 of the Constitution of the Republic of Uzbekistan, the Law of the Republic of Uzbekistan "On Education", the National Personnel Training Programme, Decrees and Resolutions of the President of the Republic of Uzbekistan and Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan. The Admissions Committee is an independent structural division, established annually by order of the rector and is functioning only during the admissions process for master's students. Admissions procedures for master's students are based on national requirements and internal regulations.

The document takes into account the requirements for master's degree applicants regarding their previous academic achievements in undergraduate studies and internships (e.g., providing a diploma with transcript, grades in major courses, final assessment results, participation in research projects and publications), and also describes safety requirements (e.g., safety training, compliance with sanitary and epidemiological standards, and rules of conduct in clinical units). ***(*****ESG II Part 1.4*****)***

The educational institution has created a barrier-free learning environment, including ramps, call buttons, elevators, specialized restrooms and accessible routes within academic buildings and clinical settings.

Approaches to the admission and transfer of master's students from other educational institutions are reflected in the "Procedure for the Transfer and Readmission of Students" section of the "Rules for Admission to the Master's Programme". The following important factors are taken into account: the comparability of educational programmes, the number of credits earned, the presence of academic differences, the results of midterm assessments and compliance with the programme's training profile.

The appeal procedure for admission to the master's programme is outlined in the "General Regulations on the Master's Programme". (**ESG II Part 1.4**)

Student representatives are included in the process of developing the admission and selection policy for master's students. Feedback from master's students on this issue has been recently provided.

The admission and selection policy and the number of master's students are reviewed annually, under the responsibility of the "Educational Affairs" department.

For the period 2023-2025, decisions were made by master's students for all educational programmes, including the programme in "Pediatric Anesthesiology and Resuscitation". The

educational organization analyzed the need for specialists in practical healthcare and determined that the annual enrollment in the educational programme in “Pediatric Anesthesiology and Resuscitation” ranges from 3 to 9 students, depending on government procurement. This figure is consistent with resource capacity.

Therefore, experts validated the self-assessment report data according to *Standard 4.* Overall, all criteria were met, and no comments were made. Many documents were well-written, and no comments were noted.

4.2 Performance improvement and exit from the programme

Processes and opportunities for improving the academic performance and professional development of master's students, as well as the conditions under which a master's student may be expelled from the programme, are documented in the "Regulations on the Master's Programme" approved by the "Educational Organization".

Academic advising for master's students is provided at “Tashkent State Medical University” based on the "Regulations on Academic Advising for Master's Students". The practice of academic advising, personal support for master's students and the development of not only professional skills were assessed by experts through “*interviews with master's students and teachers, as well as an analysis of educational process documents”.*

Teachers prevent situations involving unforeseen incidents by master's students that could potentially cause harm to patients. This is accomplished through the following: the advising system focuses on processing reports of unforeseen incidents that occurred during master's students' clinical practice and could potentially impact patient safety. Such incidents are considered not in a punitive, but rather in an educational context - with the goal of fostering a culture of safety, clinical responsibility and professional reflection among master's students.

Based on the analysis of such incidents, individual conversations are held with master's students, and additional classes and training sessions on medical ethics, communication and risk management are organized. This not only improves the level of training for master's students but also strengthens the quality control system for medical care provided during clinical training.

According to teachers, no such situations were observed between 2000 and 2025. At the same time, the department has developed a "department policy" that sets forth requirements for master's students to "maintain academic honesty, complete academic and practical assignments, participate in research activities, attend classes and adhere to ethical standards in the educational and clinical process". Each master's student is familiar with and applies informed patient consent for examination, treatment and medical procedures in their clinical work. Before classes begin, master's students are instructed by their teacher on compliance with the rules of conduct in a medical organization, and the document is signed by the head of the department. This was confirmed by the master's students during their meetings with experts.

Social, financial and personal support for master's students is provided in accordance with the "Regulations on Student Support" and is documented in the register of social and financial support measures for master's students.

Throughout the entire period, support was provided to master's students. This included social benefits, consultations, individual support, adaptation assistance and assistance with every day and academic issues.

For example, to provide social support to master's students, adaptation meetings, mentoring hours, events for integration into the academic environment and support for master's students with disabilities are organized.

Financial support for master's students is provided through stipends.

Psychological support for master's students is provided through the university's psychological service, individual consultations, group meetings and stress management training.

The confidentiality of such support is regulated by the "Code of Academic Ethics" and the "Regulations on the Psychological Support Service".

Resources are allocated from the educational institution's budget under the expense item "Social Support for Students and Scholarships".

The head of the department is responsible for this.

To help master's graduates plan their careers, employment monitoring, career counseling, job fairs, meetings with employers and individual support are conducted.

4.3 International Medical Graduates

The document "The educational organization has an officially published policy on the recognition of qualifications, familiarization with the requirements for master's degree students and support for international graduates that guarantees them equal opportunities" regulates the recognition policy for master's degree qualifications.

Admission of international applicants to the master's programme is carried out in accordance with the "Rules for Admission to Master's Programmes". The document "Regulations on Equal Opportunities and Non-Discrimination of Students" guarantees equal opportunities for all master's degree students. An agreement is concluded with master's degree students, one copy of which is given to the student and the other is kept in the Department of Educational and Methodological Work (EMW)/Chancery.

The agreement describes the rights and obligations of the parties, clinical safety rules, the procedure for paying for tuition, conditions of stay and internship and guarantees of academic integrity.

Identifying the challenges faced by international Master's degree applicants is the responsibility of the International Cooperation Office.

To this end, department staff were interviewed, sharing information on adaptation procedures, support for international master's students, document processing, visa support, registration at the place of residence and everyday issues. There are currently no master's students who do not speak the state language or Russian, so the experts did not identify any issues with completing professional clinical training. International master's students can leave feedback on the master's programme through online questionnaires, written requests through the university's feedback system and through annual student satisfaction monitoring.

During the review period, no negative feedback was received from master's students.

4.4 Master's student work and study

Master's students are provided with a programme that defines goals, objectives, overall workload and work hours, their areas of responsibility and the intended learning outcomes. Master's students are informed about their supervisors. Currently, 2 clinical supervisors at 2 clinical settings are involved in the training of master's students in the accredited programme.

Master's students have been informed about the number and timing of their formative assessments and final examinations. Information about the examinations is published on the university's internal educational portal. The experts reviewed the information on the website in the "Postgraduate and Master's Studies / Assessment and Final Certification Schedule" section.

Master's students participate in events organized by clinical settings, in accordance with the Comprehensive Plan for Joint Activities of the Educational Institution and the Clinic. The experts reviewed this plan for 2023–2024 and found that master's students participate in scientific and practical conferences, clinical reviews, educational seminars, simulation trainings and clinical case monitoring.

The Department of Pediatric Anesthesiology and Resuscitation is responsible for developing this plan.

The clinical training programme for master's students includes supervision of 8 patients per month, assistance in 3 to 4 surgeries, 1 to 2 home visits and 2 to 3 calls. All of this is regulated in the document "Regulations on the Clinical Training of Master's Students".

Department teachers inform master's students of the terms of their participation in providing medical care through supervisors, based on the Regulation "On the Supervising of Master's Students".

The Department of Academic Policy and Quality Assurance monitors the student's workload and monitors mentor reports to ensure that the program component involving master's students' participation in providing medical care does not dominate.

Department faculty inform master's students of the conditions for their participation in providing medical care through mentors, based on the Regulation "On the Mentoring of Master's Students." At the same time, the Department of Academic Policy and Quality Control, through workload monitoring and reports from supervisors, ensures that the programme component of master's student participation in providing medical care does not become dominant.

If a master's student is forced to interrupt their studies (due to pregnancy, maternity leave, illness or military service), the educational institution provides the following: academic leave, the possibility of readmission in the programme, postponement of assessment deadlines and revision of the individual study schedule. For this purpose, an individual study plan is developed for the master's student in accordance with the Regulation on Academic Mobility and Individual Study Paths.

4.5 Master's Student Safety

The legal status of a master's student with respect to providing medical care to patients is defined in the Master's Degree Training Agreement (clause 4.5 states: "The educational organization has determined the legal status of a master's student with respect to providing medical care to patients and has implemented a quality improvement system aimed at addressing the issue of master's student physical and psychological safety in the medical education environment").

- Psychopreventive work;
- psychological education and awareness;
- psychodiagnostics;
- mental development and psychocorrection;
- psychological counseling, which is aimed at addressing the issue of master's student physical and psychological safety in the postgraduate medical education environment.
- psychopreventive work;
- psychological education and awareness;
- psychodiagnostics;
- mental development and psychocorrection;
- psychological counseling.

The physical safety of a master's student during training is regulated by the Safety Procedures, which the master's degree student signs before the start of training, as well as by the clinic's documents, including medical service.

A psychologist ensures the psychological safety of master's students. Master's students can contact department staff and teachers if they experience psychological stress. A psychologist is available to provide necessary psychological support.

4.6 Master's Student Remuneration

Master's students receive a monthly stipend of 700,000 sums. This is in accordance with the regulations of the Ministry of Healthcare and the Ministry of Education of the Republic of Uzbekistan. If a master's student fails certification for any objective reason, the stipend will not be awarded.

All master's students participating in the scientific process, writing scientific articles, or presenting at forums, both national and international, receive financial incentives in accordance with their participation in this work.

4.7 Master's student health and welfare

Master's students are provided with professional and personal support focused on their physical health, personal welfare and psychological well-being, including "professional burnout", through annual checkups by the teaching staff and the 56-family polyclinic in the Yunusabad district of

Tashkent. During a meeting with experts, master's students stated that they can obtain legal assistance by contacting the "Department of Civil Defense and Labor Protection".

EEC findings by criteria. Comply with 19 standards: 19 - fully, 0 - partially, 0 - not compliant.

Standard 5: TEACHERS AND CLINICAL SUPERVISORS

5.1 Teachers and clinical supervisor establishment

There are 5 staff members, including 3 full-time and 2 part-time. The requirements for the Master's programme teachers take into account the balance of the teaching staff, which is maintained and determined in accordance with the curricula and the structure of disciplines; the student-to-teacher ratio is 9.6:1, which enables the successful implementation of educational programmes.

There are 5 clinical supervisors. The head of the department is responsible for hiring teachers.

The experts reviewed the job descriptions and regulations on the website «https://tashpmi.uz/».

The Code on the Educational Activities of the Teaching Staff is implemented in accordance with the provisions of the Law of the Republic of Uzbekistan "On Education". The current law establishes similar scientific and pedagogical standards for all teaching staff involved in the educational process in basic, general, social, humanitarian and specialized fields, totaling 1,200 astronomical hours for the entire academic year.

To verify the data in the self-assessment report for *standard 5*, external experts obtained teachers' opinions on personnel policy. Questions were asked about personnel policy, the financial satisfaction of the teaching staff, their provision of resources to support the educational process and the participation of university management in providing material and household supplies and medical assistance. The conversation with Yussupov Anvar Sobirovich and Siyabayev Farkhod Khakimovich covered topics such as the provision of resources to support the educational process, the participation of university management in providing material and household supplies and medical assistance. The experts learned about approaches to attracting clinical staff to teaching, the strategy and tactics for enrolling master's students, the information support for the educational programme, and identified challenges in human resource management and development.

Technical and administrative staff are available to support the educational programme (**ESG II Part 1.5**), including laboratory technicians, engineers and IT specialists.

A survey of teachers revealed that the majority (98%) were completely satisfied with the work and workplace organization at this educational institution, while 2% were partially satisfied. At this educational institution, teachers have the opportunity to engage in research and publish their research results - 85% completely agree, 14% partially agree. 90% of respondents were completely satisfied with the HR service, 5% - somewhat. Salaries were satisfactory: 97% completely agreed, 3% - somewhat.

5.2 Ethics and conduct of teachers and clinical supervisors

The HR policy defines the responsibilities and obligations of teachers in ensuring the high-quality education of master's students.

This is described in the section "Responsibilities of Teachers and their Responsibility for the Implementation of Educational Programmes" of the HR policy.

The responsibilities and obligations of clinical supervisors are described in the "Regulations on Clinical Supervisors" (approved by Order No.10 dated "10" 2019).

The principles of ethics and academic honesty for teachers are set forth in the "Code of Academic Honesty and Professional Ethics for Teachers".

The teachers surveyed confirmed that they are aware of the Code's content, academic honesty requirements, rules for interaction with master's degree students, and obligations to ensure student safety in clinical settings.

The official publication of these documents is available on the university's official website, in the section "Regulatory Documents" / "For Teachers" / "Academic Honesty".

The monitoring system and process for improving the performance of teachers and clinical supervisors (**ESG II Part 1.5**) are regulated by the document "Regulations on Monitoring and Evaluation of Teaching Activities".

Teachers' certification is conducted in accordance with the "Rules for the Certification of Teaching Staff".

A teacher survey is conducted annually by the Education Quality Department / Monitoring and Analytics Department.

5.3 Continuing professional development for teaching and clinical supervisory staff

During meetings with the head of the HR department and during interviews with teachers, experts obtained opinions on approaches to developing faculty pedagogical competence, motivation to work with master's students and supervising.

The experts determined that teachers and master's students have sufficient time for teaching, supervising and training. Teachers conduct daily seminars lasting 4 hours.

Experts received responses regarding the annual advanced training programme for teachers. The teachers participating in the educational programme completed training in 2023, including 5 teachers from the accredited educational programme in "Pediatric Anesthesiology and Resuscitation". These activities are funded by the educational organization.

Experts found that teachers initiate research topics for master's students, stimulating the need for additional training and independent work with literature and medical documentation.

The personnel policy (**ESG II Part 1.5**) and approaches to engaging clinical supervisors are reviewed annually in accordance with changing needs in postgraduate medical education. The most recent review was conducted in 2024.

The educational organization provides opportunities for career growth and competency development for teachers - 98% of surveyed teachers responded, and 2% partially agreed. 92% attended advanced professional training programmes less than 1 year ago, 5% - during the current year, 2% - more than 3 years ago, 90% - more than 5 years ago and 5% answered "I don't remember when that was".

The organization implements social support programmes for teachers: 95% answered "yes, such programmes exist", 80% - "I have already used them", 3% of respondents answered "no such programmes" and 5% of respondents were unaware of them.

EEC findings by the criteria. Comply with 8 standards, 8 - are fully compliant, 0 - are partially compliant, 0 - are not compliant.

Standard 6: EDUCATIONAL RESOURCES

6.1 Physical facilities for learning and research

Master's students are trained at the Tashkent State Medical University, including those enrolled in the accredited educational programme in "Pediatric Anesthesiology and Resuscitation". There are 340 beds in total. There are ample classrooms, conference rooms for seminars and journal clubs, laboratories, a library with 380 seats, as well as computer labs and a testing center.

Before beginning the relevant course of the educational programme, master's students receive a syllabus from their teacher, indicating the skills they are expected to acquire and develop during their studies.

The physical facilities include a sufficient number of beds. In addition, there are a sufficient number of classrooms and conference rooms for seminars, master classes and conferences. Each center has a surrounding park where master's students can spend their free time. The Institute has extensive resources for both teachers and master's degree students, ensuring the adequate fulfillment of their goals and objectives. Interdisciplinary classes are held on the campus of the Tashkent State Medical University. The total area of the campus is 15.2 hectares, of which 56,130 square meters is allocated for all buildings. Landscaping and greening cover 6.3 hectares.

The Institute has sufficient infrastructure to successfully implement its educational programmes. Its physical facilities and working environment comply with all standards and requirements.

The campus comprises 8 buildings, including 3 academic buildings, a sports complex, an information resource center, a training and simulation center, a library and 3 dormitories (with a total of 800 beds, including 350 for first-year students).

TashSMU has 673 computers, 277 printers, 1 electronic whiteboard, 9 server computers and 10 Wi-Fi devices, which are used in the educational process to automate the learning process and widely use information technology in education. There are 20 computers for every 100 students in the Faculty of General Medicine.

The physical facilities are updated annually. The Faculty of General Medicine is fully equipped with the latest technology to support the basic information technology processes. All classrooms are equipped with computers, including multimedia consoles and screens.

1. Computer Labs: There are 11 computer labs equipped with the latest software and hardware. Each classroom has 10-12 computers, plus 2 computer rooms with 60 and 25 computers, providing each student with access to a separate computer. Printers and scanners are also available. All computers are connected to high-speed internet, allowing students to access online resources and conduct research online.

2. Laboratory: An on-site laboratory equipped with modern equipment for practical classes and experiments (151 microscopes, chemical reagents, 5 analyzers (biochemical, immunoassay, etc.), and other equipment for studying biology, chemistry and other medical sciences). All instruments and equipment undergo regular maintenance and are checked for compliance with safety standards.

In 2021, the university's main academic building was completed following reconstruction:

- The university successfully completed the reconstruction of its building, creating new spacious classrooms and offices.
- The new building features dedicated lecture halls equipped with modern audio and video technology to ensure the most comfortable conditions for teachers and master’s degree students. There are also dedicated classrooms for practical classes, equipped with the necessary equipment and materials for practical training.

The university has adequate information and communication technologies to ensure access to resources for master’s degree students, teachers and other interested parties.

The Information Resource Center provides access to a wide range of information sources for scientific research.

Researchers, doctoral students and master's students can publish their work free of charge in Scopus and Web of Science, funded by the university. To foster and maintain a culture of scientific citation, authors are offered a search service for recommended sources and autocomplete lists of sources and references. Subsequently, a work that has received a significant number of views and the highest number of positive ratings may, at the author's request, be submitted by the editors for review for publication in scientific journals included in the Scopus and Web of Science databases.

Access to the latest professional literature and international sources is provided through the corporate Wi-Fi network and relevant resources and medical literature.

Access to simulation equipment is provided in the simulation center located within the department.

A safe learning environment in functional/instrumental diagnostic laboratories/rooms (ESG II Part 1.6) is ensured by familiarizing master's students with safety and occupational health regulations before and during classes. The experts reviewed the Safety Regulations and the Registration Log, which are located in the relevant section. The interviewed master’s students confirmed that they knew about these documents.

The educational institution conducts research in various areas. Over the past 5 years, success has been achieved in various fields. Master's students from all years of study are involved in the research project (or parts thereof). They perform various types of work. All information about the research

project is included in the master's student portfolio, the structure of which is based on the relevant regulations.

The educational programme includes topics in which master's students study research methods in medicine. The total number of academic hours is 1,200.

If master's students conduct scientific and practical research, they are provided with access to instrumental and laboratory equipment.

For example, research is planned for the specialty "Pediatric Anesthesiology and Resuscitation".

The physical facilities, including the library collection, are updated periodically. (**ESG II Part 1.6**)

Interviews with teachers, including 2 full-time faculty, revealed both successes and challenges in educational management, depending on the specific resources (master's students' access to equipment, a sufficient number of specialized patients, time for medical record keeping and independent work).

6.2 Postgraduate medical education based on clinical learning

Experts assessed the record keeping of master's students, including administrative staff.

A review of resources showed that they are consistent with the goals and objectives of educational activities. Clinical settings within the Tashkent State Medical University, with a total of 340 beds, were visited, and the educational institution's staff ensure collegial and ethical relationships with medical staff and clinical setting management to achieve the master's students' intended outcomes. A sufficient number of specialized patients and modern equipment are provided, and they demonstrate accessibility to students. Teachers provide high-quality education in compliance with ethics and deontology.

During visits to clinical settings, experts assessed resources, their compliance with learning programmes, accessibility for teachers and master's students, and the extent to which the equipment is modern and meets the needs of students and practical healthcare.

To validate the self-assessment report and obtain evidence of programme quality, interviews with master's students were conducted. The experts asked questions about satisfaction with learning, sufficient time for patient care, working with medical documentation, satisfaction with teaching methods and teachers' qualifications, social and moral support for students in need, participation in "Journal Clubs" and access to international professional literature databases. Overall, master's students are satisfied with the learning and assessment methods. They specifically enrolled in this organization because they believe it has good resources, a strong reputation and international connections. At the same time, they would like more independence in patient care and hosting international events.

There is a simulation center with equipment and laboratories. Master's students in the "Pediatric Anesthesiology and Resuscitation" educational programme can practice their specialized practical skills. Emergency patient care is also included in the curriculum. Thus, master's students' training in the simulation center is an integrated part of their clinical learning.

Master's students demonstrated their commitment to the educational organization, were proactive in answering questions from external experts and demonstrated their judgment regarding the organization of learning, assessment of their skills, advisory support, opportunities to participate in research and funding. They also demonstrated a broad range of knowledge. Experts reviewed master's degree students' documents (portfolios, master's degree students' assessment checklists and survey results).

To develop master's degree students' teamwork experience, the educational organization conducts various events, such as TeamBuilding. Experts attended a journal club meeting where the results of master's degree students' teamwork in their specialty were presented.

In the questionnaire, master's degree students noted that they have free access to patients at clinical settings and all the conditions for improving their practical skills. 92% of teachers completely agreed, 5% partially agreed and 3% found it difficult to answer.

Regular updates to clinical facilities and equipment and other educational resources are carried out in accordance with the changing needs of master's degree students training. The planned and

current number of master's degree students is taken into account to ensure a 3:1 ratio of master's degree students to teachers. The department determines the profile of clinical supervisors, and the division evaluates their compliance with the goals and objectives of the master's programme, their educational level and their proficiency in teaching methods. Thus, for the period 2023-2025, 4 clinical supervisors completed a seminar training.

Educational expertise includes the following areas: analysis of educational programme content, evaluation of learning outcomes, student satisfaction studies, monitoring of clinical training and research into labor market needs, which are presented in the form of research, including analytical reports, methodological reviews, questionnaires and comparative analysis of educational practices.

The educational organization is involved in educational projects such as the development of simulation modules, the implementation of electronic portfolios for master's students, the creation of unified clinical learning pathways and pilot projects to modernize the curriculum.

As a result of these projects, modern assessment methods, digital educational resources, clinical checklists, an OSCE-based examination format and electronic registration of master's students' clinical skills have been introduced.

The Education Department staff conducts annual monitoring of the quality of educational programmes, and the results are included in the annual analytical report on education quality.

Sociological surveys that include issues of education quality could become one of the mechanisms for evaluating education. However, the educational organization lacks a systematic practice of regularly surveying all stakeholders (teachers, supervisors, employers) and data is collected sporadically.

The evaluation is conducted through an analysis of specialist needs and master's student learning methods, and the results allow conclusions to be drawn about the quality of innovative changes in postgraduate education. For example, the analysis identified the need to strengthen simulation learning and update the content of clinical modules in line with international recommendations.

Mechanisms for motivating and developing staff and teachers' interest in conducting research in postgraduate education include additional payments for research activity, participation in grant competitions, publication support, organizational incentives, incentive payments and opportunities to participate in international projects.

This is documented in the "Regulations on Incentive Payments", "Regulations on Research Activities" and "Regulations on Grant Support for Teachers".

6.3 Training master's students at alternative clinical settings

The academic policy for training master's students includes the opportunity to study at organizations if existing clinical settings do not cover all the topics of the educational programme. At the same time, training of master's students in the specialty "Pediatric Anesthesiology and Resuscitation" is conducted at the Tashkent State Medical University, which has divisions with a common facility. Master's students study disciplines of the educational programme "Pediatric Anesthesiology and Resuscitation" at clinical settings. Scientific publications are prepared under the supervision of a teacher and do not require additional training facilities. However, master's students can participate in academic mobility within the country; for example, an agreement has been signed with the St. Petersburg State Pediatric Medical University. (**ESG II Part 1.2**)

Agreements and memorandums have been concluded with organizations, universities and associations. This collaboration allows for the implementation of the following learning methods and technologies in the master's programmes.

The educational institution's teachers actively participate in national and international events. For example, teachers participated in the CHILDCA academic mobility programme during 2022-2023. 6 teachers completed internships at the University of Arad, Romania, 4 teachers completed internships in Poland, Germany and Italy, and 3 master's students completed training in Kazakhstan. This participation allows for the application of acquired information in the educational process.

6.4 Information sources, resources and use

Experts assessed master's students' and teachers' access to information resources.

Experts assessed master's students' and teachers' access to essential web resources, including the educational institution's official website, student personal account, electronic library system, distance learning platform, clinical protocol databases and the department's educational portal, as well as access to electronic media (electronic gradebooks, professional medical portals and clinical news resources).

Master's students confirmed their access to the electronic library, scientific literature search systems, international databases, corporate email and LMS, including when preparing for classes.

Library Visit

The experts visited the library, which provides access for master's students and staff to electronic resources, reading rooms, teaching and methodological materials, internet access and a database of academic literature in their specialty.

Total literature in the accredited specialty: 364,500 pieces in hard copy.

International Databases: Access to international scientific databases is available: Scopus, Web of Science and PubMed. Master's students are aware of this and confirm access.

Information and Communication Technologies (ICT)

Information and communication technologies include the following:

simulation technologies, electronic library, video lectures, virtual anatomy, online testing, distance learning platforms and clinical information systems.

The educational programme uses technologies such as:

simulation training devices, master classes with video analysis of surgeries, multimedia presentation materials, electronic case studies and virtual clinical situations.

During independent study, master's students use electronic textbooks, online courses, clinical guidelines, scientific article databases and LMS platforms.

Access to patient data and the healthcare information system is provided through the Unified Medical Information System (UMIS), secure workstation terminals and a clinical electronic archive.

Master's students supervise up to 3 patients per day, including completing the necessary clinical documentation under the supervision of a teacher.

Distance Learning Methods

Distance learning methods such as online seminars, video lectures, electronic assessments and clinical reviews via videoconferencing are used in training master's students on topics such as theoretical training, clinical case analysis, protocol reviews and research methodology.

The ethics documented in the "Code of Academic Honesty and Professional Ethics" and the "Distance Learning Rules" are adhered to.

ICT Implementation in the past 2-3 Years

The following information and communication technologies have been implemented over the past 2-3 years:

a new LMS platform, electronic document management, an online attendance system, integrated simulation courses, electronic academic gradebooks and a next-generation digital library.

Electronic courses, mobile applications and virtual training devices are used to organize independent learning for master's students.

Corporate messengers, an LMS group, the department's educational portal and email are used to ensure seamless information exchange with fellow students.

Access to relevant patient data and healthcare information systems is organized through integration with the UMIS/HIS/clinical modules of hospitals (**ESG II Part 1.6**).

Documents regulating access to resources and the use of ICT

The experts reviewed the following documents:

- "Regulations on the Electronic Library System",
- "Regulations on Information and Communication Technologies in the Educational Process",
- "Distance Learning Rules",
- "Regulations on Academic Honesty",

- "Regulations on the Clinical Information System",
- "Standard for Equipping Classrooms with ICT Resources".

EEC findings by the criteria. Comply with 15 standards, 15 - are fully compliant, 0 - are partially compliant, 0 - are not compliant.

Standard 7: QUALITY ASSURANCE AND IMPROVEMENT IN POSTGRADUATE TRAINING

7.1 Quality Assurance System

The University has implemented an effective internal quality system in all areas of its activities.

The goal of the Education Quality Assurance Department is to establish and maintain quality education that will contribute to the university's development and enable it to achieve high rankings both domestically (in the national ranking system) and internationally (in QSWUR, THE and ARWU).

For internal quality assessment and analysis of medical education, a regulatory document is prepared in advance and approved by the rector. This regulatory document outlines the working group's focus and schedule, as well as the assessment tools and reporting forms.

Medical Education Assessment:

- identifies deficiencies and errors and formulates proposals for improvement;
- eliminates identified deficiencies and errors and improves the quality of the postgraduate educational programme;
- analyzes its achievements.

The department organizes and implements work in accordance with the University Charter and action plans, which are approved annually. The charter is agreed upon by the head of the State Inspectorate for Supervision of Education Quality and approved by the rector https://lex.uz/ru/docs/3273612?ONDATE=08.06.2019%2000

The main tasks of the quality control department in assessing medical education should be determined as follows:

- Monitoring and controlling the quality of personnel training;
- Studying and analyzing the compliance of master's students' knowledge with state educational standards and the level of subject mastery;
- Developing a teaching staff capable of ensuring the quality of education, including the selection and hiring of potential teachers, and the creation of (objective) transparent organizational mechanisms to enhance their professional skills and qualifications;
- Regularly analyzing the teaching quality of professors and teachers;
- Organizing an internal assessment and taking measures to address existing deficiencies based on the results of the internal assessment;
- Reviewing the proper organization of the educational process based on the requirements specified in regulatory legal documents and the effectiveness of the XEMIS system (including the timeliness and completeness of data entry into the information system and the organization of the credit module system at the required level);
- Analyzing the compliance of master's students' qualifications, curricula and programmes with professional standards and training competitive personnel in accordance with labor market requirements;
- examine whether classes are organized using modern pedagogical technologies and information technology, and whether quality control of educational processes is established at the required level;
- examine whether qualified industry specialists (practitioners) are involved in training;
- determine the effectiveness of measures taken to ensure transparency and impartiality in the monitoring and assessment of master's students' knowledge;

- study the advanced training of teaching staff and the inclusion of scientific innovations in programmes;

- examine the conditions created for master's students and teachers and make proposals to management;

- ensure the implementation of anti-plagiarism programmes (including the principles of academic honesty and a systematic anti-plagiarism organization);

Monitoring of master's degree educational programmes is conducted quarterly.

Interviews with employers were conducted offline and included questions such as: knowledge of the university's mission, participation in developing the mission and strategic plan proposals, participation in advisory bodies, satisfaction with the basic knowledge and skills of master's students, participation in master's student training through supervising, providing the department and master's students with the necessary resources for practical training and the development of clinical thinking, issues of interaction with departments and universities in general, 100% employment of master's graduates and more.

Employers rated graduates' qualities as: communication skills, stress resistance, quick learning, self-improvement, diligence, punctuality and literacy. The employment rate over 5 years ranged from 80% to 100%.

The development of the educational programme is carried out on the basis of the Regulation on the Basic Professional Educational Programme, the Regulation on the Work Programme, the Regulation on the Point-Rating System and the Regulation on the State Final Certification https://tashpmi.uz/obrazovanie/bakalavriat/i-pediatricheskij-fakultet/materialy-dlya-kachivaniya/

The Central Methodological Council (CMC) is responsible for regular monitoring of the educational programme (https://tashpmi.uz/wp-admin/post.php?post=27781&action=edit). Monitoring of educational programmes in master's degree areas is conducted to determine compliance with the requirements of the State Educational Standard for Higher Education.

The monitoring and assessment system for master's degree educational programmes covers the organization, implementation and assessment process: development, approval, organization and conduct of the educational process; achievement of the intended learning outcomes of master's students; and analysis of feedback from all participants in the educational process and stakeholders. Annex 7.1.

The department conducts quarterly monitoring of activities in the following areas: educational and methodological activities, participation in scientific and educational conferences, research activities, publications in national and international journals, international cooperation, spiritual and educational activities and intellectual development. This monitoring involves improving and enhancing the quality of education, as well as data for participation in the national list of the country's rating system. https://tashpmi.uz/kachestvo-obrazovaniya/uchastie-v-rejtingah/

Mandatory revision of the structure and content of educational programmes in master's degree specialties is carried out when introducing new educational standards and at the request of programme users and employers.

Assessment of educational programmes in master's degree specialties is carried out on an ongoing basis by educational programme heads and the Academic Quality Department based on the achievements of master's students and feedback from employers and teachers.

If problems are identified at various levels of EP implementation in master's degree specialties, an action plan is developed to address these issues and improve them.

As part of the overall education quality monitoring system, which includes

– assessing EP management (teaching staff level, educational process organization, regular assessment of programme goal achievement level and graduate demand);

– EP implementation (curriculum, standard course programmes, methodological and informational support);

- EP results (midterm assessment and final assessment).

Monitoring and assessment of EP is conducted at all levels, using a multi-level approach that includes the major/graduating and related specialties (clinical and paraclinical units, CMC, the Academic Board and general monitoring of the quality of educational programmes through a survey of stakeholders (employers, students). Annex 7.2.

Continuous monitoring of educational programmes is one of the tools that allows us to understand whether the educational process's goals are being achieved, whether there is positive dynamics in student development, whether the level of complexity of the educational material corresponds to the students' capabilities and whether there are prerequisites for improving the work of teachers.

To monitor the implementation of educational programmes and, as problems arise, the following documents have been approved and updated:

- Educational activities are implemented in accordance with the current legislation of the Republic of Uzbekistan and internal academic policies, approved by Order No.226 dated July 10, 2024. https://tashpmi.uz/institute/akademicheskaya-politika/
- Regulations on the Educational and Methodological Council approved by Order No.124-OD dated July 18, 2019.

Learning processes and outcomes are also monitored using control and measurement equipment. These include test assignments, case studies, quizzes, questions, tests and other materials for final assessment of students' knowledge, necessary for monitoring the specialist's theoretical and clinical achievements and aimed at determining the adequacy of acquired knowledge, skills, abilities and competencies.

A quality assurance system has been implemented, which includes analysis of master's student errors and patient safety assurance, and is reflected in the document "Regulations on the Internal Quality Assurance System for Postgraduate Education".

Analysis of master's student errors is the responsibility of the Department of Postgraduate Education jointly with the department implementing the educational programme.

The Clinical Quality and Safety Committee/Medical Care Quality Assurance Service identifies patient safety risks, and this is reflected in regular clinical audits, clinical case analysis, critical incident monitoring and error analysis in the morbidity & mortality (M&M) conferences format.

EEC findings by the criteria. Comply with 10 standards: fully - 10, partially - 0, not compliant - 0.

Standard 8: GOVERNANCE AND ADMINISTRATION

8.1 Governance

The university was founded in 1972 and initially served as the leading institute for the "Pediatric care" programme. However, over time, the educational programmes expanded and the "General Medicine" programme was added. https://tashpmi.uz/institute/istoriya-instituta/.

To create the necessary conditions for mastering the educational programme, the educational programme's management structure was determined in accordance with the needs for training personnel with higher and postgraduate medical education https://tashpmi.uz/institute/struktura-instituta/.

Tashkent State Medical University is a specialized state higher education institution that implements basic and professional educational programmes of higher education, particularly in the field of general medicine, as well as educational, methodological and scientific activities in accordance with the legislation of the Republic of Uzbekistan https://tashpmi.uz/institute/normativnye-pravovye-dokumenty/zakony/.

In accordance with the Decrees of the President of the Republic of Uzbekistan dated December 24, 2021 under No.PP-60 "On additional measures to ensure the academic and organizational-managerial independence of state higher educational institutions" and No.PP-61 "On measures to ensure the financial independence of state higher educational institutions" the university has

transitioned to financial and academic independence. https://lex.uz/uz/docs/5793256

The rector is the chairperson of the academic board - exercises leadership on the principles of collegiality, ensures the quality of student training, compliance with the state compulsory standard of higher and postgraduate education, financial discipline, labor rights of employees and the rights of students stipulated by the terms of the contract and, without a power of attorney, acts on behalf of the university, represents its interests in all bodies, manages property in the manner prescribed by legislation, concludes contracts, issues powers of attorney, opens bank accounts and carries out other transactions, issues orders and instructions that are binding on all employees and teachers https://tashpmi.uz/institute/normativnye-pravovye-dokumenty/normativno-metodicheskie-i-ispolnitelnye-dokumenty-prinyatye-vysshim-uchebnym-zavedeniem/.

Main objectives:

- training highly qualified, competitive specialists in the field of general medicine, shaping a harmoniously developed and dedicated citizen of an independent state;
- advancing science through research and creative work of faculty and students, and integrating these findings into the educational process;
- training, retraining and advanced training of employees with higher education and faculty;
- disseminating knowledge among the population, raising their educational and cultural levels.

The university comprises 11 departments. The teaching staff consists of 565 members, including 96 doctors of science and professors, and 219 candidates of science and associate professors.

The training of academic staff - Doctor of Philosophy, Doctor of Science - one of the most important areas of activity https://lex.uz/docs/4759202 and university teachers (General Medicine) must conduct successful research, i.e., obtain high-quality scientific results recognized by the scientific community and implement them in practice in the field of General Medicine https://lex.uz/docs/4545884.

To ensure highly qualified training of academic staff of the highest qualification, as well as to provide them with the necessary scientific and educational-methodological assistance in conducting dissertation research, problem committees have been established in the following areas (medical-biological, pediatric, surgical and therapeutic). The main mission of the problem committees is to provide methodological assistance and proper guidance to applicants on the topic of the chosen topic, to assist in choosing a supervisor and to ensure that the dissertation topic complies with the specialty code. After passing the problem committee, the final decision is made by the university council.

The Master's Department offers programmes in 33 specialties https://tashpmi.uz/informacziya-dlya-abiturientov/magistratura/

To obtain a specialized specialty, graduates of the Faculty of Medicine and Pedagogy and the Faculty of General Medicine can apply for a Master's programme. If they successfully pass the exams, they will continue their education https://tashpmi.uz/obrazovanie/magistratura/.

Based on the Decrees of the President of the Republic of Uzbekistan dated December 24, 2022, No.60 "On additional measures to ensure the academic and organizational-managerial independence of state higher education institutions" and No.61 "On measures to ensure the financial independence of state higher education institutions" the Supervisory Board established the following measures for the 2022-2023 academic year.

According to the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, the Ministry of Labor, the Ministry of Finance dated February 21, 2017, under No.1-2017, No.4 pp. and No.13 (registered in the Ministry of Justice on February 21, 2017 under No.2859), the number of positions of management, service, technical and educational support personnel of the Institute for 2019-2021 was approved on the basis of the decision "On approval of the standard staffing structure of management, technical, service and educational support personnel" of higher educational institutions". Starting from 2022-2023, by the Resolution of the President of the Republic of Uzbekistan dated December 24, 2022 under No.60 "On additional measures to ensure the academic and organizational-managerial independence of state higher educational institutions" and Resolution No.61 "On measures to ensure the financial independence of state higher educational institutions",

regardless of the standards established for higher educational institutions, the structure of the university and the number of staff members shall be approved. Approved by Resolution of the Supervisory Board dated September 27, 2022 under No.3 http://lex.uz//docs/3120811; http://lex.uz//ru/docs/3307517 .

The contractual amount for admission to bachelor's and master's programmes and clinical residency specialties shall be introduced based on the minutes of the State Commission for the Coordination of Admission Processes to State Higher Education Institutions of the Republic of Uzbekistan for 2021-2024.

Estimate of expenses and income of the university (https://tashpmi.uz/finansovaya-deyatelnost/byudzhetnye-sredstva/?hilite=%D1%81%D0%BC%D0%B5%D1%82%D0%B0) is based on the Law on Approval of the Budget Code of the Republic of Uzbekistan dated December 26, 2013, and the Ministry of Finance of the Republic of Uzbekistan dated November 14, 2014 "On Approval of the Regulation on the Procedure for Compiling, Approving and Registering Budgetary Organizations and Recipients of Budgetary Funds, Expense Estimates and Staffing Schedules" Order No.74 (registered with the Ministry of Justice of the Republic of Uzbekistan on December 15, 2014, list No.2634) was primarily developed and registered by the Ministry of Healthcare https://docs.google.com/spreadsheets/d/182aVKOHpAtcDDC3vlXwKJAV3OSuW_6HT/edit#gid=933894045

8.2 Shared Governance

The Master's Degree Programme in “Pediatric Anesthesiology and Resuscitation” was developed in accordance with the framework of the State Compulsory Educational Standard for 2022-2023. Assessment mechanisms are regulated by the Academic Policy and are present at all levels of the EP’s implementation. These include internal committees, the involvement of employers in discussions and monitoring of implementation and the review of feedback from all participants in the educational process and other stakeholders.

Assessment of the EP’s effectiveness in the specialty is based on monitoring the key criteria defined by the Academic Policy.

Master's students' personal growth involves development in various areas: professional, creative and personal. Students' creative potential is revealed through participation in conferences and seminars held at the university level and abroad, national and international publications, and participation in various student organizations.

Assessment of the EP in specialty is conducted on an ongoing basis based on the master’s students’ achievements and feedback from employers and teachers.

To discuss issues related to the organization of the educational process, the rector meets with department heads and heads of structural divisions. Master's students at all levels of the educational programme have the opportunity to apply their knowledge during professional internships. Departments widely use multimedia technology to visualize lecture material. Currently, lecture material is hosted as much as possible in media format on the Moodle platform https://mt.tashpmi.uz/course/view.php?id=4333 (Moodle).

The rating system for assessing master's students' knowledge in their specialty is regularly reviewed and improved. The regulations on the rating system for assessing knowledge and the assessment policy are communicated to all master's students during the first lesson for each academic discipline. Regulatory documents are posted on the university website. During formative assessment, master's students' academic achievements are assessed on a 100-point scale using assessment sheets developed by the department. The final result of the formative assessment is determined by calculating the arithmetic mean of all grades received during the academic period. The admission rating is determined by calculating the sum of points for formative (50%) and midterm examinations (50%) for the discipline (Annex 7.8).

During the midterm assessment and final assessment, video and audio recordings are conducted, including during practical skills tests at the Simulation Center.

To uphold the principles of academic honesty, various structural divisions regularly conduct legal literacy and anti-corruption awareness training, as well as preventative measures.
Master's students, teachers and employers began participating in working groups preparing for external accreditation in 2019. During the most recent internal accreditation, that is, to date, master's students' involvement and participation has increased compared to 2019 (Order No.192 dated May 5, 2022, and Instruction No.64 dated June 18, 2022, on conducting internal quality assessments).
Master's students are very active in completing questionnaires and in analyzing questionnaires from both their peers and teachers. They review questionnaire questions and make changes to them. Once the questionnaires are ready, they will be updated on the university website, and master's students will continue to complete the survey.

Де Deans' offices, faculty methodological councils, university academic boards and the Education Quality Council identify existing problems with various components of the educational programme in the specialty, the teaching and methodological support of disciplines and practical training, the availability of the electronic information and educational environment, staffing, logistics and educational programme achievement. Departments and deans' offices monitor master's students' academic performance throughout the semester, identify underperforming students and conduct individual work with these students. All departments regularly conduct individual consultations for underperforming students in person and/or on electronic platforms. Every month, departments submit information on the current academic failure of master's students to the dean's office, where the assessment data is systematized, problematic master's students are identified, and individual work is carried out with them. The results of midterm assessments are recorded in the departments' information and analytical materials. They are analyzed to develop and implement corrective measures and plans to improve the educational programme and learning outcomes.

The educational programme in the specialty is assessed by stakeholders: master's students, department teachers, employers and healthcare officials participating in the final state assessment (FSA). In the FSA and accreditation reports, they highlight deficiencies in the educational programme and make recommendations, allowing for adjustments to be made based on all suggestions and changes reflecting advances in medicine and the healthcare system.

The Education Quality Assurance Department, CMC and the Center for Graduate Employment and Career Development (https://instagram.com/career.centre.tpmi?igshd=YmMyMTA2M2Y) regularly conduct sociological surveys on the satisfaction of: 1) master's students with the quality of the educational process; 2) graduates with the quality of the education received; 3) teachers' satisfaction with the working quality and conditions. The survey and questionnaire results are used to make changes to the educational programme and the organization of the educational process.

The educational programme for a specialty is represented by a set of key educational characteristics (scope, content, planned outcomes), organizational and pedagogical conditions and assessment forms, which are presented in the form of a curriculum, academic calendar, course work programmes (modules), internship programmes, as well as assessment and methodological materials.
The results of mastering the educational programme in a specialty are assessed based on the results of state final assessments, initial and initial specialized accreditation of specialists, graduate employment and the proportion of graduates who continue their education at the postgraduate level. Learning outcomes are assessed by monitoring the development of competencies. After completion of training, a repeat survey of graduates is conducted to allow for possible adjustments to the educational programme.

The University's income and expense budget (https://tashpmi.uz/finansovaya-deyatelnost/byudzhetnye-sredstva/?hilite=%D1%81%D0%BC%D0%B5%D1%82%D0%B0) is based on the Law on Approval of the Budget Code of the Republic of Uzbekistan dated December 26, 2013, and the Ministry of Finance of the Republic of Uzbekistan dated November 14, 2014 "On Approval of the Regulation on the Procedure for Compiling, Approving and Registering Budgetary Organizations and Recipients of Budgetary Funds, Expense Estimates and Staffing Schedules" Order No.74 (registered with the Ministry of Justice of the Republic of Uzbekistan dated December 15, 2014, list

No.2634) was primarily developed and registered by the Ministry of Healthcare. https://docs.google.com/spreadsheets/d/182aVKOHpAtcDDC3vlXwKJAV3OSuW_6HT/edit#gid=933894045.

In response to the survey question "Do the organization's heads listen to your opinions regarding educational processes, research and clinical work?", 100% of teachers responded "systematically", 0% responded "sometimes", 0% - "rarely" and 0% - "never".

Financial incentives are provided. The division responsible for planning and distributing funds in master's programmes is the "Chief Accountant".

8.3 Master's student and staff representation

The following advisory and consultative bodies operate within the educational institution: the Academic Board, the Educational and Methodological Council, the Clinical Expert Commission, the Supervisor Council, the Education Quality Commission, and the Ethics and Academic Honesty Committee. Master's students participate in these bodies as invited students, presenters on research results and participants in discussions on issues related to educational quality and clinical training.

Mechanisms for rewarding master's students for their community service include:

commendations, certificates, bonuses, additional incentives, recommendations for conference participation, priority placement in simulation training and opportunities to represent the university at external events.

In a survey of master's students, experts found that they are aware of the opportunity to participate in advisory bodies, note the openness of management to their suggestions and positively evaluate the incentive system for community service.

The educational institution has a master's students' development programme, which includes: development of research competencies, participation in clinical projects, leadership training, development of teaching and communication skills, participation in international programmes and trainings and preparation for scientific publications.

Master's students are included in advisory bodies such as the Council of Young Scientists, the Council of Supervisors, the Education Quality Commission, working groups for updating educational programmes and departmental methodological committees.

8.4 Administration

The experts assessed master's students' and teachers' access to essential web resources, including research and educational platforms, electronic catalogs, distance learning systems, an electronic textbook database and access to electronic media (e-journals, news portals and medical reference resources).

The master's students confirmed that they can use the electronic library, educational platforms and clinical protocol resources, including when preparing for classes.

The experts visited the library, which provides master's students and staff with access to a reading room, electronic catalogs, computer stations, internet resources and an electronic textbook database. The total number of seats is 380. The total number of paper-based literature on the accredited specialty is 356,500. Access to international databases is available: Scopus, Web of Science and PubMed. Master's students are familiar with this.

Information and communication technologies include: computer labs, high-speed internet, an electronic gradebook, a distance learning system, interactive panels and simulation equipment.

The educational programme uses technologies such as online lectures, video materials, electronic tests, simulation training and virtual cases.

During independent study, master's students use electronic textbooks, clinical databases, an LMS platform and testing programmes.

Access to patient data and the healthcare information system is provided through the Unified Medical Information System (UMIS) of the clinical database.

Master's students supervise up to 3 patients per day, including completing the necessary documentation under the supervision of a teacher.

Distance learning methods such as webinars, video lectures, online consultations and electronic assignments are used in the training of master's students. The ethical principles documented in the Code of Academic Honesty are adhered to.

Thus, the educational organization provides master's students, teachers and clinical supervisors with access to information and the use of innovative and information and communication technologies (**ESG II Part 1.8**).

Over the past 2-3 years, the following technologies have been implemented: an LMS platform, an electronic gradebook, online registration, simulation modules and interactive training devices.

Electronic case studies, testing platforms and access to international databases are used to organize independent learning.

Closed group chats and corporate email are used to ensure the seamless exchange of information between master's students.

Access to patient data and healthcare information systems is provided through the unified medical information system of clinical databases (UMIS) (**ESG II Part 1.6**).

The experts reviewed the following documents regulating these processes: the Regulation on Electronic Educational Resources, the Regulation on ICT, the Library Use Rules and the Regulation on Working with Medical Information Systems. (**ESG II Part 1.9**)

EEC findings by the criteria. Comply with 8 standards, 8 are fully compliant, 0 are partially compliant, 0 are non-compliant.

CONCLUSION: the external assessment of the educational programme revealed that 107 out of the 109 accreditation standards demonstrate full compliance. 2 standards were partially completed. No non-compliance was found.

5. Recommendations for improvement of the educational programme in "Pediatric Anesthesiology and Resuscitation":

Standard	**Recommendations for Improvement**
2.4.3	The number of hours devoted to enhancing statistical analysis skills should be increased.
2.5.1	It is recommended to increase the number of practical skills.

6. Recommendation to the ECAQA Accreditation Council

The EEC members determined that the Master's degree educational programme in "Pediatric Anesthesiology and Resuscitation" complies with the Accreditation Standards and unanimously recommended that the ECAQA Accreditation Council accredit this programme for a period of 5 years.

	Full name
Chairperson	Turgunov Yermek Meiramovich
International Expert	Milena Staneva
Academic Expert	Myrzabekova Gulshara Turebekovna
Academic Expert	Burkutbayeva Tatyana Nuridenovna
Academic Expert	Trynkin Alexey Viktorovich
Academic Expert	Kudabayeva Khatimya Ilyassovna
Academic Expert	Mukhambetova Gulnar Amerzayevna
Academic Expert	Akhenbekova Aida Zhaksybayevna
Academic Expert	Doshakanova Assel Baidauletovna
Academic Expert	Marat Aizada
Employer Expert	Ermetov Aziz Tashmetovich
Postgraduate doctor Expert	Sartai Nuril Nurmakhankyzy
Coordinator	Nurmanbetova Farida Nusupzhanova
ECAQA Observer	Amandykov Alibek Begendikovich

6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК установили соответствие образовательной программы магистратуры Ташкентского Государственного Медицинского Университета по специальности «70910303 – Детская анестезиология и реаниматология» Стандартам аккредитации программы последипломного медицинского образования (магистратура) и пришли к единогласному мнению рекомендовать Аккредитационному совету ЕЦА аккредитовать данную программу на период 5 лет.

	ФИО	Подпись
Председатель	Тургунов Ермек Мейрамович	
Международный эксперт	Милена Станева Станева	
Академический эксперт	Мырзабекова Гулшара Туребековна	
Академический эксперт	Буркутбаева Татьяна Нуриденовна	
Академический эксперт	Трынкин Алексей Викторович	
Академический эксперт	Кудабаева Хатимя Ильясовна	
Академический эксперт	Мухамбетова Гульнар Амерзаевна	
Академический эксперт	Ахенбекова Аида Жаксыбаевна	
Академический эксперт	Дошаканова Асель Байдаулетовна	
Академический эксперт	Марат Айзада	
Эксперт-работодатель	Эрметов Азиз Ташметович	
Эксперт-обучающийся	Сартай Нурила Нурмаханқызы	

Приложение 1.

Профиль качества и критерии внешней оценки образовательной программы (обобщение)

Standard	Критерии оценки	Количество стандартов	Оценка		
			Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И ЦЕННОСТИ	6	6	-	-
2.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА	28	26	2	-
3.	ОЦЕНКА МАГИСТРАНТОВ	15	15	-	-
4.	МАГИСТРАНТЫ	19	19	-	-
5.	ПРЕПОДАВАТЕЛИ И КЛИНИЧЕСКИЕ НАСТАВНИКИ	8	8	-	-
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	15	15	-	-
7.	ОБЕСПЕЧЕНИЕ И УЛУЧШЕНИЯ КАЧЕСТВА ПОСЛЕДИПЛОМНОЙ ПОДГОТОВКИ	10	10	-	-
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	8	8	-	-
	Всего:	109	109	-	-
			109		

Приложение 2

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

№	Наименования документов/дата утверждения	Количество
1.	Рабочий учебный план магистратуры	1 экз.
2.	Закон Республики Узбекистан «Об образовании»	1 экз.
3.	Номенклатура дел университета	1 экз.
4.	Годовой отчет по магистратуре	1 экз.
5.	Положение о магистратуре	1 экз.
6.	Академическая политика университета	1 экз.
7.	Положение о клинической базе	1 экз.
8.	Список меморандумов и соглашений с зарубежными вузами	155 ед.
9.	План посещения клинических баз	1 экз.
10.	Каталог элективных дисциплин	1 экз.
11.	СОП по разработке и утверждению силлабусов	1 экз.
12.	Положение об утверждении нормативных правовых актов, регулирующих порядок приёма в организации высшего образования	1 экз.
13.	Стратегический план университета	1 экз.
14.	Структура университета	1 экз.
15.	Силлабусы дисциплин магистратуры	1 экз.
16.	Критерии оценивания знаний студентов магистратуры	1 экз.
17.	Положение о технике безопасности для магистрантов	1 экз.
18.	Закон «О порядке организации деятельности ведущих специалистов и консультантов (CPD-координаторов) Министерства здравоохранения Республики Узбекистан»	1 экз.