

To the Accreditation Council  
of the Eurasian Centre for  
Accreditation and Quality Assurance of  
Education and Health Care  
November 20, 2024

**REPORT  
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE  
EVALUATION OF THE EDUCATIONAL PROGRAMME  
60910200 "GENERAL MEDICINE" (in English)  
FOR COMPLIANCE WITH THE STANDARDS FOR ACCREDITATION OF  
BACHELOR'S DEGREE PROGRAMMES  
OF THE ABU ALI IBN SINO BUKHARA STATE MEDICAL  
INSTITUTE**

**Period of external expert evaluation: October 16 - October 18, 2024**

**Almaty, 2024**

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## LIST OF SYMBOLS AND ABBREVIATIONS

<b>Abbreviation</b>	<b>Designation</b>
DB	Basic disciplines
BSMI	Bukhara State Medical Institute named after Abu Ali ibn Sina
WHO	World Health Organization
VC	Videoconferencing
SAC	State Attestation Commission
SCES RUz	State Compulsory Education Standard of the Republic of Uzbekistan
SCES HE RUz	State Standard of Higher Education of the Republic of Uzbekistan
STC	State Testing Center
ICT	Information and Communication Technologies
IRC	Information Resource Center
IT	Information Technologies
SFC	State Final Certification and Primary Accreditation of Graduates
CED	Catalog of Elective Disciplines
Criteria	Educational Institution Evaluation Criteria
QC	Qualification Characteristics
MPI	Medical and Preventive Institution
MHESI RUz	Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan
MHSSE RUz	Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan
MOH RUz	Ministry of Health of the Republic of Uzbekistan
MCDP	multidisciplinary central district (city) polyclinics
MT	Master's thesis
RW	Research work
RWS	Research work of students
GED	General educational disciplines
EP	Educational programmes
MPEP	Main professional educational programme
ARI	Acute respiratory infections
OSCE	Objectively structured clinical examination
OSE	Objectively systematized examination
MS	Midterm survey
Academic staff	Academic staff
PCR	Polymerase chain reaction
RUz	Republic of Uzbekistan
WC	Working curricula
RF	Russian Federation
RMS	rural medical stations
RFC	rural family clinics
FC	family clinics
SSS	Student scientific society
SRS	Independent work of students
SC BSMI	BSMI simulation center
TC	Typical curricula
EMC	Educational and methodological council
Curriculum	Curriculum
EII	Educational and industrial internship

EMCD	Educational and methodological complex of the discipline
EJ	Electronic journal
ECTS	European system of mutual credit offsets

### 1. Composition of the External Expert Commission

In accordance with the order of the ECAQA No. 32 dated 07.10.2024, the External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external evaluation of the educational programme 60910200 "General Medicine" in the period from 16 to 18 October 2024, consisting of the following members:

<b>№</b>	<b>Status in the EEC</b>	<b>Full name</b>	<b>Academic degree/title, position, place of work/place of study, year, specialty</b>
1	Chairman	YUSUPOV RUSTAM RAKHIMOVICH	Candidate of Medical Sciences, Associate Professor of the Department of Microbiology, Virology of the National Joint-Stock Company "Kazakh National Medical University named after S.D. Asfendiyarov", Member of the Expert Council for Academic Ranking of Educational programmes of the Bologna Process and Academic Mobility Centre of the Ministry of Science and Higher Education of the Republic of Kazakhstan
2	Foreign Expert	PROFESSOR LASZLO CSIBA	Professor of the Department of Neurology of the University of Debrecen, Member of the Hungarian Academy of Sciences, Member of the Editorial Board: "Neurosonology (Japan)", "Clinical Neurosciences" and Associate Editor of Frontiers in Stroke. Winner of the Presidential Széchenyi Prize of the Republic of Hungary for scientific results
3	Academic Expert	MAMARADZHABOV SOBIRZHON YERGASHEVICH	Doctor of Medical Sciences, Dean of the Faculty of International Education, Head of the Department of Surgical Diseases of the Paediatric Faculty of the Samarkand State Medical University, Samarkand
4	Academic Expert	SHOKIROV SHOKHRUKH TOLIBEKOVICH	Doctor of Medical Sciences, physician of the highest category, associate professor of the Department of Paediatric Maxillofacial Surgery of the Tashkent State Dental Institute, Tashkent
5	Academic Expert	KURMANOVA ALMAGUL MEDEUBAEVNA	Doctor of Medical Sciences, Professor, Head of the Department of Obstetrics and Gynaecology of the Kazakh National University named after Al-Farabi
6	Academic Expert	ALMABAYEVA AIGUL YDYRYSOVNA	Doctor of Medical Sciences, Associate Professor, Head of the Department of Human Anatomy of the National Joint-Stock Company "Astana Medical University"
7	Academic Expert	BASKAKOVA IRINA VALENTINOVNA	Candidate of Medical Sciences, Associate Professor of the Department of Therapeutic

			Dentistry of the National Joint-Stock Company "Kazakh National Medical University named after S.D. Asfendiyarov"
8	Expert-Employer	SATTAROVA DILOROM SALOMOVNA	Chief physician of the clinic "Salomatlik Maskani", dentist of the highest category, member of the Liberal Democratic Party of Uzbekistan
10	Expert-Student	NASIMOVA MADINA ZARIFOVNA	4th year student in the specialty "General Medicine" of the NJSC "Kazakh-Russian Medical University", Almaty, Republic of Kazakhstan
11	Expert-Student	KHANKHILDIEV DALER VYACHESLAVOVICH	2nd year student in the specialty "Dentistry", Tashkent Paediatric Medical Institute, Tashkent, Republic of Uzbekistan
12	<b>Coordinator</b>	NURMANBETOVA FARIDA NUSUPZHANOVNA	Doctor of Medical Sciences, Advisor to the World Federation for Medical Education, scientific consultant of the Eurasian Centre for Accreditation and Quality Assurance in Education and Health Care

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

The EEC report contains an evaluation of the educational programme 60910200 "General Medicine" for compliance with the Standards for Accreditation of Bachelor's Degree Programmes of Medical Educational Institutions and conclusions (hereinafter referred to as the Standards for accreditation), recommendations of the EEC for further improvement of approaches and conditions for the implementation of the above-mentioned educational programme and recommendations for the ECAQA Accreditation Council.

## 2. General part of the final report

### 2.1 Presentation of the educational programme of the bachelor's degree 60910200

#### "General Medicine"

Name of the organization, legal form of ownership, TIN	Bukhara State Medical Institute named after Abu Ali ibn Sino of the Republic of the Ministry of Health of the Republic of Uzbekistan, 201511814
Management body	Supervisory Board
Full name of the first director	Teshaev Shukhrat Djumaevich
Date of establishment	1990
Location and contact details	200126, Bukhara city, Gijduvan street, 23 Tel: (0365) 223-0050 (+99895) 911-00-50
State license for educational activities in the bachelor's degree (date, number)	Certificate of state accreditation of the State Inspectorate for Quality Control of Education of the Cabinet of Ministers of the Republic of Uzbekistan No. 48 dated 07/28/2022, series OT No. 5000048
Information on branches, subsidiaries (if any)	no
Year of commencement of the accredited educational programme (EP)	2017
Duration of study	6 years
Total number of graduates since the beginning of the EP	Bachelor's degrees - 433 Continued education in internship - no

	Total internship graduates - no
Number of students in the EP since the beginning of the current academic year	Bachelors - 1300
Employment	Employment rate, % in dynamics for 5 years: 2020 - 50 2021 - 60 2022 - 63 2023 - 64 2024 - 61
Full-time teachers/part-time workers involved in the implementation of the EP	Total teachers - 701, including full-time part-time teachers - 94. Sedateness - 41.6
Website Instagram Facebook with active pages	<a href="http://www.bsmi.uz">www.bsmi.uz</a> <a href="https://www.instagram.com/bsmi.uz/">https://www.instagram.com/bsmi.uz/</a> <a href="https://www.facebook.com/bsmi.uz/">https://www.facebook.com/bsmi.uz/</a>

## 2.2 Information about previous accreditation

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

## 2.3 Brief characteristics of the self-assessment report of the educational programme 60910200 "General Medicine" and conclusions on its completeness

The self-assessment report of the educational programme 60910200 "General Medicine" (hereinafter referred to as the report) is presented on 144 pages of the main text, annexes on 77 pages, electronic versions of documents located at the link [www.bsmi.uz](http://www.bsmi.uz).

The report is characterized by responses to 9 main standards for accreditation and criteria, structuring taking into account the recommendations of the Guidelines for conducting self-assessment of the educational programme, provided to the educational organization by the accreditation centre - ECAQA, as well as the internal unity of information. The report is accompanied by a cover letter signed by the head - Rector Teshaev Shukhrat Zhumaevich, who confirms the accuracy of the quantitative information and data included in the self-assessment report. The report contains a list of 20 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting the self-assessment of the educational programme - Davlatov Salim Sulaymonovich, head of the education quality control department.

Self-assessment of the educational programme 60910200 "General Medicine" was carried out on the basis of the order of the Bukhara State Medical Institute No. 93/1 dated 03/17/2023 "On preparation for accreditation according to ECAQA standards".

All sections of the report present the actual practice of the Bukhara State Medical Institute in training bachelors in the specialty 60910200 "General Medicine" taking into account the start of student admission in 2017, substantiated data, examples of the implementation of the educational programme objectives, national and international events, methodological support, confirming compliance with the requirements of standards for accreditation. The description in the self-assessment report is quite complete and updated in terms of the number of students, teachers, administration, information on selection and admission, training results, knowledge and skills assessment results, the material and technical base of the university and clinical sites, contractual obligations with partners (universities, associations, bases), financial information, development and improvement plans, etc.

The report is submitted to the ECAQA in its completed form, with data adjustments based on the above recommendations, written in literate language, the wording for each standard is clear and

understandable and described in accordance with the criteria of the standards, tables and figures contain links in the text and have continuous numbering.

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

### 3. Description of the external expert evaluation

The external expert work within the framework of the evaluation of the educational programme 60910200 "General Medicine" was organized in accordance with the Guidelines for the external evaluation of educational organizations and educational programmes of the ECAQA and according to the programme approved on 14.10.2024 by the Director General of the ECAQA Sarsenbaeva S.S. and agreed with the Rector of the Bukhara State Medical Institute Teshayev Shukhrat Zhumaevich. Dates of the visit to the organization: October 16-18, 2024.

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

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

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

- interviews with management and administrative staff - a total of 15 people;
- interviews with students - 30 (Turkmenistan, Tajikistan, Kyrgyzstan, India, Pakistan, Jordan);
- study of the website - <https://bsmi.uz/obshaya-informacziya/> ;
- interviews - 9 employees, 20 teachers;
- questionnaires of teachers and students - 352 and 140, respectively;
- observation of student learning: attendance of 5 practical classes: Department of Histology, Cytology and Embryology, topic: Hematopoietic system, Bakhronov Zhurat Zhurakulovich, 2nd year students, main building; Department of Pathological Anatomy, topic: Nervous system, Abdullaeva Muslima Akhatovna, 2nd year students, main building; Department of General Surgery, topic: Puerulent wounds, Safoev Bakodir Barnoevich, 3rd year students, Institute Clinic; Department of Paediatrics, topic: Navruzova Shakar Istamovna, 4th year students, Institute Clinic;
- lectures: Department of Obstetrics and Gynaecology, topic: Caesarean section, Karimova Nilufar Nabizhanovna, 5th year students, Institute Clinic.
- review of resources in the context of fulfilling standards for accreditation: 3 practice/clinical training bases were visited, including the Simulation Educational and Clinical Centre, the Institute Clinic, Bukhara City Family Polyclinic No. 4, where training is conducted under the educational programme 60910200 "General Medicine" with the participation of full-time teachers/part-time workers;
- study of educational and methodological documents in the amount of 31 units both before the visit to the organization and during the visit to the departments (the list of documents studied is in Annex 2).

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

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

<b>№</b>	<b>Full name</b>	<b>Position</b>
1	Teshayev Shukhrat Zhumaevich	Rector



2	Zharylkasynova Gaukhar Zhanuzakovna	Vice-Rector for Academic Affairs
3	Tursunov Shermukhammadhozha Lutfulloevich	Vice-Rector for Medical Affairs
4	Bahranova Zubayda Saidovna	Vice-Rector for Youth Affairs and Spiritual and Moral Issues
5	Niyazov Laziz Nurkhonovich	Vice-Rector for International Cooperation
6	Sharipov Oybek Safarovich	Vice-Rector for Financial and Economic Issues
7	Rakhmatov Olim Bobomuradovich	Head of the Registrar's Office
8	Alieva Dilshod Musaevna	Head of the Information and Resource Centre, Library
9	Zoirov Maksud Islamovich	Centre for Digital Learning Technologies
10	Alimova Nargiza Rustamovna	Career Center
11	Khudoiberdiev Dilshod Karimovich	Dean of the Faculty of Medicine
12	Khasanova Dilnoza Akhbarovna	Dean of Foreign Students
13	Salomova Hanifa Zhakhonovna	Educational and Methodological Department
14	Khamidova Dilorom Olimovna	Department of Marketing and Student Internship
15	Soliev Alisher Urokovich	Simulation Educational and Clinical Centre

On the last day of the visit to the organization, a meeting of the EEC members was held on the results of the external evaluation. A final discussion of the results of the external evaluation of the educational programme, examination of documents, interview results, and questionnaires was held. The EEC members began drafting the final report of the EEC. Generalizations of the external evaluation results were made. The experts individually filled out the "Quality Profile and Criteria for External Evaluation of the Educational programme 60910200 "General Medicine" for Compliance with the ECAQA Standards for accreditation." The EEC members made no comments. Recommendations for improving the educational programme were discussed and the Chairman of the ECAQA Accreditation Council, Rustam Rakhimovich Yusupov, held a final open vote on the recommendations for the ECAQA Accreditation Council for the accreditation period of 5 years.

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

*According to 80.7% of teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of activity of the accredited educational organization.*

At the end of the visit, the Chairman of the EEC announced recommendations for the management and staff of the educational organization based on the results of the external evaluation as part of the specialized accreditation.

#### **4. Analysis of compliance with standards for accreditation based on the results of external evaluation of the educational programme 60910200 "General Medicine"**

##### **Standard 1: MISSION AND OUTCOMES**

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

The mission of the educational programme 60910200 "General Medicine", which is "to prepare a comprehensively developed, competitive general practitioner with high social responsibility, capable of providing high-quality qualified medical care to the population, combining the latest achievements in the field of education, science and medicine, to learn throughout life and meet the needs and expectations of society", corresponds to the mission of the university - "to prepare highly qualified, scientifically and practically trained, competitive international level personnel-leaders, capable of transforming medical and pedagogical thinking in a changing world, to provide the



population with high-quality medical, preventive, rehabilitation care in communication with public health to maintain the health of the nation", and also corresponds to the program documents in the field of education and healthcare - the Law "On the Protection of Citizens' Health" dated 29.08.1996, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 21.06.2017 No. 405 "On measures to further improve the procedure for licensing medical activities"; the Resolution of the President of the Republic of Uzbekistan dated March 29, 2017 No. PP-2857 "On measures to improve the organization of activities of primary health care institutions of the Republic of Uzbekistan", dated May 5, 2017 No. PP-2956 "On measures to further reform the medical education system in the Republic of Uzbekistan", dated 06.05.2019 No PP-4310 "On measures to further develop the system of medical and pharmaceutical education and science".

In the implementation of the program activities, namely, based on the results of an interview with the first head of the organization, members of the advisory body (Academic Council), in interviews with students and teachers, compliance with the criteria of **Standard 1** was established. All participants in the educational process know the mission of the educational programme, took part in the formation of proposals for formulating the mission, while the mission was communicated to potential students through the website, social networks, information letters to medical organizations. The strategic plan of the organization for the period 2024-2028 was reviewed, including such areas as *Academic development and ensuring high-quality training of competitive personnel; Creation of a research ecosystem; Internationalization of education and research*, which confirms the fulfilment of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. From interviews with students, it was established that before the start of classes, teachers inform about the mission, work plans of the educational organization, tell where to get the necessary information about the educational programme, teachers, training bases.

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

1. BGMI is implementing a strategy of turning it into an international, research and entrepreneurial institute.
2. Joint educational programmes of double diploma are implemented in cooperation with leading foreign universities.
3. The institute implements international projects, regularly improves the material and technical base.

BGMI has departments that are directly related to the educational programme 60910200 "General Medicine", which can be noted as the best practice in education, namely, the presence of the Simulation Educational and Clinical Centre and the Institute Clinic. This conclusion was made, since the Bukhara State Medical Institute has a total area of 82 thousand m<sup>2</sup>, of which 10 buildings are allocated for 3 educational buildings, an educational and simulation centre, an information and resource centre, a library, and an Institute Clinic with 200 beds.

The results of the documentation study demonstrate that the mission of the organization and the mission of the educational programme 60910200 "General Medicine", and the educational process is built in accordance with the State Compulsory Educational Standard of the Republic of Uzbekistan (order of the Minister of Secondary Specialized Education of the Republic of Uzbekistan dated October 19, 2021 No. 35-2021 "On approval of the state Standard of the Republic of Uzbekistan" State Standard of Higher Education. Basic Rules "and protocol No. 4 of the Ministry of Health of the Republic of Uzbekistan dated 08/31/2021) and current LSI in postgraduate education and healthcare - order of the Minister of Health of the Republic of Uzbekistan dated 06/04/2021 No. 121 "On approval of regulatory documents for the organization of the educational process in medical and pharmaceutical higher educational institutions."

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

The mission of the educational programme "General Medicine" is formulated based on the mission of the institute, the Strategic Plan, and the study of the needs and expectations of stakeholders. The needs and expectations of stakeholders are determined when processing requests,

receiving feedback from employers on the quality of graduate training, and appealing to or managing consumer property. According to the self-assessment report, when developing and approving the Mission of the institute and the educational programme, a procedure is used in which the main stakeholders participate at different stages: the Academic staff, students, representatives of practical medicine and pharmacy. After the official approval of the mission of the educational programme, the work plans of tutors (curators of academic groups) include issues of familiarizing students with the mission and strategic goals of BSMI.

At the same time, when talking with 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, the educational programme?", "What is the personal contribution of students to improving the educational programme?" To these questions, students responded that they are introduced to the mission of the institute and the educational programme, and employers responded that their opinion is taken into account when formulating the mission. However, the self-assessment report indicated the need for more active involvement of key stakeholders in the formation of the mission as an area for improvement. Thus, it is necessary to involve students and other stakeholders more widely in developing the mission of the EP (1.2.1); when formulating the mission, take into account the opinions of students and suggestions of other stakeholders (1.2.2).

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

BSMI is given the authority to independently develop and approve educational programmes, taking into account the needs of stakeholders based on the Resolution of the President of the Republic of Uzbekistan "On additional measures to ensure academic organizational and managerial independence of state higher educational institutions." The possibility of financial independence gives the authority to independently allocate resources, taking into account the quality of education in accordance with the regulatory legal acts of the state.

The educational and methodological department with the coordinators for the EP conducts a regular analysis of the content of disciplines in the system of the position of forming graduate competencies and achievements of science and technology, the implementation of international and national recommendations, protocols and standards, adaptation to reforms in healthcare.

To verify **Standard 1** a meeting was held with the rector of BSMI Teshayev Shukhrat Zhumayevich. During the conversation, the experts asked the following questions: What prospects are expected at the university in the coming years and how is the vision for implementation presented? During the answers, the rector of the organization said that it is planned to develop the direction of oncopathology on the basis of the institute together with Chinese colleagues, in 2026 a Nuclear Medicine Centre with radiation therapy together with an ultrasound atom will be opened, it is planned to develop traditional medicine, for this purpose a grant of 240 million dollars is currently being implemented together with colleagues from Korea (Diguhani), Mongolia, Turkey; smart greenhouses, pharmaceutical plant (increase in production of medicines from 17 to 50 types), cosmetology; regional rehabilitation centre (Dzhuzan sanatorium).

While conducting a survey of students (on the resource <https://webanketa.com/>), out of 22 questions, a number were devoted to the quality of the educational process and educational programme. It was found that 73% of students would recommend studying in this educational organization to their acquaintances, friends, relatives. And 90% of respondents believe that the heads of the educational programme and teachers are aware of the problems of students related to training. To the question "Do you think this educational organization allows you to acquire the necessary knowledge and skills in your chosen specialty?", 77% of students answered positively.

The 352 teachers surveyed (21 questions of the questionnaire) also answered that 88% are satisfied with the organization of work and the workplace in this educational organization, and 8% partially agree with this statement. The experts determined that the organization has a healthy microclimate, since the manager is quite accessible to both students and employees, responds promptly to requests, and regularly holds meetings with students. In the questionnaire, 82% of teachers are satisfied with the microclimate of the organization, and 3% are partially satisfied.

According to 91%, a teacher has the opportunity to realize himself as a professional in his specialty in the educational organization. For information, a total of 352 people responded (there are 600 on staff), while 45.2% have up to 5 years of teaching experience, 17.6% have up to 10 years, and 37.2% have over 10 years.

**Conclusions of the EEC by criteria.** Of the 11 standards, 9 are fully compliant, 2 are partially compliant, and 0 are not compliant.

**Recommendations for improvement:**

- 1) To more widely involve students and other stakeholders in developing the mission of the educational programme (1.2.1).
- 2) While formulating the mission, to take into account the opinions of students and suggestions from other stakeholders (1.2.2).

## **Standard 2: EDUCATIONAL PROGRAMME**

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

The final learning outcomes are defined in the form of a list of competencies that are included in the “Qualification requirements for the bachelor's degree in the field of education 60910200 “General medicine”. The list of competencies in the EP complies with SCES HE RUz, reflects achievements at the basic level, concerning knowledge of basic biomedical sciences, behavioural, social and clinical sciences; the ability to learn throughout life and the manifestation of professionalism in various functions of a physician in the medical profession. The final results are adapted to the mission of the medical faculty of BSMI.

The final learning outcomes are described in the educational programme passport and at the level of each specific discipline (syllabus, work program by modules, which provide the competencies required for mastering these disciplines, assessment and methodological materials developed taking into account the qualification requirements). At the same time, it is necessary to develop a system for analysing specific learning outcomes at the end of each part of the training (2.1.5).

*The surveyed teachers answered that 65% are fully satisfied with the level of previous training of students, and 27.8% are partially satisfied.*

The experts established a clear continuity between the final results of previous student training (prerequisites) and training in the bachelor's degree, and subsequent continuous professional development programs. The organization has developed additional education programmes (internship, master's degree <https://magistr.edu.uz/>., 24 clinical residency programs <https://bsmi.uz/ariza-beruvchilar-uchun-eslatmaklinik-ordinatura/>), including for the specialty 60910200 "General Medicine". Students are informed about this.

*86% of teacher-respondents believe that students of this educational organization have a high level of knowledge and practical skills after completing the training program, and 11.4% partially agree with this.*

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

For the implementation of the EP, a credit-modular training system is used ("Regulations on the implementation of the credit-modular training system at the Bukhara State Medical Institute named after Abu Ali ibn Sino", approved on 08.08.2022).

The modular system, which allows for the sequential study of disciplines in the form of cycles following one another during the semester, is used in the form of cyclic classes in senior years (4-6). The model for studying the EP is integrated, allowing for the interrelations between fundamental and clinical sciences.

To implement the educational programme for 60910200 "General Medicine", the organization's documents contain educational and methodological complexes, which define the goal, take into account the integration of practical and theoretical components, and independent work. Compliance with the State Compulsory Educational Standard and standard requirements has been established.

While attending practical classes at the departments of biomedical disciplines and at the clinical departments, the experts received convincing evidence that the training is carried out according to plan, before the start of the class, students answer tests, receive feedback from the teacher, and have the opportunity to improve their skills. The organization ensures compliance with ethical aspects in the implementation of the educational programme, since the experts have studied the Code of Ethics ("On Approval of the Code of Ethics for Medical Personnel" dated March 24, 2022), which is posted on the HEMIS platform in the field of educational content (<https://hemis.bsmi.uz>), and during the interview, students responded that they were informed about the content of this document.

The analysis of educational activities showed that the scientific basis and all scientific achievements in the relevant disciplines are taken into account, additions are made to the bibliography of the EMCD and syllabuses, and teachers use them in the classroom. The mentoring system described in the Academic Policy was assessed. Qualification requirements for tutors are higher education, 5 years of experience. A total of 5 tutors (curators), whose tasks are to familiarize with the mission, explain issues of qualification, acquired competencies and the corresponding ones obtained as a result of mastering the educational programme "General Medicine", assist in the formation of the IUP in accordance with the TC, RC and CED; informing about the Safety Rules in accordance with assistance to graduates in employment.

The procedure for informing students about their rights and obligations is reflected in the Regulations "On the Internal Rules" and "On the Rules of Ethical Behaviour" <https://bsmi.uz/talabalar/ichki-tartib-qoidalar/>.

This indicates compliance with standard 2 in terms of adapting training to the needs of students. At the same time, along with the principles of quality and academic integrity, which are described in the document In the internal regulatory document "Internal Rules of BSMI, the organization does not have an anti-plagiarism system. At the same time, it should be noted that its own EP should be developed taking into account the opinion of students and other stakeholders (2.2.6).

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

Educational programme 60910200 "General Medicine" is based on the strategic educational goals of BSMI and the development strategy of BSMI for 2024-2028. The content of the educational programme includes three main areas: basic biomedical sciences, clinical sciences and skills, as well as relevant behavioural and social sciences. The basic disciplines include subjects that allow you to know and apply the scientific principles and achievements of basic biomedical sciences, know the structure and functions of organs at the level from molecules to cells of organs and the whole organism in health and pathology, taking into account the age characteristics of the patient. The clinical disciplines include disciplines that include the study of public health in all its manifestations: clinical data on diseases, injuries, poisonings, methods of treatment, diagnostics, provision of emergency and planned medical care; study of the public health system, global and national aspects. The total volume of the educational programme is 360 credits. To ensure the content of academic disciplines at all levels of study, syllabi are developed, which are reviewed, analysed in departments, CEPs and approved at a meeting of the IS (Institute Council). The revision and updating of syllabi occurs once a year at the end of the academic year and is approved for the next academic year.

There are documents containing requirements for the structure and content of educational programmes, including the State Compulsory Educational Standard. The dean and staff of the dean's office of the faculty of medicine, the registrar's office, the department for supervision of the quality of education and the educational and methodological department of the institute are responsible for the selection and implementation of innovations in the educational process.

The content of the work programs and the catalogue of elective disciplines of the educational programme in the specialty "General Medicine" have been supplemented and amended (in test questions for the credit, a bank of test tasks for the current and midterm certification, situational problems) based on the articles of the new Constitution of the Republic of Uzbekistan of 2023, as well as the specifics of R&D and scientific achievements of teachers. The student training program focuses on key competencies, including effective and safe patient care, which is reflected in the



teaching methods (Situation analysis, Patient examination, Clinical case discussion, Patient supervision, Participation in rounds and clinical conferences, Simulation training, standardized patient). The program content includes issues of patient-oriented care. For the successful implementation of the educational programme in the specialty "General Medicine", the organization has resources for organizing the assessment of students' practical skills.

Teachers provide students with methodological and didactic materials, additional literature to prepare for classes, in which 38.9% are completely satisfied.

BSMI has a Specialized Research Centre for Rehabilitation and Health "Zhuyzar", a Dental Scientific and Practical Training Centre and a BSMI Clinic with 200 beds and outpatient visits, where they provide medical care to university employees, students and the attached population of Bukhara; the structure of the institute's clinic has MRI, MSCT, a laboratory, ECG, CT, ultrasound. BSMI has concluded agreements with 16 medical organizations in Bukhara and the Bukhara region of the Republic of Uzbekistan.

And to the questionnaire question "Is there sufficient time for practical training (patient supervision, etc.)", 36.9% of students answered with full agreement. At the same time, students claim that after the end of classes, the teacher provides feedback (listens to your opinion, conducts a mini-questionnaire, works on mistakes).

The content of elective disciplines is annually reviewed, discussed with the participation of employers in order to adapt to local, regional and national requirements of practical health care. There is a clear connection between the training program and subsequent professional training. *The surveyed students are completely satisfied with the schedule of classes (39%).*

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

The disciplines of the biomedical block are represented by general theoretical sciences, which allow students to form general medical knowledge on the structure and functioning of the human body, primarily in the norm and in various pathological conditions. They are fundamental sciences and represent the theoretical basis for studying the disciplines of the clinical block.

#### **2.5 Clinical Sciences**

The work programs of clinical disciplines and practices are built taking into account the principles of evidence-based medicine and are updated constantly when clinical recommendations change. Students study at 10 clinical sites with which agreements have been concluded that determine the areas and equipment used in the training process, allowing them to fully master the educational programme. Training at BSMI provides for early contact of the student with the patient as part of early involvement in clinical medicine, starting from the first year: educational practice to obtain primary professional skills and abilities in general patient care, including obtaining primary professional skills and abilities in scientific research activities. At the same time, it is necessary to provide sufficient time (2.5.1) and early contact with patients 2.5.4 (IS).

#### **2.6 Scientific Method**

The curriculum prepares students to participate in the implementation of new methods and techniques aimed at protecting the health of citizens, forming knowledge of the basic principles, requirements, algorithm for implementing the results of scientific research, including new methods and techniques aimed at protecting the health of citizens and forming the ability to participate in work on the practical use of new methods and techniques, as well as risk assessment when implementing new methods and techniques aimed at protecting the health of citizens.

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

Behavioural and social sciences are studied in parallel with biomedical disciplines. The study of behavioural sciences involves obtaining knowledge about the needs of regional healthcare, taking into account regional programs in the field of healthcare, as well as taking into account the national healthcare system. The implemented list of behavioural and social sciences, as well as bioethics based on a competency-based approach, provide the knowledge, concepts, methods, skills and attitudes necessary for understanding the socio-economic, demographic and cultural determinants of the causes, distribution and consequences of health problems, knowledge of the national healthcare

system and patient rights.

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

The following educational technologies are used during practical classes: educational video, solving situational problems, business and role-playing educational games, analysis of clinical cases, brainstorming method, small group method, case method, round tables, discussions, duty shifts in departments of the medical base, preparation of medical records, portfolios, work on training simulators. To organize the educational process in clinical disciplines, the capabilities of the BSMI SC are used, which provides simulation training for students to practice practical skills. The Institute has created all the conditions for training using advanced information and communication technologies and modern tools during the educational process. It is necessary to include electronic teaching methods 2.8.2.

### **2.9 Management of the educational programme**

The management of the educational process, reflected in the self-assessment report (**Standard 2**) and general approaches to management were confirmed during a visit to the department 3 sector of the Registrar's Office and a conversation with the head and staff. Verification of **Standard 2** showed that the activities of the 3 sector are coordinated by the Rector and vice-rectors for academic work, for medical work, for international cooperation, the department for supervision of the quality of education, the department for work with clinical bases. 3 sector The Registrar's Office, together with the dean's office, coordinate and ensure control over the development of all components of the educational programme. The responsibility for organizing the preparation, development of the OP program and its implementation lies with the dean of the faculty and the Registrar's Office.

The experts got acquainted with the work of the departments, including 7 sectors of the office-registrar, held meetings with the heads of the archiving sectors, coordination of the educational process, test centre, electronic document management (HEMIS), marketing, visa centre, during the cross-interview it was established that the opening of educational areas is constantly monitored by a working group organized by the educational and methodological department (Registrar's Office), which includes department heads, deans, teaching staff, employers and members of the primary organization of the Youth Union.

While visiting a practical lesson in the Simulation Centre and talking with students, the experts saw that the organization promotes the development of practical competencies of students, including on simulation equipment. At the same time, students deepen their theoretical knowledge, develop communication skills.

### **2.10 Connection with medical practice and the health care system**

The training of students in the specialty 60910200 "General medicine" is aimed at meeting the needs of practical health care. The institute has a division responsible for organizing both direct postgraduate education (residency), and the Centre for Advanced Training of Academic Staff of Professional Education, the Faculty of Postgraduate Education, the Department of Retraining and Advanced Training of Family Doctors. One of the tasks of the divisions is constant interaction with the regional administration, practical health care in order to assess the need for specialists in certain specialties. In addition to specialized departments that train specialists only at the postgraduate level, the following departments simultaneously train both students and residents at the BSMI: otolaryngology, ophthalmology, neurology and neurosurgery, forensic medicine, hospital therapy, paediatrics, hospital surgery, obstetrics and gynaecology. This allows the Academic staff to ensure operational communication between basic medical education and the subsequent stage of professional training of a specialist.

Thus, during a conversation with the organization's management, expert teachers and a review of the Institute's Clinic, information was obtained that student training is carried out directly in the clinical departments, each department has training rooms. Students of this specialty can supervise patients in the disciplines of paediatrics, general surgery, general practitioners, obstetrics and gynaecology. This is facilitated by mentoring, which is carried out in the organization.



*Of the 203 students surveyed, 70% responded that teachers use active and interactive teaching methods in classes quite often.*

**Conclusions of the EEC by criteria.** Of 38 standards, 34 comply fully, 4 partially, 0 do not comply.

**Recommendations for improvement:**

1) To develop a system for analysing specific learning outcomes at the end of each part of the training (2.1.5).

2) The educational programme should be developed taking into account the views of students and other stakeholders (2.2.6).

3) The educational programme should provide for sufficient time (2.5.1) and early contact with patients (2.5.4 SU).

4) To include methods using IT technologies and electronic programs in the teaching methods (2.8.2).

### **Standard 3: STUDENT ASSESSMENT**

#### **3.1 Assessment policy and system**

The student assessment system is described in the “Regulations on the implementation of the credit-modular education system at the Bukhara State Medical Institute named after Abu Ali ibn Sino” <https://bsmi.uz/baholash-nizomi/>, as well as in the “Regulations on the assessment of students according to the credit-modular system” by each department and approved by the vice-rector of the institute for academic affairs. The performance assessment policy is reflected in the syllabus for disciplines. Since the 2020/2021 academic year, the institute has switched to filling out electronic journals on the HEMIS platform (<https://hemis.bsmi.uz>), where student assessments are recorded for all types of control and the admission rating and final exam score are automatically calculated.

The study of control and measurement tools showed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of students' academic achievements. Assessment of academic achievements is carried out on the basis of accepted measures. During each practical lesson, during the current assessment of knowledge, skills and abilities in the discipline, testing, discussion of the main sections of the topic, completion of the practical part, and solution of situational problems are carried out. The system of monitoring academic achievements includes: current, midterm and final monitoring of students' academic performance and final state certification and primary accreditation.

It is relevant to develop scientific and methodological foundations for assessing the achievements and performance of students in the form of measuring their competencies, the main indicator characterizing a student as a competent person and showing his or her level of training. In this regard, it is necessary to provide mechanisms for studying and documenting the reliability, validity and fairness of assessment methods (BS 3.1.4).

Students can read the instructions for the system of assessment of academic achievements on the website of the institute <https://bsmi.uz/baholash-nizomi/>. The assessment policy should also be presented in all languages of instruction (3.1.6).

During the interview, students talked about the forms of assessment, and that they were satisfied with everything. They also receive regular feedback from teachers. The system of appeal of assessment results is reflected in the "Regulations on the implementation of the credit-modular system of education at the Bukhara State Medical Institute named after Abu Ali ibn Sino" and during the period of work of the educational organization there were no precedents of appeal. The system of assessment of academic achievements of students at BSMI provides for the possibility of filing an appeal in case of disagreement of the student with the assessment results. The appeal is considered and a corresponding conclusion is given within 3 days from the date of receipt of the appeal

application.

Thus, to verify the **Standard 3**, data, the experts asked questions to the head of the office registrar and the test center and checked the documents and methods for assessing students. The organization has tests, control questions for each module, an objectively systematized clinical examination (OSCE), an objectively systematized examination (OSE), which are compiled on the basis of the criteria specified in the "Regulations on the implementation of the credit-modular training system at the Bukhara State Medical Institute named after Abu Ali ibn Sino" dated 08.08.2022 and approved at a meeting, discussed and approved by the Academic Council, which, in addition to scientific and pedagogical workers, includes students and leading specialists of the regional health authorities. The funds of assessment tools are subject to cross-analysis of the clinical departments of the institute, as well as with the involvement of practical health workers. The head of the education department replied that the methods of assessing exams are adjusted annually to eliminate the identified deficiencies.

During the visit to the organization and the interview with the head of the office-registrar Rakhmatov O.B., the commission was convinced that there is a documentation system that is transparent and accessible to all teachers and employees, and includes such documents as annual operational plans, annual reports, department regulations, contracts with teachers and students. In the sectors of the office-registrar - registration, archiving and coordination of the educational process, educational and methodological documentation (work program, working curricula, syllabuses, journals), assessment tools (checklists, statements), certificates, and certificates are registered, archived and coordinated in the educational process. Each student can see their grades at any time in their personal account HEMIS. Students can read the instructions for the system of assessing academic achievements on the institute's website <https://bsmi.uz/baholash-nizomi/>

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

BSMI has a working group consisting of leading teachers and student representatives that analyses the use of various methods of assessing students and prepares proposals for their improvement.

The results of student assessment are documented in the electronic journal of registration of academic performance and attendance of students, the results of midterm assessment are reflected in the examination/credit report (transferred to the student office), in the electronic department journal, and are posted in the student's record book.

When interviewing teachers and students regarding assessment methods, experts received answers about the timeliness of providing tests, conducting consultations before exams, the clarity of the entire assessment procedure and its fairness.

The experts examined the resources for organizing the assessment of knowledge and practical skills, namely, specialized types of exams at the Simulation Centre: OSCE in core disciplines and OSCE in basic disciplines.

The interviewed employer representatives also pointed out the compliance of graduates' training with the modern development of medical practice and science. The employers said that they themselves participate in the assessment of students. However, the educational organization did not conduct systematic feedback with them. It is necessary to provide a system of formative assessment for regular feedback to students with the identification of strengths and weaknesses (3.2.1)

### **3.3 Assessment that facilitates decision-making (summative assessment)**

The Institute has developed and implemented an assessment system that is important for summarizing the results of training (summative assessment). The results of knowledge assessment are recorded in the electronic system and are available to students on the day of assessment in the Hemis program. Constant feedback on academic performance is ensured between the teacher and students. Summative assessment is carried out through midterm, current and final controls, during the period of midterm and final state certification. The forms and methods of summative assessment are determined by the department/module, taking into account the specifics of the discipline.

### **3.4 Quality Control**

The Institute has mechanisms to ensure the quality of the assessment procedure and methods. The main tools of this mechanism are planning and implementation of the educational process (the content of curricula, programs, distribution of study time, technologies and teaching methods). The Institute has a department for quality control of education, whose responsibilities include an analytical study of the work plans of faculties, departments and specialized divisions,

**Conclusions of the EEC by criteria** out of 14 standards: fully - 11, partially - 3, do not comply - 0.

**Recommendations for improvement:**

1) To provide mechanisms for studying and documenting the reliability, validity and fairness of assessment methods (3.1.4).

2) The assessment policy should be presented in all languages of instruction (3.1.6).

3) To provide regular feedback to students on the methods and results of formative assessment, as well as identify strengths and weaknesses to improve formative assessment (3.2.1).

## **Standard 4: STUDENTS**

### **4.1 Student selection and admission policy**

The organization's student admission policy is based on state documents.

K.Sh. Djumaev, executive secretary of the Admissions Committee, spoke about the student admission policy. It is implemented on the basis of the Admission Rules for all levels of education, which are developed annually in accordance with the legislation of the Republic of Uzbekistan. The admission rules are adopted at a meeting of the academic council of the institute and approved by the order of the rector of the institute. The admission rules are developed in accordance with the Law "On Education of the Republic of Uzbekistan No. 637 dated September 23, 2020., "Regulations on the procedure for admitting students to the bachelor's degree of higher educational institutions" (Annex 1 to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 393 dated June 20, 2017). The Admissions Committee is created annually by order of the rector and functions only for the period of student admission to BSMI. The work of the Admissions Committee is regulated in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 393 dated 20.06.2017 "On approval of the regulation on the procedure for admission to study, transfer, reinstatement and expulsion of students in higher educational institutions", as well as the Resolution of the President of the Republic of Uzbekistan "On the organization of admission to study in state higher educational institutions". The policy and procedures for admission to BSMI are specific, correspond to the mission and goals of the institute, are officially published and available to all interested parties, <https://bsmi.uz/ru/novosti-priemnoj-komissii-2/>, <https://bsmi.uz/ru/procedura-priema/>, also on the website [www.edu.uz](http://www.edu.uz).

For the period 2017-2024, 1,574 students were accepted to the educational programme in the specialty "General Medicine", 433 people successfully completed their studies. At the same time, 53 people received "excellent", 256 "good", 124 "satisfactory" marks in the final exam.

Admission of foreign citizens on a paid basis is carried out in the form of an interview on medical subjects, as well as psychometric testing, including in the "offline online" mode in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 169 of 04.08.2008 "On improving the procedure for admission and training of foreign citizens in educational institutions of the Republic of Uzbekistan" (<https://lex.uz/docs/1380638>).

. According to the Model Rules for Admission to Educational Organizations Implementing Higher Education Programs, applicants fill out an online application for admission of foreign citizens to study at the Institute on a fee-paying basis. Foreign citizens, if their documents meet the requirements, are allowed to take entrance exams and will be accepted for training based on the interview results. The admission policy and conditions for admission of students from foreign countries are based on the regulatory legal acts of the Republic of Uzbekistan. While transferring

students from a foreign educational organization, a document on the completed educational programmes (academic certificate, transcript) is submitted, as well as a document on completion of the previous level of education, which must undergo the nostrification procedure in the Republic of Uzbekistan in accordance with the established procedure. An academic difference in the disciplines of the working curriculum, not eliminated within the established period, is further taken into account as academic debt.

The rules for admission to the Institute are reviewed annually in accordance with changes in the regulatory framework of the Republic of Uzbekistan. Thus, the experts validated the data according to **standard 4**. In general, all criteria are met, at the same time some shortcomings were identified:

1. Students are not involved in the process of developing the admission policy (4.1.3)
2. The admission policy does not have its own criteria in connection with the stated mission and expected learning outcomes (SU 4.1.4).
3. The opinions of professional communities are not taken into account in the admission policy (IS 4.1.7)

The experts familiarized themselves with the documentation on student admission, including the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 169 dated 04.08.2008 "On improving the procedure for admission and training of foreign citizens in educational institutions of the Republic of Uzbekistan".

The experts interviewed 3rd year students of "General Medicine" regarding the practice of academic counselling, personal support for students and the development of not only professional skills. The Institute offers peer training and mentoring of teachers to help students cope with complex coursework.

Students are included in such advisory bodies as the Academic Council (Normuratov M.M., Raimova R.A.), the Council of the International Faculty (Goutham Siva, 3rd year student).

#### **4.2 Student Counselling and Support**

The Institute provides a wide range of support services to its students, including academic, social, psychological, financial and career counselling.

**Academic Support:** The Institute offers peer tutoring and mentoring from faculty to help students cope with challenging coursework.

**Learning Resources:** Access to course materials, master classes and seminars on effective study methods and time management.

**Counselling:** Regular meetings with academic advisors to discuss progress, plan coursework and resolve any academic issues. The counselling schedule is part of Sector 3 "Improving the Educational Process"

**Social Support: Student Organizations:** Opportunities to join various student clubs and organizations that promote a sense of community.

**Activities and Activities:** Social events, wellness programs and recreational activities to help students balance their academic responsibilities with social interaction. **Psychological Support: Counselling Services:** Confidential mental health counselling provided by licensed professionals to help students cope with stress, anxiety, and other psychological issues.

**Support Groups:** Peer-to-peer support groups and workshops focused on mental health and well-being.

**Financial Support:** Assistance with loans, scholarships, and grants.

**Financial Counselling:** Guidance on managing personal finances, budgeting, and understanding financial aid packages.

**Learning Resource Centres:** The institute has dedicated centres that offer resources such as study guides, practice exams, and access to academic coaches.

**Mentoring Programs:** Senior faculty and student mentors provide guidance on academic and professional development.

The institute has emergency services to help students and staff cope with personal trauma or crisis situations. These services are typically part of a larger support system designed to address



immediate mental health needs and crises. Here is an overview of the typical emergency services offered:

**24-hour crisis hotlines:** The institute provides access to 24-hour crisis hotlines where students and staff can speak with trained mental health professionals who offer immediate support and guidance.

**Crisis counselling services:** Counselling centres on campus or in branches often have protocols for dealing with urgent mental health issues, including same-day or in-person meetings for those in crisis.

The institute has published information about the support services available to them and ensures that these services remain strictly confidential.

Details of support services are often available on the institute's website, including academic counselling, personal counselling, mental health services, financial aid, and career planning resources.

**Student portals:** The institute provides access to support services through dedicated student portals, which offer additional resources, meeting schedules, and contact information.

**Orientation for new students:** During orientation sessions, incoming students are informed about the various support services available to them, including how to access these services and the importance of confidentiality.

**Information materials:** Brochures, handbooks and other printed materials that detail the services provided and how students can avail themselves of them.

**Conclusions of the EEC by criteria.** Of the 16 standards met: fully - 14, partially - 2, do not meet - 0

**Recommendations for improvement:**

1) To consider including students in the process of developing the admissions policy (4.1.3 SU).

2) To incorporate its own criteria into the admissions policy in relation to the stated mission and expected learning outcomes (4.1.4 SU).

## **Standard 5: ACADEMIC STAFF**

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

Total staff 701, of which 607 full-time teachers, part-time\_94\_. The experts are familiar with the personnel policy, the Regulation on mentors. The Institute's human resources development policy is carried out in accordance with the "Law on Education", the Labour Code of the Republic of Uzbekistan, "Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 20 dated 10.02.2006 "On approval of the regulation on the procedure for recruiting teaching staff to work in higher educational institutions on a competitive basis" <https://lex.uz/docs/973534>, By the BSMI Charter, the BSMI Development Strategy for the period 2024-2028, the BSMI Internal Regulations, the BSMI Moral Code, as well as other state and institutional regulations.

Research and teaching positions (teacher, associate professor, professor) are filled through a competition held in three successive stages: department - Faculty Council - BSMI Academic Council. Based on the results of the competition, an individual employment contract is concluded with the selected persons for a period of 5 years.

In order to verify the Standard 5 data, external experts received the opinion of teachers on the personnel policy. The interview with O. I. Muminova, Head of the HR Department, included such questions as how the selection of candidates for teaching staff positions is carried out, who develops the qualification requirements for applicants for the position of teachers and allowed the experts to learn about the selection based on the level of qualification, professional experience, results of research activities, the ability to provide training of highly qualified specialists in accordance with modern requirements. The qualification requirements for applicants for the positions of professors

and teachers are approved by the order of the Ministry of Health of the Republic of Uzbekistan A.Kh. and the rector of the institute Teshayev Shukhrat and correspond to the 8th level of ECTS (higher education in the form of doctoral studies). Classes with students are conducted in English. Currently, 156 teachers conduct classes in English. Every year, the number of teachers who speak a foreign (English) language at the level necessary for teaching increases at the university. According to the Regulation on remuneration, bonuses, and financial assistance to employees of BSMI and the Collective Agreement, additional payments for teaching in English are established for the faculty at the expense of the institute, and an additional payment for an academic degree is established for the administrative staff.

In the 2022-2023 academic year, the number of employees who underwent advanced training and retraining of employees amounted to 152 people: 142 people underwent advanced training within the country; 10 employees outside the country.

*While surveying teachers, it was found that the majority (88.35%) are completely satisfied with the organization of work and the workplace in this educational organization, but 8.23% are partially satisfied. In this educational organization, teachers have the opportunity to engage in scientific work and publish the results of R&D - 89.77% completely agree, 7.38% partially. Satisfied with the work of the HR service - 72.44% completely agree, 18.75% partially. Satisfied with the salary - 78.69% completely agree, 3.69% partially.*

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

The internal regulatory document "Internal Rules of the BSMI", as well as job descriptions of positions describe the responsibilities of academic staff in teaching, conducting scientific research and clinical activities.

The professional level of competencies of the faculty of the institute is maintained and developed in the system of continuous training and advanced training. To determine the need for training, the Institute carries out personnel assessment and certification procedures, namely: certification is carried out for all employees in accordance with the established procedure and the Personnel Policy.

The Institute's Personnel Policy regulates the system of norms and rules that allow bringing the personnel potential in line with the mission and goals of the Institute, regulates the assessment of work in the field of human resources, regulates the provision of professional and career growth, rotation of personnel and their social protection.

Monitoring the performance of job responsibilities of teachers is carried out by the head of the department, the dean of the faculty, the educational and methodological department and the department for quality control of education by monitoring the implementation of the individual work plan of teachers and the work plan of the department.

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

In order to verify the data of Standard 5, during a meeting with the head of the HR department and during interviews with teachers, experts obtained an opinion on approaches to the development of pedagogical competence of teachers, motivation to work with students, mentoring, which includes training, support and assessment of the teaching staff. BSMI implements a program of academic mobility of students and teaching staff, including within the framework of joint educational programmes, with the aim of mastering and implementing advanced international experience, expanding professional, pedagogical and clinical knowledge and skills, developing and implementing project ideas, strengthening the image of the institute.

Personnel provision of the main educational programmes in accordance with the requirements involves the introduction of effective mechanisms for advanced training and retraining of teaching staff, focused on the priority areas of development of the institute. The Institute has created the necessary conditions for additional professional education of employees, for combining work with training. The Institute guarantees free additional professional education of the teaching staff in accordance with the frequency established by law. In order to ensure the proper level of qualification of the teaching staff, which is fundamental to the quality of the educational services provided, the



Institute has a "Mentor-student" (Ustoz-shogird"), a system of advanced training and professional development of the Institute's staff.

The experts received answers about the program for advanced training of teachers, which is held annually and 123 teachers participating in the implementation of the educational programme were trained in 2024. These activities are funded by the university. The expert checked the certificates of teachers on such topics as "Quality of Education", "Obstetrics and Gynaecology", "Surgery in Medicine", "Medical Biology", "Management in Education". In the 2023-2024 academic year, 173 teachers presented their reports at international conferences, and 685 teachers participated in national conferences. The Institute created a Council of Young Scientists, a doctoral school, which includes all doctoral students, research trainees, and basic doctoral students conducting scientific research. Today, the Institute employs 156 basic doctoral students, 5 doctoral students, and more than 423 independent researchers.

Experts have found that teachers initiate research topics for students stimulate the need for additional training and independent work with literature and medical documentation. There are 54 clubs in specialties at the BUKHARA State Medical Institute, attended by more than 800 students.

During student vacations, seminars are organized for the faculty in the following areas: use of the Hemis programme; news and problems in the field of higher education; preparation of applications for project grants; requirements for writing scientific publications, rules for registration of patents; development of students' competencies; development of spiritual and educational activities at the institute; education without corruption; modern approaches to teaching, pedagogical technologies; use of ICT in science and teaching.

At BSMI, the procedure for rewarding employees is determined by the Regulation of the Cabinet of Ministers of the Republic of Uzbekistan No. 517 of August 26, 2020 "On approval of the regulation on the procedure for material incentives for teachers-professors and other categories of employees of higher educational institutions of the republic at the expense of extra-budgetary funds" <https://lex.uz/docs/4969845>.

The regulations are aimed at strengthening the connection between the remuneration of employees with their personal labour contribution and the final result of the institute's work in the process of fulfilling the mission of the institute as a whole, which contributes to the sustainable development and retention of personnel.

The organization has an opportunity for career growth and development of teacher competencies - 87.5% of the surveyed teachers responded, and 10.51% partially agree with this. Studied in professional development programs - 51.99% less than 1 year ago, 23.86% during the current year, 9.3% more than 3 years ago, 1.1% more than 5 years ago, and 1.13% answered "I don't remember when it was."

The organization implements social support programs for teachers - 75.28% answered that "yes, such programs exist," 3.9% "I have already used this," 1.9% of respondents answered that there are no such programs, and 17.6% of respondents do not know about this.

***Conclusions of the EEC by criteria.*** Compliant out of 10 standards: fully -10.

## **Standard 6: EDUCATIONAL RESOURCES**

### **6.1 Material and technical base for teaching and learning**

The material and technical base for the implementation of the educational programme "General Medicine" consists of premises, equipment, information and communication tools, including a library, office equipment and methodological resources.

A total of 17 departments are involved in the implementation of the educational programme "General Medicine", located both in the main buildings of the Institute and at 5 clinical sites. The following were visited: the BSMI Clinic, the simulation centre, the dormitory, the library, the departments of basic and clinical disciplines.

The classrooms are designed for at least 20 seats and comply with sanitary and hygienic standards (ventilation, lighting).

The list of the material and technical base of departments/courses mainly includes office equipment: computers, scanners, video cameras, printers, copying and duplicating, multifunctional equipment, etc. All equipment is located in educational and laboratory premises, educational and laboratory premises comply with the requirements of established standards, are used in accordance with the rules of environmental protection and technical safety.

The institute has the necessary infrastructure (electricity supply, water supply, sewerage, etc.) for the full use of educational and laboratory equipment.

The vivarium provides maintenance, accommodation, feeding and care for the following types of animals: a) mongrel white rats; b) mongrel white mice; c) guinea pigs; d) rabbits and dogs. Separate personnel work for each type of animal. Acting as a nursery, the vivarium for all types of work of the institute constantly reproduces and contains on average about 500 heads of all required types of animals.

The equipment of the vivarium meets modern international requirements for keeping animals for medical and biological research and the State Standard of the Republic of Uzbekistan. The total area of the Vivarium is 450 sq.m.

**Museum.** The Museum of Medicine, which is located on the first floor of the Academic Building No. 1, plays a significant role in the education of the younger generation. Its total area is 180 sq.m.

*The organization of work and the workplace completely suits the teachers - 88.35%, partially - 8.2%. Students are fully satisfied with lecture and classrooms - 38.57%, partially - 21.43%, fully satisfied with classrooms in clinics - 35.71%, partially - 27.14%.*

## **6.2 Resources for clinical training**

The review of resources showed that they correspond to the goals and objectives of educational activities, thus, BSMI has a clinic of the Bukhara State Medical Institute with a total bed capacity of 200 places, a multidisciplinary regional hospital with a total bed capacity of 900, a specialized research centre for rehabilitation and health "Zhuyzar", a dental scientific and practical training centre of BSMI. BSMI has concluded agreements with 16 medical organizations of Bukhara and the Bukhara region of the Republic of Uzbekistan, where employees of the educational organization ensure collegial and ethical relations with medical personnel, the management of the clinical base to achieve the final results of students. According to the agreements, clinical sites bear joint responsibility for the quality of training of future specialists, provision of departments with high-quality educational facilities, ensuring students' access to patients and modern diagnostic equipment.

A sufficient number of subject patients, modern equipment are provided and demonstrate accessibility to students, and employees who simultaneously act as teachers and curators (tutors) ensure high-quality training in compliance with ethics and deontology. Before starting the relevant discipline of the educational programme, the student receives a syllabus from the teacher and knows what skills he should acquire and develop during the training. At clinical sites, students have access to modern medical equipment, including laboratories (clinical, biochemical, bacteriological, enzyme immunoassay, PCR), functional diagnostic departments, MRI/MSCT, X-ray rooms, rehabilitation departments, physical therapy rooms). The following centres are located on the basis of the BGMI Clinic: the Centre for Neurosurgery and Orthopaedics, the Departments of Otolaryngology and Maxillofacial Surgery, the Department of Cerebrovascular Pathology and the Centre for Children's Rehabilitation, the Departments of Multidisciplinary Therapy and Cardiology, the Centre for Reproductive Medicine and Screening, the Departments of Transplantology and Cardiac Surgery.

During a visit to the clinical sites, experts examined the resources, their compliance with the training programs, and accessibility for teachers and students, how modern this equipment is and meets the needs of students and practical health care. The experts received evidence of compliance with Standard 6, as well as validation of the self-assessment report information.

At the clinical sites, students, under the supervision of teachers, can jointly use medical equipment and tools to master professional competencies in such areas as assistant to junior medical personnel, assistant to a ward, procedure nurse, and assistant to a hospital doctor, assistant to a doctor of an outpatient clinic. Teachers of clinical departments regularly undergo professional retraining, conduct daily medical work in accordance with their level of training and medical specialization. More than half of the teachers are part-time employees of medical organizations. In order to improve the work, current and final monitoring of satisfaction among students and teachers is carried out. Thanks to this procedure, the topics of seminars and practical classes are optimized, additional educational courses are introduced, including simulation ones.

On the territory of BSMI there is a Simulation Centre, in which the training of a qualified graduate of a medical school is provided by a combination of clinical training in a clinical setting and the formation of skills and abilities.

The Simulation Centre is an educational base for practicing practical skills by undergraduate and postgraduate students.

In order to validate the implementation of the self-assessment report data and obtain evidence of the quality of the programs, interviews were conducted with students in the specialty. The experts asked questions about satisfaction with training, sufficiency of time for patient supervision, work with medical documentation, satisfaction with teaching methods and qualifications of teachers, social and moral support for those in need, availability of resources of international databases of professional literature. In general, students are satisfied with training, assessment methods, and purposefully entered this organization, as they believe that the educational organization has good resources, image and international connections, at the same time, students would like more independence in patient management, holding international events.

Students showed their commitment to the educational organization, were active in answering questions from external experts, demonstrated their judgments on the organization of training, assessment of their skills, advisory support, the opportunity to participate in research, and financing, demonstrated proficiency in English when answering questions from a foreign expert Laszlo Csiba. The experts studied the students' documents (portfolios, student assessment results - checklists, student survey results).

*Students have free access to patients at clinical sites and all the conditions for improving their practical skills - 29.29% of teachers completely agree with this, 89.49% partially agree, 1.9% found it difficult to answer.*

### **6.3 Research in the field of medicine and scientific achievements**

By 2026, within the framework of the general research topic of the BGMI "Early detection, diagnosis and development of new methods of treatment and prevention of pathological factors affecting the health of the population of the Bukhara oasis in the post-covid period", 5 specific scientific studies have been identified:

1. Maternal and childhood protection;
2. Problems of surgical diseases;
3. Problems of therapeutic diseases;
4. Problems of medical and biological sciences;
5. Problems of medical and preventive sciences.

Over the past 3 years, the Institute has completed 8 research projects (STP), including those funded by a state grant, and 3 initiative research studies. In total, 12 departments and 40 teachers involved in the implementation of the educational programme are involved in research work. In 2023, the Institute is implementing 9 STPs with the participation of 10 teachers and staff.

An interview with 10 teachers, including 9 full-time teachers, showed that there are both successes and problems in education management, depending on a specific base (admission of students to equipment, a sufficient number of subject patients, time for maintaining medical records, independent work).

### **6.4 Information resources**

The implementation and development of information technologies at the Institute is determined by the requirements for the electronic information educational environment. Work on the organization of information and resource centres of the Belarusian State Medical Institute is carried out in accordance with the Government of the Republic of Uzbekistan "On the organization of information and library provision of the population of the Republic" dated June 20, 2006 PC No. 381 <https://www.lex.uz/docs/1018813>, dated February 23, 2011 "On measures to further improve the quality of information and library and information services, by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated July 5, 2011, a standard regulation on an electronic library and full-text electronic information in information and library and information and resource centres and libraries was approved - the SC RUz on the creation of a library resource fund and approval of the schedule for implementing the plan was carried out on the basis of the law "On information and library activities" dated April 13, 2011 and the Order of the President of the Republic of Uzbekistan dated September 2012.

The Institute provides access to electronic resources from the display classes of the Institute, as well as in the library, providing access to both global Internet resources and internal electronic and library resources. The development and implementation of the educational portal for continuous medical and pharmaceutical education, as well as the electronic HEMIS system, was a good experience in creating an electronic information and educational environment for bachelor's, master's and residency programs.

Support for the General Medicine program is provided by students' access to foreign databases and library collections of the institute based on the full list of academic disciplines (modules). The bibliographic databases of the institute are reflected in the "Electronic Library of BSMI. Services are available around the clock.

The website [www.book.bsmi.uz](http://www.book.bsmi.uz) contains 2,269 textbooks and teaching aids on medicine with a QR code. Open access resources for IRC users: [www.studentlibrary.ru/](http://www.studentlibrary.ru/), [www.Springer.com](http://www.Springer.com), [www.proquest.com](http://www.proquest.com), [www.webofknowledge.com](http://www.webofknowledge.com), [www.sciencedirect.com](http://www.sciencedirect.com), Web of science, Scopus.com, [www.ROZMEDIB](http://www.ROZMEDIB). Access to the institute's databases and library collections is provided from the institute's website, personal account.

Foreign scientific databases RUz have been created. A virtual electronic library with a QR code "SMART BOOK challenge" has been created. It was a separate site on the Arsenal d hosting with 8,500 books converted into a QR code. The site contains popular science literature on the prevention of diseases and complications common in our region, as well as foreign classical literature. Electronic books with a QR code posted on the site are posted in English.

It is necessary to provide access to international sources and equipment, subscriptions to electronic educational resources (6.4.3)

### **6.5 Expertise in the field of education**

The Institute has a practice of conducting an examination of the educational programme, which functions as a continuous cycle of internal and external quality assessment and examination. Internal monitoring of the quality of the educational programme is carried out using criteria such as an assessment of the substantive part of the EP, taking into account key competencies and final learning outcomes. Feedback data from students, graduates and teachers is analysed. External examination of the educational programme is carried out by the State Inspectorate for Supervision of Education Quality. The institute has the following divisions: Centre for Continuous Education, Educational and Methodological Department, Department of Pedagogy, Centre for Education Quality.

While implementing the educational programme, the competencies of scientific research are taken into account, which reflect the final results of training in matters of self-education and self-development.

New educational methods presented at domestic or international conferences and scientific journals are studied and implemented, scientific and pedagogical staff periodically undergo training in additional professional education programs for advanced training and professional retraining, both organized on the basis of the Faculty of Advanced Training of BSMI and in other leading universities



of the country, aimed at improving teaching and assessment methods.

In the educational process of the institute, various innovative active and interactive forms and methods of teaching are used: problem lectures; visualization lectures; dialogue lectures; lectures using "brainstorming", with analysis of micro situations; consultation lectures; educational thematic conferences, holding interdepartmental and intradepartmental Olympiads. Problem-based learning methods and practice-oriented methods are widely used in practical classes and seminars. Supplementing the educational process with a simulation training stage (simulators and simulators) allows solving the following tasks when organizing the educational process in clinical departments at various stages: creating conditions for independent performance of professional activities by each student; simulating rarely encountered in everyday practice, but important clinical situations; achieving technical performance of manipulations due to multiple repetitions and objective forms of educational control. Teaching technologies are discussed and analysed at methodological meetings, educational and methodological conferences. All departments have test task databases for conducting knowledge testing, both in questionnaire and electronic versions. The Testing Centre has created a bank of test tasks for incoming, current, intermediate, final control, for solving educational and control tasks.

Bonuses for high performance and bonuses for the performance of particularly important and responsible work are paid for: development and implementation of new innovative technologies, teaching methods, work methods, implementation of new equipment in educational and scientific processes, medical activities; organization and methodological support of the educational process of newly organized disciplines and courses.

#### **6.6 Exchange in the field of education**

The Institute has partners from 208 universities from 32 countries. Each agreement has a responsible manager and departments. When drawing up an agreement, the features and specifics of the institutes are taken into account.

Starting in 2020, BSMI began implementing the main parameters of the Bologna process, which allows the university to integrate into the global educational space.

To carry out international activities, the Institute has a staff of Vice-Rector for International Cooperation, who is subordinate to the International Department and the International Faculty.

BSMI implements 20 double-degree educational programmes with universities, including those in the TOP-500 from such countries as Russia, Poland, Türkiye, Kazakhstan.

Since the university is academically and financially independent, the program of academic mobility of students and faculty is carried out at the expense of the university and grants. In recent years, the geography and quantity have increased due to the support of the university, which serves the internationalization of education through the exchange of experience in teaching and pedagogical technologies.

Special attention is also paid to the program of visiting professors from leading universities and medical institutions such as the USA, Russia, Austria, Germany, Italy, Israel, Malaysia, South Korea, Slovakia, Poland, the Czech Republic, Ukraine, Belarus, Japan, etc.

To implement academic mobility, the institute has the relevant legal documents and adheres to openness in organizing mobility, while special attention is paid to the needs of employees, students, and ethical principles are observed (<https://bsmi.uz/talabalar/ichki-tartib-qoidalar/>). Equal conditions have been created for everyone, and information is constantly posted on the university website.

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

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

1) To provide students with broad access to international sources and equipment, subscriptions to electronic educational resources (6.4.3).

## **Standard 7: QUALITY ASSURANCE**

### **7.1 Quality Assurance System**

Monitoring of educational programmes and the results of their development is carried out on the basis of regulatory provisions on the main professional educational programme (EP), on the work program, on the credit-modular system, the point-rating system, on the state final certification. The Educational and Methodological Department (Registrar's Office) is responsible for regular monitoring of the educational programme.

BSMI as a structural unit has a department for quality control of education, on staff 4 employees: the head of the department and 3 chief specialists. The requirements for these positions are defined in the Resolution of the Cabinet of Ministers No. 515 dated 18.07.2017 of the State Inspectorate for Supervision of the Quality of Education <https://lex.uz/docs/3273612>. The purpose of this department is to create and maintain the quality of education, which will contribute to the development of the institute and will make it possible to achieve a high rating both within the country (in the lists of the national rating system) and in international rating lists (in QS, THE and ARWU). The Department of Education Quality Control is based on a clear definition of the functions of all officials, employees and their relationship in the performance of their functions, including responsibilities and rights. Guarantees of education quality are provided by the corresponding organizational structure of the quality system of the educational organization.

### **7.2 Mechanisms for monitoring and evaluating the program**

At the institute, the internal quality system is ensured on a regular basis. In accordance with the roadmap of the department, which is approved for each new academic year, it is planned to conduct analyses of the activities of divisions and departments. In the process of preparation, an analysis of the current situation is carried out, working groups are created to assess the quality of education and, with the approval of the rector of the institute, it is approved by order. Also, on the website of the institute you can find Google format questionnaires for students, graduates, teachers, employers and parents of students.

The Institute, together with the State Inspectorate for the Quality of Education, conducts an annual survey of students in order to assess their level of satisfaction with their studies at the University. General management of the procedure for assessing student satisfaction with the quality of educational activities is carried out by the Vice-Rector for Academic Affairs together with the Head of the Department for Quality Control of Education. Direct work with respondents is assigned to the deans' offices and departments of the Institute.

### **7.3 Feedback from teachers and students**

For feedback, the Institute uses various tools, in particular, a sociological survey of teachers and students is regularly conducted in the following areas: 1) student satisfaction with the quality of the educational process at BSMI; 2) student satisfaction with the quality of teaching disciplines at BSMI (if necessary, in particular, elective disciplines); 3) teacher satisfaction with their work at the Institute. The results are summarized and analysed by the Department for Supervision of the Quality of Education of the Institute and are provided to the entire staff (minutes of the extended academic council of the Institute on this issue).

The Institute has a department for the management of the compliance control and anti-corruption system, which is engaged in anti-corruption activities, analysing information on the risks of non-compliance with the requirements of the law, regulatory documents, violations by teachers and students. Meetings of law enforcement officials with students (supporting documents) are held regularly.

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

A system of support and encouragement of students by assigning state personal scholarships and the state scholarship of the President of the Republic of Uzbekistan, assigned to students in order to stimulate and (or) support their mastering of the relevant educational programmes and disciplines, has been developed and is in effect. Thus, over the past five years, 8 students of the institute received the state scholarship named after the President of the Republic of Uzbekistan, 6 students received the state



scholarship named after Islam Karimov and 2 students received the state scholarship named after Ibn Sina. In addition, 18 students received scholarships from the Association of Doctors of Uzbekistan. 1 student received a patent for an invention.

### **7.5 Stakeholder involvement**

One of the criteria for assessing the effectiveness of the EP "General Medicine" is the indicators of the final certification of graduates. Adjustment of test tasks or exams is carried out based on the recommendations of the State Certification Commissions, analysis of feedback from students and employers. Specialists from medical centres of the Bukhara region are involved in conducting final state certification exams of graduates in clinical sciences. The invited experts play an important role in the consideration and assessment of thematic issues. Proposals for the organization of clinical training of students and employers at the institute, the sufficiency of clinical resources, provision with patients, advanced training of doctors are constantly studied, considered and resolved at meetings of the faculty coordinating council and the institute council.

The interview with employers was conducted offline and included such questions as: knowledge of the university mission, participation in the development of the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of students, participation in training students through mentoring, providing the department and students with the necessary resources for practical training and the formation of clinical thinking, problems of interaction with departments and universities in general, % employment of graduates.

**Conclusions of the EEC by criteria.** Compliance out of 14 standards: fully - 14, partially - 0, do not comply - 0.

## **Standard 8: MANAGEMENT AND ADMINISTRATION**

### **8.1 Management**

The Institute is managed in accordance with the legislation of the Republic of Uzbekistan, the Model Rules for the Activities of Higher and Secondary Specialized Education Organizations and the Charter of the Institute <https://bsmi.uz/institut-nizomi/> on the principles of one-man management and collegiality. The management structure of BSMI is determined in accordance with the requirements for training personnel of higher and postgraduate medical education. The Rector of the Institute is the managing person and acts on behalf of the university, represents the Institute and its interests in all bodies, on the basis of legislation, internal regulations and the Charter of the Institute. The Vice-Rector for Academic Affairs ensures planning, organization and control of the educational and educational-methodical work of the structural units subordinate to him. The Vice-Rector for Research and Innovation Work carries out general management of scientific and innovative activities, is responsible for the development of policy, a strategic development plan for science. The Vice-Rector for Youth Affairs, Spiritual and Educational Work supervises educational activities.

The Institute has developed the following regulatory documents for the functioning of its departments: Internal Rules; Regulations on the procedure for assessing students' knowledge; Rules for organizing the educational process in the Master's programme; Rules for admission to the Institute; Regulations on the implementation of the credit-modular education system; Regulations on the current monitoring of academic performance, midterm and final certification of students; Regulations on the qualification practice of undergraduate and graduate students; Regulations on granting academic leave to students; Rules for conducting final state certification of students; Regulations on the transfer and reinstatement of students.

All documents related to the activities of the University and the Academic staff are documented by relevant protocols and orders and are communicated to all interested parties personally, by sending them via the electronic platform (<https://edo.ijro.uz>) or posting them on the website. Execution is monitored via the electronic platform (<https://edo.ijro.uz>).

*In response to the survey question “Do the organization’s management listen to your opinion regarding issues related to the educational process, research, and clinical work?”, 75% of teachers responded that they do so systematically, 14% responded “sometimes,” 2.5% “rarely,” and 1% “never.”*

## **8.2 Representation of students and academic staff**

Student self-government bodies have a wide range of rights and opportunities to participate in the management of universities at the legislative level, namely: participation in academic councils of the faculty and institute, organization and holding of scientific, cultural, sports, health and other events, assistance in student employment.

The student self-government system has three levels of management: Strategic level (Youth Union, Student Section of the Trade Union Committee), Student Self-Government of Faculties, Student Self-Government in Dormitories.

The institute has a youth union. All students and employees under 30 years of age can become members. There are 7 branches in the union. In addition, the Youth Union has a volunteer centre, a student council and a student fund council.

## **8.3 Administration**

BSMI management policy, procedures and rules, organizational and managerial structure of BSMI are consistent with the mission, strategic goals, objectives, ensure the effectiveness of institutional relations and the integrity of the institute, create and support conditions for achieving the goals of teaching, acquiring and expanding qualification knowledge and skills, conducting scientific research and creative activities of both the faculty and students, clinical residents, masters and doctoral students.

## **8.4 Budget for training and resource allocation**

To create conditions, an annual estimate of income and expenses is developed, providing for income and expenses that must be incurred in the current year. This estimate provides for expenses for the higher education institution. The target budget allocated by the main customer of services is determined on the basis of data on the actual availability of the university contingent. BSMI carries out its activities on the basis of constituent documents - a certificate of state registration, a statistical card, a certificate of registration with the tax authority, the Charter, a state license for the implementation of educational activities in the field of technical and vocational, post-secondary, higher and postgraduate education, a state license for medical and medical activities.

Every year, the authorized body approves a budget application for 3 years with the allocation of a state order. Based on the budget application, funds are allocated for the current year in the context of budget programmes.

## **8.5 Interaction with the healthcare sector**

BSMI is actively implementing the tasks specified in the Concept for the Development of the Healthcare System of the Republic of Uzbekistan for 2019 - 2025. The main medical and demographic indicators in the region are monitored monthly. Action plans for improving the provision of medical care are regularly discussed at boards and meetings with leading specialists in the region. Based on the analysis of demographic indicators in the region, scientific programs are developed to reduce mortality from socially significant diseases. Doctors are trained on current issues of primary health care, specialized and high-tech care to improve their skills. Consultative teams with leading professors and associate professors of clinical departments regularly visit rural areas. Over the past 3 years, the faculty of the institute has examined 2,100 residents of 19 districts and cities of the Bukhara region.

**Conclusions of the EEC by criteria.** Comply out of 17 standards: fully - 17, partially - 0, do not comply - 0.

## **Standard 9: CONTINUOUS RENEWAL**

The Institute, openly positioning itself as a university ready for positive changes, constantly monitors and strategically analyses the changing internal and external environment. The organizational management structure of BSMI is regularly reviewed in accordance with the reform processes in the field of higher education and healthcare of the Republic of Uzbekistan, changes in the practice of global educational management. In recent years, due to the growth in the number of students and teachers, the infrastructure of the Belarusian State Medical Institute has been significantly expanded, including the introduction of its own educational and clinical base, new laboratories, expansion of the classroom fund, updating and purchasing equipment, and mechanisms for integrating new technologies in the educational process are being formed as they appear. Every year, the heads of educational programmes and structural divisions involved in the implementation of the educational process provide information on the implementation of planned activities at meetings of various advisory bodies, which is reflected in the minutes. Thus, by 2028, the existing educational, scientific, laboratory, and clinical base will be expanded through the acquisition of research equipment and the creation of laboratory complexes and pilot industrial bases.

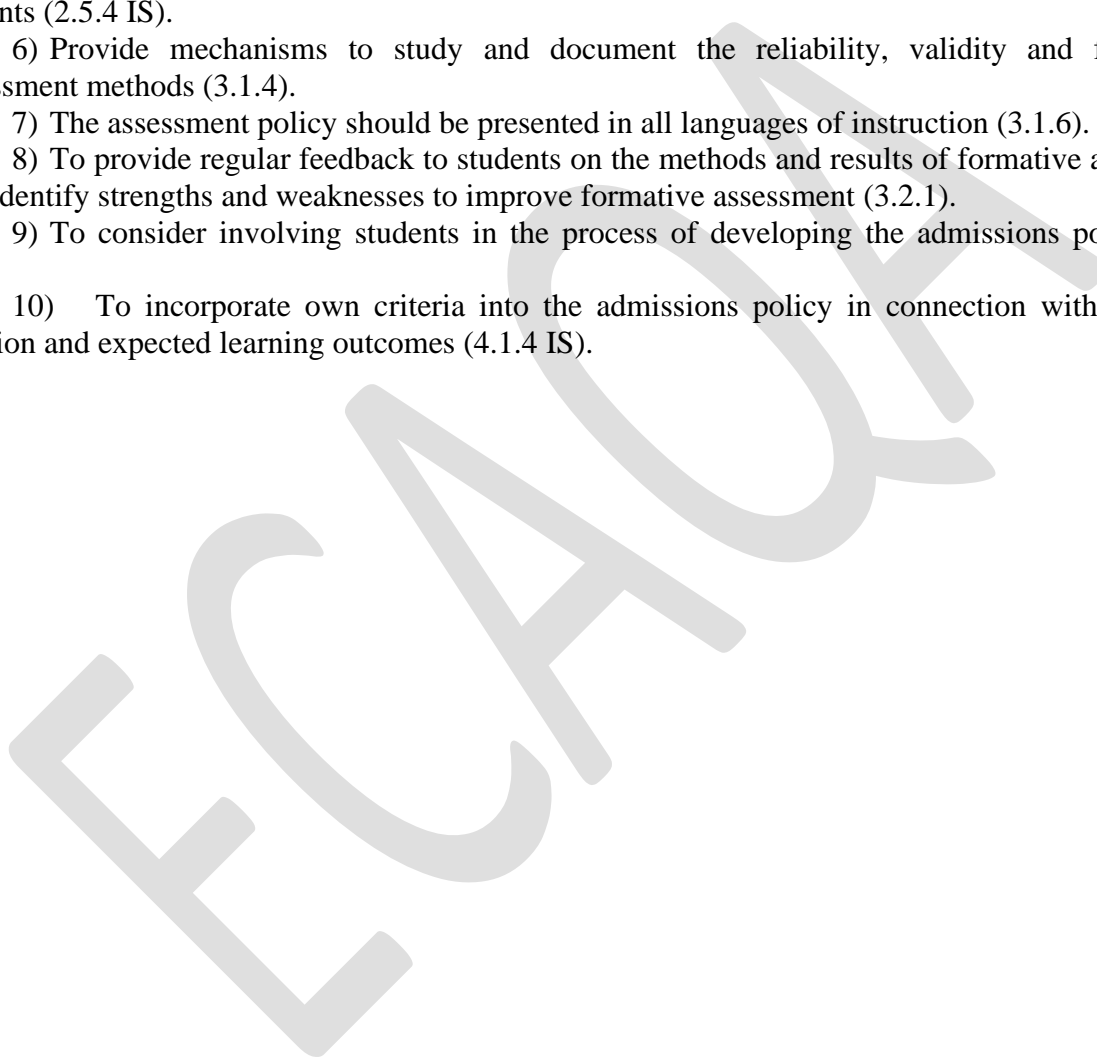
Since 2024, it is planned to implement additional educational programmes in priority sectors of the economy (such as Major and Minor) and applied bachelor's degree programs. Distance learning programs will be developed for citizens of target countries. By 2028, 1 educational programme for inclusive education will be developed. The quality criteria for educational programmes will be the presence of modern professional and IT competencies in graduates, the presence of practical work skills, decision-making and the ability to create their own business.

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

Thus, during the external assessment of the educational programme, out of **144 standards for accreditation** compliance was established for 132 (85.4%) standards for accreditation, including 114 basic standards (92.7%) and 18 improvement standards (85.7%). Partially fulfilled 12 standards (14.6%), including 9 basic standards (7.3%) and 3 improvement standards (14.3%). No non-compliance with standards was found.

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

- 1) It is necessary to involve students and other stakeholders more widely in developing the mission of the educational programme (1.2.1).
- 2) While formulating the mission of the educational programme, take into account the opinions of students and suggestions of other stakeholders (1.2.2).
- 3) To develop a system for analysing specific learning outcomes at the end of each part of the training (2.1.5).
- 4) The educational programme should be developed taking into account the opinions of students and other stakeholders (2.2.6).
- 5) The educational programme should provide for sufficient time (2.5.1) and early contact with patients (2.5.4 IS).
- 6) Provide mechanisms to study and document the reliability, validity and fairness of assessment methods (3.1.4).
- 7) The assessment policy should be presented in all languages of instruction (3.1.6).
- 8) To provide regular feedback to students on the methods and results of formative assessment, and identify strengths and weaknesses to improve formative assessment (3.2.1).
- 9) To consider involving students in the process of developing the admissions policy (4.1.3 SU).
- 10) To incorporate own criteria into the admissions policy in connection with the stated mission and expected learning outcomes (4.1.4 IS).



### 7. Recommendation to the ECAQA Accreditation Council

The members of the EEC established that the educational programme "General Medicine" of the Bukhara State Medical Institute named after Abu Ali Ibn Sino complies with the Standards of Specialized Accreditation and reached a unanimous decision to recommend to the ECAQA Accreditation Council to accredit this organisation for a period of **5 years**.

	Full name	Signature
EEC Chairperson	Yusupov Rustam Rakhimovich	
International expert	Dr. Csiba László Mihály	
Academic Expert	Mamarajabov Sobirjon Ergashevich	
Academic Expert	Shokirov Shokhrukh Tolibekovich	
Academic Expert	Kurmanova Almagul Medeubaevna	
Academic Expert	Almabayeva Aigul Ydyrisovna	
Academic Expert	Baskakova Irina Valentinovna	
Expert- Employer	Sattarova Dilorom Salomovna	
Expert - representative of Students	Nasimova Madina Zarifovna	
Expert - representative of Students	Khankhildiev Daler Vyacheslavovich	



Профиль качества и критерии внешней оценки образовательной программы  
60910200 «General Medicine» (обобщение)

Standard	Критерии оценки	Количество стандартов	БС/СУ*	Оценка		
				Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И ЦЕННОСТИ	11	11/ 0	9 / 0	2	
2.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА	38	33/5	29 / 4	4/1	
3.	ОЦЕНКА СТУДЕНТОВ	14	12/ 2	9 / 2	3/0	
4.	СТУДЕНТЫ	16	12/ 4	12 / 2	0 / 2	
5.	АКАДЕМИЧЕСКИЙ ШТАТ	10	9/ 1	9 / 1	0/0	
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	21	19/ 2	19 / 2		
7.	ОБЕСПЕЧЕНИЕ КАЧЕСТВА	14	11/ 3	11 / 3		
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	17	15/ 2	15 / 2		
9.	НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ	3	1/2	1 / 2		
	<b>Итого:</b>	<b>144</b>	<b>123 / 21</b>	<b>114/18</b>	<b>9/3</b>	<b>0</b>
	*БС- базовые стандарты, СУ- стандарты улучшения					

Список документов, изученных членами ВЭК во время визита в организацию

№	Наименование документа	Количество	Дата утверждения
1.	Справка об отделе кадров и инспекторах в системе управления здравоохранения администрации Бухарской области	1	
2.	Рабочая программа по русскому языку для слабовладеющих иностранными студентами	1	09.06.2024
3.	Модульная программа для иностранных студентов, не имеющих достаточных знаний английского языка	1	28.02.2024
4.	Выписка из протокола №1 заседания Ученого Совета Бухарского государственного медицинского института имени Абу Али ибн Сины	1	27.08.2022
5.	Приказы на участие в программе академической мобильности	3	2022, 2023, 2024
6.	Академическая политика	1	2024
7.	Протокол об утверждении миссии вуза, управления рисками и результатов обучения	1	27.08.2022
8.	О внедрении кредитно-модульной системы	1	03.04.2024
9.	Протокол № 5 заседания Наблюдательного совета Бухарского государственного медицинского института имени Абу Али ибн Сино	1	29.02.2024
10.	Учебные планы	3	2024
11.	Типовой учебный план	3	2024
12.	Рабочие учебные планы	3	2024
13.	Протоколы обсуждения проекта ОП с участием стейкхолдеров	4	2024
14.	Каталог элективных дисциплин	1	2024
15.	Протоколы заседаний Комитета по ОП	5	2024
16.	Структура института	1	2024
17.	Внутренние НПА	2	2024
18.	Силлабусы по общеобразовательным, базовым, профилирующим дисциплинам	20	2024
19.	Политика оценки учебных достижений обучающихся	1	2022
20.	Перечень актов внедрения	1	2024
21.	Приказ/распоряжение на привлечение внешних экзаменаторов	1	2024
22.	Протоколы заседаний Комитета по ОП	1	2024
23.	Должностные инструкции ППС	1	2024
24.	Штатное расписание ППС	1	2024
25.	Список публикаций ППС	1	2024
26.	Приказы / распоряжения о составе совещательных органов	2	2024
27.	Перечень стоматологического оборудования и	1	2024

	аппаратуры		
28.	Штатное расписание и кадровый состав кафедр стоматологического, клинические базы	1	2024
29.	План корректирующих мероприятий	1	2024
30.	Оздоровительные компетенции студентов	1	2024
31.	Стратегический план и план развития вуза на 2024-2028 гг.	2	2024
32.	Конечные/ожидаемые результаты обучения	1	2022
33.	План работы и отчет сектора 3 по надзору за качеством образования	1	2024
34.	Договора с клиническими базами	1	2024
35.	Перечень навыков СЦ в курсах	1	2024
36.	Номенклатура дел для кафедр и структурных подразделений, осуществляющих ОП	1	2024
37.	Положение об оплате труда работников, премировании, оказании материальной помощи	1	29.02.2024
38.	Положение о внутренней системе оценки качества образования в БГМИ	1	2024