



**NATIONAL QUALITY ASSURANCE  
AGENCY FOR EDUCATION**

UNDER THE ADMINISTRATION OF THE PRESIDENT  
OF THE REPUBLIC OF UZBEKISTAN

**MANUAL**

FOR PREPARATION FOR

**INSTITUTIONAL (COMPLEX)  
STATE ACCREDITATION  
OF RETRAINING AND ADVANCED  
TRAINING PROGRAMS**



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**for Preparation for**  
**INSTITUTIONAL (COMPEX) STATE ACCREDITATION**  
**of Retraining and Advanced Training Programs**

Tashkent-2026

This Manual is an official methodological document developed by the National Agency for Quality Assurance in Education under the Administration of the President of the Republic of Uzbekistan. It serves as a normative and methodological guide recommended for use by state and non-state organizations providing retraining and advanced training of personnel operating in the territory of the Republic of Uzbekistan, regardless of their departmental affiliation or organizational-legal form. The purpose is to effectively organize internal (self-evaluation) in the process of comprehensive state accreditation of advanced training and retraining educational programs.

The Manual ensures a comprehensive assessment of compliance of advanced training and retraining educational programs implemented by retraining and advanced training organizations with state educational standards and criteria for comprehensive state accreditation. It also contains scientific-theoretical foundations and practical recommendations aimed at improving educational programs, enhancing their quality, and aligning them with international standards.

The Manual details the mechanisms for conducting analysis across areas, criteria, and indicators established within the framework of comprehensive state accreditation of retraining and advanced training programs, the formation of necessary information, identification of relevant evidence and supporting documents, their systematization, and proper formatting.

This document serves as a practical guide and methodological instruction for heads of retraining and advanced training organizations, staff of quality assurance units, academic and pedagogical staff in the process of preparing for comprehensive state accreditation of educational programs.

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## List of Abbreviations

| Abbreviations    | Meaning                                       |
|------------------|-----------------------------------------------|
| IRM              | Information Resource Center                   |
| ICT              | Information and Communication Technologies    |
| SES              | State Educational Standard                    |
| LMS              | Learning Management System                    |
| NQF              | National Qualifications Framework             |
| RAT Organization | Retraining and Advanced Training Organization |

## INTRODUCTION

This Manual has been developed on the basis of the tasks set out in the Law of the Republic of Uzbekistan “On Education”, Presidential Decree No. UP-76 dated 5 May 2025, and the Regulation “On the Procedure for Comprehensive and Special State Accreditation of Organizations of Secondary Specialized, Vocational, Higher and Postgraduate Education, as well as Retraining and Advanced Training of Personnel”, approved by Appendix 1 to Cabinet of Ministers Resolution No. 498 dated 6 August 2025.

The main purpose of this Manual is to provide methodological support for the effective organization of internal (self-evaluation) assessment in the process of comprehensive state accreditation of retraining and advanced training organizations.

In this Manual the areas, criteria, and indicators for evaluation have been harmonized with international standards in accordance with the requirements of the national regulatory framework. This will contribute to improving the quality and competitiveness of educational programs, increasing their international recognition, and ensuring integration with the National Qualifications Framework.

The internal evaluation process is considered not only as a preparatory stage for external accreditation but also as a strategic management tool that ensures the effectiveness of educational programs, their alignment with labor market needs, sustainability of learning outcomes, and institutional development.

The Manual provides a detailed description of the procedure for collecting and submitting necessary information and evidence based on the indicators approved by Order No. 8 of the Director of the National Agency for Quality Assurance in Education dated 22 December 2025 “On Approval of Indicators for Evaluation Criteria in Comprehensive and Special State Accreditation of Retraining and Advanced Training Organizations” (registration number 3747).

This Manual contains methodological guidelines for organizing the comprehensive state accreditation process of retraining and advanced training organizations based on uniform requirements, clear definition of evaluation areas and criteria, proper preparation of the internal self-evaluation report, systematic collection of supporting documents, and thorough preparation for external evaluation.

Compliance with uniform instructions for preparing the internal evaluation report will enhance the efficiency of educational organizations and expert panels conducting external evaluation, and simplify the evaluation processes.

The primary goal of the internal evaluation process is a comprehensive, in-depth analysis of the educational organization's activities, elimination of identified shortcomings, and creation of necessary institutional conditions for improving their effectiveness in the future.

During internal evaluation, the activities of the educational organization are studied and assessed using an analytical, critical, and results-oriented approach.

The internal evaluation report is prepared as a systematic analytical document consisting of sections and chapters structured in accordance with the relevant evaluation areas and criteria. Quantitative indicators included in the report substantiate the qualitative analysis with evidence.

The internal evaluation report for an educational program serves as the primary source of information for expert panels during external evaluation.

A working group may be formed to prepare the internal evaluation report, consisting of the administration of the educational organization, pedagogical staff, learners, as well as representatives of employers and/or social partners.

The following requirements must be observed when preparing the internal evaluation report:

- preparation in accordance with the sequence established in the Manual;
- clear, understandable, and well-argued justification of each piece of information provided;
- strict adherence to the norms of the state language and grammar;
- correct use of legal and academic terminology;
- clear indication of prospective plans, projects, and expected results;
- provision of concise, accurate, and fact-based information for each evaluation criterion.

Within the framework of the 7 evaluation areas for comprehensive state accreditation of retraining and advanced training organizations, there are 34 criteria and 147 indicators characterizing them. Of these, 7 indicators are mandatory.

## KEY CONCEPTS AND TERMS

Documents related to the conduct of comprehensive state accreditation of educational programs are prepared in accordance with the Law of the Republic of Uzbekistan “On Education” and other legislative acts.

The self-evaluation report for comprehensive state accreditation of educational programs is also prepared using the Regulation approved by Appendix No. 1 to Cabinet of Ministers Resolution No. 498 dated 6 August 2025, as well as the key concepts and terms defined in this Manual.

In addition to the aforementioned normative legal acts, the following concepts and terms are widely used in state accreditation processes:

**Competent authority** – the National Agency for Quality Assurance in Education under the Administration of the President of the Republic of Uzbekistan (hereinafter referred to as the Agency).

**Evaluation area** – a set of main areas established for assessing the quality and effectiveness of an educational program, covering major structural domains such as the content of the educational program, the teaching and learning process, the capacity of the academic and pedagogical staff, services provided to learners, material and technical resources, infrastructure, governance, and outcomes.

**Criterion** – a set of minimum requirements and standards applied to the quality of an educational program within a specific evaluation area. The criterion serves as the basis for determining the extent to which the educational program meets requirements in a given domain (e.g., learning outcomes, financial sustainability, assessment system, human resource capacity).

**Indicator** – a measurable, evidence-based element that confirms achievement of the criterion established by the Agency. Indicators assess compliance of the educational program with the criteria on the basis of facts, figures, documents, processes, or results.

**Self-evaluation report (Internal evaluation report)** – a document prepared by the educational organization for state accreditation of each educational program, containing analysis, evidence, and conclusions regarding the extent to which the educational program complies with the evaluation areas, criteria, and indicators.

**External evaluation report / External evaluation** – the process by which the Agency assesses the activities of the educational organization, including compliance of the content, level, and quality of personnel training with state educational standards (requirements) and accreditation criteria.

**Educational organization** – organizations providing retraining and advanced training of personnel.

**Supporting documents / evidence** – documents, data, statistics, processes, decisions, photographs/video materials, or other specific proof confirming compliance with a criterion or indicator.

## **PROCEDURE FOR SUBMITTING AN APPLICATION FOR COMPREHENSIVE STATE ACCREDITATION**

Applications for comprehensive state accreditation of an educational organization are accepted electronically through the Agency's information system for state accreditation and ranking of educational organizations at [www.accreditation.ngaae.uz](http://www.accreditation.ngaae.uz)

The preparation of the accreditation application, submission of additional documents, and their review are carried out in accordance with the procedure established by the Regulation on the Conduct of Comprehensive and Special State Accreditation of Organizations of Secondary Specialized, Vocational, Higher and Postgraduate Education, as well as Retraining and Advanced Training of Personnel, approved by Appendix No. 1 to Cabinet of Ministers Resolution No. 498 dated 6 August 2025.

During the comprehensive state accreditation process, the authorized representative of the educational organization or the applicant is responsible for:

- submitting the application in accordance with established requirements;
- paying fees within the specified deadlines;
- concluding a contract between the Agency and the educational organization;
- providing the necessary conditions for the expert panel to conduct the accreditation process (including an on-site visit);
- submitting required information within the established deadlines.

## PREPARATION OF THE INTERNAL SELF-EVALUATION REPORT

In the self-evaluation report prepared by the educational organization, measures for analysis, assessment, and improvement of the actual state of the educational organization (program) are determined on the basis of accreditation criteria and evidence. The information presented in the report is used by expert panels during external evaluation of the organization (and its programs).

The internal self-evaluation report, prepared by the educational organization on the basis of state accreditation criteria, aims to:

- identify strengths and areas for improvement of the educational organization (program);
- formulate conclusions and recommendations aimed at continuous enhancement of education quality;
- prepare a reliable evidence base for comprehensive state accreditation.

To ensure strict alignment with the evaluation areas, criteria, and indicators of the current comprehensive state accreditation framework, the report must correspond to these areas, criteria, and indicators. It is also necessary to clearly describe the current situation, supporting documents, and conclusions for each indicator.

**In this case, a report must be prepared for each indicator in the following format:**

the current situation;  
supporting documents / evidence;  
conclusions;  
measures for improvement.

Furthermore, the internal self-evaluation must be conducted in the academic year during which comprehensive state accreditation takes place and must include analysis of the educational organization's activities for the previous year and the academic year in which accreditation is being conducted.

### **ATTENTION!!!**

**When correctly preparing the self-evaluation report, it is essential to provide clear and well-justified information, using the recommended guiding questions and the list of supporting documents specified for each indicator in the section “Evaluation Areas, Criteria, and Indicators for Retraining and Advanced Training Educational Programs” of this Manual.**

**The entered information and supporting documents must also be uploaded to the platform in electronic form.**

**Any part of the self-evaluation report that contains unsubstantiated general statements will not be accepted as a valid report.**

**In the event that a non-accepted report is returned to the educational organization, the organization must revise and resubmit it within 10 days.**

The head of the educational organization is obliged to ensure that every evaluation conclusion is accompanied by an analysis of official documents, statistical data, reports, orders, resolutions, questionnaires, and feedback, with a signature on each page confirming its validity and substantiation.

To ensure reliability and a critical approach, the report must reflect the real situation, avoid artificially inflated (“high”) evaluations, openly and clearly indicate deficiencies, analyze their causes, and propose specific corrective actions.

It is advisable for the report to be aligned with national and international standards, state educational standards, the National Qualifications Framework, accreditation criteria, as well as international quality assurance approaches.

Learning outcomes must be precise, measurable, and verifiable; their alignment with professional standards and labor market needs, employment rates of graduates of retraining programs, practical training components, and results of dual learning/practice-based training must be analyzed.

To increase the relevance and currency of the information presented in the report, it is necessary to take into account the opinions of learners/trainees, pedagogical staff, employers, graduates, and other stakeholders.

The report must be approved by the head of the educational organization, stored in electronic form (and in paper form if necessary), and submitted to the Agency in its final prepared version.

### **CALCULATION OF RESULTS BY EVALUATION, AREA, CRITERIA, AND INDICATORS**

Evaluation criteria include mandatory and general indicators and are assessed as “compliant” or “non-compliant”.

If at least one mandatory indicator within a criterion is assessed as “non-compliant”, the entire criterion is rated as “non-compliant”, regardless of the overall result for the other indicators.

Criteria for external evaluation are divided into mandatory and general; each criterion is assessed as “fully compliant”, “partially compliant”, or “non-compliant”.

The assessment of external evaluation criteria based on mandatory and general indicators is determined according to the following thresholds:

**60% or more** of the indicators are assessed as “compliant” → the criterion is rated “fully compliant”;

**50% to 60%** of the indicators are assessed as “compliant” → the criterion is rated “partially compliant”;

**Less than 50%** of the indicators are assessed as “compliant” → the criterion is rated “non-compliant”.

If at least one mandatory indicator included in a criterion is assessed as “non-compliant”, the entire criterion is rated “non-compliant”, regardless of the overall percentage.

Each evaluation area is recognized as “compliant” or “non-compliant”. An evaluation area is considered “compliant” only if the following conditions are met:

- all mandatory criteria are assessed as “fully compliant”;
- no more than two general criteria are assessed as “partially compliant”;
- there are no criteria assessed as “non-compliant”.

When all evaluation area are assessed as “compliant” by the accreditation commission, the educational organization is **awarded state accreditation**.

When any evaluation area is recognized as “non-compliant”, the decision is made that the organization **has not passed state accreditation**.

## OVERVIEW OF THE INTERNAL SELF-EVALUATION REPORT

For the purpose of external quality evaluation of education, the Agency establishes an expert panel. The expert panel is formed taking into account the specific nature of the educational programs offered by the retraining and advanced training organization.

The composition of the expert panel is drawn from teaching and managerial staff of educational organizations, leading researchers from scientific research institutes, responsible officials from republican and local executive authorities, specialists from enterprises (organizations) – employers, representatives of non-governmental non-profit organizations, and learners. Foreign experts may also be invited to serve on expert panels.

The tasks of the expert panel are:

- to conduct an expert review of the data obtained from the results of the internal self-evaluation and to carry out the external evaluation;

- to assess the compliance of the quality and content of education in the educational organization with state educational requirements, accreditation criteria, and the educational programs;
- to make proposals for improving the quality of education and enhancing educational services, and to prepare a report on the results of the external evaluation;
- to submit the report to the Accreditation Commission.

The self-evaluation report is prepared in accordance with the **template provided in the Appendix to this Manual**.

The educational organization submits the self-evaluation report, together with all related materials, in electronic and/or paper form to the Agency via the platform **no later than two months** before the start of the external evaluation.

The expert panel reviews the self-evaluation report and uses it during the external evaluation process. The comprehensive accreditation of the educational organization by the expert panel is conducted through an on-site visit and **shall not exceed five working days**.

**The detection of inaccurate or false information in the internal self-evaluation report during the external evaluation process, as well as failure to submit documents and information within the established deadlines or failure to address identified deficiencies, constitutes grounds for refusal of state accreditation.**

A preliminary report is prepared by the expert panel based on the results of the external evaluation, and the draft conclusions of the report are submitted to the educational organization through the Agency.

The educational organization officially submits to the Agency justified proposals and objections to the preliminary report **within three working days**. Based on the submitted proposals and comments, the expert panel prepares the final report.

On the basis of the self-evaluation report submitted by the educational organization, the expert panel may conduct the external evaluation in a remote (distance) format.

## EVALUATION AREAS, CRITERIA, AND INDICATORS FOR RETRAINING AND ADVANCED TRAINING EDUCATIONAL PROGRAMS

### Chapter I. Area of Organizational and Management Activities

**Note:** This area assesses activities aimed at the continuous improvement of the educational program in line with labour market needs through effective program delivery, ensuring financial sustainability, and internal quality assurance of education.

#### CRITERION 1: Establishment of the Scientific-Pedagogical (Methodological) Council (hereinafter referred to as the Council) in the educational organization and the effectiveness of its activities

**Note:** The evaluation examines the existence of a structural unit responsible for the implementation of the educational program, clear definition of its tasks, and the establishment of effective operational mechanisms.

##### INDICATOR 1.1

**The Council has been established and occupies an appropriate place in the management structure of the educational organization.**

##### **Guiding questions:**

- ❖ *On the basis of which criteria is the Council of the educational organization formed and how are its tasks defined?*
- ❖ *On the basis of which normative legal documents is the structure of the Council of the educational organization developed and formalized?*
- ❖ *How is the activity of the Council of the educational organization organized and what mechanisms are in place for implementing its decisions?*

##### **Supporting document(s):**

- ✓ *Charter of the Scientific-Pedagogical (Methodological) Council*
- ✓ *Documents on the establishment of the Scientific-Pedagogical (Methodological) Council*

##### INDICATOR 1.2

**The composition, powers, functions, and responsibilities of the Council are clearly defined in internal regulations, and the qualifications of its members enable them to make well-founded decisions regarding the quality of education.**

**Guiding questions:**

- ❖ *By which documents are the powers, duties, and functions of the Council defined, and how do they align with current normative legal acts?*
- ❖ *How is the work procedure of the Council organized (convening meetings, decision-making, minute-taking)?*
- ❖ *By which mechanisms is the practical implementation of the powers and tasks defined by the Council ensured and monitored?*

**Supporting document(s):**

- ✓ *Charter of the Scientific-Pedagogical (Methodological) Council*

**INDICATOR 1.3**

**The annual work plan of the Council has been approved, and the meetings conducted on its basis, issues considered, and decisions taken are duly documented in minutes.**

**Guiding questions:**

- ❖ *With what frequency and in what manner were the meetings of the Council systematically conducted?*
- ❖ *How are decisions adopted at Council meetings documented, and how are action plans developed on their basis?*
- ❖ *By which mechanism is monitoring and control over the implementation of action plans developed on the basis of Council decisions carried out?*

**Supporting document(s):**

- ✓ *Annual work plan of the Scientific-Pedagogical (Methodological) Council*
- ✓ *Minutes and action plans of the meetings of the Scientific-Pedagogical (Methodological) Council*

**INDICATOR 1.4**

**Decisions adopted by the Council are aimed at improving education quality, supporting strategic development, strengthening financial management, and ensuring efficient use of resources.**

**Guiding questions:**

- ❖ *In which areas (quality of education, support for academic and pedagogical staff, material and technical base, financial and human resources) are decisions developed by the Council, and how is their linkage to strategic development ensured?*
- ❖ *Which mechanisms are implemented to improve the quality of education and support the activities of academic and pedagogical staff through adopted decisions?*

❖ *How are the results of efficient use of material-technical, financial, and human resources evaluated and analyzed based on Council decisions?*

**Supporting document(s):**

✓ *Minutes and action plans of the meetings of the Scientific-Pedagogical (Methodological) Council*

**INDICATOR 1.5**

**Responsible persons and deadlines for the implementation of Council decisions that influence the improvement of the teaching and learning process, scientific-methodological activities, material and technical base, and managerial processes have been defined.**

**Guiding questions:**

❖ *In what manner are responsibilities and deadlines for the implementing Council decisions defined?*

❖ *By which mechanisms do Council decisions contribute to the quality assurance process in education, and how do they impact the educational process?*

❖ *By which documents are the goals and objectives of the educational organization's Council clearly defined?*

**Supporting document(s):**

✓ *Annual work plan of the Scientific-Pedagogical (Methodological) Council*

✓ *Minutes and action plans of the meetings of the Scientific-Pedagogical (Methodological) Council*

**INDICATOR 1.6**

**A monitoring system has been introduced to control the implementation and effectiveness of Council decisions; results are regularly analyzed, and corrective measures are taken when necessary.**

**Guiding questions:**

❖ *On the basis of which criteria was the educational organization's approach to forming financial resources developed?*

❖ *How is the impact of allocated financial resources on education quality and the educational process evaluated?*

❖ *In what manner is monitoring and analysis of the appropriateness and effectiveness of financial resource allocation carried out?*

**Supporting document(s):**

✓ *Monitoring report on the implementation of Council decisions and the attached register/schedule*

## **CRITERION 2: Effective organization and planning of the educational organization's activities and targeted allocation of financial resources to ensure the quality of education.**

**Note:** *The evaluation examines the development of a three-year strategic development plan aimed at the advancement of the educational program and ensuring its financial sustainability, which defines the main goals, development directions, and financial sources.*

### **INDICATOR 2.1**

**A coordinated strategic development plan of the educational organization, annual work plan, and financial plan (budget estimate), aimed at improving the quality of education indicators, have been developed and approved.**

#### **Guiding questions:**

- ❖ *On the basis of which criteria were the strategic development plan, annual work plan, and financial plan (budget estimate) prepared?*
- ❖ *Which priority tasks aimed at improving quality of education indicators are specified in the strategic plan?*
- ❖ *In what manner is monitoring of the results of financial resource utilization carried out, and what adjustments are made to financial plans based on analysis results?*

#### **Supporting document(s):**

- ✓ *Three-year strategic development plan of the educational organization*
- ✓ *Annual work plan of the educational organization*
- ✓ *Approved annual financial plan (budget estimate) of the educational organization*

### **INDICATOR 2.2**

**Sources of financial resource have been identified, and the procedure and priority directions for their use with the aim of ensuring education quality have been documented.**

#### **Guiding questions:**

- ❖ *On the basis of which criteria was the educational organization's approach to forming financial resources developed?*
- ❖ *How was the impact of financial resources allocated to these areas evaluated in terms of improving the quality of education and the educational process?*
- ❖ *In what manner is monitoring and analysis of the appropriateness and effectiveness of financial resource allocation carried out?*

**Supporting document(s):**

- ✓ *Approved annual financial plan (budget estimate) of the educational organization*
- ✓ *Reports on state budget allocations, contractual payments, and income from economic activities*

**INDICATOR 2.3**

**The financial plan clearly defines expenditures aimed at improving the quality of education, modernizing the teaching and learning process, developing the capacity of pedagogical staff, and updating the material and technical base; funds are allocated efficiently and in accordance with defined priorities**

**Guiding questions:**

- ❖ *How does the financial plan ensure proper planning and targeted use of funds aimed at improving the quality of education and modernizing the teaching and learning process?*
- ❖ *Which mechanisms for developing the capacity of pedagogical staff and updating the material and technical base are provided for in the financial plan?*
- ❖ *In what manner is monitoring of targeted and efficient allocation of funds in the educational organization carried out?*

**Supporting document(s):**

- ✓ *Approved annual financial plan (budget estimate) of the educational organization*
- ✓ *Monitoring reports on financial resources and implementation of the annual financial plan*

**INDICATOR 2.4**

**Internal audit and financial control processes have been established to ensure targeted and efficient use of funds.**

**Guiding questions:**

- ❖ *How often and in what manner was financial resource utilization monitored?*
- ❖ *By which methods were the data collected during monitoring analyzed, and how were the analysis results documented?*
- ❖ *Which decisions were taken to ensure efficient use of financial resources based on monitoring and analysis results, and how was their implementation controlled?*

**Supporting document(s):**

✓ *Monitoring reports on financial resources and execution of the annual financial plan*

**CRITERION 3: Development of the educational organization's strategic plan and availability of resources for its implementation, as well as its accessibility to the public and monitoring.**

*Note: The evaluation assesses the existence of a development plan in the educational organization, identification of necessary resources for its implementation, involvement of teachers, learners, employers, and other stakeholders in the processes, and open provision of information to the public through the official website.*

**INDICATOR 3.1**

**The development plan of the educational organization has been developed and approved in accordance with sectoral priorities, labour market analysis, and the development of personnel qualifications\***

***Guiding questions:***

❖ *In what manner was the development plan of the educational organization (strategic plan, strategy) developed and by which authorized body was it approved?*

❖ *With what precision are the goals and objectives of the educational organization's development, mechanisms for their implementation, deadlines, and responsible persons defined in the development plan?*

❖ *By which mechanisms is monitoring of the achievement of goals and objectives defined in the development plan carried out, and how are the results analyzed?*

***Supporting document(s):***

✓ *Three-year strategic development plan of the educational organization*

✓ *Analytical information on labour market needs and sectoral priorities*

**INDICATOR 3.2**

**The development plan of the educational organization defines goals, priorities, deadlines, responsible persons, and expected results.**

***Guiding questions:***

❖ *In what manner were the goals and priority directions in the development plan of the educational organization developed?*

❖ *How clearly are responsible persons and deadlines defined in the development plan of the educational organization?*

❖ *How is the achievement of goals and objectives defined in the development plan monitored and analyzed?*

**Supporting document(s):**

✓ *Three-year strategic development plan of the educational organization*

**INDICATOR 3.3**

**The necessary financial, material, and human resources for the implementation of the educational organization's development plan have been allocated, and their distribution is aligned with priority areas.**

**Guiding questions:**

❖ *How are the material and technical resources, financial resources, and human resources planned?*

❖ *How does the allocation of these resources align with the goals and objectives defined in the development plan?*

❖ *By which mechanisms is monitoring of the effectiveness of use of allocated material-technical, financial, and human resources carried out?*

**Supporting document(s):**

✓ *Approved annual financial plan (budget estimate) and report of the educational organization*

**INDICATOR 3.4**

**Mechanisms have been established to ensure open and transparent communication to the public about the status and results of the implementation of the educational organization's development plan.**

**Guiding questions:**

❖ *How are the material and technical base, financial, and human resources planned for the implementation of the educational organization's development plan?*

❖ *How does the allocation of these resources align with the goals and objectives defined in the development plan?*

❖ *By which mechanisms is monitoring of the effectiveness of use of allocated material-technical, financial, and human resources carried out?*

**Supporting document(s):**

✓ *Reports on the implementation of the Strategic Development Plan (published on the official website)*

**CRITERION 4: Contribution of the educational organization to the social, economic, and cultural development spheres of the region and the republic.**

**Note:** The evaluation assesses the contribution of the educational organization to socio-economic and cultural development at regional and national levels, training of personnel meeting labour market requirements, organization of cultural and educational events, as well as contribution to societal development through cooperation with other educational organizations.

#### **INDICATOR 4.1**

**Cooperation has been established with organizations, enterprises, and institutions.**

***Guiding questions:***

❖ *With which organizations, enterprises, and institutions have partnership relations been established in the directions of sectoral development within the educational organization?*

❖ *By which documents and mechanisms (memorandum, agreement, joint projects) is this cooperation formalized?*

❖ *How was the contribution of established partnerships to the educational process, quality, and development of the organization evaluated?*

***Supporting document(s):***

✓ *Register or list of cooperation agreements (memoranda of understanding)*

#### **INDICATOR 4.2**

**Participation and contribution of the organization to socio-economic development at regional and republican levels.**

***Guiding questions:***

❖ *In which projects aimed at of social and economic development at regional and republican levels did the educational organization participate?*

❖ *In what forms did the participation (contribution) of the educational organization in these projects take place?*

❖ *How was the impact of participation in these projects on development and the educational process at regional and republican levels evaluated?*

***Supporting document(s):***

✓ *Documents confirming participation in projects and events*

#### **INDICATOR 4.3**

**Cultural, educational, or scientific events (conferences, seminars, round tables, festivals, exhibitions, and other events) have been organized.**

**Guiding questions:**

- ❖ Which cultural, educational, and scientific events (festivals, exhibitions, conferences, and others) are organized by the educational organization?
- ❖ How are the goals of organizing these events defined and what is their contribution to the development of education, scientific activity, and learners?
- ❖ In what manner were the effectiveness and results of organized cultural-educational and scientific events evaluated?

**Supporting document(s):**

- ✓ Orders (programs and reports) on the conduct of cultural-educational or scientific events by the organization

**CRITERION 5: Existence of an information system for managing educational processes and ensuring education quality control and integration of this system with information systems of authorized state bodies in the field of education.**

**Note:** The evaluation will examine the implementation of a modern information system for managing educational processes and quality assurance in the educational organization, assessment of its functional capabilities, integration with information systems of authorized state bodies in the education sector, data exchange, automation of reporting, and the level of ensuring transparency and reliability.

**INDICATOR 5.1**

**A digital information system for the managing educational processes and ensuring the quality of education has been implemented in the educational organization.**

**Guiding questions:**

- ❖ Which information systems (LMS, electronic journal, management platform, and others) have been implemented in the educational organization for managing, monitoring, and controlling educational processes?
- ❖ How do the functional capabilities of these information systems ensure the management and control of educational processes?
- ❖ On the basis of which criteria is monitoring of the effectiveness of use of information systems and their impact on the quality of education carried out?

**Supporting document(s):**

- ✓ Relevant normative documents confirming the digitalization of educational processes
- ✓ Description of the functional capabilities of the information system (technical passport or normative acts)

## INDICATOR 5.2

The information system is integration with information systems of authorized state bodies and other organizations in the education sector, and automatic data exchange has been established.

### **Guiding questions:**

❖ *Is the information system integrated with information systems of relevant ministries and agencies, as well as the National Agency for Quality Assurance in Education?*

❖ *Which types of data exchange (learners, teachers, assessment, attendance, etc.) have been established within the framework of integration?*

❖ *How does the integration between information systems affect the efficiency of managing educational processes and quality assurance of education?*

### **Supporting document(s):**

✓ *Agreement or technical contract ensuring integration between information systems*

✓ *Technical regulation on automatic data exchange (API, integration protocols)*

✓ *Evidence (screenshots, log files, or protocols) confirming the existence of the integration process*

## INDICATOR 5.3

The information system is user-friendly, and data security and confidentiality are ensured properly.

### **Guiding questions:**

❖ *Which measures have been taken to ensure convenient and uninterrupted operation of the information system for users?*

❖ *By which mechanisms is information security ensured in the information system (data protection, user rights management)?*

### **Supporting document(s):**

✓ *Documents confirming the implementation of technical measures for information security protection*

## INDICATOR 5.4

Planning, monitoring, and reporting of the teaching and learning process are conducted through the information system; annual analytical reports are prepared and discussed at meetings of the collegial body based on the data.

**Guiding questions:**

- ❖ *Which mechanisms have been implemented for planning and monitoring teaching and learning processes through the information system?*
- ❖ *In what manner and with what frequency are annual analytical reports prepared based on data available in the information system?*
- ❖ *How often and in what manner are annual analytical reports prepared at meetings of the collegial body, and how is monitoring of their implementation carried out?*

**Supporting document(s):**

- ✓ *Documents generated through the information system (class schedule, teaching journal, etc.)*
- ✓ *Documents of meetings of the collegial body on issues related to the use of the information system*

**INDICATOR 5.5**

**A system for continuous monitoring of the the information system's effectiveness, data processing procedures, and integration status has been implemented, and necessary corrective actions have been taken to address identified issues.**

**Guiding questions:**

- ❖ *In what manner and with what frequency are the prepared analytical reports discussed at meetings of the educational organization's council?*
- ❖ *How are problems and deficiencies identified in analytical reports documented during discussions at the educational organization's council?*
- ❖ *Which measures were developed to eliminate identified problems and deficiencies?*

**Supporting document(s):**

- ✓ *Reports on monitoring the activities of information systems*
- ✓ *Proposals and recommendations for eliminating malfunctions and improving the system*

**CRITERION 6: The educational organization has achieved international recognition and established international partnership. !**

**Note:** *The establishment of links between the educational organization and international organizations (educational institutions, industry organizations, etc.) is examined, along with the organization of professional development and internships for professors and pedagogical staff abroad, the engagement of international experts in the teaching and learning process, and the integration of international practical experience into the institution's educational process.*

## INDICATOR 6.1

**Cooperation has been established with foreign educational, scientific, and international organizations.**

### ***Guiding questions:***

❖ *With which foreign educational and scientific organizations, as well as prestigious international institutions, has the educational organization established cooperation?*

❖ *By which documents and mechanisms (memoranda, agreements, joint programmes, research projects) is this cooperation formalized?*

❖ *How is the quality of education, research activity, and the contribution of international cooperation to the development of the educational organization evaluated?*

### ***Supporting document(s):***

✓ *Internal regulatory document on international cooperation, list of cooperation agreements, memoranda, and contracts.*

## INDICATOR 6.2

**Participation in professional development programmes and internships at prestigious foreign organizations in the field of pedagogy.**

### ***Guiding questions:***

❖ *What opportunities have been created for pedagogical staff to participate in professional development programmes, experience exchange, and internships in leading foreign educational and scientific organizations in their respective fields?*

❖ *How is the participation in these programmes organized (selection, dispatch, funding, and organizational support)?*

❖ *How is the impact of participation in foreign professional development programmes and internships evaluated in terms of professional growth and improvement of education quality among the academic and pedagogical staff?*

### ***Supporting document(s):***

✓ *Documents confirming the participation of pedagogical staff in international professional development programmes and internships*

## INDICATOR 6.3

**Qualified foreign specialists have been engaged in the educational process.**

**Guiding questions:**

- ❖ *Which highly qualified foreign specialists have been engaged in the educational process in relevant fields, and what were the criteria for their selection?*
- ❖ *In what forms did the participation of foreign specialists take place in the educational process (lectures, seminars, joint courses, consultations)?*
- ❖ *How was the impact of foreign specialists' participation on the quality of education and learning outcomes evaluated?*

**Supporting document(s):**

- ✓ *Documents confirming the engagement of foreign specialists in the educational process*

**INDICATOR 6.4**

**Through international cooperation, improvements have been achieved in teaching and learning processes, research potential, and educational programmes.**

**Guiding questions:**

- ❖ *Which initiatives and activities were implemented within the framework of international cooperation to improve teaching and learning processes, research activity, and the content of educational programmes?*
- ❖ *Through which forms of international cooperation (joint programmes, academic mobility/exchange, joint research, expert involvement) were these improvements carried out?*
- ❖ *How was the impact of improvements based on international cooperation evaluated in terms of education quality and the effectiveness of research activity?*

**Supporting document(s):**

- ✓ *Analytical information on the improvement of teaching and learning processes based on international cooperation*
- ✓ *Analytical information on research potential*
- ✓ *Analytical information on the enhancement of educational programmes*

**Chapter II. Area of Quality Assurance in Education**

**Note:** *In organizations for professional retraining and continuing professional development (CPD) of personnel, the internal quality assurance system for education and its operations are examined, along with the level of cooperation with stakeholders, the open and transparent organization of the evaluation process, adherence to principles of academic integrity, and changes introduced*

into educational programmes based on feedback from employers regarding the outcomes of professional development for learners.

## **CRITERION 7: Implementation of internal quality assurance in cooperation with stakeholders**

**Note:** In organizations for professional retraining and continuing professional development of personnel, the system, criteria for internal quality assurance of education, as well as surveys and analyses for studying the opinions of stakeholders, are examined

### **INDICATOR 7.1**

**The internal quality assurance system has been established, with its main goals and objectives defined.**

#### **Guiding questions:**

❖ *In what process and with the participation of which stakeholders was the procedure for evaluating the effectiveness of the internal quality assurance system developed?*

❖ *Which criteria, indicators, and evaluation mechanisms have been defined to determine the effectiveness of education quality within this evaluation procedure?*

❖ *How was the developed evaluation procedure implemented in practice, and what measures were taken to improve education quality based on its results?*

#### **Supporting document(s):**

✓ *Documents reflecting the participation of stakeholders in the development of the procedure for evaluating the internal quality assurance system*

### **INDICATOR 7.2**

**Relevant criteria for determining the effectiveness of education quality assurance in the educational organization have been developed and implemented in practice.**

#### **Guiding questions:**

❖ *Which criteria have been developed to determine the effectiveness of education quality in the educational organization?*

❖ *In what manner are these developed criteria reviewed and approved by the council of the educational organization?*

❖ *How is monitoring of the effectiveness of the developed education quality criteria conducted?*

**Supporting document(s):**

- ✓ *Education quality evaluation criteria*
- ✓ *Procedure for monitoring and evaluating education quality*

**INDICATOR 7.3**

**Surveys and analytical work to study the opinions of stakeholders are conducted systematically.**

**Guiding questions:**

- ❖ *How were the proposals and feedback from stakeholders studied and summarized?*
- ❖ *What action plan for improving the internal quality assurance system was developed based on these proposals and feedback?*
- ❖ *How was the implementation of the developed action plan monitored?*

**Supporting document(s):**

- ✓ *Orders and minutes regarding the holding of meetings, discussions, or forums and the participation of stakeholders therein*
- ✓ *Surveys to study the opinions of stakeholders and documents developed on their basis*

**CRITERION 8: Regular analysis of the internal quality assurance system and adoption of measures for its improvement based on the analysis results.**

**Note:** *The effectiveness of the internal quality assurance system is systematically analyzed, and based on the analysis results, measures are evaluated for improving the assessment of the effectiveness of the educational process and management, development of measures aimed at quality enhancement based on identified shortcomings, as well as the status of ensuring their implementation.*

**INDICATOR 8.1**

**The effectiveness of the internal quality assurance system was discussed at meetings of the Council.**

**Guiding questions:**

- ❖ *In what manner is the establishment of an internal quality assurance unit (quality control department, quality assurance department) provided for within the council of the educational organization?*
- ❖ *By which documents are the goals, objectives, and powers of this unit defined?*

❖ *How does the activity of this structure contribute to the improvement of educational processes and education quality?*

**Supporting document(s):**

- ✓ *Submitted reports on the activities of the internal quality assurance system*
- ✓ *Minutes of meetings of the academic-pedagogical or methodological council*

**INDICATOR 8.2**

**Based on the analysis results, problems in the professional development system were identified, along with proposals for their elimination and improvement, were obtained.**

**Guiding questions:**

- ❖ *By which mechanisms were problems in the professional development system identified?*
- ❖ *What action plan was developed to address the identified problems?*
- ❖ *How is monitoring of the developed action plan for addressing problems conducted?*

**Supporting document(s):**

- ✓ *Analytical report on education quality*
- ✓ *Identified problems and proposals for their elimination*

**INDICATOR 8.3**

**Based on the analysis and recommendations from stakeholders, corresponding changes were introduced into educational programmes and processes.**

**Guiding questions:**

- ❖ *Which problems and shortcomings were identified based on the results of monitoring and analysis?*
- ❖ *Which conclusions and decisions were made based on the results of monitoring and analysis during discussions at the institute (center) council?*
- ❖ *Which changes were introduced into educational programmes and processes based on recommendations from stakeholders?*

**Supporting document(s):**

- ✓ *Updated educational programmes, curricula, or modules*
- ✓ *Documents confirming measures taken to improve the educational process*

## **CRITERION 9: Implementation of the internal assessment process and execution of measures based on it's results.!**

**Note:** *In the educational organization, the procedure and criteria of the internal assessment process based on regulatory documents are examined, along with the development of a specific action plan addressing identified problems and the status of its implementation.*

### **INDICATOR 9.1**

**The internal assessment process was conducted in the educational organization in accordance with the approved procedure.**

#### **Guiding questions:**

- ❖ *By which documents were the procedure, rules, criteria, and methods for assessing learners' knowledge, skills, and competencies approved?*
- ❖ *How is monitoring of learners' academic performance indicators carried out?*
- ❖ *What issues and decisions were considered by the council of the educational organization based on the monitoring of academic performance indicators?*

#### **Supporting document(s):**

- ✓ *Regulation or procedure for conducting internal assessment*
- ✓ *Order on the organization of internal assessment*
- ✓ *Reports on internal assessment*

### **INDICATOR 9.2**

**Based on the results of the internal assessment, a specific action plan was developed to address identified problems and areas for development.**

#### **Guiding questions:**

- ❖ *In what manner are problems identified based on the results of internal assessment?*
- ❖ *Have proposals and recommendations been developed to eliminate the identified problems?*
- ❖ *Has an action plan been developed for the identified problems and has it been submitted for implementation?*

#### **Supporting document(s):**

- ✓ *Identified problems and developed action plan for their resolution.*

### **INDICATOR 9.3**

The items of the action plan were implemented within the established deadlines; a system of regular monitoring and reporting on the status of implementation has been established.

**Guiding questions:**

- ❖ *Are the deadlines and responsible persons for each action plan item clearly specified?*
- ❖ *In what form is monitoring of the implementation of the action plan items within the established deadlines carried out?*
- ❖ *In what manner is the reporting system maintained regarding the status of implementation of the assigned tasks?*

**Supporting document(s):**

- ✓ *Monitoring schedules for the implementation of the action plan*
- ✓ *Periodic reports on the status of implementation*

**CRITERION 10: Assessment of learners' knowledge is conducted in the established manner and is aligned with the intended learning outcomes. !**

**Note:** *The existence of a system, procedure, and criteria for assessing learners' knowledge in the educational organization is evaluated, along with the open and transparent organization of the assessment process and its results, as well as systematic activities aimed at improving the educational process.*

**INDICATOR 10.1**

**Procedure and instructions have been developed for assessing learners' knowledge.**

**Guiding questions:**

- ❖ *On the basis of which criteria was the internal procedure for the system of assessment of learners' knowledge developed?*
- ❖ *Have the forms of assessment been defined (test, written assignment, oral examination, practical task, etc.)?*
- ❖ *Were the criteria and assessment procedure communicated to learners in advance?*

**Supporting document(s):**

- ✓ *Documents on the procedure for assessing learners' knowledge*
- ✓ *Sample assessment materials (test, case study, practical task)*

**INDICATOR 10.2**

The assessment system has been developed in alignment with the intended learning outcomes of educational programmes and the objectives of the subject (module).

***Guiding questions:***

- ❖ Which national qualification frameworks (NQF), qualifications descriptors (SES), professional standards, and qualification requirements were taken as the basis for developing curricula and programmes?
- ❖ In which sections of the curricula and programmes are the requirements of these standards reflected?
- ❖ What procedure (analysis, comparison, expert review) was implemented to ensure that the content of the educational programmes meets the requirements of the standards?

***Supporting document(s):***

- ✓ *Educational programmes*
- ✓ *Sample assessment materials (test, case study, practical task)*

**INDICATOR 10.3**

**Pedagogical staff are aware of the assessment criteria and are able to apply them in practice.**

***Guiding questions:***

- ❖ *How is the assessment procedure communicated to learners and pedagogical staff before the start of the educational process?*
- ❖ *By which documents or evidence is the familiarization of learners and academic/pedagogical staff with the assessment procedure confirmed?*

***Supporting document(s):***

- ✓ *Training/seminar materials on the assessment system for pedagogical staff*
- ✓ *Reports on conducted lesson observations/analysis*

**INDICATOR 10.4**

**Digital technologies are effectively used in the assessment process, and the process is organized based on the principles of openness and transparency.**

***Guiding questions:***

- ❖ *Which digital technologies and platforms were used in the process of assessing learners' knowledge, skills, and competencies?*
- ❖ *Which mechanisms (automated grading, published criteria, appeal procedure) have been implemented to ensure objectivity and transparency in the assessment process?*

❖ *What measures have been taken to ensure academic integrity and prevent misconduct during assessment?*

**Supporting document(s):**

- ✓ *Monitoring table obtained from the electronic assessment system*
- ✓ *Open data (online register, screenshots of results)*

**INDICATOR 10.5**

**A mechanism for appealing or reviewing assessment results exists**

**Guiding questions:**

- ❖ *What mechanism for appeal and/or review has been introduced to consider learners' complaints regarding the assessment process and results?*
- ❖ *By which documents is the procedure for receiving, considering, and deciding on appeal applications regulated?*
- ❖ *How is record-keeping maintained regarding the results of appeals and reviews?*

**Supporting document(s):**

- ✓ *Regulation (or instruction) on the procedure for review of appeals and assessment results*
- ✓ *Appeal applications and materials on their consideration (copies of applications, decisions, minutes)*
- ✓ *Official decisions on the results of appeals*

**INDICATOR 10.6**

**Assessment results are regularly monitored and discussed with stakeholders.**

**Guiding questions:**

- ❖ *In what manner and with what frequency is monitoring of the effectiveness of the assessment system conducted?*
- ❖ *Were discussions held with stakeholders regarding the results of monitoring?*
- ❖ *Were proposals developed for improving the assessment procedure based on the monitoring results?*

**Supporting document(s):**

- ✓ *Monitoring reports on assessment results*
- ✓ *Minutes of meetings of the academic-pedagogical or methodological council*

## **CRITERION 11: Establishment of academic integrity rules in the educational organization and the existence of an effective system for preventing violations.**



**Note:** *In the educational organization, the existence of an effective system for establishing rules of academic integrity and preventing situations contrary to them is evaluated, as well as institutional activities carried out on the basis of internal control, monitoring, and prevention mechanisms aimed at ensuring the principles of honesty, fairness, and responsibility in the educational process.*

### **INDICATOR 11.**

**Rules of academic integrity are officially confirmed by internal documents of the educational organization.**

#### **Guiding questions:**

❖ *What procedures (rules) and/or instructions on academic integrity, ethics, and professional responsibility exist in the educational organization and by which documents are they confirmed?*

❖ *In what manner were these procedures and instructions introduced to academic/pedagogical staff, employees, and learners?*

❖ *How is control and enforcement of compliance with rules of academic integrity, ethics, and professional responsibility carried out?*

#### **Supporting document(s):**

✓ *Internal document(s) on academic integrity, ethics, and professional responsibility*

### **INDICATOR 11.**

**A person or body responsible for ensuring academic integrity (commission or unit) has been designated, its powers and functions are documented and regularly exercised.**

#### **Guiding questions:**

❖ *What transparent procedures and rules have been established for considering violation of academic integrity rules?*

❖ *Which bodies (commissions, councils) participate in considering violation cases and determining sanctions, and how are their powers defined?*

❖ *By which mechanisms are stakeholders informed about adopted decisions and their implementation ensured?*

#### **Supporting document(s):**

✓ *Order on the establishment of the academic integrity commission (or responsible unit)*

- ✓ *Minutes of meetings or reports on the activities of the Commission*

### **INDICATOR 11.3**

**Awareness-raising activities on academic integrity rules are regularly conducted for learners, and informational materials were prepared.**

#### ***Guiding questions:***

- ❖ *Over what period were regular training sessions (seminars, lectures) on academic integrity organized for learners and pedagogical staff?*
- ❖ *In what manner are the frequency, content, and objectives of these training sessions determined?*
- ❖ *By which criteria is the effectiveness of the conducted training sessions evaluated in terms of increasing participants' knowledge and awareness?*

#### ***Supporting document(s):***

- ✓ *Action plan for promoting academic integrity*
- ✓ *Informational materials (booklet, poster, website page, video)*

### **INDICATOR 11.**

**✓ In order to prevent plagiarism and cheating in academic and research works, an electronic detection system has been implemented, with open access provided to learners and pedagogical staff.**

#### ***Guiding questions:***

- ❖ *Which anti-plagiarism system has been implemented for academic and research works, and by which documents is the procedure for its application established?*
- ❖ *At which stages is the anti-plagiarism examination of research works and publications carried out?*
- ❖ *How is the effectiveness of the anti-plagiarism system application monitored and its impact on ensuring academic integrity evaluated?*

#### ***Supporting document(s):***

- ✓ *Results of plagiarism checks (reports, screenshots, register)*

**CRITERION 12: Analysis of employer feedback on participants of professional development programmes.**

***Note:*** *Analysis is conducted of employers' opinions regarding the qualifications, knowledge, and skills of learners, and based on the results of this analysis, the adoption of practical measures to improve educational programmes, the content of academic disciplines/subjects, and teaching/learning methods is evaluated.*

## INDICATOR 12.1

**A practice of collecting employer opinions (surveys, interviews, online platforms) has been established in the educational organization.**

### ***Guiding questions:***

❖ *Which systems and mechanisms have been implemented to obtain employer feedback on the professional preparation, practical skills, and effectiveness of training for learners?*

❖ *In what manner are employer opinions collected, summarized, and analyzed?*

❖ *Which specific measures were taken to improve educational programmes and the teaching/learning process based on employer feedback?*

### ***Supporting document(s):***

✓ *Internal procedure and criteria for studying employer opinions*

✓ *Opinions collected through questionnaires, interviews, surveys, or online platforms*

## INDICATOR 12.2

**Mechanisms for regular cooperation and communication with employers have been established.**

### ***Guiding questions:***

❖ *In what manner is regular cooperation and interaction with employers carried out?*

❖ *By which mechanisms is the established cooperation and communication managed, and how are the results documented?*

### ***Supporting document(s):***

✓ *Cooperation agreements and memoranda with employers*

✓ *Minutes of meetings, round tables, and consultations involving employers*

## INDICATOR 12.3

**It is possible to introduce changes to educational programmes based on employer opinions.**

### ***Guiding questions:***

❖ *In what manner are the performance results of learners in educational programmes and employer feedback analyzed?*

❖ *Which changes were introduced to improve and revise the teaching/learning process based on these analyses?*

❖ *In what form was information about the updated teaching/learning process made public?*

**Supporting document(s):**

- ✓ *Updated educational programmes or modules*
- ✓ *Feedback and developed proposals for improving educational programmes*

### **Chapter III. Area of Learner (Audience) Support**

**Note:** *The effective organization of enrolment, withdrawal/expulsion, and reinstatement/readmission processes for learners is examined on the basis of legislative requirements, the alignment of enrolment parameters with the resources and capacities of the educational organization is assessed, as well as their activities.*

#### **CRITERION 13: Enrolment parameters correspond to the resources and capacities of the educational organization.**

**Note:** *Assessment is made of the educational organization's establishment of enrolment parameters proportionate to the available academic staff potential, material and technical base, capacity of classrooms and laboratories, as well as financial resources, and the level of assurance of funding for the necessary resources required for the effective organization of the enrolment process.*

##### **INDICATOR 13.1**

**Enrolment of learners is determined based on the capacities of the educational organization, the capacity of buildings and facilities, financial resources, and the capabilities of its material and technical base\***

**Guiding questions:**

- ❖ *What is the capacity level of classrooms, laboratories, practical training bases, and technical equipment of the educational organization when determining the number of learners for enrolment (number of learners, quotas by field/direction, etc.)?*
- ❖ *Do the enrolment parameters possess the infrastructural capacity necessary to achieve the goals and expected learning outcomes set in the educational programmes?*
- ❖ *How will monitoring and, if necessary, revision of the correspondence between established enrolment parameters and infrastructural capacity be carried out?*

**Supporting document(s):**

- ✓ Calculation of the enrolment capacity of the educational organization (by buildings, classrooms, laboratories)
- ✓ Order approving the enrolment plan or decision of the authorized body
- ✓ Analytical information on the material and technical base and financial capacities

**INDICATOR 13.2**

**Maximum normative ratios for the number of learners per pedagogical staff member are established in the educational organization.**

**Guiding questions:**

- ❖ How were the maximum workload norms per pedagogical staff member (contact hours, practice supervision, independent work guidance) taken into account when determining the number of learners?
- ❖ How are the number, qualifications, and specialization of the pedagogical staff distributed across fields of education and disciplines in proportion to the number of learners?
- ❖ To what extent does the existing staff-to-learner ratio enable the achievement of the goals set in the educational programmes and the expected learning outcomes?

**Supporting document(s):**

- ✓ Statistical data on the number of academic staff and learners

**INDICATOR 13.**

**Availability of didactic opportunities aimed at integrating science, education, and industry.**

**Guiding questions:**

- ❖ How are educational programmes structured to include learning modules, practical classes, projects, and research activities aimed at ensuring the integration of science, education, and industry/production?
- ❖ How is research activity, professional development of pedagogical staff, and linkage with industry ensured to incorporate modern scientific and production achievements into the teaching/learning process?
- ❖ By which mechanisms are the effectiveness of didactic opportunities related to the integration of science, education, and production evaluated, monitored, and improved?

**Supporting document(s):**

- ✓ Educational programmes
- ✓ Practical classes, internships, or workplace-based training programmes

**INDICATOR 13.**

**Monitoring of enrolment parameters for learners is conducted.**

**Guiding questions:**

- ❖ Are the established enrolment parameters (number, categories, requirements) clearly specified?
- ❖ Have internal regulatory documents regulating the enrolment process been developed?
- ❖ Is the distribution of learners by field/direction, region, or category analyzed?

**Supporting document(s):**

- ✓ Monitoring reports on enrolment indicators

**INDICATOR 13.5**

**Based on monitoring results, necessary changes are introduced into the enrolment plan.**

**Guiding questions:**

- ❖ In what manner was the annual analysis of the implementation of enrolment plans conducted?
- ❖ Which criteria and indicators were used to evaluate the effectiveness of enrolment plans during the analysis?
- ❖ Which necessary changes were introduced into the enrolment plans based on the results of the conducted analysis, and how was their impact evaluated?

**Supporting document(s):**

- ✓ Orders or resolutions introducing changes to the enrolment plan
- ✓ Order approving on the updated enrolment

**CRITERION 14: Proper organization of learner enrolment in accordance with established procedures.**

**Note:** Clear definition of requirements for enrolment in the educational programme, open and transparent organization of the enrolment process, and compliance with the established procedure are examined.

## INDICATOR 14.1

The procedure for enrolment of learners, criteria, and activities of the commission are defined by internal documents of the educational organization and implemented on the basis of the requirements of applicable normative legal acts.

### **Guiding questions:**

- ❖ *By which normative legal acts and internal documents are the enrolment procedure, admission criteria, assessment methods, and activities of the admissions/enrolment commission defined?*
- ❖ *How is it ensured that this procedure and admission criteria are open, transparent, and understandable to applicants?*
- ❖ *How is monitoring of compliance of the enrolment process with established procedures, criteria, and assessment methods carried out?*

### **Supporting document(s):**

- ✓ *Internal normative document establishing the procedure for enrolment of learners.*

## INDICATOR 14.

A digitalized system has been implemented to prevent corruption, reduce the risk of conflict of interest, and ensure objectivity of evaluation.

### **Guiding questions:**

- ❖ *Which digitalized system has been implemented to prevent corruption, reduce the risk of conflict of interest, and ensure objectivity of evaluation?*
- ❖ *How does this digitalized system ensure transparency in identifying and assessing conflicts of interest and corruption risks?*
- ❖ *On the basis of which criteria is the effectiveness of the digital system and its impact on the objectivity of evaluation processes analyzed?*

### **Supporting document(s):**

- ✓ *Work carried out to combat corruption and prevent conflicts of interest (meetings, round tables)*
- ✓ *Evidence (screenshots, logs) confirming that the enrolment process was conducted through a digital platform*

## INDICATOR 14.3

Specific regulations, responsible persons, and deadlines for enrolment and document verification of learners have been established.

### **Guiding questions:**

❖ *Which conditions have been created to ensure equal opportunities for learners during the enrolment process?*

❖ *In what manner were all stages of the enrolment process (submission of documents, entrance examinations/tests, announcement of results and competition outcomes) made open and transparent?*

❖ *How is monitoring conducted to ensure openness and transparency of the enrolment process?*

**Supporting document(s):**

✓ *Normative acts on the procedure for enrolment and verification of information about learners*

**INDICATOR 14.4**

**Continuous monitoring of the student admission process has been carried out.**

**Guiding questions:**

❖ *In what manner and with what frequency was internal control and analysis of the enrolment process conducted?*

❖ *Which criteria and indicators were used to evaluate the results of the analysis?*

❖ *Which specific measures were taken to improve the enrolment process?*

**Supporting document(s):**

✓ *Monitoring reports on the results of learner enrolment (for half-year and annual periods)*

**Chapter IV. Area of Organization of the Educational Process**

**Note:** *The development and approval of educational programmes, the maintenance of academic normative documents by professors and pedagogical staff in accordance with established requirements, the allocation of teaching workload in compliance with normative requirements, the updating of educational programmes based on the needs of the economy and the sector/industry, as well as the analysis of the teaching/learning process and evaluation of activities, the results of which are discussed.*

**CRITERION 15: Development and approval of documents for planning the teaching/learning process in the established manner**

**Note:** *In the educational organization, the development of qualification requirements based on state educational standards or international standards is evaluated, the development of the curriculum in accordance with relevant national*

*or international requirements, the preparation and approval of educational programmes in the established manner in accordance with qualification requirements and the curriculum, as well as the publication of teaching/learning process planning documents through the website or information system in open access for academic/pedagogical staff, learners, and stakeholders.*

#### **INDICATOR 15.1**

**Curricula and syllabi have been developed and approved based on state educational requirements (qualification requirements)\***

***Guiding questions:***

- ❖ *Were employers, learners, and field specialists involved in developing curricula and syllabi?*
- ❖ *Were their proposals and recommendations taken into account?*
- ❖ *Which sections of the curricula and syllabi were amended and supplemented based on the proposals?*

***Supporting document(s):***

- ✓ *Curricula and syllabi developed on the basis of state educational requirements (qualification requirements)*

#### **INDICATOR 15.2**

**Working curricula and syllabi have been developed in accordance with the educational programmes.**

***Guiding questions:***

- ❖ *Has the working curriculum been developed on the basis of the subjects (modules) specified in the approved curricula and educational programmes?*
- ❖ *To what extent do the names of subjects (modules) and the allocation of hours in the working curriculum correspond to the educational programmes?*

***Supporting document(s):***

- ✓ *Approved syllabi and subject (module) programmes.*

#### **INDICATOR 15.3**

**The timetable/schedule of classes has been developed and approved in accordance with the credit/hour volume in the curriculum, the sequence of subjects (modules), and published before the start of the course.**

***Guiding questions:***

- ❖ *Has the full credit and hour volume for subjects (modules) specified in the curriculum been fully taken into account when preparing the timetable of classes?*

❖ *Have the theoretical and practical features of the disciplines, as well as the logical sequence, been ensured during the development and approval of class timetables?*

❖ *In what form were the approved class timetables published in an accessible and convenient manner for learners and pedagogical staff (official website, information system, notice board, etc.) before the start of the course?*

**Supporting document(s):**

✓ *Class timetables/schedules formed and approved on the basis of the curriculum*

✓ *Evidence confirming that the class timetable was published before the start of the course (screenshot of the website or information system)*

**INDICATOR 15.4**

**The weekly workload distribution for lectures, practical classes, laboratory classes, seminars/trainings, field/outreach classes, and independent learning has been documented.**

**Guiding questions:**

❖ *In which documents is the weekly workload volume for lectures, practical classes, laboratory classes, seminars/trainings, field classes, and types of independent learning reflected for each subject (module)?*

❖ *To what extent does the weekly workload distribution correspond to the credit/hour volumes specified in the curriculum and working syllabi?*

❖ *How is the balance between theoretical and practical classes and independent learning aligned with the goals set in the educational programmes and the expected learning outcomes?*

**Supporting document(s):**

✓ *Approved syllabi and subject (module) programmes.*

**INDICATOR 15.5**

**Key documents for planning the teaching/learning process (class timetable, examination schedule, etc.) are published on the website or through the information system in open access for learners, pedagogical staff, and stakeholders.**

**Guiding questions:**

❖ *On the basis of which document was the academic calendar/schedule (timetables for classes and examinations, etc.) developed?*

❖ *In what form was the academic process timetable communicated to learners and pedagogical staff before the start of the course?*

❖ *On what basis is compliance with the academic schedule ensured and changes introduced when necessary?*

**Supporting document(s):**

✓ *Approved class timetables and examination schedules for the teaching/learning process published through the educational organization's information system or official website (screenshots or links)*

**CRITERION 16: Development, approval, and maintenance of academic normative documents of professors and pedagogical staff based on established requirements.!**

**Note:** *The teaching and methodological materials developed by professors and pedagogical staff for each discipline (module) on the basis of educational programmes, as well as the status of their preparation and formatting, are examined.*

**INDICATOR 16.1**

**In the syllabi, the goals and objectives of the subject (module), learning outcomes, core and supplementary literature, and educational technologies are clearly defined.**

**Guiding questions:**

❖ *In what manner are the goals and objectives of the subject (module), as well as the expected learning outcomes, defined and documented in the syllabi?*

❖ *With what precision are the core and supplementary literature, assessment criteria and methods, and applied educational technologies specified in the syllabi packages?*

❖ *By which mechanisms is the monitoring and evaluation of the correspondence between the content of the syllabi (packages) and the goals of the educational programmes and expected learning outcomes carried out?*

**Supporting document(s):**

✓ *Approved subject (module)-level syllabi*

**INDICATOR 16.2**

**The syllabus for each subject (module) has been developed in accordance with state educational requirements and the goals and outcomes of the educational programme\***

**Guiding questions:**

❖ *What is the degree of correspondence between the content and volume of the syllabi for disciplines (modules) and the state educational requirements and educational programmes?*

❖ *What are the percentage indicators by field/specialization in the aggregate of subjects (modules) of the educational programme?*

**Supporting document(s):**

✓ *Syllabi for disciplines (modules) developed and approved in accordance with state educational requirements*

**INDICATOR 16.3**

**Academic normative documents were communicated to pedagogical staff before the start of classes and made available in open access to learners.**

**Guiding questions:**

❖ *In what manner and by which means were the academic normative documents (curriculum, working syllabi, class timetables, assessment criteria, and other relevant documents) communicated to pedagogical staff before the start of classes?*

❖ *How is the provision of academic normative documents to learners ensured in an open and convenient form (information system, official website, electronic platforms, information boards, etc.)?*

❖ *How do pedagogical staff and learners verify and evaluate the relevance, completeness, and clarity of academic normative documents?*

**Supporting document(s):**

✓ *Evidence (screenshots or links) confirming the placement of syllabi through the educational organization's information system or official website*

**INDICATOR 16.4**

**The quality, content, and practical relevance of academic normative documents are regularly monitored by the relevant departments.**

**Guiding questions:**

❖ *By which departments is the quality and content of academic normative documents (curriculum, working syllabi, class timetables, assessment criteria, and other documents) monitored?*

❖ *How is the practical relevance of the documents evaluated, i.e., their application in the educational process and achievement of expected learning outcomes?*

❖ *How does the mechanism for correcting and updating identified deficiencies, inconsistencies, or outdated documents function?*

**Supporting document(s):**

✓ Monitoring reports prepared by the monitoring department or quality assurance department.

**CRITERION 17: Allocation of teaching workload among pedagogical staff in accordance with established norms.**

**Note:** The formation of teaching workload based on relevant norms and decisions of the council, its fair distribution, timely communication, and regular monitoring are evaluated, as well as compatibility with research and practical activities.

**INDICATOR 17.**

Rules have been established and approved for determining the volume of teaching, teaching-methodological, research, organizational-methodological, and spiritual-enlightenment work of professors and pedagogical staff in educational organizations.

**Guiding questions:**

❖ In which documents are the rules specified that define the volume of teaching, teaching-methodological, research, organizational-methodological, and spiritual-enlightenment work of professors and pedagogical staff?

❖ What is the role of the management, department heads, and methodological councils in the process of determining and approving the workload based on these rules?

❖ How are monitoring and control mechanisms organized for the practical application of the established rules in accordance with the work of the academic and pedagogical staff?

**Supporting document(s):**

✓ Documents on the procedure for developing the individual workload of pedagogical staff (professors and lecturers)

✓ Individual annual work plans of pedagogical staff (professors and lecturers)

**INDICATOR 17.2**

The specialization of professors and pedagogical staff fully corresponds to the subjects (modules) taught, or they possess practical work experience in the relevant field.

**Guiding questions:**

❖ To what extent do the subjects (modules) taught by each professor or lecturer correspond to their primary field of specialization?

❖ *In what manner is the assessment and monitoring of the specialization and practical work experience of pedagogical staff carried out?*

❖ *In case of identified mismatches (for example, if a lecturer does not correspond to the subject and specialization), how do the mechanisms for their elimination or provision of additional training function?*

**Supporting document(s):**

✓ *List of pedagogical staff (by specialization, subject/module)*

**INDICATOR 17.3**

**Teaching workload is distributed among pedagogical staff proportionately, based on their employment rate and, where necessary, academic degrees and titles.**

**Guiding questions:**

❖ *On the basis of which criteria are the specialization, academic degree, and academic title of professors and pedagogical staff taken into account when distributing teaching (work) workload?*

❖ *Which procedures and mechanisms are applied to ensure balanced distribution of teaching (work) workload?*

❖ *By which monitoring and analysis mechanisms is the fairness and compliance of the teaching (work) workload distribution evaluated?*

**Supporting document(s):**

✓ *Teaching workload distribution table for pedagogical staff (by employment rate, subject/module, hours/credits)*

**INDICATOR 17.4**

**Information on teaching workload is communicated to pedagogical staff in a timely manner and in the proper procedure before the start of the academic year.**

**Guiding questions:**

❖ *How is information on teaching workload communicated to pedagogical staff?*

❖ *Within what timeframe before the start of the academic year must information on teaching workload be communicated to pedagogical staff?*

❖ *How does the system for reviewing appeals from professors and pedagogical staff dissatisfied with the assigned workload volume function?*

**Supporting document(s):**

✓ *Register of pedagogical staff familiarization with teaching workload*

✓ Evidence of workload delivery through the electronic information system/LMS (screenshot/log)

#### **INDICATOR 17.5**

**The distribution of teaching workload is carried out openly and transparently for all pedagogical staff.**

##### ***Guiding questions:***

- ❖ *Which mechanisms ensure openness and transparency of the teaching (work) workload distribution process for all professors and pedagogical staff?*
- ❖ *In what manner was information on the distribution of teaching (work) workload communicated to the academic and pedagogical staff?*
- ❖ *How is openness and transparency of workload distribution ensured, as well as the consideration of any arising complaints?*

##### ***Supporting document(s):***

- ✓ *Evidence confirming the publication of the teaching workload distribution schedule (website/information system/notice board)*
- ✓ *Minutes of the academic-pedagogical or methodological council meeting on teaching workload distribution*

#### **CRITERION 18: Improvement and updating of the content of educational programmes based on the needs of the economy, industry, and sector**

**Note:** *The level of revision, updating, and enhancement of educational programmes in accordance with labour market requirements, economy, and sector needs is evaluated, as well as ensuring their linkage with practice.*

#### **INDICATOR 18.1**

**In the process of improving educational programmes, the opinions of employers and clients are studied.**

##### ***Guiding questions:***

- ❖ *Are proposals and feedback from which stakeholders (employers, learners, graduates, pedagogical staff, etc.) studied during the improvement of educational programmes?*
- ❖ *In what manner were the studied proposals and comments analyzed and priority directions determined?*
- ❖ *Which changes and additions were introduced into the educational programmes based on the opinions of stakeholders?*

**Supporting document(s):**

- ✓ *Materials from questionnaires, interviews, or round tables studying the opinions of employers, clients, and sector experts*
- ✓ *Working groups on the improvement of educational programmes*

**INDICATOR 18.2**

**Educational programmes have been developed in accordance with labour market needs, sector requirements, and trends in economic development.**

**Guiding questions:**

- ❖ *In what manner and with what frequency are educational programmes reviewed in accordance with labour market trends, economic development, and sector needs?*
- ❖ *Which sources of information and opinions of stakeholders (employers, field specialists, graduates, etc.) were taken into account during the updating of educational programmes?*
- ❖ *How is the correspondence and effectiveness of the revised educational programmes to labour market needs evaluated?*

**Supporting document(s):**

- ✓ *Analytical data on labour market and sector needs*

**INDICATOR 18.3**

**Digital technologies, modern competencies, and innovative approaches are integrated into the programme content.**

**Guiding questions:**

- ❖ *Which digital technologies, modern competencies, and innovative approaches are incorporated into the content of educational programmes?*
- ❖ *Are modern competencies (digital literacy, critical thinking, problem-solving, teamwork, etc.) clearly defined in the educational programmes?*
- ❖ *By which monitoring and evaluation mechanisms is the effectiveness of integrating digital technologies and innovative approaches into educational programmes determined?*

**Supporting document(s):**

- ✓ *Presence of digital competencies, interpersonal skills, and innovative modules in educational programmes.*

**INDICATOR 18.4**

**Changes to educational programmes are communicated to learners, pedagogical staff, and employers in an open and transparent manner.**

**Guiding questions:**

- ❖ *To which stakeholders (learners, pedagogical staff, employers, etc.) are the changes introduced into educational programmes communicated?*
- ❖ *In what manner were these changes communicated to stakeholders in an open and transparent way?*
- ❖ *Which mechanisms exist for receiving and considering questions and feedback from stakeholders regarding changes to educational programmes?*

**Supporting document(s):**

- ✓ *Evidence (screenshots or links) confirming that updated educational programmes have been published on the official website or in the educational organization's information system.*

**CRITERION 19: Conducting lesson observation/analysis in the educational organization and discussing the results. !**

**Note:** *For the purpose of evaluating the effectiveness of lessons, improving the educational process, and enhancing the quality of learning, the regular conduct of lesson observations/analyses, discussion of results, and development of recommendations to address identified issue is evaluated.*

**INDICATOR 19.1**

**The procedure, criteria, and indicators for conducting lesson observation/analysis have been defined in internal documents.**

**Guiding questions:**

- ❖ *By which internal documents are the procedure, criteria, and indicators for conducting lesson observation/analysis defined and approved?*
- ❖ *How are the criteria and indicators for lesson evaluation adapted to the goals of improving education quality?*
- ❖ *How is monitoring of the lesson observation procedure and compliance with the established criteria carried out?*

**Supporting document(s):**

- ✓ *Schedule/plan for conducting lesson observations*
- ✓ *Table of criteria and indicators for evaluating lesson observations*

**INDICATOR 19.2**

**A schedule/plan for conducting lesson observations has been developed and approved.**

**Guiding questions:**

- ❖ *On the basis of which schedule/plan and with what frequency were lesson observations conducted by management staff and academic/teaching personnel?*
- ❖ *How has compliance with the established criteria and evaluation indicators been ensured during the lesson observation process?*
- ❖ *Which specific recommendations and measures were identified to improve the quality of learning based on the results of lesson observations?*

**Supporting document(s):**

- ✓ *Approved annual schedule/plan for conducting lesson observations*

**INDICATOR 19.3**

**Lesson observations are conducted regularly in accordance with the established schedule/plan.**

**Guiding questions:**

- ❖ *Within what timeframe and in what format are lesson observations conducted?*
- ❖ *According to which criteria are the activities of pedagogical staff and the teaching/learning process evaluated during lesson observation?*
- ❖ *By which mechanisms is the improvement of the pedagogical process and enhancement of learning quality carried out based on the results of lesson observations?*

**Supporting document(s):**

- ✓ *Lesson observation reports/analysis*

**INDICATOR 19.4.**

**The results of lesson observations are discussed at meetings of the department, faculty, or relevant unit.**

**Guiding questions:**

- ❖ *At meetings of which structural units (departments, divisions, etc.) and with what frequency were the results of lesson observations discussed?*
- ❖ *Which conclusions and recommendations were made based on the results of lesson observations at the meetings?*
- ❖ *How were the recommendations and measures identified as a result of the discussions implemented?*

**Supporting document(s):**

- ✓ *Minutes of department/unit meetings*

## INDICATOR 19.5

**Methodological recommendations are developed to address identified shortcomings and opportunities for improvement.**

### ***Guiding questions:***

- ❖ *In what manner are the problems and shortcomings identified during lesson observations noted and systematized?*
- ❖ *On what basis and with whose participation were methodological recommendations developed to eliminate the identified problems and shortcomings?*
- ❖ *How is the implementation and effectiveness of the developed methodological recommendations monitored?*

### ***Supporting document(s):***

- ✓ *Methodological recommendations developed based on the results of lesson observations.*

## **Chapter V. Area of Human Resource Management**

**Note:** *The human resource potential of the educational organization is evaluated, including the qualifications, scientific level, and professional development of professors, pedagogical staff, and managerial personnel, as well as activities aimed at improving the effectiveness of operations.*

**CRITERION 20: Availability in the educational organization of pedagogical staff with scientific potential in accordance with established requirements and norms.**

**Note:** *The existence of a specific plan aimed at ensuring pedagogical staff with professional, pedagogical, and scientific competencies corresponding to the modules defined in the curriculum of educational programmes is examined, including the determination of staffing needs and measures for training and recruitment.*

## INDICATOR 20.1

**Leading professors/lecturers and experienced specialists in the field have been engaged to deliver retraining and professional development courses\***

### ***Guiding questions:***

- ❖ *How are leading professors/lecturers and experienced field specialists selected and engaged for conducting retraining and professional development courses?*

❖ *Which normative legal documents serve as the basis for the pedagogical activities of experienced specialists?*

**Supporting document(s):**

- ✓ *List of pedagogical staff and specialists engaged in retraining and professional development courses*
- ✓ *Copies of documents confirming the work experience of pedagogical staff and specialists*

**INDICATOR 20.2**

**A sufficient number of pedagogical staff holding academic degrees and titles have been engaged in each direction/field of retraining and professional development.**

**Guiding questions:**

- ❖ *Has a procedure been developed for engaging pedagogical staff holding academic degrees and titles in each direction/field?*
- ❖ *What are the indicators of the scientific potential of pedagogical staff working in organizations for retraining and professional development?*
- ❖ *What is the format of documents and reports containing information about engaged pedagogical staff and their scientific potential?*

**Supporting document(s):**

- ✓ *Information on the composition of pedagogical staff (in tabular form)*
- ✓ *Copies of documents confirming academic degrees and titles*

**INDICATOR 20.3**

**Pedagogical staff actively participate in research activities; their scientific works and results are constantly analyzed.**

**Guiding questions:**

- ❖ *In what manner is the participation of academic/pedagogical staff in research activities (research projects, grants, articles, conferences, etc.) organized and encouraged?*
- ❖ *How was the analysis of scientific works and results of academic/pedagogical staff (publications, citations, patents, project outcomes) and performance indicators conducted?*
- ❖ *Which specific measures were taken to develop and enhance the effectiveness of research activity based on the results of the research activity analysis?*

**Supporting document(s):**

- ✓ *List of scientific works and articles*

**CRITERION 21: Correspondence between the specialization/field of activity of pedagogical staff in the educational organization and the subject(s)/module(s) in which classes are conducted. !**

**Note:** *The alignment of the level of professional preparation, direction of scientific research, and practical experience of professors and pedagogical staff involved in the educational process with the content of the disciplines they teach is examined.*

**INDICATOR 21.1**

**Pedagogical staff possess appropriate higher education, specialization, and professional preparation in the disciplines taught.**

*(The number of core full-time academic/pedagogical staff within the educational programme constitutes at least 70 percent of the total academic/pedagogical staff within the educational programme)*

*(At the same time, actual provision with academic/pedagogical staff is not required when presenting a specific plan for academic/pedagogical staff for a new educational programme)*

**Guiding questions:**

❖ *On the basis of which documents is the appropriate higher education, specialization/field, and professional preparation of professors and pedagogical staff confirmed for the disciplines (modules) they teach?*

❖ *On the basis of which criteria are the specialization and professional preparation of professors and pedagogical staff taken into account when assigning them to teach disciplines (modules)?*

❖ *What is the status of professional development/upskilling of academic/pedagogical staff and employees of retraining and professional development organizations?*

**Supporting document(s):**

✓ *Information on the composition of pedagogical staff (table)*

**INDICATOR 21.2**

**The specialization of pedagogical staff corresponds to the profile and content of the taught disciplines.**

*(At the same time, when presenting a specific plan for academic/pedagogical staff holding academic degrees and titles for a new educational programme, actual provision with academic/pedagogical staff holding degrees and titles is not required)*

**Guiding questions:**

- ❖ *On the basis of which criteria are the specialization/field, research direction, and professional competence of professors and pedagogical staff taken into account when distributing teaching (work) workload?*
- ❖ *Which procedures and mechanisms were applied to ensure fair and justified distribution of teaching (work) workload?*
- ❖ *By which monitoring and analysis mechanisms is the correspondence of workload distribution to specialization and professional competence evaluated?*

**Supporting document(s):**

- ✓ *Table of assignment of pedagogical staff to subjects (modules)*
- ✓ *Curriculum and syllabi of disciplines (modules)*

**INDICATOR 21.3**

**Pedagogical staff engaged in the educational process in educational organizations have undergone professional development or short-term training in the subject (module) taught.**

*(At the same time, actual provision with teaching support staff is not required when presenting a specific plan for teaching support staff composition for a new educational programme)*

**Guiding questions:**

- ❖ *Which systematic mechanisms for professional development and retraining have been implemented to develop the professional competencies of pedagogical staff?*
- ❖ *How are the procedure, frequency, and priority directions for participation in professional development and retraining processes determined?*
- ❖ *How is the impact of professional development and retraining programmes on the development of pedagogical staff's professional competencies organized?*

**Supporting document(s):**

- ✓ *Copies of certificates of professional development and retraining*
- ✓ *Annual plan and reports on professional development/upskilling*

**22. CRITERION: Proper organization of recruitment and termination of pedagogical staff in the educational organization in accordance with the established procedure, as well as the adoption of appropriate measures to prevent staff turnover. !**

**Note:** The implementation of systematic measures aimed at open, transparent, and fair management of human resource processes in the educational organization in accordance with applicable legislation and internal normative documents is evaluated, including competitive recruitment of pedagogical staff, ensuring stability of their employment, compliance with legal requirements in termination processes, and reduction of staff turnover.

#### **INDICATOR 22.1**

**The recruitment process for pedagogical staff is carried out on the basis of applicable legislation and internal documents.**

##### **Guiding questions:**

- ❖ Which norms and requirements of labour legislation serve as the basis for employment contracts when recruiting pedagogical staff?
- ❖ How was the recruitment process and the procedure for concluding employment contracts carried out?
- ❖ Was regular monitoring of compliance of employment contracts with labour legislation requirements conducted?

##### **Supporting document(s):**

- ✓ Internal normative act on the procedure for recruitment of pedagogical staff

#### **INDICATOR 22.2**

**Recruitment is organized on the basis of an open and transparent competition, and objective evaluation criteria are applied.**

##### **Guiding questions:**

- ❖ Which mechanisms have been implemented to ensure the principles of openness, impartiality, and fairness in the recruitment processes for pedagogical staff?
- ❖ In what manner is the competitive recruitment of pedagogical staff organized (examination, interview), and how are the evaluation criteria defined?
- ❖ Has the possibility of posting vacancy announcements and receiving applications for vacant positions been digitized?

##### **Supporting document(s):**

- ✓ Minutes/protocols of competitions for recruitment of pedagogical staff

#### **INDICATOR 22.3**

**Employment contracts with recruited pedagogical staff are concluded in accordance with the requirements of labour legislation.**

**Guiding questions:**

- ❖ Which norms and requirements of labour law form the basis for employment contracts of pedagogical staff?
- ❖ How was the recruitment process and the procedure for concluding employment contracts carried out?
- ❖ Was regular monitoring of compliance of employment contracts with labour legislation requirements conducted?

**Supporting document(s):**

- ✓ Internal normative act on the procedure for recruitment of pedagogical staff.

**INDICATOR 22.4**

**Termination processes for pedagogical staff are carried out in strict compliance with the requirements of labour legislation.**

**Guiding questions:**

- ❖ Have termination orders, warning letters, and other termination documents been issued in accordance with labour legislation requirements?
- ❖ Were pedagogical staff notified of termination within the deadlines and in the manner prescribed by legislation?
- ❖ How are mechanisms for monitoring the legality of termination processes and preventing possible conflicts organized?

**Supporting document(s):**

- ✓ Internal normative act on the procedure for recruitment and termination of pedagogical staff

**23. CRITERION: Organization of professional development or internships for pedagogical staff abroad and/or at industrial enterprises. !**

**Note:** Professors and pedagogical staff working in professional retraining and continuing professional development organizations have undergone professional development and internships abroad; the integration of their acquired knowledge and skills into the teaching/learning process is also examined.

**INDICATOR 23.1**

**The educational organization has cooperation agreements with foreign educational institutions, research centres, and industrial enterprises concerning professional development and internships.**

**Guiding questions:**

- ❖ *With which domestic and foreign educational institutions, research centres, and industrial enterprises have cooperation agreements been concluded for professional development and/or internships?*
- ❖ *How are the conditions and mechanisms for implementing professional development and internship programmes defined within these cooperation agreements?*
- ❖ *According to which criteria is monitoring and evaluation of the effectiveness of professional development and internship activities carried out on the basis of cooperation agreements?*

**Supporting document(s):**

- ✓ *Register or list of cooperation agreements (memoranda of understanding)*

**INDICATOR 23.2.**

**Over the last three years, the proportion of pedagogical staff who have completed internships and professional development has shown a positive trend.**

**Guiding questions:**

- ❖ *What is the proportion of academic/pedagogical staff who have completed internships and professional development over the last three years?*
- ❖ *What are the main factors that contributed to the sustained increase in the proportion of pedagogical staff participating in internships and professional development?*
- ❖ *Which measures have been planned or implemented to maintain and further strengthen this growth trend?*

**Supporting document(s):**

- ✓ *Analytical statistics on work placements and professional development (table)*

**INDICATOR 23.3**

**Necessary financial and organizational conditions have been created for professional development and internship processes.**

**Guiding questions:**

- ❖ *Which financial resources are allocated for internships and professional development, and what are their sources?*
- ❖ *Which organizational conditions (planning, coordination, infrastructure) have been created for the effective organization of these processes?*

❖ *What is the mechanism for monitoring and analyzing the effectiveness of the use of allocated financial resources and created organizational conditions?*

**Supporting document(s):**

✓ *Documents on professional development and internships.*

**INDICATOR 23.4**

**Knowledge and skills acquired as a result of professional development or internships have been integrated into the teaching/learning process.**

**Guiding questions:**

❖ *In what manner and by which documents are reports on the results of professional development or internships documented?*

❖ *By which mechanisms was the integration into the teaching/learning process of knowledge and skills acquired during professional development or internships carried out?*

❖ *By which monitoring and evaluation mechanisms is the impact and effectiveness of the results of professional development or internships on the teaching/learning process determined?*

**Supporting document(s):**

✓ *Documents on the integration of results of professional development or internships into the teaching/learning process.*

**24. CRITERION: Implementation of a performance evaluation system for employees (KPI) and material and non-material incentives based on it**

**Note:** *In the educational organization, the performance of managerial and pedagogical staff is evaluated based on criteria and indicators defined in the KPI system; based on evaluation results, material and non-material incentives are provided to employees, as well as regular analysis and improvement of the system's effectiveness.*

**INDICATOR 24.1**

**A procedure for evaluating the performance effectiveness of managers, employees, and pedagogical staff in the educational organization (KPI) has been developed.**

**Guiding questions:**

❖ *On the basis of which goals, criteria, and indicators was the performance evaluation system for managers and pedagogical staff (KPI) developed and by which documents is it confirmed?*

❖ *How are KPI indicators aligned with the job responsibilities of managers and academic/pedagogical staff, as well as educational, research, and managerial activities?*

❖ *Which monitoring and control mechanisms ensure the practical application of the KPI system, objectivity, and reliability of evaluation results?*

**Supporting document(s):**

✓ *Internal normative document on the performance evaluation system for managerial and pedagogical staff (KPI)*

## **INDICATOR 24.2**

**KPI indicators and evaluation criteria are clearly defined.**

**Guiding questions:**

❖ *Which criteria and indicators cover the areas of teaching, teaching-methodological, research, spiritual-enlightenment, and social activities in the KPI system?*

❖ *How are KPI indicators for each area aligned with the job responsibilities and expected outcomes of managers and academic/pedagogical staff?*

❖ *By which monitoring and evaluation mechanisms is the fulfilment of KPI indicators in these areas and their impact on performance effectiveness determined?*

**Supporting document(s):**

✓ *Internal normative document on the KPI system.*

## **24.3. INDICATOR**

**The KPI evaluation process is carried out based on the principles of openness and objectivity.**

**Guiding questions:**

❖ *In what manner are KPI indicators and evaluation criteria clearly defined and by which documents are they confirmed?*

❖ *Which mechanisms have been implemented to ensure the principles of openness, objectivity, and fairness in KPI evaluation processes?*

❖ *How is the procedure for considering objections and appeals regarding the results of key performance indicator (KPI) evaluation organized?*

**Supporting document(s):**

✓ *Internal normative document on the KPI system.*

## **INDICATOR 24.4**

**A practice of material and non-material incentives for employees based on KPI evaluation results has been established.**

***Guiding questions:***

❖ *On the basis of which procedures and criteria was material and non-material incentivization of managers and academic/pedagogical staff carried out based on KPI evaluation results?*

❖ *By which mechanisms are the principles of openness, impartiality, and fairness ensured in the incentive process?*

❖ *How was monitoring and analysis of the impact of applied material and non-material incentive measures on employee performance effectiveness based on KPI results carried out?*

***Supporting document(s):***

✓ *Monitoring and analysis of the impact of applied material and non-material incentive measures on employee performance effectiveness based on KPI results*

**INDICATOR 24.5**

**The effectiveness of the KPI system is periodically analyzed, and proposals are developed based on the results.**

***Guiding questions:***

❖ *With what frequency and in what manner was the effectiveness of the KPI system analyzed?*

❖ *Which criteria and indicators were used to evaluate the KPI system during the analysis?*

❖ *Which specific proposals for improving the KPI system were developed based on the results of the conducted analysis?*

***Supporting document(s):***

✓ *Reports and proposals from the responsible department*

**Chapter VI. Area of Learner Support**

**Note:** *Activities related to regular study and analysis of learners' opinions on the quality of educational services, as well as the creation of necessary conditions for learners with disabilities and those in need of social protection, are evaluated.*

**CRITERION 25: Monitoring of learners' feedback on educational services and adoption of measures for their improvement based on monitoring results.**



**Note:** *It is evaluated that an effective monitoring system has been established in the educational organization, aimed at systematic study and analysis of learners' opinions on education quality and improvement of educational processes based on them.*

#### **INDICATOR 25.1**

**Mechanisms for collecting learner feedback have been established.**

**Guiding questions:**

- ❖ *What is the procedure for developing the internal procedure (instruction) and survey form (questionnaire) for studying learners' opinions?*
- ❖ *Which main areas and indicators are covered when assessing education quality and learners' satisfaction with provided conditions through surveying?*
- ❖ *Which monitoring and analysis mechanisms ensure the practical application of developed instructions and survey methodology, as well as the reliability of results?*

**Supporting document(s):**

- ✓ *Study of learners' feedback and report on the work performed*

#### **INDICATOR 25.2**

**A form and methodology for surveying (questionnaires) to assess learner satisfaction have been developed.**

**Guiding questions:**

- ❖ *How and in what forms were surveys, interviews, discussions, and other activities for collecting learner feedback conducted?*
- ❖ *Which categories of learners were covered by these surveys and activities, and how was their participation ensured?*
- ❖ *How were the results of conducted surveys, interviews, and discussions systematically analyzed?*

**Supporting document(s):**

- ✓ *Form and methodology of surveying/questionnaire design*

#### **INDICATOR 25.3**

**An online monitoring system (platform for online surveys) is used for collecting feedback.**

**Guiding questions:**

- ❖ *Which monitoring system or online surveying platform has been implemented for collecting learner feedback?*

❖ *Are the processes of collecting, storing, and analyzing feedback carried out through this online surveying platform?*

❖ *Which measures have been identified to improve education quality and provided conditions based on data collected through the online surveying platform?*

**Supporting document(s):**

✓ *Report on the monitoring platform*

**INDICATOR 25.4**

**Overall results of learners' feedback were discussed at meetings of the department (division, council, etc.).**

**Guiding questions:**

❖ *Were the results of studying learners' feedback taken into account in improving the teaching/learning process?*

❖ *How was the implementation of tasks defined in the action plan developed based on learners' feedback ensured?*

❖ *How was the implementation of the action plan and the impact of introduced changes on education quality and learner satisfaction analyzed?*

**Supporting document(s):**

✓ *Minutes of meetings of the institute (center) council, department, or relevant divisions.*

**CRITERION 26: Organization of advisory and career services for adequate learning and support of learners. !**

**Note:** *In the educational organization, the engagement of qualified specialists to provide social, academic, and psychological support and counselling to learners is evaluated.*

**INDICATOR 26.1**

**A system of counselling on social, academic, and psychological support for learners has been established.**

**Guiding questions:**

❖ *By which structural units and mechanisms is the system of counselling on social, academic, and psychological support for learners organized?*

❖ *Which types of services (academic advising, psychological counselling, social support) are provided to learners within this counselling system?*

❖ *How is monitoring and analysis of the effectiveness of the counselling system usage and its impact on learners' success and well-being carried out?*

**Supporting document(s):**

- ✓ *Report on the work performed regarding learner support services.*

**INDICATOR 26.2**

**Qualified specialists have been engaged for social, academic, and psychological support of learners.**

**Guiding questions:**

- ❖ *Which structural unit was established or which responsible staff members were assigned for social, academic, and psychological support of learners?*
- ❖ *By which documents are the tasks, powers, and responsibilities of this structural unit or responsible staff defined?*
- ❖ *By which monitoring and evaluation mechanisms is the effectiveness of the structural unit or responsible staff in supporting learners determined?*

**Supporting document(s):**

- ✓ *Documents on the establishment of the structural unit or appointment of responsible staff*

**INDICATOR 26.3.**

**Based on feedback received from learners, the activities of support services have been improved.**

**Guiding questions:**

- ❖ *By which methods and with what frequency is feedback collected from learners (surveys, interviews, online platforms, appeals, etc.)?*
- ❖ *Which department or responsible persons analyze and summarize the received feedback?*
- ❖ *Which measures were developed to improve service activities based on learners' suggestions and objections?*

**Supporting document(s):**

- ✓ *Report on the work performed and developed proposals for improving service activities*

**CRITERION 27: Implementation of mechanisms for creating conditions and support for learners in need of social protection and with disabilities.!**

**Note:** *The existence in the educational organization of an effective system and mechanisms for incentivizing support and creating necessary conditions for learners with disabilities and those in need of social protection is evaluated.*

**INDICATOR 27.1**

**Benefits have been established in the organization of professional development courses for learners belonging to social protection categories.**

***Guiding questions:***

❖ *Which criteria and procedures have been developed and approved by which documents for identifying socially vulnerable persons, persons with disabilities, and talented learners?*

❖ *Which mechanisms (scholarships, grants, material assistance, individualized approach, additional opportunities) have been implemented to support and encourage this category of learners?*

❖ *What is the effectiveness of identification and support mechanisms, as well as their impact on academic success and social adaptation of learners?*

***Supporting document(s):***

✓ *Internal documents on the implementation of the system and created conditions.*

**INDICATOR 27.2**

**Conditions for learning and infrastructure have been created for learners with disabilities.**

***Guiding questions:***

❖ *On the basis of which criteria and documents were lists of socially vulnerable persons, persons with disabilities, and talented learners formed?*

❖ *Which academic, psychological, and social factors were taken into account when developing individualized learning pathways for this category of learners?*

❖ *How is monitoring and analysis of the implementation of individualized learning pathways and their impact on academic development and adaptation of learners carried out?*

***Supporting document(s):***

✓ *Documents approving individualized learning pathways for learners with disabilities (with list)*

**INDICATOR 27.3**

**The educational organization has learner accommodation facilities (dormitory/residential premises) and their operation has been organized.**

***Guiding questions:***

❖ *What are the accommodation possibilities in residential premises for socially vulnerable persons, persons with disabilities, and talented learners?*

❖ *Which facilities and adapted conditions (infrastructure for persons with disabilities, benefits) have been created in residential premises for this category of learners?*

❖ *Study of learners' feedback on accommodation and living conditions and analysis of adopted measures*

**Supporting document(s):**

✓ *Documents on placement of learners in dormitory (with lists)*

**INDICATOR 27.4**

**In the learner accommodation facilities, activities for organizing cultural-enlightenment events and meaningful leisure have been established.**

**Guiding questions:**

❖ *Which events and types of activities have been organized for educational, cultural, and psychological support in the dormitory for learners?*

❖ *Which mechanisms (circles, clubs, trainings, cultural events) have been created for meaningful organization of learners' leisure, and who is appointed responsible?*

❖ *How have these events and activities influenced social adaptation, psychological state, and overall satisfaction level of learners?*

**Supporting document(s):**

✓ *Reports on cultural-enlightenment and conducted events*

**CRITERION 28: Existence of a procedure for protection of learners' rights and consideration of complaints**

**Note:** *The establishment of a clearly defined procedure and effective monitoring system for protection of learners' rights, receipt and consideration of complaints and appeals in the educational organization, as well as adoption of measures for systematic improvement based on its results, are evaluated.*

**INDICATOR 28.1**

**An internal document regulating the process of protection of learners' rights, consideration of complaints and appeals exists.**

**Guiding questions:**

❖ *In what manner was the internal procedure (instruction, regulation) for protection of learners' rights and consideration of their applications and complaints developed and by which documents approved?*

❖ *At which stages are the processes of receipt, registration, consideration, and response to learners' applications and complaints defined in this internal procedure?*

❖ *Which monitoring and analysis mechanisms ensure impartiality, transparency, and effectiveness of the processes for considering applications and complaints?*

**Supporting document(s):**

✓ *Normative act regulating the protection of learners' rights*

**INDICATOR 28.2**

**An information system for receiving complaints and appeals has been implemented.**

**Guiding questions:**

❖ *Has a dedicated system (justice boxes, electronic platforms, responsible persons, psychologist, hotline, etc.) been implemented for receiving complaints and appeals from learners?*

❖ *How are confidentiality, freedom, and equal opportunities for learners ensured when receiving appeals through these forms?*

❖ *How is the process of registration, consideration, and response to applications and complaints received through various online channels carried out?*

**Supporting document(s):**

✓ *Documents on the procedure for receiving applications and complaints.*

**INDICATOR 28.3**

**Deadlines and procedure for considering learners' appeals are observed.**

**Guiding questions:**

❖ *By which mechanisms is compliance with established deadlines and procedure for considering complaints and appeals ensured?*

❖ *Which measures (registration, response drafting, record-keeping) were taken to ensure the principles of transparency and accountability in the complaint and appeal consideration process?*

❖ *Which control mechanisms (independent responsible persons, commission, review) have been implemented in considering complaints and appeals to avoid conflicts of interest?*

**Supporting document(s):**

✓ *Report (or register) on the results of consideration of applications and complaints*

#### **INDICATOR 28.4.**

**Decisions on complaints and appeals are formally documented.**

***Guiding questions:***

❖ *In what manner was the list of complaints and appeals received from learners maintained, and which mandatory details (date, content, responsible person, status) are reflected in it?*

❖ *On the basis of which normative documents are the deadlines for considering applications and complaints established, and how is compliance monitored?*

❖ *By which documents (minutes, conclusions, response letters) are the processes of considering complaints and appeals documented and preserved?*

***Supporting document(s):***

✓ *Report (or register) on the results of consideration of applications and complaints*

#### **INDICATOR 28.5**

**Results of appeals were analyzed, and systemic measures were adopted.**

***Guiding questions:***

❖ *With what frequency and according to which indicators were the results of consideration of applications and complaints analyzed?*

❖ *Which main problems and shortcomings in the system of protection of learners' rights were identified during the analysis?*

❖ *Which systemic measures were implemented to improve the system of protection of learners' rights based on the identified problems?*

***Supporting document(s):***

✓ *Analysis of application results and report on the work performed.*

### **Chapter VII. Area of Material and Technical Provision**

**Note:** *The availability and continuous updating of buildings, laboratories, practical training rooms, library and information-communication infrastructure necessary for the effective organization of the educational process in accordance with the requirements of educational programmes are evaluated, as well as the correspondence of the material and technical base to the needs of learners and labour market requirements, and activities enabling the use of modern technologies in the educational process.*

**CRITERION 29: Depending on the specificity of the educational programme, the organization of the teaching/learning process in accordance with the contingent of learners is ensured by the necessary buildings and facilities, modern material and technical base, raw materials, and software. !**

**Note:** *The availability and equipping of necessary classrooms, laboratories, practical training rooms, information resource centre, and other infrastructure for the effective organization of the educational process are evaluated, including the condition of the material and technical base, teaching-scientific equipment and simulators, sufficiency of raw materials and supplies necessary for practical activities, as well as accessibility of electronic platforms and software for learners and pedagogical staff.*

### **INDICATOR 29.1**

**The total area of the educational institution is provided with teaching classrooms, laboratories, practical training rooms, information resource centre, and other infrastructure taking into account the contingent of learners\***

#### **Guiding questions:**

- ❖ *Is the total area of the educational organization planned and allocated based on calculations and normative requirements taking into account the contingent of learners?*
- ❖ *What are the indicators of the capacity of existing buildings and facilities, classrooms, specialized premises, laboratories, practical training rooms, practical training bases, and information resource centre to fully implement the educational programmes?*
- ❖ *By which monitoring and analysis mechanisms is the sufficiency and effective utilization of existing infrastructure evaluated, and measures taken for its improvement based on identified needs?*

#### **Supporting document(s):**

- ✓ *List and corresponding tables of equipment, inventory, machinery, raw materials, and other items necessary for conducting practical and laboratory classes in the implementation of the educational programme.*
- ✓ *Availability on the organization's balance sheet of equipment, fixtures, inventory, machinery, raw materials, etc.*

### **INDICATOR 29.2**

**Buildings, facilities, and the material and technical base of the educational organization comply with occupational safety regulations, sanitary rules, norms and hygienic standards, urban planning norms and rules, as well as fire safety and technical safety regulations.**

**Guiding questions:**

❖ *By which documents and inspections is the compliance of buildings, facilities, and the material and technical base of the educational organization with occupational safety regulations, sanitary-hygienic, urban planning, fire safety, and technical safety requirements confirmed?*

❖ *Which internal controls, preventive inspections, and planned activities were conducted to ensure compliance with these requirements?*

❖ *Which measures were taken to eliminate identified deficiencies and risks, as well as to maintain the infrastructure in a safe condition, and how was the monitoring of their implementation carried out?*

**Supporting document(s):**

✓ *Documents (instructions and acts) confirming compliance of buildings, facilities, and material and technical base with equipping norms*

✓ *Evacuation plan and fire safety documents*

**INDICATOR 29.3**

**Laboratory and practical classes are sufficiently equipped with equipment, inventory, musical instruments, technical means, and raw materials necessary for the formation of learners' practical skills and abilities.**

**Guiding questions:**

❖ *What is the state of provision with equipment, inventory, and other necessary means for laboratory and practical classes based on the learning outcomes specified in the educational programmes?*

❖ *To what extent do the quantity, condition, and degree of renewal of this equipment and materials correspond to the requirements for forming learners' practical skills and abilities?*

❖ *Has the effectiveness and sufficiency of the use of equipment and means allocated for laboratory and practical classes been analyzed?*

**Supporting document(s):**

✓ *Information on the number of laboratory and practical rooms and their correspondence to the number of learners*

✓ *Documents justifying the availability on the organization's balance sheet of equipment, inventory, machinery, raw materials, etc.*

**INDICATOR 29.4**

**Learners and pedagogical staff have access to electronic educational platforms and software.**

**Guiding questions:**

❖ Which electronic educational platforms (LMS, Zoom, Moodle, Google Classroom, and others) and software are available to learners and pedagogical staff?

❖ In what manner are login credentials, technical instructions, and methodological support provided to users for accessing these platforms and software?

❖ By which monitoring and analysis mechanisms is the level of use of electronic educational platforms and their impact on the effectiveness of the teaching/learning process evaluated?

**Supporting document(s):**

- ✓ Materials confirming the availability of e-learning platforms and software
- ✓ Information on access of learners and pedagogical staff to electronic educational platforms and software.

**INDICATOR 29.5**

**Financial reports on the use of infrastructure and funds allocated for its development are available.**

**Guiding questions:**

❖ From which sources (budget, grants, contractual revenues, sponsorship, or others) were funds allocated for infrastructure and its development formed, and in which directions were they spent?

❖ With what frequency were financial reports on the use of these funds prepared, and by which financial documents (estimates, expenditure registers, acts) were they confirmed?

❖ How was the effectiveness of the use of funds allocated for infrastructure development analyzed, and which management decisions were taken based on these analyses?

**Supporting document(s):**

- ✓ Annual financial reports on infrastructure development and operation.

**CRITERION 30. Availability of practical premises, workshops, and laboratories necessary for the educational process, or provision of access to facilities of industrial partners and other educational organizations.!**

**Note:** Educational programmes are evaluated based on the contingent of learners to determine whether they are provided with the necessary base and laboratory equipment for organizing practical classes, scientific research, and projects, as well as whether cooperation with industrial partners and other educational organizations is established to expand practical training opportunities.

### INDICATOR 30.1

**The necessary material and technical base and infrastructure (laboratories, workshops, practical training rooms) for conducting practical training/internships are available and operational\***

#### ***Guiding questions:***

❖ *How were laboratories, specialized rooms, practical training rooms, and practical training bases necessary for practical training/internships established based on the needs of the educational programmes?*

❖ *To what extent do the equipping and condition of use of this material and technical base and infrastructure correspond to the requirements for forming learners' practical skills and abilities?*

❖ *By which mechanisms are the activity and effectiveness of operational bases and infrastructure evaluated?*

#### ***Supporting document(s):***

✓ *A list or inventory passport confirming the operation of operational bases and laboratories*

### INDICATOR 30.2

**In accordance with the educational programme, laboratories and premises for practical classes have been established and equipped with necessary equipment.**

#### ***Guiding questions:***

❖ *How are laboratories, specialized rooms and practical training bases organized in accordance with the educational programmes?*

❖ *To what extent are these laboratories and practical training rooms provided with necessary equipment and tools, and how are their sufficiency and technical condition evaluated?*

❖ *How has the effectiveness of use of infrastructure and equipment corresponding to the educational programme analyzed, as well as their impact on the development of learners' practical skills and abilities?*

#### ***Supporting document(s):***

✓ *A list of equipment and inventory of laboratory and practical training bases*

### INDICATOR 30.3

**Laboratory equipment and instruments are in working condition; scheduled renewal and maintenance activities has been carried out.**

**Guiding questions:**

- ❖ *In what manner and how frequently is the working condition of equipment and instruments in laboratories, specialized premises, and practical training rooms checked?*
- ❖ *What plans have been developed for the renewal of equipment and instruments, and which documents confirm their implementation?*
- ❖ *How are the monitoring and analysis of the impact of scheduled renewal on the quality of the educational process and the safety of practical classes carried out?*

**Supporting document(s):**

- ✓ *Records (or certificates) of verification and calibration of equipment*

**CRITERION 31. Provision of the information resource centre (library) with necessary educational and fiction literature, information and communication technologies (ICT), as well as the availability of a reading room and electronic library.!**

**Note:** *The provision of the information resource centre (library) with educational, scientific, and fiction literature, electronic resources, and ICT corresponding to the number of learners based on the requirements of educational programmes is evaluated, as well as the system of support for the educational process through the reading room, electronic library, and databases.*

**INDICATOR 31.1**

**The composition of the collection of the information resource centre (library) and indicators of its use, including the ratio of the number of books (electronic resources) to the number of learners, correspond to the minimum requirements for teaching and methodological provision.**

**Guiding questions:**

- ❖ *How has the collection of the IRC (printed and electronic resources) been formed by disciplines (modules) and educational programmes?*
- ❖ *In accordance with which normative documents and minimum requirements was the ratio of the number of books and electronic resources to the number of learners calculated?*
- ❖ *How have monitoring and analysis of IRC collection usage indicators been carried out (reading room visits, provided literature, access to electronic resources)?*

**Supporting document(s):**

- ✓ *A list of literature / table of provision by subjects (modules)*

### 31.2. INDICATOR

**A sufficient quantity of necessary educational, scientific literature, and teaching and methodological complexes for disciplines (modules) is available.**

***Guiding questions:***

- ❖ *How is the need for core educational and scientific literature for disciplines (modules) determined based on the number of learners and educational programmes?*
- ❖ *Which educational and scientific literature (in print and electronic form) is provided for disciplines (modules) based on this need?*
- ❖ *How are the level of provision of educational and scientific literature and the effectiveness of its use evaluated?*

***Supporting document(s):***

- ✓ *A list of educational, scientific literature, and teaching-methodological complexes by disciplines (modules)*

### 31.3. INDICATOR

**The electronic library and databases (including international ones) are accessible to users.**

***Guiding questions:***

- ❖ *Which electronic libraries, digital educational resources, and international databases (e.g., Scopus, Web of Science, EBSCO, and others) are available to learners, researchers, and teaching staff?*
- ❖ *Which technical and organizational conditions (logins/passwords, IP access, instructions, training sessions) are provided to users for accessing these electronic and digital resources?*
- ❖ *How have the monitoring and analysis of the level of use of electronic libraries and international databases, as well as their impact on the effectiveness of teaching and research activities, been carried out?*

***Supporting document(s):***

- ✓ *Documents confirming availability and membership in electronic libraries and databases (including international ones).*

### INDICATOR 31.4

**Information and communication technologies (computers, internet, electronic catalogues) have been implemented.**

**Guiding questions:**

- ❖ *To what extent is the IRC equipped with modern information and communication technologies (computers, internet access, electronic catalogues, electronic devices, etc.)?*
- ❖ *How are opportunities for internet access and use of electronic resources in the IRC organized for learners?*
- ❖ *What explanations, instructions, or training sessions have been conducted with learners on the effective use of IRC capabilities, and how have their results been evaluated?*

**Supporting document(s):**

- ✓ *An inventory list of information and communication technologies (computers, internet, electronic catalogue)*

**31.5. INDICATOR**

**An electronic catalogue and online access system have been established and are regularly updated.**

**Guiding questions:**

- ❖ *How has the electronic catalogue and online access system implemented in the IRC, and is their use ensured for users (learners, researchers, professors, and teaching staff)?*
- ❖ *How are the monitoring and analysis of regular updating of the electronic catalogue, online access system, and the collection of scientific publications, as well as the effectiveness of their use, carried out?*

**Supporting document(s):**

- ✓ *Information on the electronic catalogue and the date of its last update.*

**INDICATOR 31.6**

**The information resource centre is equipped with sector-specific scientific sources and journals.**

**Guiding questions:**

- ❖ *What is the level of provision of textbooks, study guides, scientific and fiction literature corresponding to the educational programme of the IRC?*
- ❖ *How do these IRC resources contribute to enhancing learners' knowledge and competencies within the educational process?*
- ❖ *How are the monitoring of regular updating, adaptation to modern scientific and technical trends, and use of textbooks and other literature carried out?*

**Supporting document(s):**

✓ *A list of the collection of scientific sources and journals of the information resource centre (library)*

### **INDICATOR 31.7**

**Analysis and reporting on the effectiveness of the use of library and electronic resources are conducted.**

#### ***Guiding questions:***

❖ *On the basis of which indicators (number of users, visits, downloads, searches) is the monitoring of IRC services and electronic resource usage carried out?*

❖ *By which information systems or reporting forms are this monitoring and user statistics regularly recorded and stored?*

❖ *In which management decisions on improving the effectiveness of IRC services and electronic resource use have the results of the conducted analysis been taken into account?*

#### ***Supporting document(s):***

*Analytical report for the semi-annual and annual periods*

**CRITERION 32. Adaptation of buildings and equipment for inclusive education, availability of special learning materials, accessibility of information and communication technologies. !**

**Note:** *In the educational organization, the adaptability of buildings, premises, and equipment for learners with disabilities, as well as the organization of the inclusive education process, creation of equal opportunities for the inclusive education through special learning materials, information and communication technologies, and assistive devices, are evaluated.*

### **INDICATOR 32.1**

**Buildings and teaching premises of the educational organization, including corridors, ramps, elevators, doors, and sanitary facilities, are adapted for persons with disabilities (learners).**

#### ***Guiding questions:***

❖ *Which regulatory requirements and standards (ramps, door width, corridors, sanitary facilities) were taken as the basis for adapting buildings and teaching premises of the educational organization for persons with disabilities?*

❖ *In which buildings and to what extent have infrastructure elements (ramps, elevators, special toilets, entrances and exits) adapted for learners with disabilities been implemented?*

❖ *What monitoring and analysis have been conducted to determine the impact of these adaptation measures on the full participation of learners with disabilities in the educational process?*

**Supporting document(s):**

*A technical passport or design documentation of buildings and facilities  
Inspection or expert assessment reports*

**INDICATOR 32.2**

**Special learning materials (Braille books, visual materials), ergonomic seating, special equipment, and assistive technical devices are available according with the educational programmes.**

**Guiding questions:**

❖ *Which special learning materials (Braille books, audio and visual materials) were developed or acquired, taking into account the needs of learners with disabilities within the educational programmes?*

❖ *In which classrooms and educational programmes are ergonomic seating, special equipment, and assistive technologies available for use in the educational process, and how has their sufficiency been evaluated?*

❖ *How have the monitoring and analysis of the use of these special learning materials and technical devices in the educational process and their impact on learners' mastery of the material been carried out?*

**Supporting document(s):**

✓ *Special learning materials (audio, Braille and electronic)*

✓ *ICT tools, data on access to online/electronic educational platforms*

**32.3. INDICATOR**

**Access to ICT, electronic educational resources, and software (audio-video resources, Braille, subtitles, or others) for inclusive education has been provided.**

**Guiding questions:**

❖ *Which ICT tools, e-learning resources, and software (audio-video materials, Braille, subtitles, screen readers, and others) have been implemented to support inclusive education?*

❖ *Which technical and organizational conditions have been created to enable learners with disabilities to use these ICT tools and software means?*

❖ *How have the monitoring and analysis of the effectiveness of ICT and electronic resources implemented for inclusive education, and their impact on the educational process, been carried out?*

**Supporting document(s):**

✓ Documents confirming the availability of ICT, electronic educational resources, and software for inclusive education.

**INDICATOR 32.4**

**Individualized education plans have been developed and are being implemented.**

**Guiding questions:**

❖ Which professional development programmes, training courses, or certifications have pedagogical staff and/or psychologists completed in the methodology of inclusive education?

❖ Which pedagogical and psychological approaches have been used in developing individualized learning pathways for learners with disabilities and special needs?

❖ How have the monitoring and analysis of the implementation of individualized learning pathways and their impact on learning outcomes and adaptation of learners been carried out?

**Supporting document(s):**

Examples or a list of individualized education plans for learners with disabilities

**INDICATOR 32.5**

**The effectiveness of inclusive education processes is regularly analyzed and reported.**

**Guiding questions:**

❖ On the basis of which indicators and criteria is the monitoring of the practical application of inclusive education conditions carried out?

❖ Which aspects of inclusive infrastructure, teaching and learning process, and pedagogical support are evaluated during monitoring?

❖ Which specific measures have been taken to improve inclusive education conditions based on monitoring results?

**Supporting document(s):**

✓ Analytical reports.

**CRITERION 33. Equipment in teaching and laboratory premises is arranged in accordance with occupational safety rules and educational needs. !**

**Note:** In teaching and laboratory premises, the compliance of equipment placement with safety requirements and learning needs, as well as conduct or regular safety inspections, is evaluated.

### **INDICATOR 33.1**

**The Placement of equipment and tools in teaching and laboratory premises corresponds to the content of classes and practical processes.**

**Guiding questions:**

- ❖ *On the basis of which ergonomic and safety standards are equipment and tools placed in teaching, laboratory, specialized, and practical rooms?*
- ❖ *How is the placement of equipment and tools adapted to ensure the effective and continuous organization of the content of classes and practical activities?*
- ❖ *What monitoring and evaluation activities have been conducted, and what necessary changes have been made to improve the convenience and effectiveness of equipment placement in premises?*

**Supporting document(s):**

- ✓ *Technical passport confirming compliance of equipment with safety and ergonomics standards.*

### **INDICATOR 33.2**

**Free movement and emergency evacuation routes are ensured in teaching and laboratory premises.**

**Guiding questions:**

- ❖ *What measures have been taken to ensure free movement in teaching, laboratory, specialized, and practical rooms?*
- ❖ *In accordance with which regulatory requirements have evacuation routes in emergency situations been defined, and by which informational signs (plans, indicators) are they equipped?*
- ❖ *Through which inspections, drills, and monitoring was the actual functioning of evacuation routes and conditions for free movement evaluated?*

**Supporting document(s):**

- ✓ *Evacuation plans and fire safety documents*

### **INDICATOR 33.3**

**Laboratory instruments are installed at a safe distances, and operating instructions are available.**

**Guiding questions:**

❖ Which urban planning and sanitary standards are used as the basis for equipping teaching, laboratory, specialized, and practical premises with heating, ventilation, air conditioning, and lighting systems?

❖ In what manner and how frequently are the technical condition and efficiency of these systems checked?

❖ How have the monitoring and analysis of the impact of heating, ventilation, air conditioning, and lighting systems on the quality of the educational process and learners' health been carried out?

**Supporting document(s):**

✓ Documents (reports and instructions) confirming compliance of equipment and tools in the premises with established requirements.

**INDICATOR 33.4**

**Electrical equipment is safely connected, regular inspections are conducted.**

**Guiding questions:**

❖ What is the safety condition of electrical equipment based on regular inspections and its technical characteristics?

❖ What preventive measures (instructions, training sessions, warnings) were carried out as part of inspections?

❖ What is the status of documentation of inspection results and preventive measures, and which measures were taken to eliminate identified deficiencies?

**Supporting document(s):**

✓ A description of inspections and preventive measures.

**INDICATOR 33.5**

**Air circulation and lighting systems comply with sanitary and hygienic requirements.**

**Guiding questions:**

❖ Which urban planning and sanitary standards form the basis for air circulation and lighting systems?

❖ In what manner are the technical condition and efficiency of these systems checked?

❖ How have the monitoring and analysis of the impact of air circulation and lighting systems on the quality of the educational process and learners' health been carried out?

**Supporting document(s):**

✓ Documents (acts and instructions) confirming compliance of the premises with established requirements.

**INDICATOR 33.6**

**Shelving and storage facilities are organized in accordance with safety requirements.**

**Guiding questions:**

❖ Which occupational safety and technical safety standards are used as the basis for placement of cabinets, storage facilities, and equipment?

❖ Through which inspections and internal control mechanisms is compliance with these norms ensured?

❖ What measures were taken to eliminate identified deficiencies and maintain constant safe placement of equipment?

**Supporting document(s):**

✓ A report confirming compliance with occupational safety and fire safety requirements.

**CRITERION 34. Equipping of teaching classrooms with information and communication technologies and the creation of a digital educational environment. !**

**Note:** The equipping of teaching classrooms with modern information and communication technologies, creation of a stable internet network and digital educational environment, as well as effective use of digital platforms, electronic educational resources, multimedia tools, and interactive equipment in the teaching and learning process, and activities aimed at developing digital competencies of academic and pedagogical staff and learners, are evaluated.

**INDICATOR 34.1**

**Teaching premises are equipped with ICT tools (computers, electronic boards, projectors, or others).**

**Guiding questions:**

❖ With which modern information and communication technologies (computers, projectors, interactive whiteboards, audio-video equipment, etc.) are teaching classrooms equipped?

❖ To what extent do the quantity, technical condition, and placement of these ICT means correspond to the requirements for the effective organization of classes?

❖ *How has the level of ICT use in teaching classrooms analyzed, as well as its impact on the quality of the educational process and learning effectiveness?*

**Supporting document(s):**

✓ *A list of technical passports or inventory confirming equipping of teaching premises with ICT.*

**INDICATOR 34.2**

**A digital educational environment (LMS, electronic journal, electronic library, digital learning resources) has been implemented and is actively used in the teaching and learning process.**

**Guiding questions:**

❖ *Which components of the digital educational environment (LMS, AI-based tools, VR systems, electronic journal, electronic library, digital educational resources, and others) have been implemented in the educational organization?*

❖ *At which stages of the teaching and learning process and in which forms (instruction, assessment, monitoring, independent learning) are these digital educational tools actively used?*

❖ *How have the monitoring and analysis of the level of use of the digital educational environment and its impact on the quality of the educational process and learners' learning outcomes been carried out?*

**Supporting document(s):**

✓ *A report on the use of the digital educational environment.*

**INDICATOR 34.3**

**Teaching staff effectively use e-learning platforms, multimedia tools, and interactive equipment in the teaching and learning process.**

**Guiding questions:**

❖ *Which digital educational environments and tools (e-learning platforms, multimedia resources, interactive equipment) did teaching staff use in the teaching and learning process?*

❖ *How does the use of these digital tools contribute to enhancing lesson content, interactivity, and learner engagement?*

❖ *By which monitoring and evaluation mechanisms is the effectiveness of teaching staff's use of the digital educational environment determined?*

**Supporting document(s):**

✓ *Monitoring report on training sessions and performance*

- ✓ *Lesson observation and analysis reports*

#### **INDICATOR 34.4**

**All necessary technical conditions for online classes and videoconferencing have been established.**

***Guiding questions:***

- ❖ *Which technical conditions (platforms, internet speed, audio-video equipment) have been established for conducting online classes and videoconferencing?*
- ❖ *What support and instructions are provided to learners and teaching staff when using these technical conditions?*
- ❖ *How have the monitoring and analysis of the stability and effectiveness of technical conditions during online classes and videoconferencing been carried out?*

***Supporting document(s):***

- ✓ *A certificate confirming the availability of technical infrastructure.*

#### **INDICATOR 34.5**

**Rules and safety procedures for using ICT tools have been developed.**

***Guiding questions:***

- ❖ *Which internal policies, procedures, and technical measures (access rights, passwords, backups, encryption, etc.) have been introduced to ensure information security and data protection?*
- ❖ *By which mechanisms are the confidentiality, integrity, and availability of personal and official data stored in information systems ensured?*
- ❖ *What monitoring, auditing, or preventive activities were conducted to control compliance with information security requirements, identify and prevent risks?*

***Supporting document(s):***

- ✓ *Reports of control and inspection on compliance with ICT security requirements*

#### **INDICATOR 34.6**

**A stable and high-speed internet connection is ensured in teaching buildings, and Wi-Fi coverage is organized at a sufficient level.**

***Guiding questions:***

❖ *Which technical infrastructure (providers, network equipment, channels) has been implemented to ensure stability and speed of the internet in teaching buildings and learner accommodation facilities?*

❖ *In which areas are Wi-Fi zones organized (classrooms, library, CPD premises, and common areas), and how is their coverage adapted to the number of learners?*

❖ *How are the quality, reliability, and compliance of internet and Wi-Fi services with user needs evaluated?*

**Supporting document(s):**

- ✓ *A document (contract) confirming internet connection*
- ✓ *Information on the establishment of Wi-Fi zones*

## **CONCLUSIONS BASED ON THE RESULTS OF INTERNAL ASSESSMENT**

The conclusions of the internal quality assessment are presented clearly and concisely in accordance with state educational standards governing the activities of the educational organization, the criteria for comprehensive state accreditation, the National Qualifications Framework, and professional standards.

For example: The organizational and managerial activities of the educational organization, the quality of education, learner activities, the teaching and learning process, human resources, learner support, and material and technical provision are evaluated based on state educational standards and accreditation criteria.

The identified strengths of the educational organization (programme)—including the precision of learning outcomes, labour market orientation, cooperation with employers, international relations, graduate employability, and the potential of teaching staff—are presented in a clear and concise manner.

Identified weaknesses and risks (aspects that do not fully comply with educational standards or indicators, resource, staffing, or infrastructure issues, discrepancies between learning outcomes and practice, and difficulties faced by graduates in finding appropriate employment) are presented with clear and transparent explanations of their causes.

The level of achievement of educational outcomes is presented in concise quantitative terms, including the level of attainment of established learning outcomes, analysis of assessment results, and information on graduate employment or progression to further education..

An overall summary of the consolidated opinions of stakeholders (learners, teaching staff, employers, and graduates) is provided in quantitative form..

The educational organization clearly identifies the most important areas for improvement, priority measures, short-term and medium-term changes that support the educational programmes and teaching and learning processes, quality assurance plans, and the improvement of the material and technical base..

Based on the results of the internal assessment, an overall conclusion (conclusion statement) is formulated—i.e., based on the official response of the educational organization, a recommendation is made regarding comprehensive state accreditation, or a recommendation is issued with the requirement to eliminate identified deficiencies, or a recommendation is made for reconsideration after addressing the identified shortcomings..

The units responsible for improvement activities, deadlines for subsequent internal monitoring, and the reassessment plan are briefly outlined.

## STANDARD TABLES FOR THE INTERNAL QUALITY ASSESSMENT REPORT FOR COMPREHENSIVE STATE ACCREDITATION

**Annex:** The internal quality assessment report for the educational organization is compiled **in the following sequence:**

1. Title page (*generated automatically through the platform*);
2. Table of contents (*generated automatically through the platform*);
3. Composition of the members of the Internal Quality Assessment Commission (*approved on the basis of **Standard Table 1** and uploaded to the platform*);
4. General information about the educational organization (*generated automatically through the platform based on **Standard Table 2***);
5. Information on the provision of premises for the institution for professional retraining and continuing professional development of personnel (*approved on the basis of **Standard Table 3** and uploaded to the platform*);
6. Information on the contingent of learners (***Standard Table 4** is generated automatically through the platform*);
7. Planned enrolment quota (***Standard Table 5** is generated automatically through the platform*);
8. Practical training bases for the educational programme (**locations for off-site classes**) (***Standard Table 6** is generated automatically through the platform*);
9. Information on the provision of pedagogical staff and their scientific-pedagogical potential (***Standard Table 7** is generated automatically through the platform*);
10. Information on the unified information system (platform) of the institution for professional retraining and continuing professional development of personnel (***Standard Table 8** is generated automatically through the platform*);
11. Information on subjects taught by academic/pedagogical staff for the effective implementation of educational programmes (*approved on the basis of **Standard Table 9** and uploaded to the platform*);
12. Information on the material-technical and teaching-laboratory base of the educational organization for the current academic year (*approved on the basis of **Standard Table 10** and uploaded to the platform*);
13. Information on the provision of textbooks and study guides for disciplines (modules) taught within educational programmes (*approved on the basis of **Standard Table 11** and uploaded to the platform*);

**14.** Information on the provision of methodological guidelines and the conduct of laboratory work according to educational programmes (*approved on the basis of **Standard Table 12** and uploaded to the platform*);

**15.** Information on the allocation of financial resources for the development of the teaching/learning process, material-technical base, and infrastructure (*approved on the basis of **Standard Table 13** and uploaded to the platform*);

**16.** Measures to improve the quality of education (*approved on the basis of **Standard Table 14** and uploaded to the platform*).

**Annex:**

**“APPROVED”**

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\_\_\_\_\_ Full name

“ \_\_\_\_ ” \_\_\_\_\_ 202\_\_.

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# INTERNAL QUALITY ASSESSMENT REPORT

for comprehensive state accreditation of the educational organization

Region-20\_\_ y

Standard Table 1:

**“APPROVED”**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Full name

“ \_\_\_\_ ” \_\_\_\_ 20 \_\_\_\_.

### Composition of the Internal Quality Assessment Commission members

| No | Full name | Position |
|----|-----------|----------|
| 1. |           |          |
| 2. |           |          |
| 3. |           |          |

Standard Table 2:

**GENERAL INFORMATION**  
**about the educational organization**

|                                                                      |                                                |
|----------------------------------------------------------------------|------------------------------------------------|
| <b>Name:</b>                                                         |                                                |
| <b>Year of establishment:</b>                                        |                                                |
| <b>Legal basis for establishment:</b>                                | <i>(normative legal act, licence or other)</i> |
| <b>Form of ownership:</b>                                            |                                                |
| <b>Total number of educational programmes:</b>                       |                                                |
| <b>Total number of pedagogical staff:</b>                            |                                                |
| <b>Total number of learners:</b>                                     |                                                |
| <b>Official e-mail:</b>                                              |                                                |
| <b>Official website:</b>                                             |                                                |
| <b>Official telephone number:</b>                                    |                                                |
| <b>Address (main):</b>                                               |                                                |
| <b>Address (additional):</b>                                         |                                                |
| <b>Information on the person responsible for state accreditation</b> |                                                |
| <b>Full name:</b>                                                    |                                                |
| <b>Position:</b>                                                     |                                                |
| <b>Official e-mail:</b>                                              |                                                |
| <b>Official work telephone:</b>                                      |                                                |

**Mission of the educational organization:**

|  |
|--|
|  |
|--|

**Strategic goals of the educational organization:**

| No | Strategic goals | Main tasks | Plan until 2030<br><i>(figures / percentages)</i> | Current status<br><i>(figures / percentages)</i> |
|----|-----------------|------------|---------------------------------------------------|--------------------------------------------------|
| 1. |                 |            |                                                   |                                                  |
| 2. |                 |            |                                                   |                                                  |
| 3. |                 |            |                                                   |                                                  |

Standard Table 3:

**Information on the provision of premises for the institution for professional retraining and continuing professional development of personnel**

| No  | Name of premises                                                                     | Quantity in the educational institution | Area of the educational institution, m <sup>2</sup> | Area per 1 learner, m <sup>2</sup> | Normative requirement, m <sup>2</sup> | Provision level, % |
|-----|--------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------|------------------------------------|---------------------------------------|--------------------|
| 1   | 2                                                                                    | 3                                       | 4                                                   | 5                                  | 6                                     | 7                  |
| I   | <b>Total area (II–III)</b>                                                           |                                         |                                                     |                                    |                                       |                    |
| II  | <b>Usable (working) area</b>                                                         |                                         |                                                     |                                    |                                       |                    |
| 1.  | General teaching classrooms                                                          |                                         |                                                     |                                    |                                       |                    |
|     | <i>including:</i>                                                                    |                                         |                                                     |                                    |                                       |                    |
|     | Lecture rooms                                                                        |                                         |                                                     |                                    |                                       |                    |
|     | Premises for practical and seminar classes                                           |                                         |                                                     |                                    |                                       |                    |
|     | Laboratory premises                                                                  |                                         |                                                     |                                    |                                       |                    |
|     | Technical and specialized laboratory premises                                        |                                         |                                                     |                                    |                                       |                    |
|     | Computer rooms (classes)                                                             |                                         |                                                     |                                    |                                       |                    |
|     | Specialized rooms for foreign language classes                                       |                                         |                                                     |                                    |                                       |                    |
| 2.  | Phonolabs (rooms equipped for recording and listening, divided into separate booths) |                                         |                                                     |                                    |                                       |                    |
| 3.  | Rooms for course projects and final qualification works                              |                                         |                                                     |                                    |                                       |                    |
| 4.  | Premises of the rectorate, academic department, departments, etc.                    |                                         |                                                     |                                    |                                       |                    |
| 5.  | IRC (library)                                                                        |                                         |                                                     |                                    |                                       |                    |
| 6.  | Meeting rooms                                                                        |                                         |                                                     |                                    |                                       |                    |
| 7.  | Sports facilities                                                                    |                                         |                                                     |                                    |                                       |                    |
|     | <i>including:</i>                                                                    |                                         |                                                     |                                    |                                       |                    |
|     | open sports grounds                                                                  |                                         |                                                     |                                    |                                       |                    |
|     | indoor sports facilities                                                             |                                         |                                                     |                                    |                                       |                    |
|     | swimming pools                                                                       |                                         |                                                     |                                    |                                       |                    |
|     | .....                                                                                |                                         |                                                     |                                    |                                       |                    |
| III | <b>Service and residential area</b>                                                  |                                         |                                                     |                                    |                                       |                    |
| 1.  | Catering facilities (canteen, buffet, etc.)                                          |                                         |                                                     |                                    |                                       |                    |
| 2.  | Medical service facilities                                                           |                                         |                                                     |                                    |                                       |                    |
| 3.  | Preventive health facilities                                                         |                                         |                                                     |                                    |                                       |                    |
| 4.  | Learner accommodation facilities                                                     |                                         |                                                     |                                    |                                       |                    |

Standard Table 4:

**Information on the contingent of learners\***

**Contingent of learners in professional development and retraining courses**

| No                                         | Educational programme |      | Number of learners in the current academic year |          |                |             |      |        |
|--------------------------------------------|-----------------------|------|-------------------------------------------------|----------|----------------|-------------|------|--------|
|                                            |                       |      | By mode of study                                |          |                |             |      |        |
|                                            | Code                  | Name | Traditional                                     | Distance | Mixed (hybrid) | Alternative | Dual | Total: |
| <b>Professional development programmes</b> |                       |      |                                                 |          |                |             |      |        |
|                                            |                       |      |                                                 |          |                |             |      |        |
|                                            |                       |      |                                                 |          |                |             |      |        |
|                                            |                       |      |                                                 |          |                |             |      |        |
| <b>Retraining Educational Program</b>      |                       |      |                                                 |          |                |             |      |        |
|                                            |                       |      |                                                 |          |                |             |      |        |
|                                            |                       |      |                                                 |          |                |             |      |        |
|                                            |                       |      |                                                 |          |                |             |      |        |

*Standard Table 5:*

### Planned enrolment quota

[illegible]

Standard Table 6:

**Practical training bases for the educational programme  
(locations for off-site classes)**

| T/r                                 | Educational programme |      | Total number of learners | Practical training location<br><i>(name of enterprise/ organization)</i> | Number of learners undertaking/ practising | Note |
|-------------------------------------|-----------------------|------|--------------------------|--------------------------------------------------------------------------|--------------------------------------------|------|
|                                     | Code                  | Name |                          |                                                                          |                                            |      |
| Professional development programmes |                       |      |                          |                                                                          |                                            |      |
|                                     |                       |      |                          |                                                                          |                                            |      |
|                                     |                       |      |                          |                                                                          |                                            |      |
|                                     |                       |      |                          |                                                                          |                                            |      |
| Retraining Educational Program      |                       |      |                          |                                                                          |                                            |      |
|                                     |                       |      |                          |                                                                          |                                            |      |
|                                     |                       |      |                          |                                                                          |                                            |      |
|                                     |                       |      |                          |                                                                          |                                            |      |
|                                     |                       |      |                          |                                                                          |                                            |      |

Standard Table 7:

**Information on the Unified Information System (Platform) of the institution for professional retraining and continuing professional development of personnel**

| No | Question                                                                                                                                            | Answer |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1  | Platform name and link                                                                                                                              |        |
| 2  | Purpose of the platform                                                                                                                             |        |
| 3  | Scope of coverage                                                                                                                                   |        |
| 4  | Functional orientation                                                                                                                              |        |
| 5  | Categories of users                                                                                                                                 |        |
| 6  | Form of data maintenance                                                                                                                            |        |
| 7  | Legal basis                                                                                                                                         |        |
| 8  | Integration capability                                                                                                                              |        |
| 9  | Number of educational resources placed on the platform                                                                                              |        |
| 10 | Status of practical fulfilment of requirements established for organizing the teaching/learning process in institutions with distance learning mode |        |

*Note: For organizations with an information system (platform, LMS) for managing and monitoring the educational process.*

*Standard Table 8:*

### Information on the provision of teaching staff and their scientific-pedagogical potential

[illegible]

Standard Table 9:

**Information on the subjects taught by academic and teaching staff for the effective implementation of educational programmes**

| No                   | Full name of professors/pedagogical staff | Date of birth (day, month, year) | Position | Employment rate | Name of higher education institution | Year of graduation from higher education institution | Bachelor's diploma — specialization.<br>Master's diploma — specialization. | Academic degree (full specialization indicated) | Academic title (full specialization or department indicated) | Name of authored study manual or textbook (number and date of publication certificate) | Year of employment at the department | Professional development in the last 3 years |        | Subjects (modules) taught (must be indicated in full) |
|----------------------|-------------------------------------------|----------------------------------|----------|-----------------|--------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------|--------|-------------------------------------------------------|
|                      |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      | Republic                                     | Abroad |                                                       |
| 1                    | 2                                         | 3                                | 4        | 5               | 6                                    | 7                                                    | 8                                                                          | 9                                               | 10                                                           | 11                                                                                     | 12                                   | 13                                           | 14     | 15                                                    |
| Main staff           |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      |                                              |        |                                                       |
| 1                    |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      |                                              |        |                                                       |
| 2                    |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      |                                              |        |                                                       |
| Internal part-timers |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      |                                              |        |                                                       |
| 1                    |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      |                                              |        |                                                       |
| 2                    |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      |                                              |        |                                                       |
| External part-timers |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      |                                              |        |                                                       |
| 1                    |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      |                                              |        |                                                       |
| 2                    |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      |                                              |        |                                                       |
| Hourly-paid          |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      |                                              |        |                                                       |
| 1                    |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      |                                              |        |                                                       |
|                      |                                           |                                  |          |                 |                                      |                                                      |                                                                            |                                                 |                                                              |                                                                                        |                                      |                                              |        |                                                       |

Standard Table 10:

**Information on the material-technical and teaching-laboratory base of the educational organization  
for the current academic year**

| No | Name of material-technical and teaching-laboratory base                  | Name of equipment, instruments, and inventory                               | Unit of measurement | Quantity |
|----|--------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------|----------|
| 1. | Information Resource Centre                                              | Total fund of teaching-methodological literature                            |                     |          |
|    |                                                                          | Availability of special learning materials for inclusive learners           |                     |          |
|    |                                                                          | Total number of computers, including those connected to the Internet        |                     |          |
|    |                                                                          | Access to international databases such as “Scopus” and “Web of Science”     |                     |          |
| 2. | ICT means                                                                | Number of computers. Of which                                               |                     |          |
|    |                                                                          | <i>Number used in the teaching/learning process</i>                         |                     |          |
|    |                                                                          | <i>Number of special ICT means for inclusive learners</i>                   |                     |          |
|    |                                                                          | <i>Computer classrooms and number of computers in them</i>                  |                     |          |
|    |                                                                          | <i>Number connected to the Internet</i>                                     |                     |          |
|    |                                                                          | Video projector                                                             |                     |          |
|    |                                                                          | Interactive whiteboard                                                      |                     |          |
|    |                                                                          | Creation of media centres for preparing video content for distance learners |                     |          |
| 3. | Practical training rooms, laboratories, and workshops (training grounds) | Machinery*                                                                  |                     |          |
|    |                                                                          |                                                                             |                     |          |
|    |                                                                          |                                                                             |                     |          |
|    |                                                                          | Equipment*                                                                  |                     |          |
|    |                                                                          |                                                                             |                     |          |
|    |                                                                          |                                                                             |                     |          |
|    |                                                                          | Tools*                                                                      |                     |          |
|    |                                                                          |                                                                             |                     |          |
|    |                                                                          |                                                                             |                     |          |
|    |                                                                          | Inventory*                                                                  |                     |          |
|    |                                                                          |                                                                             |                     |          |

|    |                                                    |                        |  |  |
|----|----------------------------------------------------|------------------------|--|--|
|    |                                                    |                        |  |  |
| 4. | Raw materials for practical and laboratory classes | Raw materials*:        |  |  |
|    |                                                    |                        |  |  |
|    |                                                    |                        |  |  |
|    |                                                    | Fuels and lubricants*: |  |  |
|    |                                                    |                        |  |  |
|    | Others                                             |                        |  |  |

**Note:** \* List of equipment, inventory, machinery, raw materials, etc. is recorded.

Standard Table 11:

**INFORMATION**  
on the provision of textbooks and study guides for disciplines (modules) taught within educational programmes

| No | Educational programme |      | Name of discipline (module) | Name of teaching literature | Author(s) | Year of publication | Quantity in IRC | If electronic form, mark with “+” | Correspondence of core literature to the educational programme | Name of department responsible for teaching the discipline |
|----|-----------------------|------|-----------------------------|-----------------------------|-----------|---------------------|-----------------|-----------------------------------|----------------------------------------------------------------|------------------------------------------------------------|
|    | Code                  | Name |                             |                             |           |                     |                 |                                   |                                                                |                                                            |
| 1  | 2                     | 3    | 4                           | 5                           | 6         | 7                   | 8               | 9                                 | 10                                                             | 11                                                         |
|    |                       |      |                             |                             |           |                     |                 |                                   |                                                                |                                                            |
|    |                       |      |                             |                             |           |                     |                 |                                   |                                                                |                                                            |

Standard Table 12:

**INFORMATION**  
on the provision of methodological guidelines and conduct of laboratory work according to educational programmes

| No | Name of disciplines with laboratory classes according to educational programmes | Number of laboratory works by disciplines (modules) in educational programmes | Number of hours allocated for laboratory classes | Number of published methodological guidelines for performing laboratory works | Number of laboratory works equipped with laboratory equipment | Condition of laboratory equipment | Number of planned laboratory works performed on equipment at the Central Resource Centre | Number of planned laboratory works performed virtually at the Central Resource Centre | Number of planned laboratory works performed outside the Central Resource Centre (at enterprises and organizations) |
|----|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1  | 2                                                                               | 3                                                                             | 4                                                | 5                                                                             | 6                                                             | 7                                 | 8                                                                                        | 9                                                                                     | 10                                                                                                                  |
| 1  |                                                                                 |                                                                               |                                                  |                                                                               |                                                               |                                   |                                                                                          |                                                                                       |                                                                                                                     |
| 2  |                                                                                 |                                                                               |                                                  |                                                                               |                                                               |                                   |                                                                                          |                                                                                       |                                                                                                                     |
|    |                                                                                 |                                                                               |                                                  |                                                                               |                                                               |                                   |                                                                                          |                                                                                       |                                                                                                                     |
|    |                                                                                 |                                                                               |                                                  |                                                                               |                                                               |                                   |                                                                                          |                                                                                       |                                                                                                                     |
|    |                                                                                 |                                                                               |                                                  |                                                                               |                                                               |                                   |                                                                                          |                                                                                       |                                                                                                                     |

Standard Table 13:

**INFORMATION**  
**on the allocation of financial resources for the development of the teaching/learning process,  
 material-technical base, and infrastructure**

| No | Indicator                                                                                                                                                                         | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|
| 1  | <b>Amount of funds allocated in the annual financial plan</b>                                                                                                                     |        |        |        |        |        |
|    | <i>State budget</i>                                                                                                                                                               |        |        |        |        |        |
|    | <i>Off-budget</i>                                                                                                                                                                 |        |        |        |        |        |
|    | <i>Other</i>                                                                                                                                                                      |        |        |        |        |        |
| 2  | <b>Effective organization and planning of the educational organization's activities, targeted allocation of financial resources to ensure education quality (allocated funds)</b> |        |        |        |        |        |
|    | <b><i>teaching/learning process</i></b>                                                                                                                                           |        |        |        |        |        |
|    | <i>payment of pedagogical staff salaries</i>                                                                                                                                      |        |        |        |        |        |
|    | <i>organization of operations</i>                                                                                                                                                 |        |        |        |        |        |
|    | <i>material incentives</i>                                                                                                                                                        |        |        |        |        |        |
|    | <i>....</i>                                                                                                                                                                       |        |        |        |        |        |
|    | <b>material-technical base</b>                                                                                                                                                    |        |        |        |        |        |
|    | <i>purchase of equipment (including laboratory equipment) serving to ensure education quality</i>                                                                                 |        |        |        |        |        |
|    | <i>purchase of modern information and communication means</i>                                                                                                                     |        |        |        |        |        |
|    |                                                                                                                                                                                   |        |        |        |        |        |
|    | <b>Infrastructure development</b>                                                                                                                                                 |        |        |        |        |        |
|    | <i>expenditure on equipping and repairing teaching buildings</i>                                                                                                                  |        |        |        |        |        |
|    | <i>expenditure on equipping and repairing sports facilities</i>                                                                                                                   |        |        |        |        |        |
|    | <i>Internet connection costs</i>                                                                                                                                                  |        |        |        |        |        |

*Standard Table 14:*

**PLAN**  
**of measures to improve the quality of education**

| No | Identified deficiency /<br>improvement initiative | Implementation<br>mechanism | Deadline | Responsible<br>unit or<br>person | Expected<br>result |
|----|---------------------------------------------------|-----------------------------|----------|----------------------------------|--------------------|
| 1. |                                                   |                             |          |                                  |                    |
| 2. |                                                   |                             |          |                                  |                    |
| 3. |                                                   |                             |          |                                  |                    |
| 4. |                                                   |                             |          |                                  |                    |

[illegible]

[illegible]

## This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the page is completely blank except for the lines themselves.





O'ZBEKISTON RESPUBLIKASI  
PREZIDENTI ADMINISTRATSIYASI HUZURIDAGI

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