



**NATIONAL QUALITY
ASSURANCE AGENCY FOR EDUCATION**

UNDER THE ADMINISTRATION OF THE PRESIDENT
OF THE REPUBLIC OF UZBEKISTAN

MANUAL

FOR THE PREPARATION OF

**FOR THE SECONDARY SPECIALIZED
EDUCATION PROGRAMS FOR**

**PROGRAM STATE
ACCREDITATION**



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MANUAL

**for the Preparation of Secondary Specialized Education
Programs for**

PROGRAM STATE ACCREDITATION

Tashkent-2026

This manual has been developed by the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan as a recommendatory methodological guide aimed at effectively organizing internal (self-) assessment during the process of program state accreditation of educational programmes (hereinafter referred to as “educational programmes”) of secondary specialized education institutions operating within the territory of the Republic of Uzbekistan, regardless of their departmental affiliation and organizational-legal form.

The manual includes recommendations for preparing for the assessment of the compliance of existing and ongoing educational programmes in secondary specialized education institutions with state educational standards, as well as with the areas, criteria, and indicators of specialized state accreditation. It is also aimed at improving the educational process.

In addition, the manual outlines procedures for conducting analysis by each assessment area, criterion, and indicator during the process of specialized state accreditation of educational programmes, forming the necessary information, and identifying relevant evidence and supporting documents substantiating the assessment results.

This manual serves as a practical and methodological guide for heads of secondary specialized education institutions, staff of quality assurance units, and teaching personnel in preparing educational programmes for specialized state accreditation.

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ABBREVIATIONS USED

IRC	Information Resource Center
ICT	Information and Communication Technologies
SES	State Educational Standard
LMS	Learning Management System
FSA	Final State Certification
EMIS AL	Information Systems in Secondary Specialized Educational Institution

INTRODUCTION

This manual has been developed in accordance with the tasks set forth in the Decree of the President of the Republic of Uzbekistan No. PF-76 dated May 5, 2025, and the Resolution of the Cabinet of Ministers No. 498 dated August 6, 2025. It is intended to provide methodological support for the effective organization of self-assessment during the process of specialized state accreditation of educational programmes.

In addition, the manual provides methodological recommendations on the submission of relevant information and supporting documents in line with the indicators for assessment criteria approved by Order No. 7 of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan, dated December 19, 2025 (registration No. 3737), titled “On Approval of Indicators for Assessment Criteria in Conducting Comprehensive and Specialized State Accreditation of Secondary Specialized Education Institutions.”

The manual offers methodological guidance on organizing the process of specialized state accreditation of educational programmes based on unified requirements, correctly preparing the self-assessment report, collecting supporting documents, and effectively preparing for the external assessment process.

Furthermore, ensuring compliance with unified approaches to the preparation of the self-assessment report contributes to increasing the efficiency of expert commissions during the external assessment process.

The self-assessment report is prepared in the form of an analytical document consisting of sections and chapters dedicated to the analysis of information in accordance with the relevant assessment areas and criteria.

The self-assessment report of educational programme(s) is used by expert commissions during the external assessment process to obtain comprehensive information and to evaluate the quality of the respective educational programme(s).

The educational institution may prepare the self-assessment report by establishing a working group.

When preparing the self-assessment report, the following requirements shall be observed:

- formation in accordance with the sequence established in this manual;

- clear, precise, and evidence-based presentation of all submitted documents and information;
- compliance with the rules and requirements of the state language;
- use of terminology and expressions widely applied in official practice;
- clear indication of prospective plans, projects, and expected outcomes;
- inclusion of concise, clear, and evidence-based information for each assessment indicator.

The National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan (hereinafter referred to as “the Agency”) is the specially authorized body responsible for conducting state accreditation.

KEY CONCEPTS AND TERMS

When preparing documents related to conducting program state accreditation of an educational institution, the key concepts and terms defined in the Law of the Republic of Uzbekistan "On Education," its implementing regulations, and relevant normative-legal documents must be used.

Furthermore, the formation of the self-assessment report for program state accreditation is carried out using the key concepts and terms employed in Resolution No. 498 of the Cabinet of Ministers dated August 6, 2025, and in this manual.

The following concepts and terms are widely used in state accreditation processes:

State accreditation— a process encompassing institutional or program state accreditation aimed at determining the compliance of an educational institution's activities with state educational standards (requirements) and educational programs;

Assessment area— a set of main directions established for evaluating quality and efficiency within the framework of state accreditation, encompassing areas such as management, educational quality, the educational process, human resources, learner activities, and the material and technical base;

Criterion— a set of minimum requirements and standards for the quality of an educational institution (or program) within a specific assessment area;

Indicator— a measurable parameter that confirms the fulfillment of an established criterion through specific, quantifiable, and substantiating evidence;

Substantiating evidence— documents, information, statistics, photo/video materials, or other specific grounds relevant to a criterion or indicator;

Self-Assessment report— a document prepared for the program state accreditation of an educational program, containing analyses, evidence, and conclusions regarding the compliance of the educational institution with the assessment areas, criteria, and indicators during program state accreditation.

FORMALIZATION OF THE APPLICATION FOR PROGRAM STATE ACCREDITATION

Applications for conducting program state accreditation of an educational program are accepted electronically through the Agency's information system for state accreditation and ranking of educational institutions – "accreditation.nqaae.uz".

The preparation of the application for state accreditation, submission of additional documents, and their review are carried out in accordance with the procedure established in the "On the Introduction of a System of Institutional (Complex) State and Program State Accreditation of Institutions of Secondary Specialized, Vocational, Higher and Postgraduate Education, as well as Institutions for Personnel Retraining and Advanced Training", approved by Appendix 1 of Resolution No. 498 of the Cabinet of Ministers dated August 6, 2025.

When conducting program state accreditation of an educational program, the legal representative of the educational institution or the applicant is responsible for submitting the application based on the established requirements, making payments within the specified deadlines, formalizing the contract between the Agency and the educational institution, creating the necessary conditions for the expert commission (on-site) to carry out the accreditation process, and providing information within the established deadlines.

PREPARING THE SELF-ASSESSMENT REPORT

In the self-assessment report prepared by the educational institution, based on the state accreditation criteria, the actual situation of the educational institution (or program) is analyzed and evaluated based on evidence, and measures for its improvement are determined. The information presented in the report is used by expert commissions during the external assessment processes of the educational institution (or programs).

The self-assessment report prepared by the educational institution is developed with the aim of identifying the strengths and areas needing improvement of the educational institution (or program) based on state accreditation criteria, formulating conclusions and proposals aimed at continuously improving educational quality, and also preparing a reliable database for undergoing program state accreditation.

To ensure strict compliance with the accreditation areas, criteria, and indicators, the report must correspond to the current assessment areas, criteria,

and indicators of institutional state accreditation. In this, the current state, evidence, and conclusions for each indicator must be clearly covered.

ATTENTION!!!

When correctly preparing the Self-assessment report, precise and well-founded information must be included using the recommended questions and the list of substantiating evidence (documents) provided in the section of this manual titled "Assessment Areas, Criteria, and Indicators for Institutional State Accreditation of Educational Institutions."

Furthermore, the information provided and the evidence (documents) substantiating it must be uploaded electronically to the platform.

Unsubstantiated and generally stated information included in the Self-assessment report will not be accepted as part of the report.

The Self-assessment report must be evidence-based, relying on official documents, data (statistics), surveys, and analysis of feedback.

To ensure the report's authenticity and a critical approach, it must reflect the real situation, be free from artificially "inflated assessments," openly and clearly indicate shortcomings, analyze their causes, and propose specific solutions.

It is advisable that the report align with national and international standards, reflecting the accreditation criteria as well as international approaches (such as ISO 21001).

To enhance the relevance of the information presented in the report, it is mandatory to take into account the feedback from students, teaching staff, employers, graduates, and other interested parties.

The report must be approved by the head of the educational institution, maintained in electronic (and, if necessary, paper) form, and submitted in a ready state to the Agency (via the platform).

CALCULATION OF RESULTS BY ASSESSMENT AREAS, CRITERIA AND INDICATORS

Assessment criteria are divided into mandatory and general indicators and are evaluated as "compliant" or "non-compliant".

External assessment criteria are divided into mandatory and general criteria, and each criterion is evaluated as "compliant," "partially compliant," or "non-compliant."

Compliance for external assessment criteria is determined by mandatory and general indicators in the following order:

If **60 percent or more of** the indicators are assessed as "compliant" — the criterion is evaluated as "compliant";

If **50 to 60 percent** of the indicators are assessed as "compliant" — the criterion is evaluated as "partially compliant";

If **up to 50 percent** of the indicators are assessed as "compliant" — the criterion is evaluated as "non-compliant".

If a mandatory indicator (or one of the mandatory indicators) within a criterion is found to be "non-compliant", this criterion is evaluated as "non-compliant", regardless of the overall result.

Each assessment area is recognized as "compliant" or "non-compliant". An assessment area is evaluated as "compliant" when the following conditions are met:

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

When each assessment area is recognized as "compliant" by the Accreditation Commission, a decision is made that this educational institution **"has passed state accreditation"**. If an assessment area is recognized as "non-compliant", a decision is made that it is **"has not passed state accreditation"**.

REVIEW OF SELF-ASSESSMENT REPORT

For the purpose of external quality assessment, the Agency establishes an expert commission. The expert commission is formed based on the specifics of the professions and specializations.

The composition of the expert commission is formed from teaching and managerial staff of educational institutions, leading researchers from scientific research institutions, responsible employees of republican and local executive authorities, specialists from employer enterprises (organizations), representatives of non-governmental and non-profit organizations, and students. Foreign experts may also be invited to join the expert commissions.

The tasks of the expert commission are as follows:

examining the information obtained from the self-assessment results and conducting the external assessment;

assessing the compliance of the quality and content of education at the educational institution with state educational standards (requirements), accreditation criteria, and educational programs;

providing proposals for improving the quality of education and enhancing educational services, as well as preparing a report on the results of the external assessment and submitting it to the Accreditation Commission.

The Self-assessment report is prepared based on the **template provided in the appendix** of this manual.

The educational institution submits the report generated from the self-assessment and related materials, confirmed in electronic and/or paper form, to the Agency at least **one month ago** the start of the external assessment.

The expert commission studies the Self-assessment report and uses it during the external assessment process. The external assessment of the educational institution by the expert commission is conducted on-site within a period **not exceeding five working days**.

During the external assessment process, the discovery of inaccurate information in the Self-assessment report, as well as the failure to submit documents and information within the established deadlines or the failure to eliminate shortcomings, serves as grounds for not granting state accreditation.

An initial report is prepared by the expert commission based on the results of the external assessment, and the conclusion of the report is presented to the educational institution through the Agency.

The educational institution formally submits reasoned proposals and objections regarding the initial report to the Agency **within three working days**. The

expert commission prepares the final report after analyzing the submitted proposals and objections.

Based on the Self-assessment report submitted by the educational institution, the expert commission may conduct the external assessment remotely, without an on-site visit.

SPECIALIZE IN EDUCATIONAL PROGRAMS FROM STATE ACCREDITATION ASSESSMENT GUIDELINES, CRITERIA AND INDICATORS DURING THE CONDUCT

In the program state accreditation of secondary specialized education institutions, assessment is carried out across **6 areas**, **31 criteria**, and **157 indicators**.

Since newly established educational programs, as well as existing educational programs, undergo program state accreditation, certain indicators apply only to existing educational programs.

Mandatory criteria and indicators are marked with (*).

Indicators used for current educational programs are marked with ()**.

I. AREA OF ORGANIZATIONAL MANAGEMENT AND QUALITY ASSURANCE

***Note:** The activities of the secondary specialized education institution are evaluated in terms of effective implementation and systematic management of the organizational and administrative process, quality assurance and improvement of the educational program.*

CRITERION 1. The existence of a structural unit for the implementation of the educational program and mechanisms for its effective functioning*

***Note:** The existence of the organizational and functional structural unit (department, department) necessary for the implementation of the educational program and the proper organization of its activities are assessed.*

1.1. INDICATOR

There are clear plans for the organization of a structural unit (department, division) (hereinafter referred to as the structural unit) responsible for the implementation of the educational program and for providing it with material and technical resources and financial resources*

Guiding questions:

- ❖ How has been the structural unit responsible for implementing the educational program organized?
- ❖ How has been the material and technical base of the structural unit provided and what plans have been made to provide financial resources?

Substantiating evidence(s):

- ✓ Order on Structural Unit;
- ✓ Financial plan.

1.2. INDICATOR

The powers, tasks and functions of the structural unit are clearly defined, aimed at the effective implementation of the educational program and in line with the goals set within the educational program.

Guiding questions:

- ❖ How are the powers, tasks, and functions of the structural unit oriented to effectively implement the educational program?
- ❖ How are the powers, tasks, and functions of the structural unit aligned with the goals set within the educational program?

Substantiating evidence(s):

- ✓ Regulation of the structural unit;
- ✓ Work plan of the structural unit (current educational programs).

1.3. INDICATOR

The structural unit has mechanisms to ensure the continuity of educational stages and improve the educational program in accordance with labor market requirements and technological changes.

Guiding questions:

- ❖ What mechanisms have been developed by the structural unit to improve the educational program?
- ❖ How have the improvement mechanisms developed by the structural unit taken into account issues of ensuring the continuity of educational stages, labor market requirements, and technological changes?

Substantiating evidence(s):

- ✓ Improvement procedure.

1.4. INDICATOR

To effectively implement the educational program, the structural unit is provided with material and technical resources, financial and human resources, and the structural unit has work plans**

Guiding questions:

- ❖ How is the structural unit be provided with the material and technical base, financial and human resources to effectively implement the educational program?
- ❖ What tasks are defined in the work plans of the structural unit?

Substantiating evidence(s):

- ✓ Cost estimate;
- ✓ Table of staff;
- ✓ Work plans of the structural unit.

1.5. INDICATORS

The structural unit ensures the continuity of the educational program's educational stages, assesses its compliance and effectiveness with labor market requirements and technological changes, and prepares analytical data**

Guiding questions:

- ❖ How is the structural unit assessing the continuity of the educational program's educational stages, its compliance with labor market requirements and technological changes, and its effectiveness?
- ❖ What analytical data is being prepared to address issues related to ensuring the continuity of educational stages of the educational program, its compliance with labor market requirements and technological changes, and its effectiveness?

Substantiating evidence(s):

- ✓ Analytical information.

1.6. INDICATORS

Based on the prepared analytical data, the structural unit systematically develops, implements, and monitors the implementation of an action plan**

Guiding questions:

- ❖ What problems have been identified and priorities set by the structural unit based on the prepared analytical data?
- ❖ How is an action plan developed to address issues and priorities, and how are tasks, implementers, deadlines, and expected results determined?
- ❖ How is the implementation of the action plan being monitored?

Substantiating evidence(s):

- ✓ Action plan;
- ✓ Action implementation reports.

CRITERION 2. Availability of a 3-year perspective plan for the development and financial sustainability of the educational program (hereinafter referred to as the prospective plan)

Note: The existence of a forward-looking plan to ensure the development and financial sustainability of the educational program, as well as the consistency of the

goals and objectives of this plan with the expected learning outcomes, labor market requirements, and the organization's strategy, are assessed.

2.1. INDICATOR

A prospective plan has been developed and is consistent with the strategic plan (mission, strategy) of the secondary specialized education organization.

Guiding questions:

- ❖ What tasks and responsibilities are defined in developing a prospective plan?
- ❖ How is compliance with the strategic plan (mission, strategy) of the secondary specialized education institution ensured?

Substantiating evidence(s):

- ✓ A prospective plan.

2.2. INDICATOR

The prospective plan reflects the material and technical base, infrastructure, information technologies, human resources, financial resources necessary for the educational program, and issues of cooperation with the ministry, department or higher education institution under which the secondary specialized education institution is located (hereinafter referred to as the higher-level organization), and clearly indicates the deadlines for completing tasks and responsible executors.

Guiding questions:

- ❖ How has the prospective plan identified the material and technical base, infrastructure, information technology, human resources, and financial resources required for the educational program?
- ❖ How are issues of cooperation with a higher-level organization reflected in the prospective plan?
- ❖ How are deadlines for completing tasks and responsible executors identified in the prospective plan?

Substantiating evidence(s):

- ✓ A promising plan.

2.3. INDICATOR

The prospective plan contains an analysis of risks affecting the implementation of the tasks set, and alternative measures to eliminate these risks are identified.

Guiding questions:

- ❖ How is the risk analysis carried out and identified that affects the implementation of the tasks set out in the prospective plan?
- ❖ What alternative measures have been identified to address the identified risks?

Substantiating evidence(s):

- ✓ Information on risk analysis.

2.4. INDICATOR

Mechanisms for monitoring and analyzing the implementation of the tasks set out in the prospective plan will be developed, and measures will be taken to correct the identified shortcomings based on the results of monitoring and analysis**

Guiding questions:

- ❖ How is monitoring the implementation of the tasks set out in the prospective plan and analyzed?
- ❖ What measures are being taken to correct deficiencies identified based on the results of monitoring and analysis?

Substantiating evidence(s):

- ✓ Information on monitoring and analysis results.

CRITERION 3. The existence of an internal quality assurance mechanism within the educational program and the participation of stakeholders in these processes

***Note:** The presence of an internal quality system that ensures the quality and effectiveness of the educational program, as well as the participation of higher-level organization s' leaders, teachers, students, as well as parents, are assessed.*

3.1. INDICATOR

An internal quality assurance unit has been established or a responsible employee(s) has been assigned to monitor and evaluate the educational program.

Guiding questions:

- ❖ How is the department responsible for ensuring the quality of education in educational institution organized?
- ❖ How is the staff(s) responsible for ensuring the quality of education recruited and formalized?

Substantiating evidence(s):

- ✓ Order of the responsible department or employee(s);
- ✓ Charter of department.

3.2. INDICATOR

Self-assessment procedure for the educational program has been developed and approved after discussion by the pedagogical council.

Guiding questions:

- ❖ What tasks are set in the self-assessment procedure of the educational program?
- ❖ How is the discussion and approval of the educational program at the pedagogical council organized and approved?

Substantiating evidence(s):

- ✓ Approved self-assessment procedure;
- ✓ The part substantiating the indicator in the minutes of the Pedagogical Council (hereinafter referred to as the extract from the minutes of the Pedagogical Council).

3.3. INDICATOR

Based on the suggestions and feedback of higher-level organization officials, teachers, students, as well as parents and their substitutes (hereinafter referred to as parents), a plan of measures to improve the educational program and internal quality assurance is being formed**

Guiding questions:

- ❖ How is the educational program improved based on suggestions and feedback from higher-level organization leaders, educators, students, and parents?
- ❖ How is an action plan formed based on suggestions and feedback from higher-level organization officials, educators, students, and parents?

Substantiating evidence(s):

- ✓ Information on the improvement of the educational program;
- ✓ Action plan.

3.4. INDICATOR

The implementation of the tasks set out in the action plan for improving the educational program and internal quality assurance is monitored and analyzed, and the educational program is continuously improved**

Guiding questions:

❖ How is the implementation of the tasks set out in the action plan for improving the educational program and internal quality assurance monitored and analyzed?

❖ What work is being done to improve the educational program based on the results of monitoring and analysis?

❖ **Substantiating evidence(s):**

✓ Information on monitoring and analysis results;

✓ Improved educational program.

3.5. INDICATOR

Information about improving the educational program will be publicly posted on the website of the secondary specialized education institution and (or) on social networks**

Guiding questions:

❖ How is information about improving the educational program published on the educational institution's website and social networks?

Substantiating evidence(s):

✓ Published materials (screenshot or link).

CRITERION 4. Availability of a monitoring system to identify the latest trends in the labor market and educational needs

Note: The existence of a monitoring system that analyzes the needs of education and the labor market, including sectors and industries, and ensures the integration of economic trends into the educational program, and the effectiveness of this system is assessed

4.1. INDICATOR

A monitoring plan has been developed and approved to study labor market and educational needs, as well as research trends.

Guiding questions:

❖ What issues has the monitoring plan for studying labor market, educational needs, and research trends been developed and approved?

Substantiating evidence(s):

✓ Monitoring plan.

4.2. INDICATOR

The monitoring process involves the participation of educators, higher-level organization leaders, and industry experts, and data on the labor market and education is regularly collected and analyzed**

Guiding questions:

- ❖ How are the participation of educators, higher-level organization leaders, and industry experts being ensured in the monitoring process?
- ❖ How often is data on the labor market and education collected and analyzed by educators, higher-level organization leaders, and industry experts?

Substantiating evidence(s):

- ✓ Analytical information.

4.3. INDICATOR

Based on the results of monitoring, problems and shortcomings necessary to improve the educational program are identified and appropriate changes are made to the subjects (subject topic(s) and content) in the educational program**

Guiding questions:

- ❖ How are problems and shortcomings identified that need to be improved in the educational program based on monitoring results?
- ❖ What changes have been made to the subjects (subject topic(s) and content) in the curriculum based on the results of monitoring?

Substantiating evidence(s):

- ✓ Information on changes made to the educational program.

4.4. INDICATOR

A constantly updated database will be created based on innovations in scientific research, labor market requirements, and educational needs**

Guiding questions:

- ❖ How is a constantly updated database created and updated based on research innovations, labor market demands, and educational needs?

Substantiating evidence(s):

- ✓ Information on the updated database.

4.5. INDICATOR

Information on the labor market and education will be made publicly available**

Guiding questions:

❖ How is information about the labour market and education published on the educational organization's website and social networks?

Substantiating evidence(s):

- ✓ Published materials (screenshot or link).

CRITERION 5. Surveys are conducted among students on current educational programs and the educational program is improved based on its results

Note: *The state of improvement of the educational program is assessed by systematically collecting student opinions on the content and implementation of the educational program through questionnaires, interviews, and focus groups, and analyzing the results.*

5.1. INDICATOR

A questionnaire, interviews and focus groups (hereinafter referred to as the questionnaire) for the evaluation and improvement of the current educational program, their topics, list of questions (issues), deadlines for conducting the questionnaire and responsible executors are being determined**

Guiding questions:

- ❖ How are questionnaire(s) designed to evaluate and improve the current educational program?
- ❖ How are survey topics, list of questions (issues), survey deadlines, and responsible executors determined?

Substantiating evidence(s):

- ✓ Information on the implementation of the survey.

5.2. INDICATOR

Students are regularly informed about surveys and systematic measures are taken to ensure their participation**

Guiding questions:

- ❖ How often are students notified about upcoming surveys?
- ❖ What measures are taken to ensure systematic student participation in surveys?

Substantiating evidence(s):

- ✓ Information on the questionnaire.

5.3. INDICATOR

Survey processes are organized on the principles of openness, equality, and impartiality**

Guiding questions:

❖ How are openness, equality, and impartiality ensured in the survey processes conducted under the current educational program?

Substantiating evidence(s):

✓ Information on the questionnaire.

5.4. INDICATOR

The results of the survey are analyzed by responsible executives, and students' suggestions and feedback on improving the educational program are regularly collected**

Guiding questions:

❖ How are the results of the survey analyzed by the responsible executives?

❖ How often are student suggestions and feedback collected to improve the curriculum?

Substantiating evidence(s):

✓ Information on the results of the survey;

✓ Information on suggestions and feedback for improving the educational program.

5.5. INDICATOR

An analytical report based on the survey results will be prepared and submitted to the pedagogical council**

Guiding questions:

❖ What information is provided in the analytical report on the survey results?

❖ What issues will be discussed at the pedagogical council based on the survey results?

Substantiating evidence(s):

✓ Analytical report on the survey results;

✓ Excerpt from the minutes of the Pedagogical Council.

5.6. INDICATOR

Based on the prepared analytical report, an action plan for improving the educational program is systematically developed and necessary changes are made to the educational program**

Guiding questions:

- ❖ What tasks are identified in the action plan for improving the educational program based on the prepared analytical report?
- ❖ What changes are being made to the curriculum based on the prepared analytical report?

Substantiating evidence(s):

- ✓ Analytical report;
- ✓ Action plan;
- ✓ Changes made in educational program.

5.7. INDICATOR

Information about the results of the survey and the changes made based on them are being publicly posted on the website of the secondary specialized education institution and (or) on social networks**

Guiding questions:

- ❖ How are information about the results of the survey and the changes made based on them be published on the educational institution's website and social networks?

Substantiating evidence(s):

- ✓ Published materials (screenshot or link).

II. AREA OF EDUCATIONAL PROGRAMS

***Note:** The educational program's compliance with the National Qualifications Framework, state educational standards and professional standards (or qualification requirements), interdisciplinary integration of the educational program, and the level of provision of differentiated and student-centered education are assessed.*

CRITERION 6. The purpose and results of the educational program are defined, and their compliance with the requirements of the state educational standard (hereinafter referred to as the SES) and the national qualifications framework (hereinafter referred to as the NQF)*

***Note:** The educational program is developed in collaboration with the working group, and the compliance of the educational program's expected learning outcomes and goals with the NQF, SES, and professional standard(s) (or qualification requirements) is assessed.*

6.1. INDICATOR

A working group (hereinafter referred to as the working group) consisting of higher-level organization officials, educators, and industry experts has been established to develop the educational program.

Guiding questions:

❖ How is the working group composed of higher-level organization officials, educators, and industry experts organized to develop the educational program?

❖ ***Substantiating evidence(s):***

✓ Order on the establishment of a working group.

6.2. INDICATOR

The working group defined the goals, competencies, and expected learning outcomes of the educational program.

Guiding questions:

❖ How are the goals, competencies, and expected learning outcomes of the educational program determined by the working group?

❖ How are the goals, competencies, and expected learning outcomes of the educational program determined by the working group?

Substantiating evidence(s):

✓ Educational program.

6.3. INDICATOR

The educational program is analyzed for its compliance with SES, NQF, professional standard(s) (or qualification requirements), and labor market requirements.

Guiding questions:

❖ How is the analysis of the educational program's compliance with SES, NQF, professional standard(s) (or qualification requirements), and labor market requirements conducted?

Substantiating evidence(s):

✓ Analytical information.

6.4. INDICATOR

Based on the results of the analysis, the goals, competencies, and expected learning outcomes of the educational program are clarified, and conclusions are drawn on problems and shortcomings.

Guiding questions:

- ❖ How are the goals, competencies, and expected learning outcomes of the educational program determined based on the results of the analysis?
- ❖ What information is covered in the conclusions on problems and shortcomings based on the results of the analysis?

Substantiating evidence(s):

- ✓ Information on the analysis results.

6.5. INDICATOR

The goals and outcomes of the educational program are ensured to comply with the requirements of the SES and NQF

Guiding questions:

- ❖ How are the objectives and outcomes of the educational program ensured to meet the requirements of the SES and NQF?

Substantiating evidence(s):

- ✓ Educational program.

CRITERION 7. The educational program is developed and approved in accordance with the established procedure with the participation of stakeholders*

Note: The participation of stakeholders in the process of developing and approving the educational program, as well as the fact that the educational program is developed and approved in accordance with the established procedure and regulatory requirements, are assessed.

7.1. INDICATOR

A draft educational program is developed by the working group members.

Guiding questions:

- ❖ What analyses are conducted by the working group consisting of higher-level organization officials, educators, and industry experts to develop the curriculum?

Substantiating evidence(s):

- ✓ Educational program draft.

7.2. INDICATOR

The draft curriculum is revised based on suggestions and feedback from higher-level organization officials, educators, and industry experts.

Guiding questions:

What changes are made to the curriculum based on suggestions and feedback from higher-level organization officials, educators, and industry experts regarding the curriculum draft?

Substantiating evidence(s):

- ✓ Information on changes to the educational program.

7.3. INDICATOR

The educational program is approved in accordance with SES, NQF and professional standard(s) (or qualification requirements)*

Guiding questions:

- ❖ How is the educational program ensured and verified to comply with the SES, NQF, and professional standard(s) (or qualification requirements)?

Substantiating evidence(s):

- ✓ Educational program (approved).

CRITERION 8. Continuity of the educational program, ensuring the coherence and continuity of disciplines

Note: The duration of the educational program, the coherence and continuity of disciplines, as well as the coherence of topics are assessed.

8.1. INDICATOR

The duration of the educational program (total hours, study period) is determined in accordance with the goals and expected learning outcomes of this program.

Guiding questions:

- ❖ How is the overall curriculum hours and duration of study aligned with the program's goals and expected learning outcomes?

Substantiating evidence(s):

- ✓ Educational program.

8.2. INDICATOR

The sequence of subjects in the curriculum and their compliance with the continuing education system (secondary specialized and higher education) are ensured.

Guiding questions:

❖ How is the sequence of subjects in the curriculum and their compliance with the higher education system ensured?

Substantiating evidence(s):

✓ Analytical information.

8.3. INDICATOR

The sequence of hours allocated for subjects, theoretical, practical, laboratory and seminar classes in subjects, and independent work (hereinafter referred to as the components of subjects) is designed in accordance with duration, continuity, and expected learning outcomes.

Guiding questions:

❖ How is the sequence of the components of the subjects ensured to be developed in accordance with continuity, coherence, and the expected learning outcomes?

Substantiating evidence(s):

✓ Educational program.

8.4. INDICATOR

Mutual integration between the components of the disciplines is ensured.

Guiding questions:

❖ How is mutual integration ensured between the hours allocated for subjects, theoretical, practical, laboratory and seminar classes in subjects, and independent work?

Substantiating evidence(s):

✓ Educational program.

8.5. INDICATOR

During the process of revising the curriculum, the coherence and continuity of the components of the disciplines are constantly analyzed and improved**

Guiding questions:

❖ How is the curriculum review process organized?

❖ How often is the interdependence and continuity of the components of the sciences analyzed and improved?

Substantiating evidence(s):

✓ Educational program.

CRITERION 9. Systematic monitoring of existing educational programs and implementation of measures to increase and improve their effectiveness*

***Note:** It is assessed whether monitoring and analysis of the educational program (semester, annual) has been established, whether measures have been taken to increase efficiency based on the results of the monitoring and analysis, and whether senior officials of higher-level organizations, students, parents, graduates, and industry experts have been involved.*

9.1. INDICATOR

A procedure and criteria for evaluating the effectiveness of the educational program have been developed**

Guiding questions:

❖ What tasks are being developed to include the procedure and criteria for evaluating the effectiveness of an educational program?

Substantiating evidence(s):

✓ Evaluation procedure and criteria.

9.2. INDICATOR

Systematic monitoring and analysis processes are being carried out on the educational program**

Guiding questions:

❖ How are the monitoring and analysis processes for the educational program carried out?

Substantiating evidence(s):

✓ Monitoring information.

9.3. INDICATOR

The monitoring process systematically involves higher-level organization officials, students, parents, alumni, and industry experts**

Guiding questions:

❖ What steps are being taken to ensure the participation of higher-level organization leaders, students, parents, alumni, and industry experts in the monitoring process?

Substantiating evidence(s):

✓ Monitoring information.

9.4. INDICATOR

Monitoring results are analyzed, the effectiveness of the educational program and its compliance with the expected learning outcomes are assessed, and an action plan is developed to eliminate the identified problems and shortcomings**

Guiding questions:

- ❖ How are monitoring results analyzed?
- ❖ How is the effectiveness of the educational program and its compliance with the expected learning outcomes assessed?
- ❖ What tasks are reflected in the action plan to eliminate the identified problems and shortcomings?

Substantiating evidence(s):

- ✓ Action plan.

9.5. INDICATOR

The implementation of the tasks set out in the action plan will be analyzed, and necessary changes will be made to the content of the components of the subjects, as well as the assessment procedure and criteria**

Guiding questions:

- ❖ How is the implementation of the tasks set out in the action plan analyzed?
- ❖ What changes are being made to the content of the components of the subjects, as well as the assessment procedure and criteria?

Substantiating evidence(s):

- ✓ Information on the implementation of the action plan;
- ✓ Information on changes to the assessment procedure and criteria.

III. AREA OF ORGANIZATION OF THE EDUCATIONAL PROCESS AND ASSESSMENT OF EXPECTED LEARNING OUTCOMES

Note: *The educational process is evaluated based on the SES, the harmony of the subjects in the educational program, and the adherence to the principles of objectivity and transparency based on the criteria set out in the educational program for the expected learning outcomes.*

CRITERION 10. The working curricula and programs are developed in accordance with the established requirements*

Note: *It is assessed that the working curriculum and programs are developed based on proposals from the SES and employers and approved by the educational institution.*

10.1. INDICATOR

The working curriculum and subject programs have been developed and approved in accordance with the established procedure*

Guiding questions:

- ❖ How are the working curriculum and subject programs developed?
- ❖ How is the process of approving the working curriculum and subject programs carried out?

Substantiating evidence(s):

- ✓ Working curriculum and programs.

10.2. INDICATOR

The working curriculum (curriculum) (hereinafter referred to as the working curriculum) and programs are developed taking into account the requirements of the SES and the suggestions and feedback provided by the heads of higher-level organizations.

Guiding questions:

- ❖ How are SES requirements analyzed when developing working curricula and programs?
- ❖ How are the results of the analysis and the suggestions and feedback of higher-level organization officials taken into account when developing working curricula and programs?

Substantiating evidence(s):

- ✓ Information on suggestions and feedback.

10.3. INDICATOR

The curriculum in the working curriculum ensures a balance between the components of the subjects.

Guiding questions:

- ❖ How is the balance between the components of the subjects ensured in the curriculum?

Substantiating evidence(s):

- ✓ The worker`curriculum and programs.

10.4. INDICATOR

The curriculum and subject programs are aligned with the labor market and educational needs.

Guiding questions:

- ❖ How is labor market analysis carried out when developing working curricula and subject programs?
- ❖ How are the curriculum and subject programs aligned with the results of labor market analysis and educational needs?

Substantiating evidence(s):

- ✓ Working curriculum and programs.

CRITERION 11. The educational process is focused on achieving the learning outcomes specified in the educational program*

Note: The educational process is assessed for its focus on achieving program goals and expected outcomes, as well as its organization through content, form, and methods that form theoretical knowledge, skills, and competencies.

11.1. INDICATOR

The training process is planned in collaboration with a higher education institution, based on modern labor market needs and industry characteristics.

Guiding questions:

- ❖ How are the modern needs of the labor market studied in collaboration with a higher-level organization when planning the educational process?
- ❖ How is the learning process planned based on the characteristics of the field?

Substantiating evidence(s):

- ✓ Information on labor market and industry analysis.

11.2. INDICATOR

The working curriculum schedule has been developed and implemented in accordance with the educational process schedule**

Guiding questions:

- ❖ How is compatibility ensured when developing a lesson schedule and a learning process graph?
- ❖ What work is being done to implement the lesson schedule?

Substantiating evidence(s):

- ✓ Training schedule;
- ✓ Learning process graph.

11.3. INDICATOR

The organization of the educational process according to the working curriculum ensures the coherence and continuity of disciplines**

Guiding questions:

❖ How is the coherence and continuity of subjects in the working curriculum ensured in the organization of the educational process?

Substantiating evidence(s):

- ✓ Working curriculum.

11.4. INDICATOR

The necessary educational and methodological resources and information and communication technologies (hereinafter referred to as ICT) are used to organize the educational process**

Guiding questions:

❖ What educational and methodological resources and ICT are used to organize the learning process?

Substantiating evidence(s):

- ✓ Information on the use of educational resources and ICT.

11.5. INDICATOR

The secondary specialized education institution ensures that the expected learning outcomes of the educational program are achieved and the level of achievement of the expected learning outcomes is analyzed**

Guiding questions:

❖ How does the educational institution ensure that the educational program achieves the expected learning outcomes?

❖ What analysis methods are used to assess the level of achievement of expected learning outcomes?

Substantiating evidence(s):

- ✓ Analysis information.

CRITERION 12. Continuous evaluation and improvement of the learning process

Note: *The educational process is constantly analyzed through the educational institution's internal quality assurance system, as well as the measures taken to improve the educational process based on the results of the internal analysis.*

12.1. INDICATOR

A procedure for evaluating, analyzing, and improving the educational process has been developed.

Guiding questions:

❖ How is the procedure for evaluating, analyzing, and improving the educational process developed, and what issues are reflected in it?

Substantiating evidence(s):

✓ Order (regulation).

12.2. INDICATOR

The evaluation and analysis of the educational process is carried out at regular intervals (monthly, semester, annual) in accordance with the procedure for evaluating, analyzing and improving the educational process**

Guiding questions:

❖ How are educational process evaluations organized and carried out at the intervals established in the procedure for evaluation, analysis, and improvement of the educational process?

❖ How often and using what methods is the learning process analysis carried out?

Substantiating evidence(s):

✓ Information on evaluating and analyzing the learning process.

12.3. INDICATOR

Higher-level organization officials, students, graduates, educators, and industry experts are regularly involved in the evaluation process of the educational process, and their suggestions and feedback are documented and analyzed**

Guiding questions:

❖ How are higher-level organization leaders, students, graduates, educators, and industry experts involved in the educational process evaluation process?

❖ How are suggestions and feedback from higher-level organizational leaders, students, alumni, educators, and industry experts documented?

❖ How are suggestions and feedback from higher-level organization officials, students, graduates, educators, and industry experts analyzed?

Substantiating evidence(s):

✓ Information on the analysis of the learning process assessment process.

12.4. INDICATOR

Based on the results of the assessment, a plan of measures to eliminate the identified problems and shortcomings is systematically developed, implementation is monitored, and the educational process is evaluated, analyzed, and improved at a specified frequency (monthly, semester, annual)**

Guiding questions:

❖ What tasks are being covered in the action plan to address the problems and shortcomings identified based on the assessment results?

❖ How is the implementation of the action plan being monitored, and the learning process evaluated, monitored, and analyzed?

❖ How often is the action plan being updated?

Substantiating evidence(s):

✓ Action plan;

✓ Improvement information.

CRITERION 13. The use of advanced pedagogical technologies in the educational process according to current educational programs and the achievement of appropriate efficiency

Note: *The introduction of modern pedagogical technologies into the educational process based on the educational program and their use in improving the quality of education and increasing the knowledge and skills of students are evaluated.*

13.1. INDICATOR

Advanced pedagogical and innovative educational technologies are constantly used, with the teaching methods, pedagogical technologies, and content of the subject components specified in the curriculum aimed at ensuring the achievement of the expected learning outcomes**

Guiding questions:

❖ How are the teaching methods, pedagogical technologies, and content of the subject components specified in the curriculum geared towards achieving the expected learning outcomes?

❖ How is the continuous use of advanced pedagogical and innovative educational technologies ensured?

Substantiating evidence(s):

✓ Information on the use of advanced pedagogical and innovative educational technologies.

13.2. INDICATOR

Teaching methods, scope of pedagogical technologies, trends in the introduction of advanced pedagogical technologies, and level of complexity are determined in accordance with the level of the educational program and the needs of students**

Guiding questions:

❖ How are teaching methods adapted to the level of the educational program and the needs of students?

❖ To what extent do pedagogical technologies cover the level of the educational program and the needs of students?

❖ How are the level of the educational program and the needs of students taken into account when implementing advanced pedagogical technologies?

Substantiating evidence(s):

✓ Information on the level of advanced pedagogical and innovative educational technologies in the educational program and their adaptation to the needs of students.

13.3. INDICATOR

Monitoring and analysis of the effectiveness of the use of advanced teaching methods and pedagogical technologies are carried out, and the professional potential of teachers is increased in order to eliminate the problems and shortcomings identified as a result of monitoring and analysis**

Guiding questions:

❖ How is the effectiveness of the use of advanced teaching methods and pedagogical technologies monitored and analyzed?

❖ What work is done to improve the professional capacity of teachers to eliminate the problems and shortcomings identified as a result of the analysis?

Substantiating evidence(s):

✓ Information on improving the professional capacity of educators.

13.4. INDICATOR

Pedagogical technologies are constantly updated and improved based on the results of monitoring, analysis, and professional development of teachers**

Guiding questions:

❖ How are pedagogical technologies updated and improved based on the results of monitoring, analysis, and professional development of teachers?

Substantiating evidence(s):

✓ Information on updating and improving pedagogical technologies.

13.5. INDICATOR

An annual analytical report on the use of advanced pedagogical technologies and their effectiveness is prepared and reviewed by the pedagogical council**

Guiding questions:

❖ What issues are included in the annual analytical report on the use of advanced pedagogical technologies and their effectiveness?

❖ What issues are considered in the annual analytical report by the Pedagogical Council?

Substantiating evidence(s):

✓ Annual analytical report;

✓ Excerpt from the minutes of the Pedagogical Council.

CRITERION 14. Transparent and objective assessment of student knowledge within the educational program, and the correspondence of assessment processes to learning outcomes

Note: *The assessment assesses whether students' knowledge is consistent with learning outcomes, is analyzed based on the principles of objectivity and transparency, and whether assessment processes are organized in an open and fair manner.*

14.1. INDICATOR

The procedure, rules, criteria and methods for assessing students' knowledge, skills and competencies within the framework of the educational program (hereinafter referred to as the assessment procedure) have been developed.

Guiding questions:

❖ How has the assessment procedure for evaluating students' knowledge, skills, and competencies been developed, and what functions does it encompass?

Substantiating evidence(s):

- ✓ Evaluation procedure.

14.2. INDICATOR

The assessment procedure is communicated to students before the start of the learning process**

Guiding questions:

- ❖ Through what means and documents are students informed of the assessment procedure before the start of the learning process?

Substantiating evidence(s):

- ✓ The disclosed materials (screenshot or link).

14.3. INDICATOR

Higher-level organization leaders and educators, as well as parents, graduates and (or) public representatives as observers, are increasingly involved in the evaluation processes**

Guiding questions:

- ❖ How are higher-level organization leaders and educators involved in the evaluation process?
- ❖ Through what means will parents, alumni, and/or members of the public be involved as observers?

Substantiating evidence(s):

- ✓ Information on the involvement of those responsible for the evaluation process, educators, parents, graduates and (or) representatives of the public.

14.4. INDICATOR

Objectivity, transparency, and academic integrity are ensured in the process of assessing students' knowledge, skills, and competencies within the educational program**

Guiding questions:

- ❖ What steps are being taken to ensure objectivity, transparency, and academic integrity in the process of assessing students' knowledge, skills, and competencies?

Substantiating evidence(s):

- ✓ Information on ensuring objectivity, transparency, and academic integrity in the assessment process.

14.5. INDICATOR

Assessment results are systematically reflected, maintained, and stored on digital platforms and in the assessment protocols of the final state attestation commission**

Guiding questions:

- ❖ How is it ensured that assessment results are recorded, maintained, and stored completely and error-free on digital platforms?
- ❖ What work is being done to reflect, maintain, and store the assessment results in the assessment protocols of the final state attestation commission?

Substantiating evidence(s):

- ✓ Information on how the assessment results will be displayed on digital platforms (screenshot or link);
- ✓ Minutes of the final state certification commission.

14.6. INDICATOR

The assessment process is systematically and regularly monitored and analyzed for its compliance with the curriculum, and the results of monitoring and analysis are provided to students and parents**

Guiding questions:

- ❖ How is the assessment process monitored and analyzed for its relevance to the curriculum?
- ❖ Through what means are monitoring and analysis results presented to students and parents?

Substantiating evidence(s):

- ✓ Monitoring and analysis information;
- ✓ The information provided (screenshot or link).

CRITERION 15. Availability of opportunities for students to receive feedback on assessment results

Note: *Students are assessed for their ability to freely express suggestions, feedback, and complaints regarding the assessment results, as well as for the creation of conditions for the formalization, review, and analysis of these appeals.*

15.1. INDICATOR

A procedure has been developed for collecting, reviewing, and analyzing student suggestions, feedback, and complaints regarding assessment results, and responsible executors have been identified.

Guiding questions:

❖ What is the procedure for collecting, reviewing, and analyzing student suggestions, feedback, and complaints regarding assessment results?

❖ How are the responsible executors for collecting, reviewing, and analyzing student suggestions, feedback, and complaints regarding assessment results determined?

Substantiating evidence(s):

✓ Information according to the established procedure;

✓ List of responsible performers.

15.2. INDICATOR

The developed procedure clearly defines the forms, deadlines, procedure for considering complaints, and decision-making mechanism.

Guiding questions:

❖ How are the forms, deadlines, and procedure for considering complaints reflected in the developed procedure?

❖ On what basis are the decision-making mechanisms in the developed procedure formed?

Substantiating evidence(s):

✓ Information on the developed procedure.

15.3. INDICATOR

Suggestions, feedback, and complaints are accepted in a manner that is convenient for students and in a format that meets their needs, and the process of considering them is carried out based on the principles of openness, accountability, transparency, and avoidance of conflicts of interest**

Guiding questions:

❖ What steps are being taken to ensure that suggestions, feedback, and complaints are received in a manner that is convenient for students and in a format that meets their needs?

❖ How is the process of considering proposals, feedback, and complaints ensured to achieve the principles of openness, accountability, transparency, and avoidance of conflicts of interest?

Substantiating evidence(s):

- ✓ Information on accepting student suggestions, feedback, and complaints.

15.4. INDICATOR

Student complaints regarding the assessment process and results are reviewed and systematically analyzed by the appeals committee of the secondary specialized educational institution**

Guiding questions:

- ❖ How are student complaints regarding the assessment process and results reviewed by the appeals committee?
- ❖ How are student complaints regarding the assessment process and results analyzed by the Appeals Committee?

Substantiating evidence(s):

- ✓ Information on the work carried out by the Appeals Commission.

15.5. INDICATOR

Reports on the results of the analysis are regularly prepared and an action plan is developed to improve the assessment process, as well as making necessary changes to the assessment procedure and criteria**

Guiding questions:

- ❖ How often are reports on analysis results prepared?
- ❖ What issues are included in the action plan for improving the assessment process?
- ❖ What changes will be made to the evaluation procedure and criteria?

Substantiating evidence(s):

- ✓ Reports on analysis results;
- ✓ Action plan;
- ✓ Information on changes to the assessment procedure and criteria.

IV. AREA OF STUDENT ACTIVITY

Note: *The assessment will assess the suitability of admission parameters within the educational program to the resources and capabilities of the educational institution, the compliance of student admission criteria with the level of the educational program, the transparency and clarity of admission processes, the availability of mechanisms for transferring students, transferring from course to course, expelling them from study and resuming their studies, as well as the*

establishment of a system of social, academic and psychological support for students.

CRITERION 16. Admission requirements for the educational program are clearly defined, and admission to study is organized in a transparent manner

Note: *It is assessed whether the admission requirements for the educational program are set, and whether the admission process is carried out in a transparent, fair, and open manner.*

16.1. INDICATOR

The admission procedure for the educational program is established and documented, and information related to the admission process is made available to applicants and their parents**

Guiding questions:

❖ What documents define and document the procedure for admission to an educational program?

❖ What steps are being taken to ensure the transparency of information related to the admissions process for applicants and their parents?

Substantiating evidence(s):

✓ Admission documents (order, regulations, etc.);

✓ Published information on admissions (screenshot or link).

16.2. INDICATOR

There is analysis and information about educational and labor market needs and graduate interests when determining admission requirements for the educational program.

Guiding questions:

❖ How are educational and labor market needs identified when setting admission requirements for an educational program?

❖ What methods are used to analyze the interests of graduates?

Substantiating evidence(s):

✓ Information on educational and labor market needs;

✓ Information on the analysis of alumni interests.

16.3. INDICATOR

The composition of the admissions and appeals committees has been approved, tools ensuring transparency in the admissions process have been used,

and special rooms have been established (online registration, open selection committees, etc.)

Guiding questions:

- ❖ How is the composition of the admissions and appeals committees formed and approved?
- ❖ What tools are used to ensure transparency in the admissions process?
- ❖ How are special rooms, online registration, open selection committees, and other amenities provided to make the admission process efficient?

Substantiating evidence(s):

- ✓ Order of the Admissions Committee;
- ✓ Order on the Appeals Commission;
- ✓ Information on how to effectively navigate the admissions process.

16.4. INDICATOR

The admission process ensures the principles of fairness and equality, and the lists of accepted applicants are open and publicly available**

Guiding questions:

- ❖ What steps are being taken to ensure the principles of fairness and equality in the admissions process?
- ❖ Through what means are the lists of accepted applicants made public?

Substantiating evidence(s):

- ✓ Information on ensuring fairness and equality in the admissions process;
- ✓ Published information on accepted applicants (screenshot or link).

16.5. INDICATOR

There is a mechanism for reviewing applications and complaints regarding the admissions process.

Guiding questions:

- ❖ What tasks has the procedure for reviewing applications and complaints during the admissions process been developed to include?

Substantiating evidence(s):

- ✓ Procedure for filing applications and complaints (order, regulation).

CRITERION 17. Compliance of admission parameters with the resources and capabilities of the educational institution*

Note: *The admission parameters are assessed for their compatibility with the educational institution's existing material and technical base, personnel potential, and financial resources.*

17.1. INDICATOR

Admission parameters for the educational program are determined in accordance with the infrastructure, financial capabilities, auditorium, laboratory rooms and SES of the secondary specialized education institution.

Guiding questions:

❖ How have the educational institution's infrastructure, financial capacity, and classroom and laboratory facilities been assessed and taken into account in determining the admission parameters?

❖ How is compliance with SES ensured in the formulation of admission parameters?

Substantiating evidence(s):

✓ Admission parameter(s);

✓ Information on the suitability of the admission parameter(s) with the educational institution's capabilities and SES requirements.

17.2. INDICATOR

The admission parameter(s) for the educational program are aligned with the labor market, the strategic plan (mission, strategy) of the secondary specialized education institution, the number and composition of teachers, and their educational (workload)

Guiding questions:

❖ How are admission parameters aligned with labor market needs and the educational institution's strategic plans?

❖ How are the number and composition of teachers in an educational institution taken into account when forming admission parameters?

❖ How is the number and composition of teachers, and their workload, aligned with admission parameters?

Substantiating evidence(s):

✓ Admission parameters;

✓ Analytical information on the labor market;

✓ Information on teacher workload.

17.3. INDICATOR

Annual analyses are conducted on the status of implementation of the admission parameter(s) for the educational program, and necessary changes are made to the admission parameters based on the results of the analysis**

Guiding questions:

❖ What necessary changes have been made to admission parameters based on the annual review?

Substantiating evidence(s):

- ✓ Admission parameters;
- ✓ Information on changes made to admission parameters.

CRITERION 18. The procedure for transferring students, promoting them from one course to another, expelling them, and reinstating their studies (hereinafter referred to as “student movement”) has been established*

Note: The availability of approved document(s) for transferring, promoting from course to course, expelling, and reinstating students is assessed, as well as their accessibility and equal application to students.

18.1. INDICATOR

The student movement is carried out in accordance with the procedure established by the regulatory legal acts on admission, transfer, reinstatement and expulsion from secondary specialized education institutions, and a commission (or working group) responsible for the implementation of student movement has been established**

Guiding questions:

❖ What regulatory and legal documents define student movement and how is it organized?

❖ How is the commission (or working group) responsible for implementing the student movement organized?

Substantiating evidence(s):

- ✓ Student movement regulations;
- ✓ Order of the responsible commission (or working group).

18.2. INDICATOR

Orders, commission reports, and other relevant documents on student movement are adopted in a reasonable, fair, and transparent manner, properly formalized, and their reporting and monitoring are conducted regularly**

Guiding questions:

❖ How are orders, commission reports, and other relevant documents issued regarding student movement?

❖ How is fairness, justice, and transparency ensured in the decision-making process related to student movement?

❖ How is student activity reporting and monitoring conducted?

Substantiating evidence(s):

✓ Orders;

✓ Extract from the minutes of the Pedagogical Council;

✓ Information on reporting and monitoring documents.

18.3. INDICATOR

Students' rights regarding student movement are ensured, and students and their parents are informed about the processes, and all changes are reflected in the educational process management information systems (EMIS AL) in a timely and complete manner**

Guiding questions:

❖ How are students' rights ensured regarding student movement?

❖ How are students and their parents informed about processes, procedures, and decisions made regarding student behavior?

❖ How are all changes in student movement reflected in educational process management information systems (EMIS AL, etc.)?

Substantiating evidence(s):

✓ Statistical reports;

✓ Orders;

✓ Published materials (screenshot or link);

✓ Platform (screenshot or system information).

18.4. INDICATOR

An open and accessible system for filing complaints regarding student behavior has been created and a procedure for reviewing complaints has been established**

Guiding questions:

❖ How is openness and accessibility ensured for complaints about student movement?

❖ How is the process for reviewing student movement complaints organized?

Substantiating evidence(s):

- ✓ Complaint procedure;
- ✓ A statement or protocol.

CRITERION 19. Availability of mechanisms for supporting and advising students

Note: The establishment of a system of advice on students' personal development and support on social issues is evaluated.

19.1. INDICATOR

A system of student support, including academic, psychological, social, and career counseling, is planned for the educational program.

Guiding questions:

- ❖ What goals, directions, and measures are set for the student support system within the educational program?
- ❖ How is student participation recorded in this support and counseling system?

Substantiating evidence(s):

- ✓ Information about the support and advice system.

19.2. INDICATOR

Information about student support and counseling services is openly displayed (via website, booklets, stands, etc.)

Guiding questions:

- ❖ In what forms is information about student support and counseling services provided?

Substantiating evidence(s):

- ✓ Published information (screenshot or link).

19.3. INDICATOR

After students are admitted, events are systematically organized to familiarize them with the developed action plans, educational environment, and educational program**

Guiding questions:

- ❖ What tasks are reflected in the action plans aimed at familiarizing students with the educational environment and educational program?

❖ What activities are organized to familiarize students with the educational environment and curriculum?

Substantiating evidence(s):

- ✓ Action plans;
- ✓ Minutes of events.

19.4. INDICATOR

In order to expand the coverage of secondary specialized education institutions with higher education, methodological and informational support is provided on an ongoing basis**

Guiding questions:

❖ What methodological and informational support is provided in an educational institution to expand the coverage of students with higher education?

Substantiating evidence(s):

✓ Information about the methodological and informational support provided to applicants.

19.5. INDICATOR

Data on student support and use of counseling services is systematically collected and analyzed, satisfaction with services is studied, and the effectiveness of the counseling system is improved**

Guiding questions:

❖ How is data on student use of support and counseling services collected and analyzed?

❖ What methods are used to study and track student satisfaction with support and counseling services?

❖ What work is being done to improve the effectiveness of the student support and counseling services system?

Substantiating evidence(s):

- ✓ Information on using student support and counseling services.

V. AREA OF HUMAN RESOURCES

CRITERION 20. The presence of teaching staff, as well as administrative and teaching support staff, in accordance with the standards established for the educational program, and the compliance of their quality composition, qualifications and specialization with the established requirements*

Note: *To effectively implement the educational program, it is assessed whether teachers, administrators, and teaching assistants have been involved, their qualifications and specializations are compatible with the subjects taught, practical and laboratory exercises, and a stable personnel policy has been ensured.*

20.1. INDICATOR

Management staff has work experience in the field of education

Guiding questions:

❖ What documents reflect the work experience of management staff in the field of education?

Substantiating evidence(s):

✓ Documents confirming the work experience of employees (extract from the electronic work book via mymehnat.uz).

20.2. INDICATOR

Participation of management staff in advanced training courses is organized and they are ensured to obtain appropriate certificates**

Guiding questions:

❖ How is the participation of management staff in advanced training courses organized?

❖ How is the availability of relevant certificates of management personnel monitored and registered?

Substantiating evidence(s):

✓ List of management staff with advanced training certificates;

✓ Management staff certificates.

20.3. INDICATOR

The number of teaching staff is provided in accordance with the subjects they teach.

Guiding questions:

❖ What work has been done to ensure that the number of teaching staff matches the subjects they teach?

Substantiating evidence(s):

✓ Staffing and tariffication;

✓ Diplomas and certificates of educators.

20.4. INDICATOR

Measures have been taken to ensure the number of teaching and support staff is adequate for the effective organization of the educational program.

Guiding questions:

- ❖ What work has been done to recruit and develop teaching and support staff?
- ❖ How is the number of teaching and support staff ensured to be sufficient to effectively organize the educational program?

Substantiating evidence(s):

- ✓ Staffing table;
- ✓ Information on teaching and support staff.

20.5. INDICATOR

There are appeals issued to relevant higher education institutions and territorial divisions of the Ministry of Poverty Reduction and Employment of the Republic of Uzbekistan or announcements posted on social networks regarding the need for personnel (vacancies) under the educational program**

Guiding questions:

- ❖ How are staffing needs determined for a educational program?
- ❖ How are applications regarding the need for personnel sent to relevant higher education institutions and regional departments of the Ministry of Poverty Reduction and Employment?
- ❖ How are educational program staffing needs announced on social media?

Substantiating evidence(s):

- ✓ Letters of application;
- ✓ Announcements link.

CRITERION 21. Provision of teaching staff with professional, pedagogical and scientific competencies appropriate to the subjects in the curriculum according to current educational programs*

Note: The subjects are provided with the necessary professional, pedagogical and competent specialists, and the human resource potential is assessed.

21.1. INDICATOR

The subjects in the current curriculum are provided with teachers, and the diploma (certificate), qualification category, and professional experience of these teachers correspond to the educational field**

Guiding questions:

- ❖ What measures are taken to provide teachers for the subjects in the current curriculum?
- ❖ How is the correspondence of teachers' diplomas (certificates), qualification categories, and professional experience to the educational field ensured?

Substantiating evidence(s):

- ✓ Teacher's Handbook (lens);
- ✓ Diploma (certificate) of educators.

21.2. INDICATOR

The number of teaching staff in accordance with the educational program is formed based on the educational (workload)**

Guiding questions:

- ❖ How is the educational (work) load calculated and how is this load taken into account when forming the number of teaching staff?
- ❖ How is the teaching (workload) distributed among teachers?

Substantiating evidence(s):

- ✓ Study load;
- ✓ Staffing and pricing.

21.3. INDICATOR

There is a mechanism for certifying teaching staff and teaching staff are being certified**

Guiding questions:

- ❖ What procedure is developed for certifying teaching staff?
- ❖ What work is being done to certify teaching staff?

Substantiating evidence(s):

- ✓ Attestation schedule and order;
- ✓ Attestation report or certificate.

21.4. INDICATOR

Practical measures (competitions, training, internships, etc.) are being implemented to improve the supply and quality of teaching staff**

Guiding questions:

- ❖ What practical measures are planned to increase staffing and quality?

❖ How are competitions, training, internships, etc. organized to improve the supply and quality of teaching staff?

Substantiating evidence(s):

- ✓ Action plan;
- ✓ Information on practical activities.

21.5. INDICATOR

There are foreign teachers in the educational program, as well as teachers who have studied and completed internships at higher educational institutions in foreign countries**

❖ What partnerships are being established and implemented to attract foreign teachers to the educational program?

❖ What work is being done to provide teachers who have studied and completed internships at higher education institutions in foreign countries?

Substantiating evidence(s):

- ✓ Information on foreign teachers;
- ✓ Information on teachers who studied and completed internships at higher education institutions in foreign countries.

21.6. INDICATOR

There are full-time teachers with academic degrees in the curriculum, national or international certificates of proficiency in a foreign language and subject**

Guiding questions:

❖ What work is being done to attract educators with academic degrees to the educational program?

❖ What measures will be taken to increase the number of teachers with national or international certifications in the main staff?

Substantiating evidence(s):

- ✓ Information on academically qualified teachers;
- ✓ Information about educators with national or international certification in the main state.

CRITERION 22. The existence of a clear plan for providing pedagogical personnel with professional, pedagogical and scientific competencies appropriate to the subjects in the curriculum under new educational programs*

Note: *The existence of plans to attract teachers with professional, pedagogical and scientific competencies, taking into account the subjects in the curriculum, is assessed.*

22.1. INDICATOR

The need for teaching staff under the new educational program has been analyzed and a plan for providing teaching staff has been developed*

Guiding questions:

- ❖ What analyses have been carried out to determine the need for teaching staff under the new educational program?
- ❖ What tasks are outlined in the plan developed for providing pedagogical personnel?

Substantiating evidence(s):

- ✓ Analytical information on the need for teaching staff for the new educational program;
- ✓ Staffing plan.

22.2. INDICATOR

Measures have been taken to retrain and send teaching staff to advanced training courses under the new educational program.

Guiding questions:

- ❖ What work has been done to retrain and send teaching staff to advanced training courses under the new educational program?

Substantiating evidence(s):

- ✓ Schedule;
- ✓ Order(s).

22.3. INDICATOR

The plan for providing pedagogical personnel provides for the involvement of pedagogical personnel from educational institutions with academic degrees or practical experience in teaching classes.

Guiding questions:

- ❖ What tasks are included in the teacher training plan to attract teachers with academic degrees to teaching classes?
- ❖ How is the issue of involving teaching staff with practical experience in classroom activities reflected in the plan for providing teaching staff?

Substantiating evidence(s):

- ✓ Teacher recruitment plan.

22.4. INDICATOR

A control mechanism has been developed to monitor and analyze the implementation of the plan for providing pedagogical personnel under the new educational program.

Guiding questions:

❖ What work has been done to monitor and analyze the implementation of the plan for providing pedagogical personnel under the new educational program?

Substantiating evidence(s):

✓ Information on monitoring and analysis of the implementation of the pedagogical personnel plan.

CRITERION 23. Creation of conditions for professional development and advanced training of personnel, existence of a system of material and moral incentives

Note: The establishment of professional development and advanced training of teaching staff, as well as the existence of a system of material and moral incentives for teaching staff, are evaluated.

23.1. INDICATOR

Schedules have been developed for staff participation in advanced training courses and internships at higher education institutions.

Guiding questions:

❖ What work has been done to ensure that staff participate in advanced training courses?

❖ What issues are taken into account when developing schedules for internships in higher education institutions?

Substantiating evidence(s):

- ✓ Training schedules;
- ✓ Internship schedule.

23.2. INDICATOR

Measures have been taken to send (ensure participation, organize) staff to scientific and practical conferences, webinars, seminars, trainings, and forums in

accordance with the professional development system of the secondary specialized education institution.

Guiding questions:

❖ How are scientific and practical conferences, webinars, seminars, trainings, and forums identified that are appropriate for the activities of an educational institution?

❖ What work has been done to send personnel to scientific and practical conferences, webinars, training seminars, and forums?

❖ What scientific and practical conferences, webinars, seminars, trainings, and forums are organized at the educational institution?

Substantiating evidence(s):

✓ Documents (order, letter) on sending personnel to scientific conferences, webinars, seminars, trainings and forums;

✓ Information about scientific conferences, webinars, seminars, trainings, and forums held at the educational institution.

23.3. INDICATOR

Personnel participation in advanced training courses, as well as internships, is carried out according to schedules**

Guiding questions:

❖ How is the participation of personnel in advanced training courses and internships ensured in accordance with the schedules?

Substantiating evidence(s):

✓ Training and internship schedule;

✓ Orders on personnel participation in advanced training and internships.

23.4. INDICATOR

A mechanism for material and moral incentives for personnel who have achieved positive results has been developed and is being implemented by the secondary specialized education institution in accordance with the established procedure**

Guiding questions:

❖ What documents are developed to provide material and moral incentives to personnel who have achieved positive results?

❖ How are personnel who have achieved positive results identified and given financial and moral incentives?

Substantiating evidence(s):

- ✓ Procedure for providing material and moral incentives to personnel;
- ✓ Protocols or orders on material and moral incentives for personnel.

23.5. INDICATOR

The principles of transparency and fairness are consistently adhered to in the processes of material and moral incentives**

Guiding questions:

❖ What steps are being taken to ensure transparency and fairness in the processes of material and moral incentives?

Substantiating evidence(s):

- ✓ Protocols or orders on material and moral incentives for personnel.

23.6. INDICATOR

Measures aimed at the professional development of personnel are being taken and analytical reports on the effectiveness of these measures are regularly maintained**

Guiding questions:

❖ What measures are being taken to promote the professional development of personnel?

❖ What work is being done to regularly maintain analytical reports on the effectiveness of the measures taken?

Substantiating evidence(s):

- ✓ Analytical report on effectiveness.

VI. AREA OF MATERIAL AND TECHNICAL SUPPLY

Note:*The system that includes buildings, classrooms, laboratories, equipment, teaching aids, information and communication technologies, and educational and methodological resources necessary for the effective organization of the educational process, as well as the processes of their maintenance, repair, and modernization, is evaluated.*

CRITERION 24. Compliance of classrooms and laboratories in the educational institution with the educational program, equipment of classrooms with information and communication technologies (hereinafter referred to as ICT)*

Note: The availability of necessary equipment, tools, and inventory for classrooms and laboratory classes, the provision of classrooms with ICT, the Internet, and digital learning platforms, and the level of provision of methodological guides for their use are assessed.

24.1. INDICATOR

The material and technical base, reagents, raw materials, reagents, equipment, and tools in classrooms and laboratories meet the requirements of the educational program*

Guiding questions:

❖ How is the compliance of the material and technical base, reagents, raw materials, reagents, equipment and tools in classrooms and laboratories with the requirements of the educational program ensured?

Substantiating evidence(s):

✓ Inventory of teaching and laboratory equipment and tools.

24.2. INDICATOR

Classrooms are equipped with ICT tools (computer, projector, electronic board, internet or others)

Guiding questions:

❖ What work has been done to equip classrooms with ICT tools?

Substantiating evidence(s):

✓ ICT equipment inventory;

✓ Internet service agreement.

24.3. INDICATOR

The use of digital learning environments and platforms has been created in classrooms and laboratories.

Guiding questions:

❖ What work has been done to create a digital learning environment in classrooms and laboratories?

❖ What explanatory work has been carried out and what facilities have been created for teachers and students to use the platforms?

Substantiating evidence(s):

✓ Information on the digital environment and platform;

✓ Platform link or screenshot.

24.4. INDICATOR

Monitoring of the efficiency of use of classrooms and laboratories and the condition of equipment**

Guiding questions:

- ❖ What work is being done to ensure the efficient use of classrooms and laboratories?
- ❖ What measures are taken to monitor the condition of equipment in classrooms and laboratories?

Substantiating evidence(s):

- ✓ Inventory of teaching and laboratory equipment;
- ✓ Equipment usage and maintenance log.

24.5. INDICATOR

Classrooms and laboratories are available for the educational process**

Guiding questions:

- ❖ What measures are taken to ensure that classrooms and laboratories operate in a manner appropriate to the educational process?

Substantiating evidence(s):

- ✓ Information about study and laboratory rooms.

CRITERION 25. Sufficient material and technical resources, equipment, tools and reagents, as well as methodological manuals (instructions) are provided to implement the educational program*

Note: *The adequacy, modernity, and compliance with the content of the educational program with the material and technical base, equipment, tools, reagents, and methodological manuals necessary for the implementation of the educational program are assessed.*

25.1. INDICATOR

The necessary material and technical base, reagents, raw materials, reagents, equipment, and tools for the implementation of the educational program are available and in working condition.

Guiding questions:

- ❖ What work has been done to provide the material and technical base, reagents, raw materials, reagents, equipment and tools?

❖ What measures have been taken to ensure that the material and technical base, raw materials, and equipment are in working condition to implement the educational program?

Substantiating evidence(s):

- ✓ Inventory of material and technical resources and equipment;
- ✓ Usage log.

25.2. INDICATOR

There are methodological guides, instructions and guidelines (safety instructions, instructions) for using equipment and tools.

Guiding questions:

❖ How is the development of methodological guides, instructions, and guidelines for the use of equipment and tools organized and approved?

Substantiating evidence(s):

- ✓ Methodological guides, instructions and guidelines.

25.3. INDICATOR

The number of equipment and tools provided for the educational program is based on the student contingent (group size)**

Guiding questions:

❖ What work is being done to ensure that the number of equipment and tools matches the number of students?

Substantiating evidence(s):

✓ Information on the adequacy of the number of equipment and tools to the student contingent.

25.4. INDICATOR

The amount (volume) of reagents for laboratory exercises has been formulated and reserved in accordance with the educational program and the number of students**

Guiding questions:

❖ What work is done to form and reserve the amount of reagents for laboratory exercises in accordance with the educational program and the number of students?

Substantiating evidence(s):

- ✓ Information on reactive substances;

- ✓ Accounting and storage journal.

25.5. INDICATOR

There is a procedure for the use and write-off of reactive substances and they are maintained (documented)**

Guiding questions:

- ❖ What documents determine the procedure for using and writing off reactive substances and how is it carried out?

Substantiating evidence(s):

- ✓ Procedure for the use and write-off of reactive substances (order);
- ✓ Information on the use of reactive substances.

CRITERION 26. Provision of educational and teaching-methodical literature, electronic educational resources in accordance with the established requirements in the field of disciplines*

Note: *The availability, quality, and program suitability of subject textbooks, teaching aids, sets of teaching materials, multimedia, and electronic learning resources are assessed.*

26.1. INDICATOR

There are textbooks, educational literature, methodological guides, and electronic learning resources for the subjects in the educational program.

Guiding questions:

- ❖ What work has been done to provide textbooks, educational literature, and methodological guides for the subjects in the educational program?
- ❖ What tasks have been completed regarding subscription, access, and updating of e-learning resources?

Substantiating evidence(s):

- ✓ Information on textbooks, educational literature, and methodological guides for subjects in the educational program;
- ✓ E-learning resources link.

26.2. INDICATOR

The number of textbooks, educational literature, methodological guides, and electronic educational resources in the subjects in the educational program is provided in accordance with the student contingent.

Guiding questions:

❖ What work has been done to ensure that the number of textbooks, educational literature, methodological guides, and electronic educational resources is adequate for the student contingent?

Substantiating evidence(s):

✓ Information on ensuring that textbooks, educational literature, and methodological guides are appropriate for the student contingent.

26.3. INDICATOR

Textbooks, educational literature, methodological guides, and electronic educational resources are constantly being developed and made available for use**

Guiding questions:

❖ What measures are taken to develop subject textbooks, educational literature, methodological guides, and electronic educational resources?

❖ How is open access to textbooks, educational literature, methodological guides, and electronic educational resources established?

Substantiating evidence(s):

✓ List of developed textbooks, educational literature, methodological guides, and e-learning resources.

26.4. INDICATOR

Educational literature and methodological guides will be updated and a mechanism will be introduced to adapt them to the content of the subject**

Guiding questions:

❖ What work is being done to update educational literature and methodological guides?

❖ How are responsibilities and tasks determined for adapting educational literature and methodological guides to the content of the subject?

Substantiating evidence(s):

✓ List of new literature and manuals;

✓ Information on updating and adapting educational literature and methodological guides to the content of the subject.

26.5. INDICATOR

The opportunity to use modern (foreign) literature and additional materials that are appropriate for the content of the subjects in the educational program has been created.

Guiding questions:

- ❖ What work has been done to identify the needs for modern (foreign) literature and additional materials?
- ❖ What opportunities have been created to use modern (foreign) literature and additional materials appropriate to the content of the subjects?

Substantiating evidence(s):

- ✓ List of modern (foreign) literature;
- ✓ Information about the opportunities created for using modern (foreign) literature and additional materials.

26.6. INDICATOR

Curriculum textbooks are constantly updated and improved to meet the latest requirements of the subjects**

Guiding questions:

- ❖ How is the need to update textbooks identified and implemented?
- ❖ What work is being done to improve textbooks to meet the latest requirements of the disciplines?

Substantiating evidence(s):

- ✓ Information on updating textbooks.

CRITERION 27. Classrooms and laboratories are equipped according to educational programs, safety regulations, and the number of students.*

Note: The classroom and laboratory are assessed for their provision of the necessary equipment according to the educational program, in accordance with the number of students, and for their compliance with safety regulations.

27.1. INDICATOR

Classrooms and laboratories are in accordance with the educational program and their equipment takes into account the student contingent (group size)*

Guiding questions:

- ❖ How is the relevance of classrooms and laboratories to the content of the educational program determined and ensured?

❖ How is the student contingent (group size) taken into account when equipping classrooms and laboratories?

Substantiating evidence(s):

- ✓ Inventory of classroom and laboratory equipment.

27.2. INDICATOR

Classrooms and laboratories have the necessary seating and work areas based on the number of students.

Guiding questions:

❖ How is the need for seats and work spaces appropriate to the number of students determined?

❖ How are classrooms and laboratories equipped with seating and work areas appropriate for the number of students?

Substantiating evidence(s):

- ✓ Information on workstations and seating in classrooms and laboratories.

27.3. INDICATOR

Classrooms and laboratories have safety rules, technical and fire safety instructions, first aid kits, and safety logs, and evacuation routes (schemes) are marked.

Guiding questions:

❖ How are classrooms and laboratories equipped with safety regulations, technical and fire safety instructions?

❖ How are classrooms and laboratories equipped with first aid supplies?

❖ How are safety logs maintained and how are evacuation routes (schemes) marked and maintained in buildings and structures?

Substantiating evidence(s):

- ✓ Instructions and evacuation plans (photo evidence);
- ✓ First aid supplies (list and photo evidence);
- ✓ Security magazine.

CRITERION 28. Adaptation of buildings and equipment for inclusive education, availability of special educational materials, and access to information and communication technologies

Note: The educational institution assesses whether buildings, rooms and equipment are adapted to the needs of persons with disabilities (students), special

educational materials have been prepared, and ICT is provided for their effective use.

28.1. INDICATOR

The buildings and classrooms of a secondary specialized education institution, including corridors, ramps, doors and sanitary facilities (toilets), are adapted for persons (students) with disabilities.

Guiding questions:

- ❖ What conditions are created for people with disabilities in buildings and classrooms?
- ❖ What measures have been taken to improve existing infrastructure and create accessible opportunities for students with disabilities?

Substantiating evidence(s):

- ✓ Photo evidence of the conditions created for persons with disabilities.

28.2. INDICATOR

The curriculum includes special educational materials (Braille books, visual aids), special equipment, and assistive technology.

Guiding questions:

- ❖ How is the need for special educational materials, special equipment, and assistive technology tools for students with disabilities determined?
- ❖ How are special educational materials, special equipment, and assistive technology tools provided based on identified needs?

Substantiating evidence(s):

- ✓ List of special educational materials;
- ✓ Special equipment (photo evidence).

28.3. INDICATOR

Access to ICT, e-learning resources and software (audio-video resources, Braille, subtitles, etc.) has been created for inclusive education.

Guiding questions:

- ❖ How is access to ICT, e-learning resources, and software for inclusive education ensured?

Substantiating evidence(s):

- ✓ List of ICT, e-learning resources (link) and software for inclusive education.

28.4. INDICATOR

There are pedagogues and/or psychologists trained in inclusive education methodologies and with the necessary skills.

Guiding questions:

❖ How is capacity building for educators and psychologists on inclusive education methodologies organized?

Substantiating evidence(s):

✓ Information on capacity building for educators and psychologists.

28.5. INDICATOR

There is a system of pedagogical and psychological support that supports inclusive education in the educational process**

Guiding questions:

❖ How is the system of pedagogical and psychological support for students organized in the process of inclusive education?

Substantiating evidence(s):

✓ Approved procedure.

28.6. INDICATOR

Monitoring of the implementation and effectiveness of inclusive education conditions**

Guiding questions:

❖ How frequently is the implementation and effectiveness of inclusive education monitored?

Substantiating evidence(s):

✓ Monitoring data.

CRITERION 29. Availability of educational literature, computers, a reading room, and an electronic library in the information resource center (library) appropriate for educational programs*

Note: The information resource center (library) (hereinafter referred to as the IRC) is assessed for its provision of textbooks and educational literature in accordance with the educational program, the availability of computer equipment, and the creation of a study hall and free access to the electronic library for students and teachers.

29.1. INDICATOR

The IRC has textbooks, educational and fiction literature that are appropriate for the educational program*

Guiding questions:

- ❖ How is the need for textbooks, educational and fiction literature appropriate for the student contingent at the ARC determined?
- ❖ How are textbooks, educational and fiction literature provided based on identified needs?

Substantiating evidence(s):

- ✓ List of literature in the IRC.

29.2. INDICATOR

The ARM is equipped with modern ICT and electronic devices, and students are constantly provided with explanations on how to use them**

Guiding questions:

- ❖ What ICT and electronic devices are ARM equipped with?
- ❖ How often are ICT and electronic devices updated at the IRC?
- ❖ How are students explained how to use ICT and electronic resources at the IRC?

Substantiating evidence(s):

- ✓ ICT tools inventory list;
- ✓ Information on work done.

29.3. INDICATOR

The ARM reading room, electronic library, and internet access are available.

Guiding questions:

- ❖ What conditions are created for using the ARM reading room, electronic library, and internet?

Substantiating evidence(s):

- ✓ Photo-proofs and references;
- ✓ Internet network contract.

29.4. INDICATOR

The information and library fund of the electronic library contains textbooks, educational literature, a collection of teaching materials, electronic educational resources, and multimedia content in digital format.

Guiding questions:

❖ How is the digital placement of textbooks, educational literature, and teaching materials in the library collection implemented?

Substantiating evidence(s):

✓ Information about the electronic library (screenshot or list of resources).

29.5. INDICATOR

The procedure for using IRC and e-learning resources is convenient and open, free access to electronic databases is provided, and monitoring is carried out on the effectiveness of using library services**

Guiding questions:

✓ How will the use of ARM and e-learning resources be implemented?

✓ What technical and organizational measures are taken to ensure free access to the electronic database?

✓ How is monitoring conducted to assess the effectiveness of using ARM services?

Substantiating evidence(s):

✓ Procedure for using the ARM (instructions).

29.6. INDICATOR

The results of the IRC's activities are regularly discussed at the pedagogical council, and action plans are formulated and reported on to improve the IRC's activities and provide it with the necessary educational, methodological and financial resources**

Guiding questions:

❖ How often are the results of the IRC's activities discussed at the pedagogical council?

❖ What action plan is being developed to improve the activities of the IRC and provide it with the necessary educational, methodological and financial resources?

❖ What reports are kept on the implementation of the action plan and the effectiveness of the IRC's activities?

Substantiating evidence(s):

✓ Action plan;

✓ Extract from the minutes of the council;

✓ Information on the activities of the ARM.

29.7. INDICATOR

The library collection is regularly updated**

Guiding questions:

- ❖ How often is the library stock updated?

Substantiating evidence(s):

- ✓ Updated fund information.

CRITERION 30. Creation of a digital learning environment (LMS, Wi-Fi zones, online courses, webinars, and distance learning opportunities)

Note: The possibilities of effective use of ICT, LMS (learning management system), online courses, webinars, Wi-Fi zones, VR systems and other digital solutions in digitizing the educational process are evaluated.

30.1. INDICATOR

The educational program provides students and teachers with a stable internet connection, Wi-Fi zones, and the ability to use digital devices (computer labs, VR systems, tablets, etc.)

Guiding questions:

- ❖ What work has been done to ensure that students and teachers have access to stable internet and Wi-Fi zones?

- ❖ What opportunities are created for students and teachers to use digital devices?

Substantiating evidence(s):

- ✓ Internet contract;
- ✓ Internet and Wi-Fi coverage (photo evidence).

30.2. INDICATOR

There is a separate responsible employee(s) (administrator) for managing e-learning resources for the educational program.

Guiding questions:

- ❖ Has the person(s) responsible for e-learning resources been appointed and how are their responsibilities defined?

Substantiating evidence(s):

- ✓ Order(s) regarding the responsible employee(s);
- ✓ Job description(s) for the responsible employee(s).

30.3. INDICATOR

The curriculum includes online courses, video lessons, online tests, and other digital content that is being implemented**

Guiding questions:

❖ How is the need for online courses, video lessons, online tests, and other digital content determined for the educational program?

❖ How is the curriculum delivered and implemented with online courses, video lessons, online tests, and other digital content?

Substantiating evidence(s):

✓ Digital content link.

30.4. INDICATOR

The necessary technical and methodological conditions have been created for holding webinars and online trainings, and webinars and online seminars are organized regularly**

Guiding questions:

❖ What necessary technical and methodological conditions are created for conducting webinars and online training?

❖ What work is being done to regularly organize webinars and online seminars?

Substantiating evidence(s):

✓ Information on the necessary technical and methodological conditions for webinars and online training;

✓ Minutes of webinars and online seminars held.

30.5. INDICATOR

Training seminars (trainings, webinars) are being organized for teachers and students on the use of LMS (learning management system) and (or) educational process management information systems (EMIS AL) and digital platforms**

Guiding questions:

❖ What training seminars will be organized for teachers and students on the use of LMS and EMIS AL and digital platforms?

Substantiating evidence(s):

✓ Minutes of training seminars (trainings, webinars).

30.6. INDICATOR

There is a possibility of organizing, evaluating and monitoring the educational process through LMS and (or) educational process management information systems (EMIS AL)*

Guiding questions:

- ❖ What measures have been taken to organize the educational process through LMS or EMIS AL?
- ❖ How is assessment and monitoring organized and implemented through LMS or EMIS AL?

Substantiating evidence(s):

- ✓ Information on organizing the educational process through LMS or EMIS AL;
- ✓ Information on evaluation and monitoring.

CRITERION 31. Availability of special rooms or buildings and facilities (gym, stadium, music room, etc.) depending on the nature of the educational program

Note: The availability of special rooms or buildings and structures (gym, stadium, music room, etc.) appropriate to the nature of the educational program, their equipment in accordance with capacity standards, safety and inclusion requirements, and the possibility of their effective use are assessed.

31.1. INDICATOR

There is a buffet (kitchen) in accordance with the number of students, the buffet (kitchen) is operated in accordance with sanitary rules, norms and hygiene standards, and recommendations for healthy eating and a rational menu have been established in the buffet (kitchen).

Guiding questions:

- ❖ How is the buffet (kitchen) equipped and how is its operation determined to comply with sanitary and hygienic requirements?
- ❖ How is the kitchen monitored to ensure that it complies with sanitary regulations and hygiene standards?
- ❖ How are healthy eating recommendations and a rational menu formulated and how is their practical application ensured?

Substantiating evidence(s):

- ✓ Buffet (kitchen) permit;
- ✓ Photo evidence from a rational menu.

31.2. INDICATOR

There are seating areas (patios) and shaded areas for relaxation, taking into account the number of students enrolled in the educational program.

Guiding questions:

❖ What conditions (seats and shaded areas) have been created for recreation, taking into account the number of students enrolled in the educational program?

Substantiating evidence(s):

✓ Recreation areas (photo evidence).

31.3. INDICATOR

Depending on the number of students enrolled in the educational program, there is a gym, sports field(s), and recreation facilities for physical education and sports.

Guiding questions:

❖ How is the educational institution equipped with a gym, sports field(s), and recreation facilities based on the student contingent?

Substantiating evidence(s):

✓ Gym or playgrounds (photo evidence).

31.4. INDICATOR

The gym, sports field(s) and recreation facilities are operational, and their equipment is maintained and updated in a technically sound manner**

Guiding questions:

✓ How is student access to the gym, sports fields, and recreation facilities ensured?

✓ What work is being done to ensure the technical condition and freshness of their equipment?

Substantiating evidence(s):

✓ Equipment inventory list.

31.5. INDICATOR

The secondary specialized educational institution has an equipped activity hall**

Guiding questions:

❖ What is the condition of the activist hall in an educational institution and for what purposes is it used?

❖ What equipment is provided in the activity hall?

Substantiating evidence(s):

- ✓ List of equipment for the activity hall (inventory);
- ✓ Safety certificate (permit).

31.6. INDICATOR

Buildings (structures) meet safety requirements**

Guiding questions:

❖ What measures are taken to ensure that the buildings and structures of an educational institution comply with safety requirements?

Substantiating evidence(s):

- ✓ Information on the security of buildings (structures) (photo evidence).

31.7. INDICATOR

The state and efficiency of infrastructure use are assessed, and annual monitoring and reporting on the technical condition of buildings (structures) is carried out**

Guiding questions:

- ❖ How are the status and efficiency of infrastructure usage assessed?
- ❖ How is annual monitoring and reporting on the technical condition of infrastructure conducted?

Substantiating evidence(s):

- ✓ Infrastructure utilization report.

CONCLUSION ON SELF-ASSESSMENT RESULTS

The conclusion on the results of the self-assessment clearly and concisely expresses the educational program's performance in accordance with state educational standards, program state accreditation criteria, the national qualifications framework, and professional standards.

For example: The educational program's activities in the areas of organizational and management and quality assurance, organization of the educational process and assessment of learning outcomes, student activities, human resources, and material and technical support are comprehensively evaluated based on state educational standards and accreditation criteria.

Strengths identified in the curriculum are the clarity of learning outcomes, labor market orientation, collaboration with employers and higher education institutions, international relations, graduate employment, and the potential of educators.

Identified weaknesses and risks, i.e. aspects where education does not fully meet standards or indicators, problems with resources, personnel or infrastructure, discrepancies between educational outcomes and practice, and problems with graduates finding decent jobs, are clearly and clearly indicated with clear reasons.

The level of achievement of learning outcomes, analysis of assessment results, and information on graduates' employment or transition to further education are presented in concise figures.

A general conclusion is given in numbers based on the summarized results of the opinions of stakeholders (students, educators, employers, graduates, higher education institutions).

The educational program clearly identifies the most important areas of improvement, priority measures, and short- and medium-term changes that serve to ensure the educational process, the quality of education, and plans to improve the material and technical base.

Based on the results of the self-assessment, a general decision (conclusion statement) is issued, that is, based on the official attitude of the educational institution, recommending the educational program for special state accreditation, recommending that deficiencies be eliminated, or revising it with the requirement for improvement.

The departments responsible for the improvement work, the next internal monitoring deadlines, and the reassessment plan are briefly noted.

SAMPLE TABLES FOR SELF-ASSESSMENT REPORT FOR SPECIAL STATE ACCREDITATION

Application:The form of the self-assessment report for the educational program is formed in the following sequence:

1. Title page (automatically generated by the platform);
2. Table of contents (automatically generated by the platform);
3. Composition of the self-assessment commission members (approved based on **Sample table 1** provided and uploaded to the platform);
4. General information about the educational institution (automatically generated by the platform based on **Sample table 2** provided);
5. Educational institution structure (uploaded to the platform upon approval by the educational institution);
6. Information about educational institution buildings and student housing (confirmed based on the **Sample table 3** provided and uploaded to the platform);
7. Information about current educational programs (**Sample table 4** is automatically generated by the platform);
8. Information on the educational institution's teaching staff (confirmed based on **Sample table 5** and uploaded to the platform);
9. Information about the student contingent (confirmed based on the provided **Sample table 6** and uploaded to the platform);
10. Information on graduates for the last three years (approved based on the provided **Sample Table 7** and uploaded to the platform);
11. Information on the implementation of admission parameters at the educational institution over the last 3 years (confirmed based on the provided **Sample table 8** and uploaded to the platform);
12. Information on the composition of the teaching staff (confirmed based on the **sample table 9** provided and uploaded to the platform);
13. Information on literature and electronic resources available in information resource centers (confirmed based on the provided **sample table 10** and uploaded to the platform);
14. Information about the buildings and structures of the educational institution (confirmed based on the **sample table 11** provided and uploaded to the platform).
15. Plan of measures to improve the educational program (approved based on the **sample table 12** provided and uploaded to the platform).

"I APPROVE"

_____ Full name.

"__" _____ 202__-y.

"

"

—

on program state accreditation of the educational program

SELF-ASSESSMENT REPORT

Area-20_-y.

1-sample table:

"I APPROVE"

_____ Full name.
" ____ " _____ 2026.

**Members of the self-assessment committee
COMPOSITION**

N	Full name	Position
1.		
2.		
...		

Sample table 2:

**General information about the educational institution
INFORMATION**

Name:	
Year of establishment:	
Basis for establishment of institution:	<i>(normative legal document, license or others)</i>
Form of ownership:	
Total number of programs:	
Total number of teachers:	
Total number of students:	
Official email:	
Official website:	
Official phone number:	
Address (main):	
Address (optional):	
Information about the person responsible for state accreditation	
Full name:	
Position:	
Official email:	
Official business phone number:	

3- sample table:

INFORMATION
about educational institutions' educational buildings and
student accommodation

N	Object name	Existing educational buildings		Coefficient	Existing student accommodation		Coefficient
		<i>number</i>	<i>power</i>		<i>number</i>	<i>power</i>	
1							
2							
3							
...							

4- sample table:

INFORMATION
About current educational programs

T/r	Course of Study		
	Code	Name	Type of educational program
1.			
2.			
3.			

Note: This table is not filled out for newly established educational institutions.

Sample table 5:

**On teaching staff in an educational institution
INFORMATION**

Status	Academic level	Total	Number of teachers			Number of teachers with academic degrees
			<i>total</i>	<i>local</i>	<i>foreign</i>	
Full-time and intern	Senior teacher					
	Lead teacher					
	Head teacher					
	Teacher with higher education (uncategorized)					
	Others					
	Total:					
External substitute/hourly	Senior teacher					
	Lead teacher					
	Head teacher					
	Teacher with higher education					
	Others					
	Total:					
Total:						

Note: This table is not filled out for newly established educational institutions.

Sample table 6:

INFORMATION
about the student contingent

By forms of education	Total number of students	From this				Number of local and international students	
		1st year	Of this girls	2nd year	Of this girls	Local	Foreign
Full-time							
Joint program							
Total:							

Note: This table is not filled out for newly established educational institutions.

Sample table 7:

INFORMATION
about graduates from the last 3 years

Academic year	Total number of graduates	Number of students enrolled in HEI	From this		Total enrolled students in HEI (in percent)
			Admitted to HEIs under the institution's jurisdiction	Admitted to other HEIs	

Note: This table is not filled out for newly established educational institutions.

Sample table 8:

INFORMATION
on the implementation of admission parameters
at the educational institution in the last 3 years

N	Program code	Program name	Approved admission plan	Number of students admitted	Admission plan completion (%) in percentage
20__-20__ academic year					
1.					
2.					
				
20__-20__ academic year					
1.					
2.					
				
20__-20__ academic year					
1.					
2.					
				

Note: This table is not filled out for newly established educational institutions.

Sample table 9:

**INFORMATION
about the teaching staff**

N	Teachers full name	Year of birth	Rate	Name of the HEI graduated from	Year of graduation from HEI	Diploma specialization	Qualification category	Academic degree/title	Advanced training in the last 3 years		Teaching subjects
									In the republic	Abroad	
1	2	3	4	5	6	7	8	9	10	11	12
	Main staff (including internal substitute)										
1.											
2.											
										
	External substitute										
1.											
2.											
	...										

Note: This table is not filled out for newly established educational institutions.

Sample table 10:

INFORMATION
about literature and electronic resources available
in information resource centers

N	Program name	Program code	Educational literature		
			Names	Number (piece)	Availability in electronic form
1.					
2.					
...					

Sample table 11:

INFORMATION
about the buildings and structures of the educational institution

N	Hall of Activists	Number of laboratories	Number of gyms	Number of sports fields
1				
2				

Sample table 12:

**Measures to improve the educational program
PLAN**

N	Identified deficiency/improvement initiative	Implementation mechanism	Deadline	Responsible department or person	Expected result
1.					
2.					
...					

Sources used

1. Law of the Republic of Uzbekistan “On Education” No. LRU-637 dated September 23, 2020. National database of legislative documents, No. 03/20/637/1313.

2. Decree of the President of the Republic of Uzbekistan “On additional measures to improve the system of ensuring the quality of education and provision of education services” dated May 5, 2025, No. PF-76. National database of legislative documents, May 6, 2025, <https://lex.uz/docs/7513052>

3. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On the introduction of a system for comprehensive and specialized state accreditation of secondary specialized, vocational, higher and postgraduate education, as well as institutions for retraining and advanced training of personnel” dated August 6, 2025, No. 498. National database of legislative documents, August 7, 2025, <https://lex.uz/docs/-7671324>

4. Order of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan “On approval of indicators for evaluation criteria in conducting comprehensive and program state accreditation of Secondary Specialized education institutions” dated December 19, 2025, No. 07 (registered by the Ministry of Justice of the Republic of Uzbekistan on December 27, 2025, registration No. 3737), <https://lex.uz/docs/7954542>.



NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION

UNDER THE ADMINISTRATION OF THE PRESIDENT
OF THE REPUBLIC OF UZBEKISTAN

Contact Information

 +998 55 505 30 30

 www.nqaae.uz

 info@nqaae.uz

 7, Universitet Street, Olmazor District,
Tashkent, Uzbekistan, 100174