



**NATIONAL QUALITY ASSURANCE AGENCY
FOR EDUCATION**

UNDER THE ADMINISTRATION OF THE PRESIDENT
OF THE REPUBLIC OF UZBEKISTAN

MANUAL

ON PREPARATION OF HIGHER EDUCATION PROGRAMS FOR

**PROGRAM STATE
ACCREDITATION**



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MANUAL

**on Preparation of Higher 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 and provides methodological recommendations for the effective organization of self-evaluation during the process of Program State Accreditation of programs in state and private HEIs operating in the Republic of Uzbekistan, regardless of their departmental affiliation and organizational-legal form.

The Manual covers both theoretical and practical guidance on assessing the compliance of newly introduced and existing programs in HEIs with state educational standards and accreditation criteria, as well as on their improvement and alignment with international standards.

The Manual sets out the procedure for analysing programs by the assessment areas, criteria, and indicators of Program State Accreditation, for compiling the required information, and for identifying the evidence and supporting documents that substantiate the evaluation results.

This Manual serves as a practical and methodological reference for heads of HEIs, officials responsible for quality assurance units, and academic staff in preparing programs for Program State Accreditation.

This Manual is of a recommendatory nature and will be regularly updated and improved based on proposals and feedback from HEIs.

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List of Abbreviations

Abbreviation	Meaning
IRC	Information Resource Centre
ICT	Information and Communication Technologies
SES	State Educational Standard
HEMIS	Higher Education Management Information System
HEI	Higher Education Institution

INTRODUCTION

This Manual has been developed based on the tasks set out in the Regulation approved by Presidential Decree [№. PF-76](#) of 5 May 2025 of the President of the Republic of Uzbekistan “On Additional Measures to Ensure the Quality of Education and to Improve the System of Providing Educational Services”, as well as by Resolution of the Cabinet of Ministers [№ 498](#) of 6 August 2025 “On the Introduction of a System of Complex and Program State Accreditation of Organizations for Secondary Specialized, Professional, Higher and Postgraduate Education, as well as for the Retraining and Advanced Training of Personnel”.

The Manual sets out methodological recommendations for the effective organization of internal (self-) evaluation during the process of Program State Accreditation of programs in higher educational institutions.

In addition, the Manual provides methodological recommendations on submitting the relevant information in line with the indicators approved by [Order №2](#) of 14 November 2025 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 the Evaluation Criteria Used in the Program State Accreditation of Programs of HEIs” (registration №3716).

The Manual provides methodological support for organizing the Program State Accreditation process of programs based on unified requirements, clearly defining the assessment areas, criteria and required documents and assisting educational institutions in properly preparing the internal (self-) evaluation report, collecting supporting documents and effectively preparing for the external evaluation process.

Adherence to unified approaches for preparing the self-evaluation report increases and facilitates the efficiency of both educational institutions and expert panels conducting the external evaluation.

The purpose of the internal evaluation process is to conduct a comprehensive and in-depth analysis of programs, which will be used to improve their effectiveness in the future. During the internal evaluation process, the program is assessed in an analytical and critical manner.

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

During the external evaluation process, expert panels use the program's self-evaluation report to obtain comprehensive information and assess its quality.

For the preparation of the self-evaluation report, the institution may establish a working group composed of representatives of the administration, academic staff, at least one student representative, and representatives of employers and/or social partners to conduct the evaluation.

When preparing the self-evaluation report, particular attention should be paid to the following:

- following the structure and sequence established in this Manual;
- ensuring that each submitted document and piece of information is clear, understandable, and supported by evidence;
- complying with the rules and requirements of the state language;
- using words and terms commonly applied in official communication;
- clearly indicating strategic plans, projects, and expected results;
- including concise, clear, and evidence-based analytical information for each evaluation criterion and 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 documentation related to the Program State Accreditation of programs, it is mandatory to use the key concepts and terminology established in the Law of the Republic of Uzbekistan “On Education” (23 September 2020, No LRU -637), as well as in subordinate legislation and other relevant normative legal acts.

In addition, the preparation of the self-evaluation report for Program State Accreditation shall be carried out in accordance with the Regulation approved by Resolution of the Cabinet of Ministers [№ 498](#) dated 6 August 2025, as well as the key concepts and terminology set out in this Manual.

The following key concepts and terminology are widely used in the state accreditation process:

State accreditation – a process encompassing Comprehensive or Program State Accreditation aimed at determining whether an institution’s activities comply with state educational standards (requirements) and approved programs.

Assessment area – a set of key areas defined to assess quality and effectiveness within the scope of state accreditation, covering areas such as governance, quality of education, the teaching and learning process, human resources, learner performance, and material and technical facilities;

Criterion – a set of minimum requirements and standards for quality within a specific assessment area;

Indicator – a measurable and verifiable parameter that demonstrates fulfilment of a criterion and can be substantiated by supporting evidence;

Self-evaluation report – a document prepared by a HEI for each program in the context of state accreditation, containing analytical information, supporting evidence, and conclusions regarding the program’s compliance with the established assessment areas, criteria, and indicators.

Educational institution – a Higher Education Institution (HEI);

Supporting evidence – documents, data, statistics, processes, decisions, photo and video materials, or other relevant materials that substantiate compliance with specific criteria or indicators.

SUBMITTING AN APPLICATION FOR PROGRAM STATE ACCREDITATION

Applications for Program State Accreditation are submitted electronically through the Agency's information system "accreditation.nqaae.uz", which is used for conducting state accreditation of institutions and maintaining their ratings.

Applications for Program State Accreditation of programs planned to commence in the upcoming academic year are accepted annually from **1 October to 31 January** of the following year.

Outside these timeframes, Program State Accreditation may be conducted upon the educational institution's request, subject to the terms of a contract concluded with the Agency and on the basis of an increased fee.

The preparation and submission of an application for state accreditation, as well as the submission and review of additional documents, shall be carried out in accordance with the procedure established by the Regulation approved by Resolution of the Cabinet of Ministers [№ 498](#) dated 6 August 2025.

In the process of Program State Accreditation of educational programs, the representative of the institution (the applicant) shall be responsible for submitting the application in accordance with the established requirements; paying the applicable fees within the prescribed timeframes; formalizing the contract between the Agency and the institution; ensuring the necessary conditions for the on-site activities of the expert panel and for consideration by the Accreditation Commission; and submitting all required information within the established deadlines.

PREPARATION OF THE SELF-EVALUATION REPORT

In the self-evaluation report prepared by the educational institution, the actual status of the program is analysed and assessed on the basis of state accreditation criteria and supported by evidence and measures for its improvement are identified. The information presented in the report is used by expert panels during the external evaluation of programs.

The self-evaluation report is prepared to assess the program's compliance with state educational standards and accreditation criteria, identify its strengths and areas requiring improvement, formulate conclusions and recommendations aimed at continuous enhancement of education quality and create a reliable evidence base for Program State Accreditation.

To ensure strict compliance with the accreditation areas, criteria and indicators, the report must correspond to the current evaluation framework for Program State Accreditation. In doing so, the current status, supporting evidence, conclusion and improvement measures for each indicator shall be clearly presented.

IMPORTANT NOTICE!!!

To properly prepare the self-evaluation report, it is necessary to include clear and well-substantiated information, using the recommended questions and supporting evidence set out in this Manual under the section "Assessment areas, Criteria and Indicators".

In addition, the information provided and the documents confirming it must be uploaded to the platform in electronic form.

General information in the self-evaluation report that is not supported by substantiating evidence will not be accepted as an evaluation report.

The evidence-based approach must be ensured by grounding each evaluation conclusion in the analysis of official documents, statistical data, reports, survey results and feedback.

To ensure the report's accuracy and a critical approach, it shall reflect the actual situation, avoid artificially inflated assessments, clearly and openly identify shortcomings, analyse their causes, and propose specific solutions.

It is advisable to prepare the report in alignment with national and international standards, based on state educational standards, the National

Qualifications Framework, accreditation criteria and internationally recognized approaches.

Learning outcomes shall be clearly defined, measurable and verifiable; closely linked to professional standards and labor market needs; and the outcomes of graduate employment, internships, and dual education shall be analysed.

To ensure the relevance of the information presented in the report, the feedback of learners, academic staff, employers, graduates and other stakeholders must be taken into account.

The report shall be approved by the head of the educational institution, stored in electronic form (and where necessary, in hard copy), and submitted to the Agency in a finalized form via the platform.

CALCULATING RESULTS BY ASSESSMENT AREAS, CRITERIA AND INDICATORS

Assessment criteria are divided into mandatory and general indicators and are assessed as “**compliant**” or “**non-compliant**”.

If any mandatory indicator within a criterion (i.e., one of the mandatory indicators) is found to be “**non-compliant**”, the respective criterion shall be assessed as “**non-compliant**”, irrespective of the overall result.

External evaluation criteria are divided into mandatory and general criteria, and each criterion is assessed as “**compliant**”, “**partially compliant**”, or “**non-compliant**”.

External evaluation results for mandatory and general indicators are determined as follows:

if **70% or more** of the indicators are assessed as “**compliant**” — the criterion is “**compliant**”;

if **from 50% to 70%** of the indicators are assessed as “**compliant**” — the criterion is “**partially compliant**”;

if **up to 50%** of the indicators are assessed as “**compliant**” — the criterion is assessed as “**non-compliant**”.

The expert panel evaluates the program for each assessment area.

Each assessment area is recognized as “**compliant**” or “**non-compliant**”. An assessment area is assessed as “**compliant**” provided that 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**”.

Where the Accreditation Commission recognizes each assessment area as “**compliant**”, a decision is adopted that the program “**has passed state accreditation**”; where it is recognized as “**non-compliant**”, a decision is adopted that the program “**has not passed state accreditation**”.

REVIEW OF THE SELF-EVALUATION REPORT

For the purpose of external evaluation of education quality, the Agency establishes expert panels. Expert panels are formed taking into account the specific features of fields of study and specializations.

The composition of expert panels is formed from among teaching and managerial staff of institutions, leading scholars of research institutes, responsible officials of national and local executive authorities, specialists of relevant production/industry organizations, representatives of non-governmental non-profit organizations, as well as students (learners). Foreign experts may also be engaged as members of expert panels.

The functions of expert panels include the following:

reviewing and verifying the information obtained from the internal evaluation results and conducting the external evaluation;

assessing the program's compliance with state educational standards (requirements), accreditation criteria, and program requirements;

providing recommendations to improve education quality and enhance educational services and preparing a report on the external evaluation results for submission to the Accreditation Commission.

The self-evaluation report shall be prepared in **accordance with the template provided APPENDIX: SELF-EVALUATION REPORT FORM FOR THE EDUCATIONAL PROGRAM.**

The HEI shall submit to the Agency, via the platform, the report prepared on the basis of the self-evaluation results and the related materials, duly approved in electronic and/or hard-copy form, **at least one month** before the commencement of the external evaluation.

Expert panels review the self-evaluation report and use it during the external evaluation process. The Program State Accreditation of an

program is conducted by the expert panel through an on-site visit within a **period not exceeding five working days.**

During the external evaluation process, the identification of inaccurate information in the self-evaluation report, as well as the failure to submit documents within the established deadlines or to remedy identified shortcomings, shall constitute grounds for not granting state accreditation.

A preliminary report shall be prepared by the expert panel on the basis of the external evaluation results within **fifteen working days**, and its conclusion shall be communicated to the educational institution through the Agency.

The HEI shall formally submit to the Agency, within **three working days**, its substantiated comments and objections regarding the conclusion of the preliminary report. Based on these comments and objections, the expert panel shall prepare the final report within **three working days**.


For Program State Accreditation, the expert panel shall prepare a separate report for each educational program.

Based on the self-evaluation report submitted by the HEI, the expert panel may conduct the external evaluation remotely, without an on-site visit.

ASSESSMENT AREAS, CRITERIA AND INDICATORS

Within the framework of Program State Accreditation of higher education programs, there are **6 assessment areas**, **31 criteria** and **186 indicators**.

As Program State Accreditation is conducted for both newly established programs and existing programs, certain indicators apply only to existing programs.

In this Manual, mandatory criteria are marked with the  symbol; mandatory indicators are marked with the * symbol and indicators applicable only to existing programs are marked with the ** symbol.

I. Area of Governance and Quality Assurance

***Note:** Activities aimed at the effective implementation of the program, ensuring financial sustainability and continuously improving the program to meet labor market needs through internal quality assurance are evaluated.*

1. CRITERION: Existence of a structural unit for the implementation of the educational program and mechanisms for its effective operation

***Note:** This criterion assesses whether the relevant structural units responsible for implementing the program are established, whether their roles and functions are clearly defined and whether internal management mechanisms that ensure effective operation are in place.*

1.1. INDICATOR

Availability of clear plans for establishing a structural unit (a department or unit) responsible for the implementation of the educational program (hereinafter referred to as the structural unit), and for providing it with material, technical and financial resources.*

Guiding questions:

❖ How is the structural unit planned and how are its functions and responsibilities defined?

❖ What specific measures, stages and mechanisms have been developed to provide the structural unit with material and technical resources?

❖ What is the procedure for allocating the necessary financial resources to the structural unit and how has the financing plan for this process been formulated?

Supporting evidence:

✓ Extract from the order or the HEI Council decision on the establishment of the structural unit;

✓ detailed plan for providing the structural unit with material-technical facilities and financial resources, relevant tables.

1.2. INDICATOR

The powers, responsibilities, and functions of the structural unit are clearly defined, aligned with the objectives of the educational program, and aimed at ensuring its effective implementation.

Guiding questions:

❖ *How are the powers, responsibilities and functions of the structural unit defined, and how are they linked to the objectives of the program?*

❖ *How does the activity of the structural unit contribute to the effective implementation of the program, and through which mechanisms is this ensured?*

❖ *How is the alignment of the structural unit's powers and responsibilities with the objectives of the program regularly reviewed and updated?*

Supporting evidence:

✓ *Regulation(s) of the structural unit.*

1.3. INDICATOR

Availability of material and technical infrastructure, financial and human resources required for the effective implementation of the educational program by the responsible structural unit, as well as developed work plans**

Guiding questions:

❖ *What material and technical base, financial resources and human resources have been allocated to enable the structural unit to implement the program effectively, and how is their adequacy assessed?*

❖ *How are the structural unit's work plans developed and approved, and how are they linked to the objectives of the program?*

❖ *Through which mechanisms is resource management and efficient use ensured, and how is this process monitored?*

Supporting evidence:

✓ *Structural unit's work plan;*

✓ *information on material and technical, financial and human resources;*

✓ *relevant tables.*

1.4. INDICATOR

Alignment of the activities of the structural unit with the goals of the higher education institution and the educational program, as well as the intended learning outcomes.**

Guiding questions:

❖ *How are the structural unit's activities aligned with the overall objectives of the HEI and the expected learning outcomes of the program?*

❖ *How do the processes and initiatives implemented by the structural unit influence the achievement of learning outcomes?*

❖ *What monitoring mechanisms or review processes exist to regularly assess the alignment of activities with the objectives and learning outcomes?*

Supporting evidence:

✓ *Annual work plan of the department (chair/unit). Minutes and/or reports.*

1.5. INDICATOR

An evaluation of the compliance of the educational program with labor market requirements and its effectiveness is conducted, and analytical materials are prepared on a regular basis.**

Guiding questions:

❖ *How does the structural unit assess the educational program's alignment with labor market requirements, and which sources of information are used in this process?*

❖ *By which methods is labor market-related analytical information collected, processed and prepared on a regular basis?*

❖ *How are the evaluation results used in decision-making on the development, updating or improvement of the educational program?*

Supporting evidence:

✓ *Labor market-related analytical materials. Minutes and/or reports.*

1.6. INDICATOR

The activities of the structural unit are systematically reviewed and analyzed through regular monitoring **

Guiding questions:

❖ *How is monitoring of the structural unit's activities carried out, and which indicators are applied in the monitoring process?*

❖ *How are data collected and processed for regular analysis, and which methods are used to assess operational effectiveness?*

❖ *Based on the monitoring and analysis results, what measures are identified to improve the activities of the structural unit?*

Supporting evidence:

✓ *Internal analysis materials (SWOT analysis, monitoring conclusions, Council decisions).*

1.7. INDIACTOR

Measures aimed at improving the activities of the structural unit are implemented based on the results of monitoring and analysis **

Guiding questions:

❖ *Based on monitoring and analysis results, what improvement measures are defined for the structural unit's activities, and what criteria are used to select them?*

❖ *How are the identified measures implemented, and how are responsible persons and timelines determined?*

❖ *How is the effectiveness of implemented measures assessed, and how does the mechanism for revising them operate where necessary?*

Supporting evidence:

✓ *Improvement plan (Action Plan / Improvement Plan) and evidence of its implementation.*

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

Note: *The existence of a five-year prospective plan for improving the educational program and ensuring its financial sustainability is reviewed, including whether the plan covers education quality, staff capacity, infrastructure, digitalization, international cooperation and financial support; whether clear objectives and evaluation criteria are defined for each area; whether funding sources are clearly identified; and whether an internal monitoring and analysis system has been established to ensure implementation of the plan.*

2.1. INDICATOR

Availability of a developed prospective plan aligned with the strategic plan (mission and strategy) of the higher education institution.

Guiding questions:

❖ *How was the prospective plan developed, and how are its main objectives aligned with the HEI's mission and strategic goals?*

❖ *How do the priority areas and expected results in the prospective plan contribute to achieving the objectives of the strategic plan?*

❖ *What mechanisms are used to review, update and monitor the prospective plan to ensure its alignment with strategic documents?*

Supporting evidence:

✓ *Five-year prospective plan for the educational program (approved version).*

2.2. INDICATOR

Availability of areas in the prospective plan covering education quality, human resource capacity, infrastructure, digitalization, international cooperation, and financial sustainability.

Guiding questions:

❖ *On what grounds and based on what analyses were the areas of education quality, staff capacity, infrastructure, digitalization, international cooperation and financial sustainability determined in the prospective plan?*

❖ *How do the objectives and tasks planned for each area contribute to the overall development of the institution?*

❖ *How is the implementation of measures planned under these areas monitored, and how is the prospective plan updated based on the results?*

Supporting evidence:

✓ *Structured tables reflecting objectives, tasks and expected results by area.*

2.3. INDICATOR

Availability of clearly defined goals, objectives, and criteria for assessing the achievement of these objectives for each area of the prospective plan.

Guiding questions:

❖ *How were the objectives and tasks defined for each area of the prospective plan, and how are they linked to the institution's strategic priorities?*

❖ *How were criteria for assessing implementation of the defined tasks developed, and how do they enable measurement of results?*

❖ *How is monitoring of the implementation of objectives and tasks organised and how is the prospective plan updated based on the evaluation results?*

Supporting evidence:

✓ *Five-year prospective plan for the educational program (approved version).*

2.4. INDICATOR

Availability of clearly defined responsible parties and implementation timelines within the prospective plan.

Guiding questions:

❖ *Based on what criteria were responsible implementers selected for each task in the prospective plan, and how were their roles defined?*

❖ *How were implementation timelines determined, and how do they contribute to achieving the overall objectives of the plan?*

❖ *What mechanisms are used to monitor compliance with assigned responsibilities and timelines, and what is the procedure for taking corrective actions when necessary?*

Supporting evidence:

✓ *Five-year prospective plan for the program (approved version).*

2.5. INDICATOR

Availability of material and technical infrastructure, financial and human resources required for the implementation of the prospective plan.

Guiding questions:

❖ *How were the material and technical base, financial and human resources required to implement the prospective plan identified, and how is their adequacy assessed?*

❖ *How are these resources allocated across the plan's priority areas, and what mechanisms ensure their efficient use?*

❖ *How is the availability and use of resources monitored?*

Supporting evidence:

✓ *Five-year prospective plan for the program (approved version).*

2.6. INDICATOR

Availability of a risk analysis affecting the implementation of the tasks set out in the prospective plan, as well as defined alternative measures to mitigate these risks.

Guiding questions:

❖ *How were the risks that may affect implementation of the prospective plan identified, and what analytical methods were used to assess them?*

❖ *What alternative measures to reduce or eliminate the identified risks were developed, and under what conditions are they to be applied?*

❖ *How are risks monitored, and what is the mechanism for activating alternative measures when necessary?*

Supporting evidence:

✓ *Risk analysis mechanism and alternative measures affecting implementation of tasks set out in the prospective plan.*

2.7. INDICATOR

Availability of a monitoring and analysis system for the implementation of the prospective plan.**

Guiding questions:

❖ *How is monitoring of implementation of the prospective plan organised, and which indicators are used in the monitoring process?*

❖ *How are data on plan implementation collected and analysed, and what decisions are made based on the results?*

❖ *How is the prospective plan updated or improved based on monitoring and analysis results?*

Supporting evidence:

✓ *Internal analysis materials (SWOT analysis, monitoring conclusions, Council decisions) and supporting documents.*

2.8. INDICATOR

Availability of a defined procedure for introducing amendments to the prospective plan based on the results of monitoring and analysis.**

Guiding questions:

❖ *How is the process of making amendments to the prospective plan based on monitoring and analysis results organised, and who approves this procedure?*

❖ *How is the appropriateness of amendments introduced into the plan assessed, and how do they affect the institution's strategic objectives?*

❖ *After amendments are introduced, how is their implementation monitored, and how does the mechanism for introducing additional adjustments operate when necessary?*

Supporting evidence:

✓ *Decisions on updating or improving the plan (minutes of the Council or working group).*

3. CRITERION: Availability of an internal quality assurance mechanism within the educational program, with the participation of stakeholders in the relevant processes.

Note: *This criterion examines whether an internal system for quality assurance exists within the educational program and functions effectively; whether procedures for regular monitoring and review of the educational program are in place; whether the system for evaluating course content and teaching performance is implemented consistently; and whether mechanisms are established to regularly collect stakeholder feedback and take it into account in the process of improving the educational program.*

3.1. INDICATOR

Availability of quality assurance documentation for the educational program, including regulations (rules), developed and approved in line with the objectives set out in the strategic plan (mission and strategy) of the higher

education institution and its institutional quality assurance policy, and made publicly accessible.

Guiding questions:

❖ *How were the internal documents (procedures/rules) for internal quality assurance developed, and how were they aligned with the HEI's strategic plan, mission and institutional quality policy?*

❖ *Who approved these documents and through what process and how was stakeholder input taken into account during approval?*

❖ *In what form have the internal documents been published for the public, and what mechanisms have been established to ensure transparent access?*

Supporting evidence:

✓ *Internal documents on internal quality assurance.*

3.2. INDICATOR

Availability of an established procedure (rules) for the regular monitoring, analysis, and review of the educational program.

Guiding questions:

❖ *Which documents define the procedures for regular monitoring, analysis, and review of the program and what are the main stages of this process?*

❖ *What data are collected during monitoring and analysis, who participates, and by what methods are the results assessed?*

❖ *How are changes to the program introduced based on the analysis results and how is their effectiveness monitored?*

Supporting evidence:

✓ *Internal documents on internal quality assurance.*

3.3. INDICATOR

Availability of a mechanism for stakeholder feedback, including students, academic staff, employers, industry experts, graduates, parents, and legal guardians, integrated into the development and enhancement of the educational program.

Guiding questions:

❖ *What mechanisms (surveys, consultations, meetings, advisory boards, etc.) have been established to collect stakeholder feedback during the development and improvement of the educational program?*

❖ *How is the collected feedback analysed, and how is it taken into account when introducing changes to the program?*

❖ *How are stakeholders regularly informed about changes implemented as a result of their proposals and feedback?*

Supporting evidence:

✓ *Internal documents on internal quality assurance.*

3.4. INDICATOR

Processes for the implementation, coordination, and continuous improvement of internal quality assurance mechanisms are systematically integrated into strategic management.**

Guiding questions:

❖ *How are the processes for introducing, coordinating, and improving internal quality assurance mechanisms integrated into the strategic management system, and what are the main stages of this process?*

❖ *Who is responsible for coordinating internal quality assurance activities, and how are their duties linked to strategic management?*

❖ *How is the effectiveness of internal quality assurance mechanisms monitored, and what measures are taken to improve them based on the results?*

Supporting evidence:

✓ *Analytical materials on internal quality assurance (SWOT analysis, monitoring findings, Council decisions) and supporting documents.*

3.5. INDICATOR

Regular analysis of stakeholder feedback is conducted to evaluate the quality of the educational program.**

Guiding questions:

❖ *How is stakeholder feedback (students, academic staff, employers, graduates, etc.) regularly collected and assessed?*

❖ *On what criteria is the collected feedback analysed, and what methods are used in evaluating the quality of the educational program?*

❖ *What decisions are made regarding the quality of the educational program based on the assessment results, and how are they communicated to stakeholders?*

Supporting evidence:

✓ *Analytical reports on stakeholder feedback (students, employers, graduates).*

3.6. INDICATOR

Definition of measures aimed at improving the educational program based on stakeholder feedback.**

Guiding questions:

- ❖ *How is stakeholder feedback analysed and on what basis are improvement measures selected for enhancing the program?*
- ❖ *How are the identified measures implemented and how are responsibilities and timelines determined?*
- ❖ *How is the impact of the implemented measures on improving the program assessed and how is the process of introducing additional changes organized when necessary?*

Supporting evidence:

- ✓ *Action plan adopted to improve the program based on stakeholder feedback (Action Plan).*

3.7. INDICATOR

Availability of regular evaluation of the effectiveness of measures implemented within the internal quality assurance system.**

Guiding questions:

- ❖ *What criteria and indicators are used to evaluate the effectiveness of measures implemented within the internal quality assurance system?*
- ❖ *How is the evaluation conducted, who participates, and how are data collected and analysed?*
- ❖ *What decisions are made to improve or update the measures based on evaluation results, and how is this process monitored?*

Supporting evidence:

- ✓ *Internal monitoring and evaluation reports (Internal Quality Monitoring Report).*

4. CRITERION: Availability of a monitoring system for identifying labor market needs, educational needs, and the latest trends in research activities.

Note: *In order to ensure effective management within the educational program, the existence of a system for collecting, analysing, and using reliable data is examined, as well as a mechanism for regular monitoring of labor market and education needs and the latest trends in research. The extent to which, based on monitoring results, students are informed about labor market opportunities and the extent to which this information is effectively used in planning, implementing, and improving the educational program are also reviewed.*

4.1. INDICATOR

Availability of an established procedure for the regular collection, analysis, and monitoring of information on labor market needs, educational needs, and the

latest trends in research activities, as well as clearly defined responsibilities and functions of the structural unit in these areas.

Guiding questions:

❖ *Which documents establish the procedure for collecting, analysing, and monitoring data on labor market and education needs and the latest trends in research, and what are the main stages of the process?*

❖ *How are the roles and functions of the structural unit defined for collecting and analysing this information, and how are they implemented in practice?*

❖ *How is the process of improving, updating, or making decisions regarding educational programs carried out based on the collected information, and what monitoring mechanism is used for this process?*

Supporting evidence:

✓ *Procedure for the regular collection, analysis, and monitoring of data on labor market and education needs and the latest trends in research;*

✓ *results of surveys conducted on labor market and sectoral needs;*

✓ *internal reports confirming that monitoring and analysis activities have been carried out.*

4.2. INDICATOR

Established processes for the collection, analysis, and monitoring of information on labor market needs, educational needs, and the latest trends in research activities, as well as the provision of the educational program with the material and technical base, financial, and human resources necessary for their systematic and consistent implementation.

Guiding questions:

❖ *How are the processes for collecting, analysing, and monitoring information on labor market and education needs and research trends organized, and through which tools are they carried out?*

❖ *How have the material and technical base, financial resources, and human resources allocated to ensure consistent implementation of these processes been determined, and how is their adequacy assessed?*

❖ *How are the collected and analysed data applied in improving or updating the program, and how is the effectiveness of this process monitored?*

Supporting evidence:

✓ *Reports on labor market monitoring and analysis (annual or semi-annual).*

4.3. INDICATOR

Availability of the practice of using collected data in the planning and development of the educational program.

Guiding questions:

❖ *How have the collected data (labor market, education needs, research trends) been integrated into the process of planning and developing the program?*

❖ *What changes or updates have been introduced to the objectives, content, and competencies of the program based on this information?*

❖ *How is the effectiveness of using the collected data assessed, and what evidence demonstrates the data's impact on the program?*

Supporting evidence:

✓ *Collected data.*

4.4. INDICATOR

Availability of defined measures for improving the educational program based on the results of analysis and monitoring.**

Guiding questions:

❖ *How are analysis and monitoring results reviewed, and on what basis are measures to improve the program determined?*

❖ *Through which stages are the identified measures implemented, and who is designated as responsible for their implementation?*

❖ *How is the effectiveness of improvement measures monitored, and how is the process of introducing additional changes organized when necessary?*

Supporting evidence:

✓ *Program improvement plan and evidence of its implementation.*

4.5. INDICATOR

Necessary revisions to the educational program are made based on the results of analysis and monitoring, as well as the outcomes of the implementation of previously defined improvement measures.**

Guiding questions:

❖ *How are the analysis and monitoring results and the outcomes of implemented measures evaluated, and how is the need to amend the program determined?*

❖ *Through what process are amendments to the educational program developed, coordinated, and approved?*

❖ *How is the effectiveness of introduced amendments monitored, and how does the mechanism for introducing further improvements operate when needed?*

Supporting evidence:

✓ *Analytical materials on the educational program (monitoring conclusions, Council decisions) and supporting documents.*

4.6. INDICATOR

Availability of a mechanism for informing students about available labor market opportunities.**

Guiding questions:

❖ *What mechanisms (online platforms, seminars, meetings, announcements, etc.) are in place to inform students about available labor market opportunities (vacancies, internships, placements, and development pathways)?*

❖ *From which sources is labor market information obtained in the process of informing students, and how is its relevance ensured?*

❖ *How is the effectiveness of the information mechanisms assessed, and what measures are taken to improve them when necessary?*

Supporting evidence:

✓ *Information and supporting documents confirming that students have been informed.*

4.7. INDICATOR

Provision of open access for stakeholders to data on educational needs and the latest trends in research activities.**

Guiding questions:

❖ *In what format (reports, infographics, information bulletins, etc.) are the collected data on education needs and the latest trends in research prepared, and what procedure governs the publication process?*

❖ *On which platforms (website, portal, information boards, etc.) are these data made publicly available for stakeholders (students, academic staff, employers, graduates, etc.)?*

❖ *How is the effectiveness of stakeholders' use of the published data assessed, and how are the information provision mechanisms improved when necessary?*

Supporting evidence:

✓ *A set of publicly published information announcements on labor market and education needs.*

5. CRITERION: Student surveys on existing educational programs are conducted in accordance with an established procedure, and the results of such surveys are systematically used to improve educational programs.

Note: *This criterion examines whether surveys among students (as well as interviews, discussions, and other activities aimed at gathering student feedback) are conducted for existing programs, whether the results are analysed and relevant changes are introduced to the educational programs based on them, and the extent to which students are informed about the measures taken (feedback loop).*

5.1. INDICATOR

Availability of an established procedure for conducting student surveys on educational programs (including questionnaires, interviews, discussions, and other activities aimed at collecting student feedback).**

Guiding questions:

❖ *Which documents define the procedure for conducting surveys, interviews, and discussions on educational programs among students, and what are the main stages of the process?*

❖ *What methods are used in surveys and discussions, how are data collected, and how is their reliability ensured?*

❖ *How are student opinions analysed, and how are they used in decision-making on improving the educational program?*

Supporting evidence:

✓ *Procedure and regulations for conducting student surveys.*

5.2. INDICATOR

The surveys cover questions related to the organizational and managerial aspects of the educational program and the quality of the learning process.**

Guiding questions:

❖ *On what basis (which criteria) are the guiding questions included in the surveys determined with regard to organizational governance processes and the quality of the teaching and learning process?*

❖ *What methods are used to ensure that the content of the guiding questions reflects students' actual experience of the teaching and learning process and governance?*

❖ *How are the responses analysed to improve the program's organizational and teaching and learning processes, and what decisions are adopted based on the results?*

Supporting evidence:

✓ *Survey forms and sample questionnaire.*

5.3. INDICATOR

Survey questions (items) and the procedures for their administration are scientifically and methodologically grounded.**

Guiding questions:

❖ *Which scientific and methodological approaches (psychometrics, education quality assessment methods, empirical research criteria, etc.) are used when developing the survey guiding questions and how are they justified?*

❖ *How is the survey administration process (respondent selection, ensuring anonymity, sequence of guiding questions, measurement scales) scientifically and methodologically substantiated?*

❖ *Which scientific and methodological methods are used to process and analyse the collected data and how do they ensure the reliability and objectivity of the results?*

Supporting evidence:

✓ *Survey forms and sample questionnaire.*

5.4. INDICATOR

Regular conduct of surveys in accordance with the periodicity established by the higher education institution and systematic analysis of survey results.**

Guiding questions:

❖ *How was the established periodicity for conducting the survey determined, and how well does it correspond to the need to monitor the quality of the program?*

❖ *How are the survey results collected and processed, and which methods are used in the systematic analysis process?*

❖ *What decisions are made to improve the education process based on the analysis results and how is their implementation monitored?*

Supporting evidence:

✓ *Information confirming that surveys have been conducted;*

✓ *summary reports and analytical information on survey results.*

5.5. INDICATOR

Establishment of measures to address identified issues based on survey results.**

Guiding questions:

❖ *How are the issues identified in the survey results analysed, and on what basis are measures determined to address them?*

❖ *Within what timeframes and by whom are the determined measures implemented, and how is their implementation monitored?*

❖ *How is the effectiveness of the measures taken assessed, and how is the process of developing additional measures organized when necessary?*

Supporting evidence:

✓ *Action plan developed based on the survey results to address identified issues.*

5.6. INDICATOR

Introduction of necessary changes to the educational program based on the results of analysis and the outcomes of implemented measures.**

Guiding questions:

❖ *How are the analysis results and the outcomes of the implemented measures reviewed, and how is the need to introduce changes to the program determined?*

❖ *Through what process are changes to the program developed, coordinated, and approved?*

❖ *How is the impact of the introduced changes monitored, and how does the mechanism for defining further improvement measures operate when necessary?*

Supporting evidence:

✓ *Information on changes introduced to the program and the updated program.*

5.7. INDICATOR

Provision of information to students on survey results and measures taken based on those results.**

Guiding questions:

❖ *In what form (meetings, announcements, email, platforms) are students informed about the survey results, and what procedure governs this process?*

❖ *How are the measures implemented based on the survey results communicated to students, and how is transparency ensured?*

❖ *What mechanisms have been established to increase students' level of awareness and to make the feedback process more effective?*

Supporting evidence:

✓ *Information confirming that students have been informed (announcements, information letters, website materials).*

II. Area of Educational Programs

Note: *The evaluation assesses whether the development and approval of educational programs are carried out in accordance with the established procedures, that the program's objectives and expected learning outcomes are clearly defined, and that their alignment with the national qualifications framework, professional standards, state educational standards, and international benchmarks is ensured.*

Furthermore, the assessment reviews the relevance of the educational program's content to national priorities and labor market demands, as well as the activities aimed at regular monitoring and continuous coordination to ensure its effectiveness.

6. CRITERION: The educational program is developed in accordance with an established procedure, with documented stakeholder involvement, and includes clearly defined program objectives and intended learning outcomes, ensuring alignment with labor market needs, the State Educational Standard (hereinafter — SES), and the National Qualifications Framework (hereinafter — NQF). !

Note: This criterion examines whether the program has been developed in accordance with the established procedure and with stakeholder participation; whether program objectives, intended learning outcomes, and competencies are clearly defined; whether they are formulated in line with professional standards and the State Educational Standard; and whether the program has been discussed and approved in accordance with the established procedure.

6.1. INDICATOR

Availability of an established procedure for the development and approval of the educational program.

Guiding questions:

- ❖ *What is the procedure for developing and approving the program?*
- ❖ *How are the views of students, academic staff, and employers incorporated in the development of the program?*
- ❖ *Is the approved program publicly disclosed and made accessible to stakeholders?*

Supporting evidence:

- ✓ *Procedure for developing and approving the program.*

6.2. INDICATOR

Ensuring the involvement of employers, industry experts, and academic staff in the development of the educational program through a systematically established process.*

Guiding questions:

- ❖ *How is the participation of employers, sector specialists, and academic staff ensured in the development of the program?*
- ❖ *Are there documents or minutes confirming that this process is carried out systematically?*
- ❖ *How are participants' proposals and feedback collected, processed, and taken into account?*

Supporting evidence:

- ✓ *Documents confirming stakeholder participation.*

6.3. INDICATOR

The objectives of the educational program, intended learning outcomes, and competencies are clearly defined and coherently aligned.

Guiding questions:

- ❖ *In which documents or materials are the program objectives, intended learning outcomes, and competencies set out?*
- ❖ *How is the coherence and alignment among these elements confirmed or assessed?*
- ❖ *How is awareness and understanding of these objectives and outcomes ensured among students and academic staff?*

Supporting evidence:

- ✓ *Program (qualification requirements, curriculum, course syllabi, competencies and assessment criteria).*

6.4. INDICATOR

The objectives of the educational program and intended learning outcomes are developed in accordance with the NQF, the SES, professional standard(s), and/or international educational standards.

Guiding questions:

- ❖ *Against which documents (NQF, SES, professional standards, international education standards) have the objectives and intended learning outcomes been benchmarked and validated?*
- ❖ *Through which internal monitoring or review process is the program's compliance with these standards verified?*

Supporting evidence:

- ✓ *Program (qualification requirements, curriculum, course syllabi, competencies and assessment criteria).*

6.5. INDICATOR

The qualification(s) to be awarded upon completion of the educational program are specified in the educational program.

Guiding questions:

- ❖ *On the basis of which documents or standards are the qualification(s) awarded upon completion of the program defined?*
- ❖ *How do you confirm that these qualifications are communicated to students throughout the program?*

❖ *What monitoring or review mechanism exists to verify that the qualification(s) awarded upon completion comply with the established requirements?*

Supporting evidence:

✓ *Program (qualification requirements, curriculum, course syllabi, competencies and assessment criteria).*

6.6. INDICATOR

The objectives of the educational program and intended learning outcomes are developed in alignment with the higher education institution's strategic plan (mission and strategy) and its academic profile.

Guiding questions:

❖ *Which documents confirm that the program objectives and intended learning outcomes are aligned with the HEI's strategic plan and academic profile?*

❖ *Who was involved in developing these objectives and outcomes (e.g., employers, sector specialists)?*

❖ *Is the alignment of the program objectives and intended learning outcomes with the strategic plan reviewed regularly, and are updates made based on the results?*

Supporting evidence:

✓ *Five-year forward-looking development plan for the program (approved copy);*

✓ *program (qualification requirements, curriculum, course syllabi).*

6.7. INDICATOR

Availability of access for the public, prospective students, and enrolled students to accurate and objective information about the educational program.**

Guiding questions:

❖ *What information resources (website, brochure, electronic platform) are available for the public, prospective applicants, and students regarding the program?*

❖ *Is this information updated regularly and presented in a user-friendly manner?*

❖ *Is there a mechanism to collect and analyse feedback from students or applicants regarding access to information?*

Supporting evidence:

✓ *Register of publicly available information resources and announcements related to the program.*

7. CRITERION: The educational program is developed on the basis of priority areas of the national education system and international standards.

Note: This criterion examines whether the program is developed based on priority areas of the higher education system and national development strategies; whether it is aligned with the requirements of international education standards and professional standards; and whether its objectives and tasks are formulated in accordance with labor market needs and national economic priority sectors.

7.1. INDICATOR

The educational program is developed in accordance with the country's sustainable development goals, as well as the strategic goals and priority areas for the development of the higher education system.

Guiding questions:

❖ Which documents or evidence confirm that the country's Sustainable Development Goals and higher education strategic priorities were taken into account in developing the program?

❖ Is there an internal monitoring or expert review mechanism to assess the alignment of the program's content and objectives with the priority areas?

❖ Is stakeholder feedback (employers, sector specialists, academic staff) collected systematically regarding the program's alignment with strategic goals?

Supporting evidence:

✓ Documents confirming approval of the program.

7.2. INDICATOR

International educational standards and/or the SES are taken into account in the development of the educational program.

Guiding questions:

❖ Are there documents or evidence confirming that international education standards and/or the SES were considered in developing the program?

❖ Has an internal expert review or monitoring mechanism been introduced to assess compliance with international standards and the SES requirements?

❖ Is feedback collected from students, employers, or sector specialists on the program's compliance with international and national standards?

Supporting evidence:

✓ Program (qualification requirements, curriculum, course syllabi).

7.3. INDICATOR

Availability of relevant and up-to-date scientific, theoretical, and practical knowledge reflected in the educational program.

Guiding questions:

❖ *Are there documents or course syllabi confirming that the program includes up-to-date scientific, theoretical, and practical knowledge relevant to the field?*

❖ *How were current trends and practical needs of the field taken into account when developing the program?*

❖ *Can students and employers provide feedback on the relevance and practical usefulness of the field-specific knowledge included in the program?*

Supporting evidence:

✓ *Program (qualification requirements, curriculum, course syllabi).*

7.4. INDICATOR

The objectives of the educational program and intended learning outcomes are defined in accordance with national human capital development priorities and the needs of the domestic and international labor markets.

Guiding questions:

❖ *Is it documented how the program objectives and intended learning outcomes are aligned with domestic labor market needs?*

❖ *What analyses or surveys were conducted to identify the needs of domestic and international labor markets?*

❖ *Can students and employers provide feedback on whether the program objectives and intended learning outcomes correspond to labor market needs?*

Supporting evidence:

✓ *Program (qualification requirements, curriculum, course syllabi).*

7.5. INDICATOR

Availability of an official decision (accreditation) issued by authorized international experts or organizations confirming the educational program's compliance with international educational standards.

Guiding questions:

❖ *Which foreign experts or organizations assessed the program's compliance with international education standards?*

❖ *Have program changes or updates been implemented in line with the findings of the expert conclusion or accreditation recommendations?*

Supporting evidence:

✓ *Official conclusion issued by foreign experts or an organization.*

8. CRITERION: The normative duration of the educational program, as well as the coherence and continuity of academic disciplines, are ensured

Note: *This criterion examines whether the program is developed on the basis of logical sequence and interconnection that ensures step-by-step formation of knowledge, skills, and competencies; whether coherence and continuity are ensured among all program components, including courses (modules); and whether courses are arranged in the curriculum progressively and logically, with clear interrelations.*

8.1. INDICATOR

The duration of the educational program (total credits (hours), period of study) is defined in accordance with the programme objectives and the intended learning outcomes.*

Guiding questions:

❖ *Is it documented how the total credits and hours of the program were justified in relation to the program objectives and intended learning outcomes?*

❖ *Is information on the period of study and semester duration formalized in the academic calendar or curriculum?*

❖ *Is monitoring conducted regarding program duration and credit load, and are necessary changes introduced based on the results?*

Supporting evidence:

✓ *Program (qualification requirements, curriculum, course syllabi).*

8.2. INDICATOR

Logical coherence and alignment of all components of the educational program, including courses (modules), theoretical and practical learning, research activities, internship, and assessment, are ensured.

Guiding questions:

❖ *Which documents confirm coherence and sequence among courses (modules), theoretical and practical sessions, research activities, internships and attestation within the program?*

❖ *How is alignment ensured between each component (course, internship, research) and the intended learning outcomes and competencies?*

❖ *Is there a procedure for assessing and monitoring the program's logical sequence and are improvements made based on the results?*

Supporting evidence:

✓ *Program (qualification requirements, curriculum, course syllabi).*

8.3. INDICATOR

Courses (modules) included in the educational program are designed to achieve the program's intended learning outcomes.

Guiding questions:

❖ *How are the intended learning outcomes of each course (module) defined in documents, and how are they communicated to students?*

❖ *Is the contribution of courses (modules) to achieving the overall program learning outcomes assessed systematically?*

❖ *Are regular improvements made based on the content and learning outcomes of the courses (modules) within the program?*

Supporting evidence:

✓ *Program (qualification requirements, curriculum, course syllabi).*

8.4. INDICATOR

Logical coherence and continuity with other levels of education are ensured within the educational program.

Guiding questions:

❖ *How is alignment of learning outcomes and competencies ensured between the program and other education levels/types (bachelor's, master's, etc.)?*

❖ *Which documents confirm logical linkages between courses (modules) and learning activities and the components of other education levels/types?*

❖ *Is there a mechanism to assess and improve coherence and continuity between different education levels/types within the program?*

Supporting evidence:

✓ *Program (qualification requirements, curriculum, course syllabi).*

8.5. INDICATOR

Academic workload is appropriately and measurably distributed by courses (modules).

Guiding questions:

❖ *Which documents confirm that workload is distributed correctly and measurably across courses (modules)?*

❖ *On what criteria and indicators is the process of allocating workload across courses based?*

❖ *How do you monitor the implementation of the allocated workload and students' completion of it during the academic year?*

Supporting evidence:

✓ *Distribution of workload by courses/modules, curriculum and course syllabi.*

8.6. INDICATOR

The theoretical, practical, and research components of courses (modules) are integrated.

Guiding questions:

- ❖ *What documents or plans confirm the alignment of theoretical knowledge, practical sessions, and research work within courses (modules)?*
- ❖ *On what methods and criteria is the integration of theoretical and practical sessions and research work based?*
- ❖ *How is the procedure for monitoring and evaluating this alignment organized?*

Supporting evidence:

- ✓ *Distribution of workload by courses/modules, curriculum and course syllabi.*

8.7. INDICATOR

Types of instructional activities (theoretical, practical, laboratory, and others) are defined in accordance with the content of the educational program.

Guiding questions:

- ❖ *What documents or plans confirm that the types of classes correspond to the program content?*
- ❖ *What criteria and pedagogical approaches were applied when determining the types of classes?*
- ❖ *Is implementation of the defined class types and their content alignment monitored, and how are the results documented?*

Supporting evidence:

- ✓ *Distribution of workload by courses/modules, curriculum, and course syllabi.*

9. CRITERION: Systematic monitoring of ongoing educational programs is conducted, and measures are implemented to enhance their effectiveness and ensure continuous improvement. ⚠

Note: *This criterion examines whether program effectiveness is monitored systematically; whether evaluation criteria and methods are clearly defined; whether employers, students, and sector specialists are engaged in analysis processes; whether measures are developed and implemented to address shortcomings identified based on monitoring results; and whether the results are published in an electronic information system and made available as open information.*

9.1. INDICATOR

Procedures and criteria for evaluating the effectiveness of the educational program have been developed.**

Guiding questions:

- ❖ *Which internal document defines the procedure and criteria for evaluating program effectiveness?*

❖ *How do you confirm that the evaluation criteria correspond to the intended learning outcomes and competencies of the program?*

❖ *Are evaluation results analysed regularly and is the program improved based on those results?*

Supporting evidence:

✓ *Internal regulatory document defining the criteria and methods for evaluating the effectiveness of programs.*

9.2. INDICATOR

Systematic monitoring and analysis of the educational program are conducted on a regular basis at intervals established by the higher education institution.**

Guiding questions:

❖ *Are there internal document(s) defining monitoring and analysis processes for the program?*

❖ *With what periodicity and by whom are monitoring and analysis conducted?*

❖ *Are measures defined to address shortcomings and improvement opportunities identified based on analysis results?*

Supporting evidence:

✓ *Monitoring and analysis plan and analytical materials or reports on implementation of the plan.*

9.3. INDICATOR

Stakeholder engagement, including the involvement of employers, students, and industry experts, is systematically ensured as part of the educational program monitoring process.**

Guiding questions:

❖ *Is there a procedure or document defining the participation of employers, students, and sector specialists in the monitoring process?*

❖ *In what forms and at which stages are participants engaged?*

❖ *How is their feedback used in analysing monitoring results and improving the program?*

Supporting evidence:

✓ *Information on activities carried out and supporting documents.*

9.4. INDICATOR

Based on the results of monitoring and analysis, measures to address identified issues and shortcomings are systematically developed, and the implementation status of these measures is monitored.**

Guiding questions:

❖ *Through which documents or plans are measures to address identified issues and shortcomings formalized?*

❖ *Within what timeframes and by whom are the measures to be implemented defined?*

❖ *How are the implementation status and effectiveness of the measures monitored, and how is reporting organized?*

Supporting evidence:

✓ *Plan of measures to address identified issues and shortcomings, and information on implementation status.*

9.5. INDICATOR

Open access to the results of monitoring and analysis of the educational program is provided.**

Guiding questions:

❖ *Through which platforms or tools are the program's monitoring and analysis results made publicly available?*

❖ *How are the procedure and periodicity for publishing the results defined?*

❖ *Is systematic access ensured for students, employers, and other stakeholders to use these results?*

Supporting evidence:

✓ *Register of publicly published monitoring materials.*

9.6. INDICATOR

Based on the results of monitoring and analysis, necessary changes are systematically introduced into the educational program, including the content of courses (modules), teaching methods, and the assessment system.**

Guiding questions:

❖ *Through which documents are changes introduced to the program formalized based on monitoring and analysis results?*

❖ *Is the impact of changes on course/module content, teaching methods, and the assessment system assessed systematically?*

❖ *How and when are students and academic staff informed about these changes?*

Supporting evidence:

✓ *Information on changes introduced to the program and the updated program.*

III. Area of Organization of the Educational Process and Assessment of Learning Outcomes

Note: *This assessment area assesses systematic activities aimed at developing curricula and course syllabi in accordance with program objectives and tasks; aligning the teaching and learning process toward achieving the intended learning outcomes; introducing advanced pedagogical technologies; ensuring transparency of education quality and assessment processes; and adhering to the principles of academic integrity.*

10. CRITERION: The curriculum and course syllabi are developed in compliance with established requirements.!

Note: *It is examined whether programs are developed in accordance with regulatory and methodological documents, and whether the purpose, objectives, learning outcomes, and assessment criteria are clearly defined therein.*

10.1. INDICATOR

The curriculum and course syllabi are developed with the involvement of stakeholders, including employers, students, and industry experts, and reflect their input.

Guiding questions:

❖ *How were employers, students and sector specialists involved in the process of developing the curriculum and syllabi?*

❖ *How were their proposals collected and analysed, and how were they incorporated into the educational documents?*

❖ *Which specific provisions of the curriculum or syllabi were amended based on the proposals, and how were these changes justified?*

Supporting evidence:

✓ *Curriculum and course syllabi.*

10.2. INDICATOR

The curriculum and course syllabi are developed in compliance with the NQF, SES, professional standards, qualification requirements, and/or international education standards. *

Guiding questions:

❖ *Which NQF, SES, professional standards, qualification requirements or international standards were used as the basis for developing the curriculum and course syllabi?*

❖ *In which sections of the curriculum and syllabi, and how, are the requirements of these standards reflected?*

❖ *What procedure (analysis, comparison, expert review) was applied to ensure that the content of the course syllabi complies with the requirements of the standards?*

Supporting evidence:

✓ *Qualification requirements, curriculum, course syllabus, alignment matrix with national/international standards, minutes of discussions with employers.*

10.3. INDICATOR

The curriculum and course syllabi are aligned with the objectives of the educational program and the intended learning outcomes.

Guiding questions:

❖ *How are the curriculum and syllabi linked to the objectives and intended learning outcomes of the program?*

❖ *How was the alignment of course learning outcomes with the intended learning outcomes of the overall program determined or validated?*

❖ *How do the content and sequence of courses in the curriculum ensure the achievement of learning outcomes?*

Supporting evidence:

✓ *Qualification requirements, curriculum, course (module) programs, syllabi.*

10.4. INDICATOR

Course syllabi incorporate relevant legislative changes and international experience.

Guiding questions:

❖ *What procedure is used to incorporate changes in legislation into the course syllabus, and what documents confirm this process?*

❖ *Which sources were reviewed to incorporate international practice into the course syllabus, and how were they integrated into the content?*

❖ *What changes have been introduced into the course syllabus in recent years, and what needs or developments prompted these changes?*

Supporting evidence:

✓ *Evidence demonstrating that international standards or model university programs were used when developing course programs.*

10.5. INDICATOR

Course syllabi are designed to develop students' hard and soft skills and to support their personal development and competitiveness in the labor market.

Guiding questions:

❖ *How does the syllabus ensure the development of students' hard and soft skills (through which forms and methods)?*

❖ *How are learning activities that contribute to skills development (internships, projects, problem-based tasks, teamwork, etc.) reflected in the syllabus?*

❖ *How are the skills to be developed linked to labor market requirements and graduates' professional competencies?*

Supporting evidence:

✓ *Curriculum and course syllabi.*

10.6. INDICATOR

Assessment criteria for each course (module) are clearly defined, fully aligned with the course (module) objectives and intended learning outcomes, and ensure a transparent, fair, and objective assessment procedure for evaluating students' knowledge, skills, and competencies.

Guiding questions:

❖ *How are the assessment criteria for the course (module) defined, and how are they linked to learning outcomes?*

❖ *What mechanisms have been introduced to ensure that the assessment process is fair, transparent and impartial?*

❖ *How are the methods used to assess students' knowledge and skills applied, and how are they communicated to students in advance?*

Supporting evidence:

✓ *Assessment criteria for the course (module).*

11. CRITERION: The educational process is aligned with the achievement of the learning outcomes defined in the educational program. 🚫

Note: *It is examined whether the teaching and learning process at the institution is fully oriented toward learning outcomes by integrating theoretical knowledge with practical skills as well as research activities.*

11.1. INDICATOR

The educational process is aligned with the objectives of the educational program and the intended learning outcomes.

Guiding questions:

❖ *How is the teaching and learning process aligned with the objectives and intended learning outcomes of the program?*

❖ *How are classes and practical training organised (through which methods and tools) to ensure achievement of the intended learning outcomes?*

Supporting evidence:

✓ *Curriculum, course syllabi, semester study schedule.*

11.2. INDICATOR

Practice placement sites are available for the educational program.*

Guiding questions:

❖ *Which internship/placement bases have been established for students under the program?*

❖ *What opportunities do the internship/placement bases provide for developing students' skills and achieving the objectives of the program?*

❖ *How are the operations and quality of use of the internship/placement bases monitored and how are the results recorded?*

Supporting evidence:

✓ *Cooperation agreements with employers, internship programs.*

11.3. INDICATOR

The educational process is planned in collaboration with employers and industry experts, in alignment with current labor market needs, recent trends in science, sector-specific characteristics, and the availability of the higher education institution's practice placement sites.

Guiding questions:

❖ *How were employers and sector specialists involved in planning the teaching and learning process?*

❖ *How were labor market needs, sector specifics and the latest trends in science reflected in the teaching and learning process?*

❖ *How are the HEI's internship/placement bases used in the teaching and learning process, and how do they contribute to developing students' skills?*

Supporting evidence:

✓ *Cooperation agreements with employers, internship programs.*

11.4. INDICATOR

The educational process provides for practical learning activities that enable the application of theoretical knowledge (seminars, applied projects,

laboratory work, and others), as well as work-based practice and research activities.**

Guiding questions:

❖ *Which types of sessions and activities that enable the application of theoretical knowledge in practice are organised in the teaching and learning process?*

❖ *What role do practical sessions, laboratory work, projects and workplace internships play in developing students' skills?*

❖ *How is the effectiveness of practical and research activities monitored, and in which documents are the results reflected?*

Supporting evidence:

✓ *Cooperation agreement;*

✓ *course syllabus, internship program.*

11.5. INDICATOR

Mechanisms for the systematic collection and analysis of stakeholder feedback on internship outcomes are in place.**

Guiding questions:

❖ *How is stakeholders' feedback on internship outcomes collected and recorded?*

❖ *How is the collected feedback analysed to improve the internship process?*

❖ *What measures are taken based on the results to improve the internship program or to further develop students' skills?*

Supporting evidence:

✓ *Internship program, calendar plan and assessment criteria;*

✓ *reports on internship monitoring and analytical materials / analysis of survey results.*

11.6. INDICATOR

Based on the results of the analysis, the effectiveness of internships is evaluated, and internship programs are systematically improved.*

Guiding questions:

❖ *Based on which criteria and indicators is internship effectiveness assessed?*

❖ *In which documents are the assessment results recorded and monitored?*

❖ *What is the procedure for improving internship programs based on the analysis results?*

Supporting evidence:

✓ *Minutes of the department or faculty meeting (changes introduced into the internship program).*

12. CRITERION: The educational process is continuously evaluated and systematically improved.

Note: *It is examined whether a systematic mechanism has been established to improve the teaching and learning process based on regular evaluation and analysis of the effectiveness of the teaching and learning process and programs.*

12.1. INDICATOR

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

Guiding questions:

- ❖ *Which documents define the procedure for evaluating and analysing the quality of the teaching and learning process?*
- ❖ *Based on which indicators and criteria are evaluation and analysis conducted?*
- ❖ *What measures are taken to improve the teaching and learning process based on the analysis results, and in which documents are they reflected?*

Supporting evidence:

- ✓ *Procedure for evaluating the effectiveness of the teaching and learning process.*

12.2. INDICATOR

The quality of the educational process is evaluated and analyzed on a regular basis, in line with the periodicity established by the higher education institution.**

Guiding questions:

- ❖ *At what frequency and in what manner are evaluation and analysis of the quality of the teaching and learning process conducted?*
- ❖ *Who (department, faculty, quality assurance unit) conducts the evaluation and analysis process, and how are the results documented?*
- ❖ *What measures are identified to improve the teaching and learning process based on the results of the ongoing evaluation?*

Supporting evidence:

- ✓ *Records/information on activities carried out.*

12.3. INDICATOR

Stakeholder participation in the assessment process is systematically ensured.**

Guiding questions:

❖ *Which stakeholders (students, employers, sector specialists) participate in the evaluation process?*

❖ *How is their participation ensured on a systematic basis (surveys, interviews, discussions, forums, etc.)?*

❖ *How is stakeholders' feedback reflected in the evaluation results, and in which documents is it recorded?*

Supporting evidence:

✓ *Information confirming stakeholder (employer, student, graduate, staff) participation.*

12.4. INDICATOR

Based on the results of evaluation and analysis, measures to address identified issues and shortcomings are systematically defined.**

Guiding questions:

❖ *In which documents are the problems and shortcomings identified based on evaluation and analysis results recorded?*

❖ *What measures are defined to address the identified problems and shortcomings, and who is responsible for implementing them?*

❖ *How is the effectiveness of the measures monitored, and how are the results reflected in reports?*

Supporting evidence:

✓ *Action plan for improving the teaching and learning process.*

12.5. INDICATOR

Based on the results of evaluation and analysis of the educational process, as well as the measures implemented, the educational program and the higher education institution's methodological documentation are systematically improved.**

Guiding questions:

❖ *How are the program and methodological documents improved based on evaluation and analysis results?*

❖ *Who is responsible for the improvement process, and how is it documented?*

❖ *In which documents are the results of continuous improvement reflected and monitored?*

Supporting evidence:

✓ *Improved programs and teaching and methodological documents.*

13. CRITERION: Advanced pedagogical technologies are applied in the delivery of current educational programs, resulting in appropriate effectiveness.

Note: *It is examined whether advanced pedagogical and innovative technologies have been introduced in the teaching and learning process, whether their effectiveness is analysed, and whether methodological materials are continuously improved based on the results.*

13.1. INDICATOR

In the teaching process, new teaching methods and advanced pedagogical and innovative technologies (hereinafter referred to as advanced pedagogical approaches) are regularly applied.**

Guiding questions:

- ❖ *In which formats (lectures, seminars, projects, laboratory work, etc.) are advanced pedagogical approaches applied in classes?*
- ❖ *How is the effectiveness of advanced pedagogical approaches and their impact on students' learning outcomes assessed?*
- ❖ *Which documents confirm the introduction and monitoring of new teaching methods and advanced pedagogical approaches?*

Supporting evidence:

- ✓ *Analytical information on the use of advanced pedagogical technologies.*

13.2. INDICATOR

Advanced pedagogical approaches are applied to ensure in-depth mastery of course (module) content, develop students' independent learning and analytical, critical and creative thinking, as well as collaboration skills, and enable the effective achievement of the learning outcomes defined in the educational program.**

Guiding questions:

- ❖ *Which competencies are advanced pedagogical approaches aimed at developing in students, and how is this measured?*
- ❖ *How is the effectiveness of deep mastery of course (module) content and achievement of learning outcomes monitored?*
- ❖ *In which documents or analytical reports are the implementation of advanced pedagogical approaches and their results reflected?*

Supporting evidence:

- ✓ *Analytical information on the use of advanced pedagogical technologies.*

13.3. INDICATOR

Advanced pedagogical approaches are determined in accordance with the mode of study and students' needs.**

Guiding questions:

❖ *In which modes of study (full-time, part-time, evening, online) are advanced pedagogical approaches applied?*

❖ *How are students' needs and characteristics considered when selecting advanced pedagogical approaches?*

❖ *Which documents or monitoring results confirm that advanced pedagogical approaches correspond to the mode of study and students' needs?*

Supporting evidence:

✓ *Analytical information on the use of advanced pedagogical technologies.*

13.4. INDICATOR

Regular monitoring and analysis of the effectiveness of advanced pedagogical approaches are conducted.**

Guiding questions:

❖ *Based on which criteria and indicators is the effectiveness of advanced pedagogical approaches monitored?*

❖ *In what forms are monitoring and analysis results documented, and who conducts them?*

❖ *How are advanced pedagogical approaches updated or improved based on identified shortcomings and opportunities for improvement?*

Supporting evidence:

✓ *Analytical information on the use of advanced pedagogical technologies;*

✓ *results of monitoring of classes (lesson observation analyses/forms)*

13.5. INDICATOR

Based on the results of monitoring and analysis, identified shortcomings are addressed through the systematic development of the professional capacity of academic staff in the application of advanced pedagogical approaches.**

Guiding questions:

❖ *In which documents are shortcomings identified through monitoring and analysis recorded, and who analyses them?*

❖ *What measures are implemented to develop academic staff capacity in order to address the identified shortcomings?*

❖ *In which documents or reports are the results of capacity development and the improvement of advanced pedagogical approaches reflected?*

Supporting evidence:

✓ *Information on methodological seminars/minutes on pedagogical technologies within the HEI/Faculty/Departments, and information on training seminars conducted and published on the HEI website or official social media.*

13.6. INDICATOR

Based on the results of monitoring and analysis, the curriculum, course syllabi, and methodological materials are updated, and methodological guidelines and instructional materials related to advanced pedagogical approaches are regularly developed and introduced into educational practice.**

Guiding questions:

❖ *How are the curriculum, course syllabi and methodological materials updated based on monitoring and analysis results, and who approves them?*

❖ *How are methodological guides and learning materials on advanced pedagogical approaches developed and introduced into practice?*

❖ *How are updated syllabi and methodological materials communicated to students and academic staff, and how is their use ensured?*

Supporting evidence:

✓ *Analytical information on activities carried out.*

13.7. INDICATOR

An annual analytical report on the effectiveness of advanced pedagogical approaches is prepared and reviewed by the council of the higher education institution.**

Guiding questions:

❖ *In what format is the annual analytical report on the effectiveness of advanced pedagogical approaches prepared, and by whom?*

❖ *Which indicators, results and shortcomings are reflected in the report?*

❖ *How does the HEI Council review the report, and how are its recommendations or decisions implemented in practice?*

Supporting evidence:

✓ *Annual analytical report; HEI Council minutes.*

14. CRITERION: Within the educational program, transparency and objectivity of student assessment are ensured, and assessment processes are aligned with the learning outcomes.

Note: *It is examined whether students' knowledge is assessed transparently, fairly and impartially based on officially approved assessment procedures; whether assessment criteria and methods are linked to the learning outcomes specified in*

the program; and whether assessment results are formally recorded and made accessible to students.

14.1. INDICATOR

Procedures and mechanisms have been developed to ensure the effective organization of assessment processes.

Guiding questions:

❖ *In which documents are the procedures and mechanisms developed for effective organisation of assessment processes defined?*

❖ *How are these procedures and mechanisms applied in practice and monitored?*

❖ *How are assessment processes updated or improved based on identified problems or shortcomings?*

Supporting evidence:

✓ *Procedure for organising examinations and assessment processes.*

14.2. INDICATOR

The assessment procedures and regulations, criteria, methods, and approaches are communicated to students before the start of each course (module).**

Guiding questions:

❖ *In which documents are the assessment procedures, criteria and methods for each course (module) defined and approved?*

❖ *In what form and within what timeframe are assessment criteria and approaches announced to students?*

❖ *How is feedback from students regarding the announced assessment criteria and methods collected and incorporated into practice?*

Supporting evidence:

✓ *Syllabus (reflecting assessment procedures and criteria).*

14.3. INDICATOR

Within the educational program, approaches and assessment tools are applied to ensure formative (ongoing) and summative (final) assessment.**

Guiding questions:

❖ *Which documents or methodological guidelines regulate the approaches and tools ensuring formative and summative assessment in the program?*

❖ *How are formative and summative assessment processes implemented in practice and monitored?*

❖ *How are the teaching and learning process or the program improved based on assessment results?*

Supporting evidence:

✓ *Course syllabus.*

14.4. INDICATOR

Assessment criteria are based on the expected learning outcomes of the course (module) and the educational program and are communicated to students in a clear and understandable manner.**

Guiding questions:

❖ *How are assessment criteria linked to the intended learning outcomes of the course (module) and the program, and in which documents is this specified?*

❖ *Through what forms and tools are assessment criteria communicated to students in a clear and understandable manner?*

❖ *How is a mechanism organised to confirm students' understanding of the criteria or to collect feedback regarding the assessment process?*

Supporting evidence:

✓ *Syllabus (showing the linkage between assessment criteria and intended learning outcomes).*

14.5. INDICATOR

In the assessment process, the principles of fairness, transparency, and academic integrity are strictly observed.**

Guiding questions:

❖ *Which documents and internal procedures ensure the principles of fairness, transparency and academic integrity in the assessment process?*

❖ *In what ways do students gain confidence that the assessment process is transparent and fair?*

❖ *What investigations, reporting and measures are carried out when violations of academic integrity are identified?*

Supporting evidence:

✓ *Internal document ensuring academic integrity.*

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

Note: *It is examined whether a system is in place to collect and analyse students' satisfaction levels and proposals regarding the assessment process and to take*

improvement measures based on them, and whether the appeals procedure is implemented in accordance with the principles of openness, publicity and transparency.

15.1. INDICATOR

Procedures have been developed for collecting, reviewing, and analyzing students' proposals, feedback, and complaints related to assessment results, as well as for designating responsible staff for the implementation of these procedures.

Guiding questions:

- ❖ *Which documents define the procedure for collecting and analysing students' feedback, proposals and complaints regarding assessment results?*
- ❖ *How are responsible persons appointed to review feedback and implement the relevant measures?*
- ❖ *What practical actions are taken to improve the assessment process based on students' feedback and complaints, and how are the results documented?*

Supporting evidence:

- ✓ *Internal document ensuring academic integrity; relevant orders.*

15.2. INDICATOR

The established procedure clearly specifies the forms and timelines for lodging complaints, the complaint review process, and the decision-making mechanism.

Guiding questions:

- ❖ *In which documents or internal procedures are the forms and deadlines for submitting complaints defined?*
- ❖ *How is the mechanism for reviewing complaints and making decisions organised?*
- ❖ *How are the principles of fairness, transparency and accountability ensured in the complaint review process?*

Supporting evidence:

- ✓ *Internal document ensuring academic integrity.*

15.3. INDICATOR

Proposals, feedback, and complaints are received under conditions convenient for students and through formats aligned with their needs, and the review process is conducted in accordance with the principles of transparency, accountability, and avoidance of conflicts of interest.**

Guiding questions:

- ❖ *What convenient forms and channels are available for students to submit proposals, feedback and complaints?*

❖ *How is the process of reviewing proposals and complaints organised based on the principles of transparency and accountability?*

❖ *In which documents or procedures are measures to prevent conflicts of interest defined?*

Supporting evidence:

✓ *Internal document ensuring academic integrity;*

✓ *feedback registers and logs;*

✓ *results of the feedback collection system (questionnaires, surveys, online forms) / information or report of the Anti-Corruption “Compliance Control” unit.*

15.4. INDICATOR

Students’ complaints regarding the assessment process and assessment results are reviewed by the higher education institution’s appeals committee and are systematically analyzed.**

Guiding questions:

❖ *How are students’ complaints regarding assessment results received and reviewed by the Appeals Commission?*

❖ *How is a systematic analysis of appeals outcomes and students’ complaints conducted, and who approves it?*

❖ *How are the principles of fairness, transparency and prevention of conflicts of interest ensured during the complaint review process?*

Supporting evidence:

✓ *Internal document on the procedure for assessing students’ knowledge / conducting assessment (control) types / submitting appeals.*

15.5. INDICATOR

Based on the results of the analysis, reports are prepared, measures are defined to improve the assessment process, and necessary changes are systematically introduced to the assessment procedures and criteria.**

Guiding questions:

❖ *In what format are analytical reports prepared based on assessment process results, and by whom are they approved?*

❖ *Which documents confirm and govern the changes introduced to assessment procedures and criteria based on analysis results?*

❖ *How are the measures defined to improve the assessment process monitored, and who oversees the results?*

Supporting evidence:

- ✓ *Monitoring and analysis reports;*
- ✓ *decision of the HEI Council/Methodological Council/Faculty Council on the introduced changes.*

16. CRITERION: The educational program establishes rules of academic integrity and ensures the existence of an effective system for preventing violations of these rules. 🚫

Note: *It is examined whether academic integrity rules are formally established at the HEI; whether activities to strengthen the culture of academic fairness among students and academic staff are conducted on a regular basis; whether an anti-plagiarism control system is in place; and whether fair and transparent sanctions are effectively applied for violations.*

16.1. INDICATOR

The higher education institution has established procedures (regulations) and/or guidelines on academic integrity, ethics, and professional responsibility.

Guiding questions:

❖ *Through which internal documents have the procedures or instructions on academic integrity, ethics and professional responsibility been approved and introduced into practice?*

❖ *How are academic staff and students familiarised with these rules, and how is compliance monitored?*

❖ *How is monitoring of compliance with academic integrity and ethics carried out, and what measures are applied in response to identified cases?*

Supporting evidence:

- ✓ *Internal document on academic integrity rules.*

16.2. INDICATOR

The principles of academic integrity are systematically integrated into the processes of educational program development, teaching and learning, assessment, and research activities.**

Guiding questions:

❖ *How are academic integrity principles reflected in curricula and syllabi, and are they applied in practice by academic staff?*

❖ *How is students' compliance with academic integrity principles monitored in assessment and research activities?*

❖ *What measures are prescribed in response to identified violations of academic integrity, and how is their effectiveness analysed?*

Supporting evidence:

✓ *Evidence confirming the integration of the internal document on academic integrity rules into the program documentation.*

16.3. INDICATOR

An anti-plagiarism system and organizational measures are systematically implemented to prevent, detect, and address plagiarism and other violations of academic integrity.**

Guiding questions:

❖ *Which anti-plagiarism system has been introduced at the institution to identify plagiarism and other academic integrity violations, and what is the procedure for its use?*

❖ *Which organisational measures to prevent plagiarism have students and academic staff been familiarised with, and how are these measures applied in practice?*

❖ *What measures are taken in cases of detected plagiarism or other integrity violations, and how are the results analysed?*

Supporting evidence:

✓ *Officially approved procedure (instruction) on the anti-plagiarism system or reports of checks conducted through the anti-plagiarism software.*

16.4. INDICATOR

A transparent procedure is in place for reviewing cases of violations of academic integrity rules and determining accountability measures.**

Guiding questions:

❖ *How is the procedure for identifying and recording breaches of academic integrity rules organised?*

❖ *How does the mechanism for determining and applying liability measures for identified cases operate in line with transparency principles?*

❖ *How are decisions and measures taken with respect to academic integrity violations analysed and formally documented?*

Supporting evidence:

✓ *Internal document on academic integrity rules.*

16.5. INDICATOR

Students and academic staff have been informed of the rules of academic integrity and ethics.**

Guiding questions:

❖ *In what forms are students and academic staff familiarised with academic integrity and ethics rules (seminars, trainings, instructions, electronic platforms)?*

❖ *How is the familiarisation process monitored in terms of regularity and legal basis (internal regulatory documents)?*

❖ *How is students' and academic staff's understanding of, and compliance with, academic integrity and ethics rules assessed?*

Supporting evidence:

✓ *Information confirming familiarisation with the internal document on academic integrity rules.*

16.6. INDICATOR

Regular training activities (seminars, lectures) are organized for students and academic staff on academic integrity, ethics, plagiarism, the appropriate use of artificial intelligence, copyright, and conflicts of interest.**

Guiding questions:

❖ *How and when are trainings (seminars, lectures) organised for students and academic staff?*

❖ *Does the content of the trainings cover academic integrity, ethics, plagiarism, the use of artificial intelligence, copyright and conflict-of-interest matters?*

❖ *How are the effectiveness of the trainings and participants' level of knowledge assessed, and what improvement measures are taken based on the results?*

Supporting evidence:

✓ *Information and participant lists confirming that trainings (seminars, lectures) on academic integrity and ethics have been conducted.*

16.7. INDICATOR

The rights to scientific works, innovative ideas, inventions, and other intellectual property objects created by students and academic staff are protected.**

Guiding questions:

❖ *How are the rights to scientific works, inventions and intellectual property created by students and academic staff protected?*

❖ *Is there a procedure for registering, patenting and licensing intellectual property objects?*

❖ *How is the effectiveness of protection measures assessed, and what actions are taken when infringements occur?*

Supporting evidence:

✓ *Official internal document on copyright and intellectual property (regulation or procedure).*

IV. Area of Student Activities

Note: Activities are assessed that are characterised by (i) transparent and clearly defined admissions processes within the program; (ii) alignment of admissions parameters with the institution's resources and capacities; (iii) alignment of admissions criteria with the program level; (iv) existence of mechanisms regulating student movements during the study period (transfer, promotion from year to year, reinstatement, etc.); and (v) an established system for supporting students socially, academically and psychologically.

17. CRITERION: Admission requirements for the educational program are clearly defined, and the admission process is conducted in a transparent manner.

Note: It is examined whether admissions requirements for the program are clearly defined, developed in compliance with legislation and the institution's internal documents, and whether admissions processes are open and transparent and ensure equal opportunities for all applicants.

17.1. INDICATOR

Admission criteria and requirements for the educational program are clearly defined, and an established mechanism exists to provide open access to this information for all applicants and stakeholders.

Guiding questions:

- ❖ Which documents define the admissions criteria and requirements, and through which platforms are they published?
- ❖ How is compliance with admissions criteria and requirements ensured for all applicants and stakeholders?
- ❖ What mechanism exists in case of misunderstandings or complaints regarding admissions criteria and requirements?

Supporting evidence:

- ✓ Publication of internal admissions documents and procedures on the HEI's official website and social media (links).

17.2. INDICATOR

Admission processes, requirements, and criteria comply with applicable legislation.

Guiding questions:

- ❖ How is compliance of admissions processes, requirements and criteria with current legislation confirmed through documents?

❖ *What internal procedures and control mechanisms have been introduced to ensure compliance with legal requirements in admissions processes?*

❖ *What measures are applied when cases contrary to legal requirements are identified, and is this process recorded?*

Supporting evidence:

✓ *Documents substantiating that admissions documents meet the minimum requirements established by current legislation.*

17.3. INDICATOR

Admission requirements for the educational program comply with the higher education institution's internal regulations, including regulations on student mobility, credit recognition, and recognition of prior learning outcomes.

Guiding questions:

❖ *Which documents confirm that admissions requirements and criteria comply with the HEI's internal regulations?*

❖ *How are the rules on student mobility, credit recognition and recognition of prior learning outcomes applied in the admissions process?*

❖ *What measures are taken when non-compliance with internal regulations is identified, and is the process recorded?*

Supporting evidence:

✓ *Cooperation agreements, admissions criteria and requirements established for the program.*

17.4. INDICATOR

Applicants are provided with timely and open access to information on admission results.

Guiding questions:

❖ *Through which means (website, electronic system, etc.) can applicants obtain information about admissions results?*

❖ *Are there documents or records confirming that admissions results were communicated to applicants in a timely manner?*

❖ *What mechanisms and monitoring procedures have been introduced to ensure openness and fairness of information?*

Supporting evidence:

✓ *Information booklets and website information for applicants.*

17.5. INDICATOR

An established complaints mechanism exists concerning the admission process and its outcomes.

Guiding questions:

❖ *How can it be confirmed that applicants have the opportunity to submit complaints or appeals regarding the admissions process and results?*

❖ *Are there documents defining complaint submission forms, deadlines and review procedures?*

❖ *Is there a practice of making decisions on complaints and appeals and systematically analysing the outcomes?*

Supporting evidence:

✓ *Appeals procedure and register of submissions.*

17.6. INDICATOR

For admission to educational programs delivered in a foreign language, applicants are required to meet national or international foreign language proficiency requirements**

(Applicants' compliance with the required level of foreign language proficiency prior to admission to the program is confirmed by a document certifying foreign language proficiency).

Guiding questions:

❖ *Which documents confirm the required language level for admission to an program delivered in a foreign language?*

❖ *Is there a procedure and criteria for determining foreign language proficiency and have they been communicated to applicants?*

❖ *Are measures defined for cases where an applicant's language competence does not meet the required level?*

Supporting evidence:

✓ *Composition and minutes of the admissions committee / copies of foreign language certificates.*

17.7. INDICATOR

Admission requirements for the educational program are systematically reviewed based on the formative and summative assessment results of students admitted in previous years, and necessary revisions are made.**

Guiding questions:

❖ *Are students' assessment results from previous years (formative and summative) systematically re-analysed?*

❖ *What changes have been made to admissions requirements and criteria based on the assessment results?*

❖ *Have changes in admissions requirements and criteria been communicated to applicants and stakeholders?*

Supporting evidence:

✓ *Relevant notes confirming that admissions requirements have been updated.*

18. CRITERION: Admission parameters are aligned with the resources and capacity of the educational institution.

Note: *It is examined whether intake parameters (number of students, quotas by field, etc.) are established in accordance with the HEI's material and technical base, human resources, infrastructure and financial capacity, and whether their implementation is analysed on a regular basis.*

18.1. INDICATOR

Admission parameters (including the number of students, quotas by fields of study, and other indicators) are established in accordance with the capacity of the higher education institution's infrastructure, including classrooms, laboratories, practical training bases, and technical facilities — sufficient to achieve the educational program's objectives in educational, research, spiritual and educational, and health-promoting activities.

Guiding questions:

❖ *Do the intake parameters (number of students and quotas by fields) correspond to the capacity of the institution's classrooms, laboratories and internship/placement bases?*

❖ *Do the intake parameters and quotas correspond to the capacity to implement the objectives of the program for the student cohort?*

❖ *Are intake parameters and infrastructure capacity monitored regularly, and are necessary adjustments made?*

Supporting evidence:

✓ *Annual admissions plan and quota documents / justification of compliance with the minimum requirements established by current legislation (comparative table);*

✓ *report on the institution's material and technical base;*

✓ *relevant tables.*

18.2. INDICATOR

Admission parameters are established taking into account the capacity of the information and resource center (library) (hereinafter referred to as the IRC).

Guiding questions:

❖ *Were ARM (library) resources and capacity taken into account when determining intake parameters?*

❖ *Do the educational and scientific resources available at the ARM meet the needs of the student cohort?*

❖ *Are ARM capacities and resources monitored regularly, and are updates introduced when determining intake parameters?*

Supporting evidence:

✓ *Information about the Information Resource Centre.*

18.3. INDICATOR

Admission parameters are established based on an analysis of the number and composition of academic staff, as well as their workload.

Guiding questions:

❖ *Were intake parameters established taking into account the number and composition of academic staff?*

❖ *Has academic staff teaching workload been analysed, and have admissions quotas been adjusted accordingly?*

❖ *Were academic staff qualifications and subject profiles taken into account when setting intake parameters?*

Supporting evidence:

✓ *Analysis/distribution of the number of academic staff and workload by disciplines;*

✓ *relevant tables.*

18.4. INDICATOR

Admission parameters are formed based on available financial resources, including budgetary funds, grants, and contract-based tuition revenues.

Guiding questions:

❖ *Were the institution's financial capacities (budget, grants, tuition fee income) taken into account when determining intake parameters?*

❖ *Have admissions quotas and the number of fields/specialisations been planned based on financial resources?*

❖ *Are there analyses and decisions on aligning intake parameters with financial capacity?*

Supporting evidence:

✓ *Information on financial capacity;*

✓ *relevant tables.*

18.5. INDICATOR

Admission parameters are aligned with the higher education institution's strategic plan (mission and strategy) and academic profile.

Guiding questions:

- ❖ *Are intake parameters aligned with the HEI's strategic plan and mission?*
- ❖ *Do admissions quotas and fields correspond to the academic profile and long-term development strategy?*
- ❖ *Are there official documents or decisions on aligning intake parameters with strategic objectives?*

Supporting evidence:

- ✓ *HEI strategic plan.*

18.6. INDICATOR

Admission parameters are established based on an analysis of the relevant labor market and the needs and proposals of employers.

Guiding questions:

- ❖ *Are there documents confirming that sectoral labor market analyses and employers' views were taken into account when setting intake parameters?*
- ❖ *How have employers' requirements and needs been integrated into admissions quotas and fields?*
- ❖ *Is there a mechanism to update and improve intake parameters based on labor market analysis and employers' recommendations?*

Supporting evidence:

- ✓ *Information confirming that labor market analysis and employers' proposals were taken into account in forming intake parameters.*

18.7. INDICATOR

The implementation of admission parameters is subject to annual analysis, and, based on the results of this analysis, necessary amendments to the admission parameters are introduced.**

Guiding questions:

- ❖ *Is an annual analysis of the fulfilment of intake parameters conducted and documented?*
- ❖ *Is there a procedure for introducing amendments to intake parameters and quotas based on analysis results?*
- ❖ *Are the identified recommendations and decisions for improving intake parameters communicated to stakeholders?*

Supporting evidence:

✓ *Analytical reports on the admissions plan.*

19. CRITERION: Established procedures are in place for student transfer, year-to-year progression (including retention), dismissal, and reinstatement (hereinafter referred to as student status changes).

Note: *It is examined whether student movement during the study period—including transfer, year-to-year promotion (or retention), dismissal and reinstatement—is defined based on clear norms and procedures; whether students are informed about them; and whether these processes are implemented transparently and fairly.*

19.1. INDICATOR

Internal documents (rules, procedures, and/or regulations) governing student status changes are developed in accordance with applicable regulatory and legal acts on admission, transfer, reinstatement, and dismissal.

Guiding questions:

❖ *Are internal documents (rules, procedure, regulation) on student movement available, and have they been developed in compliance with applicable regulatory legal acts?*

❖ *Are the processes of admission, year-to-year promotion, reinstatement and dismissal carried out in accordance with the established procedure?*

❖ *Is it ensured that decisions related to student movement are made transparently and fairly and communicated to students?*

Supporting evidence:

✓ *Internal documents on transfer, year-to-year promotion (retention), dismissal and reinstatement.*

19.2. INDICATOR

A complaints mechanism is in place for processes and decisions related to student status changes.

Guiding questions:

❖ *Is there a mechanism for submitting complaints regarding decisions related to student movement?*

❖ *Are complaints accepted in forms convenient for students and reviewed within established deadlines?*

❖ *Are complaints analysed and measures taken to improve student movement processes based on the results?*

Supporting evidence:

✓ *Internal documents on student movement.*

19.3. INDICATOR

Students and their parents are informed about internal documents (rules, procedures, and/or regulations) related to student status changes, as well as about the processes and outcomes of such changes.**

Guiding questions:

❖ *Are students and their parents informed about student movement processes and outcomes?*

❖ *Are internal documents (rules, procedure, regulation) on student movement available and published in accordance with the principle of openness?*

❖ *How can it be confirmed that students and parents have access to information on these documents and processes?*

Supporting evidence:

✓ *Materials used to inform students (website, etc.).*

19.4. INDICATOR

Decisions related to student status changes are substantiated and documented in accordance with established requirements.**

Guiding questions:

❖ *Are decisions adopted regarding student movement documented and justified?*

❖ *When documenting decisions, are the requirements of regulatory legal acts and internal procedural documents complied with?*

❖ *Are students and their parents familiarised with the content and grounds of the adopted decisions?*

Supporting evidence:

✓ *Orders on student movement.*

20. CRITERION: Institutional mechanisms for student support and advising are established.

Note: *It is examined whether a system has been established to support students in academic, research, psychological, social and career domains, taking into account their needs in the learning process; whether counselling and mentoring services are in place; and whether their effectiveness is evaluated regularly.*

20.1. INDICATOR

As part of the educational program, a system of student support, including academic, psychological, social, and career advising, is established or planned.

Guiding questions:

❖ *Does a student support system (academic, psychological, social and career) exist or is it planned?*

❖ *How do you assess whether students have regular access to counselling to meet their needs through the system?*

❖ *Has a mechanism been established to measure and analyse the effectiveness of student support services?*

Supporting evidence:

✓ *Internal documents on student support and counselling.*

20.2. INDICATOR

Mentoring support, including the “mentor-mentee” model, is provided to students to support informed course (module) selection, understanding of the assessment system, and the determination of individual personal development pathways.**

Guiding questions:

❖ *Does the “Ustoz–shogird” or mentoring system provide students with support in selecting courses, understanding the assessment system, and defining their personal development pathway?*

❖ *How are the duration, format and effectiveness of the mentoring process ensured?*

❖ *How are the level of students’ use of mentoring services and the outcomes analysed and reported?*

Supporting evidence:

✓ *Information on the “Ustoz–shogird” or mentoring system.*

20.3. INDICATOR

A psychological counseling and support center have been established.**

Guiding questions:

❖ *How is the activity of the psychological counselling and support centre for students organised?*

❖ *How and to what extent do students use psychological counselling and support services?*

❖ *How is the effectiveness of the psychological support centre monitored, and what measures are taken based on the results?*

Supporting evidence:

✓ *Internal document on the establishment of the psychological counselling and/or support centre.*

20.4. INDICATOR

Procedures for addressing academic arrears among students are established.**

Guiding questions:

❖ *How are procedures and mechanisms for working with students with academic arrears organised?*

❖ *What counselling, tutoring or support services are provided as part of working with students with academic arrears?*

❖ *How are the results of efforts to reduce academic arrears monitored and analysed?*

Supporting evidence:

✓ *Internal documents and information on working with students with academic arrears.*

20.5. INDICATOR

An individual educational trajectory is formed based on students' educational needs and career objectives, and methodological and informational support for its implementation is provided.**

Guiding questions:

❖ *How is an individual learning trajectory formed for students, and what methodological and information tools are used for this purpose?*

❖ *What counselling and support are provided to students during implementation of the individual learning trajectory?*

❖ *How is the effectiveness of students' individual learning trajectories monitored, and are results analysed?*

Supporting evidence:

✓ *Information and internal documents on forming students' learning trajectories.*

20.6. INDICATOR

Information on the utilization and effectiveness of advising services is systematically collected and analyzed; students' satisfaction with these services is subject to regular assessment; and the advising system is improved on an ongoing basis based on the assessment results.**

Guiding questions:

❖ *How do students use counselling services, and how is the level of use monitored?*

❖ *How is the effectiveness of counselling services analysed, and in which documents are the results recorded?*

❖ *How is students' satisfaction with services assessed, and how is the counselling system improved based on this information?*

Supporting evidence:

- ✓ *Statistics on the use of counselling services;*
- ✓ *student surveys and analyses.*

V. Area of Human Resources

Note: *Activities are assessed to determine whether, in line with established norms, a sufficient number of qualified academic, managerial, technical, service, and teaching-support staff are engaged to implement the program; whether a clear staffing plan ensures alignment of academic staff competencies with the curriculum; and whether appropriate conditions exist for professional development and material and moral incentives.*

21. CRITERION: The availability of academic staff, as well as administrative, technical, service, and instructional support personnel, in accordance with the standards established for the educational program, and the compliance of their qualitative composition, qualifications, and fields of specialization with the established requirements.!

Note: *It is examined whether, in accordance with the established norms and requirements for effective delivery of the program, the HEI is provided with a sufficient number of teaching staff and managerial, technical, service and teaching-support staff, with appropriate qualifications, specialisation and quality composition.*

21.1. INDICATOR

The number of academic staff is sufficient to ensure the effective implementation of the educational program (the proportion of full-time academic staff within the educational program constitutes at least 70 percent of the total number of academic staff involved in the implementation of the educational program).

For a newly established educational program, actual staffing with teaching staff is not required, provided that a clear academic staffing plan for the composition of teaching staff has been submitted.

Guiding questions:

- ❖ *How was the academic staff composition for implementing the program formed, and how was the share of full-time staff determined?*
- ❖ *How is the sufficiency of academic staff justified (through teaching workload, allocation of courses, and coverage of the teaching and learning process)?*
- ❖ *If the program is newly introduced, how was the plan for forming academic staff developed, and how is its implementation monitored?*

Supporting evidence:

- ✓ *Staffing table by department.*

21.2. INDICATOR

The educational program is delivered by a sufficient number of academic staff holding academic degrees and academic titles to ensure its effective implementation (the proportion of academic staff holding academic degrees and academic titles, relative to the total number of full-time academic staff assigned to the educational program and employed at the primary place of employment, constitutes at least 35 percent for the bachelor's program and at least 70 percent for the master's program)

For a newly established educational program, actual provision of academic staff holding academic degrees and academic titles is not required, provided that a clear academic staffing plan has been submitted.

Guiding questions:

- ❖ *How has the share of full-time academic staff with academic degrees and titles within the program been determined, and to what extent does it comply with the established norms (35% for bachelor's programs and 70% for master's programs)?*
- ❖ *How is it demonstrated that the availability of academic staff with academic degrees and titles contributes to the effective implementation of the program?*
- ❖ *If the program is newly introduced, how was the plan for forming academic staff with academic degrees and titles developed, and how is its phased implementation monitored?*

Supporting evidence:

- ✓ *List of academic staff and qualification documents (diplomas, certificates, and documents confirming academic degrees and academic titles);*
- ✓ *relevant tables.*

21.3. INDICATOR

The number of administrative, technical, service, and instructional support staff is determined in accordance with the standard staffing norms for administrative, technical, service, and instructional support staff of higher education institutions (Registration No. 2859, dated February 21, 2017).

For a newly established educational program, actual provision of instructional support staff is not required, provided that a clear plan for the composition of instructional support staff has been submitted

Guiding questions:

❖ *How were the numbers of managerial, technical, service and teaching-support staff determined based on the requirements of the model staffing standards (registration № 2859), and what is the rationale for supporting the program?*

❖ *How does the existing staff composition ensure the continuity of the teaching and learning process, material and technical support, and management activities?*

❖ *If the program is newly introduced, how was the plan for forming the teaching-support staff developed, and how is its implementation monitored?*

Supporting evidence:

✓ *List of managerial and administrative staff, teaching-support staff, service staff and technical staff;*

✓ *documents on standard staffing coefficients.*

21.4. INDICATOR

A system of social support and financial incentives for staff has been implemented.**

Guiding questions:

❖ *What social support measures and financial incentive mechanisms for staff have been introduced, and how do they contribute to increasing staff motivation and effectiveness?*

❖ *How are social support and financial incentives applied (e.g., through allowances, bonuses, housing, healthcare and other benefits), and what criteria are used?*

❖ *How are the effectiveness of incentives and their impact on staff performance monitored, analysed and improved?*

Supporting evidence:

✓ *Internal regulations/policies on social support and financial incentives; relevant orders and reports.*

22. CRITERION: Teaching staff assigned to the educational programs currently in operation possess professional, pedagogical, and academic competencies relevant to and aligned with the disciplines specified in the approved curriculum.!

Note: *Within the existing programs, it is examined whether the program is delivered by academic staff possessing the professional, pedagogical and research competencies necessary to teach the courses specified in the curriculum, and whether their qualifications and experience correspond to the objectives and tasks of the program.*

22.1. INDICATOR

The number and composition of academic staff assigned to the educational program have been determined based on the program objectives, intended

learning outcomes, and the need for the effective implementation of the curriculum.**

Guiding questions:

❖ *How were the number and composition of academic staff determined and formed based on the objectives, tasks and expected learning outcomes of the program?*

❖ *How is full and high-quality coverage of the curriculum courses ensured by the academic staff composition (the rationale must be provided)?*

❖ *How have the teaching workload, qualification level and experience of academic staff been aligned with the effective implementation of the curriculum, and how is this monitored?*

Supporting evidence:

✓ *List of academic staff and qualification documents (diplomas, certificates, documents confirming academic degrees and titles), list of the course(s) they teach, timetable.*

22.2. INDICATOR

The academic specialization of teaching staff is aligned with the disciplines (modules) delivered under the educational program.**

Guiding questions:

❖ *How has the specialisation of academic staff been aligned with the content of the courses or modules they teach, and how is this alignment substantiated through documentation?*

❖ *How have qualification requirements, research focus and practical experience of teachers delivering a course/module been integrated into the teaching and learning process?*

❖ *How is regular monitoring carried out to ensure alignment between academic staff specialisation and the courses they teach, and how are any identified mismatches addressed?*

Supporting evidence:

✓ *List of academic staff and qualification documents, list of the course(s) they teach, timetable.*

22.3. INDICATOR

Indicators for assessing the achievements of teaching staff have been established, covering state and sectoral awards, honorary titles, and prizes awarded in international and national competitions.**

Guiding questions:

❖ *How have academic staff achievements been identified and compiled as overall indicators?*

❖ *How do staff achievements affect the quality of the program, research capacity and effectiveness of work with students?*

❖ *How is the process of regularly updating, classifying and monitoring academic staff achievements organised?*

Supporting evidence:

✓ *Information and supporting documents on academic staff who have received achievements/awards.*

22.4. INDICATOR

The educational and methodological, and research activities of teaching staff are evidenced by participation in fundamental, applied, and other research projects; the development of textbooks, study guides, and instructional and methodological materials; publications in national and international outlets; and articles published in impact-factor journals indexed in Scopus, Web of Science, or other internationally recognized indexing databases.**

Guiding questions:

❖ *How have academic staff teaching, methodological and research activities (textbooks, manuals, methodological materials, research papers, project participation) been identified and classified based on relevant documents?*

❖ *How is it substantiated that staff research and methodological activities influence the quality of the program, the content of the teaching and learning process, and students' learning outcomes?*

❖ *How is the process of regularly monitoring, updating and entering academic staff research and methodological work into the database organised?*

Supporting evidence:

✓ *Analytical information and tables on teachers' educational-methodological and research activities.*

22.5. INDICATOR

A system for the continuous assignment of teaching staff to internal and external advanced training courses has been established.**

Guiding questions:

❖ *How is the system for referring academic staff to internal and external professional development courses organised, and under which procedures is it implemented?*

❖ *How are the content, format and areas of professional development courses linked to the objectives and learning outcomes of the program, and how is their effectiveness assessed?*

❖ *How is monitoring of completed professional development courses, certificates and teachers' competencies carried out and updated?*

Supporting evidence:

✓ *List of academic staff and documents confirming local and international qualifications (diplomas, certificates, documents confirming academic degrees and titles);*

✓ *relevant tables.*

23. CRITERION: The existence of a clear plan for staffing new educational programs with teaching staff possessing professional, pedagogical, and academic competencies relevant to the disciplines specified in the curriculum.!

Note: *It is examined whether a clear plan has been developed to provide new programs with academic staff possessing professional, pedagogical and research competencies relevant to the courses specified in the curriculum, and whether this plan covers mechanisms for building a staff reserve, training, professional development and recruitment.*

23.1. INDICATOR

An analysis of staffing needs for new educational programs has been conducted.*

Guiding questions:

❖ *How were the needs for academic staff and teaching-support staff for new programs analysed, and under which criteria/procedures was this analysis conducted?*

❖ *How were staff composition and numbers planned based on the analysis results, and how does this ensure effective implementation of the program?*

❖ *How is the process of regularly updating and overseeing the staffing needs analysis organised?*

Supporting evidence:

✓ *Information on the staffing needs analysis for new programs.*

23.2. INDICATOR

The required specializations and competencies for academic disciplines (modules) are defined.

Guiding questions:

❖ *How were the specialisations and competencies required for each course (module) identified, and what criteria were used as the basis for defining them?*

❖ *How have the identified competencies and specialisations been aligned with the objectives and expected learning outcomes of the program?*

❖ *How have the composition of academic staff and resources been aligned to ensure the required competencies by courses, and how is this monitored?*

Supporting evidence:

✓ *List of academic staff and qualification documents (diplomas, certificates, documents confirming academic degrees and titles), list of the course(s) they teach, timetable;*

✓ *3–5-year strategic plan for staffing with academic staff.*

23.3. INDICATOR

Strategies for the attraction of new staff (through selection, competitive procedures, grants, and other mechanisms) are defined.

Guiding questions:

❖ *How were strategies for attracting new staff (selection, competitions, grants and other forms) defined, and how were the criteria/procedures for selecting them determined?*

❖ *How do these strategies support staffing of academic and teaching-support personnel and ensure effective implementation of the program?*

❖ *How are mechanisms for monitoring, evaluating and improving the recruitment process and its results organised?*

Supporting evidence:

✓ *Regulations for recruitment and conducting selection/competition procedures.*

23.4. INDICATOR

A mechanism for recruitment and the establishment of a staff reserve has been defined.

Guiding questions:

❖ *How is the recruitment process and the mechanism for creating a staff reserve defined, and under which procedures is it implemented?*

❖ *How is the staff reserve formed to ensure effective implementation of the program?*

❖ *How are mechanisms for monitoring, evaluating and updating recruitment and the staff reserve organised?*

Supporting evidence:

✓ *Information and internal documents on establishing and maintaining a staff reserve.*

23.5. INDICATOR

Opportunities for engaging foreign specialists and practitioners are envisaged.

Guiding questions:

- ❖ *How have opportunities to engage foreign specialists and practitioner experts been identified, and under which procedures is this implemented?*
- ❖ *How does the involvement of these experts in courses, laboratory work or practical sessions within the program contribute to improving education quality?*
- ❖ *How are mechanisms for monitoring, evaluating and analysing the effectiveness of engaging foreign experts organised?*

Supporting evidence:

- ✓ *Information and internal documents on engaging foreign personnel/specialists by the HEI.*

23.6. INDICATOR

Measures have been taken to prepare highly qualified staff with advanced academic degrees for new educational programs and to ensure their targeted placement in doctoral studies.

Guiding questions:

- ❖ *How are measures to train highly qualified staff and to direct them to doctoral studies for new programs defined and implemented?*
- ❖ *How is the impact of these measures on strengthening the potential of academic staff and students, and on ensuring the quality of the program, assessed?*
- ❖ *How are mechanisms for monitoring, evaluating results and improving the process of training highly qualified staff and directing them to doctoral studies organised?*

Supporting evidence:

- ✓ *Strategic documents/plans and information related to the development of research staff.*

24. CRITERION: Conditions have been created for staff professional development and continuing training, and a system of financial and non-financial incentives is in place.

Note: *Within the program, it is examined whether the necessary conditions have been created for the professional development and upskilling of academic and other staff, whether a system of financial and non-financial incentives exists, and whether this ensures continuous growth of staff capacity.*

24.1. INDICATOR

Programs for retraining and continuing professional development for academic staff and other staff have been developed.

Guiding questions:

❖ *How were retraining and professional development programs for academic staff and other employees developed, and what criteria/procedures were used as the basis for defining them?*

❖ *How do these programs contribute to increasing the effectiveness of the educational process and developing employees' professional competencies?*

❖ *How is the mechanism for implementing, monitoring and evaluating the results of retraining and professional development programs organised?*

Supporting evidence:

✓ *Professional development and retraining plans;*

✓ *relevant tables.*

24.2. INDICATOR

A system of financial and non-financial incentives is in place to encourage the publication of scientific articles, contributions to innovative ideas, and active participation in international or national projects.

Guiding questions:

❖ *How is the incentive system organised for academic staff and employees to publish research articles, contribute to innovative ideas and actively participate in projects?*

❖ *How is the impact of financial and non-financial incentives on improving the quality of teaching and research activities assessed?*

❖ *Is the incentive system monitored on an ongoing basis and how are mechanisms for analysing its effectiveness and updating it organised?*

Supporting evidence:

✓ *Internal documents confirming the existence of the incentive system.*

24.3. INDICATOR

Incentive criteria are transparent and results-oriented, serving the development of the scientific capacity of the higher education institution.

Guiding questions:

❖ *How are incentive criteria defined, and how do they contribute to developing the HEI's research capacity (provide justification)?*

❖ *What procedures and mechanisms have been introduced to ensure that incentive criteria are transparent and results-oriented?*

❖ *How are results achieved under the incentive criteria and their impact on research activity and education quality monitored and evaluated?*

Supporting evidence:

✓ *Internal documents confirming the existence of the financial and non-financial incentive system.*

24.4. INDICATOR

An established practice exists for staff participation in international internships and conferences in relevant fields of specialization **.

Guiding questions:

❖ *How is the practice of sending employees on foreign internships and to conferences in their field of specialisation organised, and based on which criteria is it implemented?*

❖ *How do these internships and conferences contribute to enhancing employees' professional capacity and improving the quality of the program?*

❖ *How are the outcomes of employees who participated in foreign internships and conferences, and their impact on the teaching and learning process, monitored and evaluated?*

Supporting evidence:

✓ *Documents confirming employees' participation in foreign trips in their field of specialisation (certificates).*

24.5. INDICATOR

A mechanism is in place for the assessment and recognition of professional development outcomes.

Guiding questions:

❖ *How is the mechanism for assessing and recording professional development outcomes organised, and on which criteria does it operate?*

❖ *How do assessment results influence the professional development process of academic staff and employees and the quality of education?*

❖ *How is the process of regularly monitoring, updating and recording professional development outcomes implemented?*

Supporting evidence:

✓ *Information and supporting internal documents on assessment and record-keeping.*

VI. Area of Material and Technical Resources

Note: *This assessment area examines the extent to which the material and technical base required to deliver programs is in place (academic buildings, laboratories,*

practical training rooms, information resource centres, modern educational and research equipment), as well as the availability and regular renewal of raw materials and teaching materials, free access to information and communication technologies, and the safety and inclusiveness of the learning environment.

25. CRITERION: The availability of the necessary tools, equipment, instruments, technical facilities, raw materials, and other resources for conducting practical and laboratory classes and for completing course papers (projects), as well as the provision of methodological guidelines (instructions), is ensured for the implementation of the educational program. 🚫

Note: It is examined whether the required tools and equipment, facilities, inventories, technical means, raw materials and materials are available in sufficient quantity, are regularly updated and maintained in working condition, and whether the educational process is supported by relevant methodological manuals.

25.1. INDICATOR

The necessary tools, equipment, instruments, technical facilities, and raw materials for practical and laboratory classes under the educational program are available and aligned with the program objectives and the intended learning outcomes.

Guiding questions:

- ❖ *How were the required tools and equipment, facilities, inventories, machinery and raw materials identified and provided?*
- ❖ *How have these resources been aligned with the objectives and expected learning outcomes of the program, and how is their effectiveness ensured?*
- ❖ *How is the monitoring of provision with tools/equipment and materials, their renewal and the procedures for safe use organised?*

Supporting evidence:

- ✓ *List of required tools and equipment, facilities, inventories, machinery, raw materials and other resources; relevant tables.*

25.2. INDICATOR

The higher education institution is equipped with tools, equipment, and technical facilities in accordance with the size and composition of the student cohort.

Guiding questions:

- ❖ *How were the number and types of tools and equipment, facilities and machinery required for practical sessions determined based on the student contingent of the HEI?*

❖ *How do these facilities and machinery support students' effective use during the teaching and learning process and achievement of the program objectives?*

❖ *How is the mechanism for updating and providing additional equipment and machinery organised in response to changes in student numbers or the introduction of new courses?*

Supporting evidence:

✓ *List of tools and equipment, facilities, inventories and machinery required for implementing the program;*

✓ *relevant tables.*

25.3. INDICATOR

Technical passports for tools, equipment, and technical facilities are available; technical inspections have been conducted; and records of technical maintenance (repairs and preventive maintenance) are systematically documented**

Guiding questions:

❖ *How are technical passports for tools and equipment, facilities and machinery maintained and how is their availability confirmed?*

❖ *Under which procedures are technical inspections, repairs and preventive maintenance carried out and how is this process documented?*

❖ *How are the outcomes of maintenance and the condition of tools and equipment monitored to ensure compliance with the program objectives and the requirements of the teaching and learning process?*

Supporting evidence:

✓ *Information and supporting documents on tools and equipment, facilities, inventories, machinery, raw materials and materials.*

25.4. INDICATOR

Methodological guidelines, instructional technological maps, instructions, and manuals (including safety instructions) for the use of tools, equipment, and technical facilities are available. **

Guiding questions:

❖ *How were methodological manuals, technological instruction cards and guidelines developed, and how is their availability confirmed?*

❖ *How are safety instructions applied during practical sessions and laboratory work and how is compliance by staff and students ensured?*

❖ *How is the updating of methodological manuals and instructions, their alignment with current resources, and monitoring of their use carried out?*

Supporting evidence:

- ✓ *Information and supporting documents on methodological manuals, technological instruction cards, guidelines and instructions (including safety instructions);*
- ✓ *relevant tables.*

25.5. INDICATOR

The organization of trainings (master classes) on the use of tools and equipment for academic staff and students, conducted in cooperation with industry specialists or employers, has been established.**

Guiding questions:

- ❖ *How is the process of conducting trainings and master classes in cooperation with industry specialists or employers carried out?*
- ❖ *How do trainings and master classes contribute to strengthening the competencies of teachers and students and achieving the objectives of the program?*
- ❖ *How are the outcomes of trainings and master classes, participant performance, and their impact on the teaching and learning process monitored and evaluated?*

Supporting evidence:

- ✓ *Information and supporting documents on seminars/trainings/meetings organised on the use of tools and equipment.*

25.6. INDICATOR

An annual plan has been developed for the modernization and equipping of classrooms used for practical and laboratory classes with innovative technologies.**

Guiding questions:

- ❖ *How was the annual plan to modernise training rooms and equip them with innovative technologies developed?*
- ❖ *How is this plan aligned with equipping classrooms, integrating technologies and achieving the program objectives?*
- ❖ *How is the mechanism for monitoring the implementation process, results and effectiveness of modernisation and introduction of innovative technologies organised?*

Supporting evidence:

- ✓ *Annual plan for modernising and equipping training rooms where practical and laboratory sessions are conducted with innovative technologies, and information on its implementation.*

26. CRITERION: Provision of educational and instructional-methodological literature and electronic learning resources by disciplines is ensured in accordance with the established requirements.!

Note: *Within the program, it is reviewed whether, for each subject, students are provided with a sufficient quantity of up-to-date textbooks, teaching and methodological manuals, scholarly literature and electronic educational resources necessary for developing the required knowledge and skills; whether these resources correspond to the subject syllabus content, the State Educational Standard and trends in scientific and technological development; whether they are regularly updated; and whether students and academic staff have free access to them.*

26.1. INDICATOR

The educational literature and methodological guides specified in the syllabus of each discipline (module) are available.

Guiding questions:

❖ *How were the textbooks and methodological manuals specified in the syllabus for each subject (module) identified, and how is their availability confirmed?*

❖ *How are the textbooks and methodological manuals aligned with the objectives and intended learning outcomes of the program?*

❖ *How is the updating, supplementation and monitoring of the use of textbooks and methodological manuals carried out?*

Supporting evidence:

✓ *List of literature by subjects / provision table.*

26.2. INDICATOR

The literature is selected in accordance with the content and learning objectives of the disciplines (modules).

Guiding questions:

❖ *How was the literature selected in line with the content and learning objectives of the subjects (modules), and on what criteria was this selection based?*

❖ *How do the selected literature and resources support effective use in the learning process and contribute to achieving the learning outcomes?*

❖ *How is the mechanism for regularly updating literature and manuals, verifying their alignment with the program objectives, and monitoring their use organised?*

Supporting evidence:

✓ *Information confirming that the literature has been selected in line with the content and learning objectives of the subjects (modules);*

✓ *subject syllabi;*

✓ *relevant tables.*

26.3. INDICATOR

Collections of teaching materials and digital learning resources developed for disciplines (modules) are made available in the electronic library.

Guiding questions:

❖ *How are the teaching materials and digital learning resources developed for subjects (modules) compiled and uploaded to the electronic library?*

❖ *How do the uploaded resources ensure effective use by students during the learning process and support achievement of the program objectives?*

❖ *How are the materials and digital resources in the electronic library updated, supplemented and monitored for use?*

Supporting evidence:

✓ *Online learning / information-resource platforms.*

26.4. INDICATOR

Continuous access to electronic resources is available for academic staff and students.**

Guiding questions:

❖ *How is uninterrupted access to electronic resources for academic staff and students organised and technically ensured?*

❖ *How does uninterrupted access support effective use of electronic resources in the learning process and the achievement of learning outcomes?*

❖ *How are access monitoring, assessment of effectiveness of use, and technical maintenance for electronic resources carried out?*

Supporting evidence:

✓ *Online learning / information-resource platforms.*

26.5. INDICATOR

Educational literature and methodological guides are regularly updated and aligned with contemporary disciplines (modules) and trends in scientific and technological development.**

Guiding questions:

❖ *How are textbooks and methodological manuals continuously updated and aligned with modern subjects and trends in scientific and technological development?*

❖ *How are updated literature and manuals aligned with the program objectives and intended learning outcomes?*

❖ *How is the process of updating and aligning literature and methodological manuals monitored and how are results assessed?*

Supporting evidence:

✓ *Information confirming that textbooks and methodological manuals are continuously updated and aligned with modern subjects (modules) and trends in scientific and technological development;*

✓ *relevant tables.*

26.6. INDICATOR

Contemporary foreign literature relevant to the content of the discipline (module) is used.**

Guiding questions:

❖ *How is up-to-date foreign literature relevant to the subject (module) content selected, and how is its use organised?*

❖ *How does foreign literature contribute to enhancing students' knowledge and competencies during the learning process?*

❖ *How are the effectiveness of using foreign literature and its integration into the learning process monitored and assessed?*

Supporting evidence:

✓ *Subject syllabi; sources available in the ARM / online information-resource platforms;*

✓ *relevant tables.*

27. CRITERION: Classrooms and laboratories, as well as workshops (training sites), are equipped with appropriate equipment and information and communication technologies, commensurate with the number of students and in compliance with safety regulations.!

Note: *In accordance with the requirements of the programs, classrooms, laboratories and workshops (training grounds) are provided—taking into account student numbers—with the necessary equipment, instruments and ICT tools; the equipment supports effective organisation of the learning process, remains in working condition, and activities are carried out in full compliance with safety requirements.*

27.1. INDICATOR

The higher education institution is provided with classrooms commensurate with the size and composition of the student cohort.*

Guiding questions:

❖ *How were the number and area of classrooms determined and ensured based on the HEI's student contingent?*

❖ *How do the classrooms support implementation of the program objectives and intended learning outcomes?*

❖ *How is the mechanism for updating and optimising classroom provision organised in response to changes in student numbers or the introduction of new subjects?*

Supporting evidence:

✓ *List of classrooms and laboratories; justification of compliance with minimum requirements (comparative table).*

27.2. INDICATOR

Classrooms used for practical and laboratory classes and the material and technical base comply with occupational health and safety regulations, sanitary and hygiene standards, urban planning norms and regulations, as well as fire and technical safety requirements.

Guiding questions:

❖ *How is compliance of classrooms and the material and technical base used for practical and laboratory classes with regulatory requirements ensured?*

❖ *How are staff and students trained on these safety and hygiene requirements, and how is compliance monitored in practice?*

❖ *How is the process of monitoring, repairing and upgrading classrooms and the material and technical base to ensure compliance with safety, sanitary and technical standards organised?*

Supporting evidence:

✓ *Passports of classrooms used for practical and laboratory classes; information and supporting documents on their equipment and compliance with relevant safety requirements.*

27.3. INDICATOR

Laboratories and workshops (training sites) are equipped with tools, equipment, and technical facilities appropriate to the educational program; first-aid supplies are available; evacuation routes (schemes) are designated; and the maintenance of safety logs has been established.

Guiding questions:

❖ *How are laboratories and workshops (training grounds) provided with program-appropriate instruments, equipment and technical facilities and how is this provision monitored?*

❖ *How are first-aid supplies, evacuation routes (schemes) and safety logs ensured, and how are they used in practice?*

❖ *How is the mechanism for monitoring compliance with safety logs and standards, updating them and providing relevant instructions to students and staff organised?*

Supporting evidence:

✓ *Passports of laboratories and workshops (training grounds); information and supporting documents on their equipment and compliance with relevant safety requirements.*

27.4. INDICATOR

Classrooms are equipped with information and communication technologies (projectors, computers, and other equipment) in line with the needs of disciplines (modules), and an IT infrastructure has been established.

Guiding questions:

❖ *How are ICT tools (projectors, computers, etc.) installed and ensured in classrooms taking into account the needs of subjects (modules)?*

❖ *How do the installed ICT tools and IT infrastructure support delivery of subject content and achievement of learning outcomes during the learning process?*

❖ *How is the mechanism for regular monitoring, technical maintenance and upgrading of ICT tools and IT infrastructure organised?*

Supporting evidence:

✓ *Information and supporting documents on equipping classrooms with ICT tools and IT infrastructure.*

27.5. INDICATOR

Seating and workstations for students are available in classrooms, laboratories, and workshops (training sites).

Guiding questions:

❖ *How are seats and workstations for students ensured in classrooms, laboratories and workshops (training grounds), and is their number consistent with the student contingent?*

❖ *How do seats and workstations ensure the effectiveness of students' practical classes and laboratory work?*

❖ *How is the mechanism for monitoring the condition of student workstations and seats, upgrading and providing technical maintenance organised?*

Supporting evidence:

✓ *Information and supporting documents confirming provision of seats and workstations for students in classrooms, laboratories and workshops (training grounds).*

28. CRITERION: Adaptation of buildings and equipment for inclusive education, availability of specialized learning materials, and access to information and communication technologies (hereinafter referred to as ICT).

Note: *This refers to the adaptation of buildings and infrastructure to the needs of students with disabilities to ensure inclusive education, the availability of*

specialised learning materials and equipment, and the creation of an enabling environment for using ICT tools.

28.1. INDICATOR

Adaptation of buildings and classrooms of the higher education institution, including corridors, ramps, elevators, doors, and sanitary facilities, for persons with disabilities (students).

Guiding questions:

❖ *How are the HEI's buildings and classrooms, including corridors, ramps, lifts, doors and sanitary facilities, adapted for students with disabilities?*

❖ *How do the adapted facilities ensure convenient and safe use by students with disabilities during the learning process?*

❖ *How is the mechanism for monitoring the adaptation works and their effectiveness, upgrading and providing technical maintenance organised?*

Supporting evidence:

✓ *Information and supporting documents on the adaptation of buildings and equipment for inclusive education.*

28.2. INDICATOR

Availability of specialized learning materials (including Braille books and visual materials), specialized equipment, and assistive technical devices for the educational program.

Guiding questions:

❖ *How are specialised learning materials (Braille books, visual aids), specialised equipment and assistive technical devices provided and how is their availability confirmed?*

❖ *How do these specialised resources ensure effective use by students with disabilities during the learning process and support achievement of learning outcomes?*

❖ *How is the mechanism for monitoring the condition of specialised learning materials and equipment, upgrading and providing technical maintenance organised?*

Supporting evidence:

✓ *Information and supporting documents confirming the availability of specialised learning materials, specialised equipment and assistive technical devices.*

28.3. INDICATOR

Availability of access to ICT, electronic resources, and software for inclusive education (including audio and video resources, Braille script, subtitles, and others).

Guiding questions:

❖ *How have ICT, electronic resources and software for inclusive education been created and ensured?*

❖ *How are these resources used in the learning process for students with disabilities, and how do they support achievement of the program objectives?*

❖ *How is the mechanism for monitoring, upgrading and supporting the use of ICT and electronic resources organised?*

Supporting evidence:

✓ *Information and supporting documents confirming that access to ICT, electronic resources and software has been provided.*

28.4. INDICATOR

Availability of a pedagogical and psychological support system for inclusive education within the educational process.**

Guiding questions:

❖ *How is the pedagogical and psychological support system organised?*

❖ *How does this system ensure an individual approach and support for students with disabilities during the learning process?*

❖ *How are the mechanisms for assessing effectiveness, monitoring and evaluating results of the pedagogical and psychological support system implemented?*

Supporting evidence:

✓ *Information on providers of pedagogical and psychological support for inclusive education.*

28.5. INDICATOR

Availability of pedagogical staff and/or a psychologist trained in inclusive education methodology and possessing the required competencies.**

Guiding questions:

❖ *How is it confirmed that the teacher(s) and/or psychologist possess the required competencies?*

❖ *How do these specialists ensure an individual approach and support for students within the inclusive education process?*

❖ *How is the mechanism for updating, monitoring and assessing teachers' and psychologists' competencies organised?*

Supporting evidence:

✓ *Information on providers of pedagogical and psychological support for inclusive education.*

28.6. INDICATOR

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

Guiding questions:

❖ *How is the practical implementation of inclusive education conditions monitored, and how are the criteria for assessing effectiveness defined?*

❖ *How do monitoring results contribute to improving the inclusive education process and the support system for students?*

❖ *How is the mechanism for implementing recommendations to continuously update inclusive education conditions and enhance their effectiveness organised?*

Supporting evidence:

✓ *Internal control and monitoring reports (where necessary).*

29. CRITERION: Availability of educational literature aligned with the educational programs and computers at the information and resource center (library), as well as a reading room and an electronic library.!

Note: *This refers to the Information Resource Centre (Library) being equipped with educational and scholarly literature aligned with program requirements, electronic sources and modern ICT tools and the organisation of the reading room and electronic library operations.*

29.1. INDICATOR

Availability of textbooks, study guides and educational literature aligned with the educational program, as well as fiction literature, at the IRC.*

Guiding questions:

❖ *How are program-relevant textbooks, study guides, scholarly and fiction literature provided in the ARM and how is their availability confirmed?*

❖ *How do these resources contribute to enhancing students' knowledge and competencies during the learning process?*

❖ *How are regular updating of textbooks and other literature, alignment with modern scientific and technological trends and monitoring of use carried out?*

Supporting evidence:

✓ *List of literature available in the library; relevant tables*

29.2. INDICATOR

Equipping of the IRC with modern ICT and electronic devices, availability of access to the Internet, and provision of guidance to students on the use of ICT and electronic devices.

Guiding questions:

❖ *What modern ICT tools and electronic devices is the ARM equipped with, and to what extent is Internet connectivity ensured?*

❖ *What guidance has been provided to students on using electronic resources and ICT tools in the ARM, and how is their effective use in the learning process ensured?*

❖ *How is the mechanism for monitoring use of electronic devices and ICT tools in the ARM, providing technical maintenance and upgrading organised?*

Supporting evidence:

✓ *List of ICT tools and electronic devices; internal document on their use*

29.3. INDICATOR

Placement of textbooks, study guides and educational literature, teaching material collections, digital learning resources, and multimedia content in digital format within the information and library collection of the electronic library for the educational program.

Guiding questions:

❖ *In what digital formats are textbooks, study guides, teaching materials, digital learning resources and multimedia content uploaded?*

❖ *How do digital resources support effective use by students during the learning process and achievement of the program objectives?*

❖ *How is the mechanism for updating the electronic library collection, supplementing digital resources and monitoring their use organised?*

Supporting evidence:

✓ *Electronic educational resources.*

29.4. INDICATOR

Availability of a reading room at the IRC providing comfortable conditions for students.

Guiding questions:

❖ *How is the ARM reading room organised and confirmed?*

❖ *How do the conditions in the reading room ensure that students can work effectively during the learning process and achieve the program objectives?*

❖ *How is the mechanism for monitoring, upgrading and maintaining the equipment, layout and amenities in the reading room organised?*

Supporting evidence:

✓ *Information note and supporting documents on the ARM reading room*

29.5. INDICATOR

Regular updating of the library collection.**

Guiding questions:

- ❖ *How is the library collection updated on a regular basis and how are new publications selected?*
- ❖ *How do updated library resources ensure effective use by students during the learning process and support achievement of the program objectives?*
- ❖ *How is the mechanism for updating the library collection, monitoring and optimising resources organised?*

Supporting evidence:

- ✓ *List of literature newly acquired for the library collection by year*

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

Note: *This refers to the establishment of a modern digital learning environment to support digitisation of the educational process, including full provision of an LMS, Wi-Fi zones, online courses, webinars and distance learning opportunities.*

30.1. INDICATOR

Provision of teaching activities and learning materials in electronic format through HEMIS and/or LMS, as well as integration of online courses and video lectures into the educational process.

Guiding questions:

- ❖ *In what electronic formats are teaching sessions and materials provided through HEMIS and/or the LMS?*
- ❖ *How are online courses and video lessons integrated into the learning process, and how do they contribute to improving students' learning outcomes?*
- ❖ *How is the mechanism for updating electronic teaching materials and online resources, monitoring and assessing effectiveness organised?*

Supporting evidence:

- ✓ *Information on the HEMIS and/or LMS system and internal documentation on its use;*
- ✓ *list of online courses and information on their integration into the program.*

30.2. INDICATOR

Availability of opportunities to participate in the educational process through distance learning platforms.

Guiding questions:

- ❖ *How is participation organised and made available to students?*

❖ *How do distance learning platforms contribute to enhancing students' knowledge and competencies during the learning process?*

❖ *How are the mechanisms for assessing effectiveness of use of distance learning platforms, monitoring and technical support implemented?*

Supporting evidence:

✓ *Information on the distance learning platform.*

30.3. INDICATOR

Availability of a system for monitoring and analysis of academic performance, electronic assessment, and provision of feedback.

Guiding questions:

❖ *How was the system introduced and what are its main functions?*

❖ *How is the process of providing feedback to students organised through this system, and how does it contribute to improving knowledge and competencies in the learning process?*

❖ *How are the mechanisms for ensuring effectiveness, monitoring and continuous updates of the system implemented?*

Supporting evidence:

Information on functionality enabling monitoring and analysis of students' academic activity, electronic assessment and provision of feedback within the system

30.4. INDICATOR

Protection of the digital learning environment in compliance with information security requirements.

Guiding questions:

❖ *How is the digital learning environment aligned with and protected in accordance with information security requirements?*

❖ *How do information security measures safeguard students' data and the integrity of the learning process?*

❖ *How is the mechanism for monitoring security within the digital learning environment, updating and improving security measures organised?*

Supporting evidence:

✓ *Relevant information security documents.*

30.5. INDICATOR

Regular organization of webinars and online seminars.**

Guiding questions:

❖ *How are webinars and online seminars regularly organised and on what topics?*

❖ *How do these webinars and online seminars contribute to enhancing students' knowledge and competencies during the learning process?*

❖ *How are the mechanisms for monitoring, evaluating and improving the effectiveness of webinars and online seminars implemented?*

Supporting evidence:

✓ *Information and supporting documents on webinars and online seminars.*

30.6. INDICATOR

Establishment of a communication channel among students, academic staff, and administration through the Education Management Information System (HEMIS) and/or the LMS (Learning Management System). **

Guiding questions:

❖ *How was the communication channel established and what are its functions?*

❖ *How does this communication channel support effective management of the learning process, information exchange and prompt feedback?*

❖ *How is the mechanism for monitoring the effectiveness of the communication channel and identifying and correcting system errors organised?*

Supporting evidence:

✓ *Analytical information on the use of the support window within the HEMIS and/or LMS learning platform.*

30.7. INDICATOR

Availability of technical support services for the use of electronic learning resources. **

Guiding questions:

❖ *How is the service organised and what services does it provide?*

❖ *How does the technical support service ensure effective use of electronic resources by students and academic staff?*

❖ *How are the effectiveness of the support service, handling of requests and provision of solutions monitored and evaluated?*

Supporting evidence:

✓ *Information on the technical support service.*

31. CRITERION: Availability of specialized rooms or buildings and facilities (such as a sports hall, stadium, music room, and others) relevant to the educational program.

Note: This refers to the availability of specialised rooms and facilities—such as a sports hall, stadium, music room, theatre studio—according to the specifics of the program, their effective organisation within the learning process, and their contribution to developing students’ abilities.

31.1. INDICATOR

Availability of access to a sports hall, stadium, and sports grounds, as well as availability of necessary equipment for physical education and sports activities.

Guiding questions:

- ❖ *How is access to the sports hall, stadium and sports grounds ensured, and what is the level of convenience for students?*
- ❖ *How is the necessary sports equipment provided and how does its condition support effective training by students?*
- ❖ *How is the mechanism for monitoring sports facilities and equipment, providing technical maintenance and upgrades organised?*

Supporting evidence:

- ✓ *List and description of sports facilities, equipment and inventory.*

31.2. INDICATOR

Availability of specialized rooms equipped for music, arts, and culture classes in accordance with the educational program requirements, as well as availability of equipment for creative activities.

Guiding questions:

- ❖ *How are the specialized rooms equipped and how is their availability confirmed?*
- ❖ *How are the instruments and equipment necessary for creative activities provided, and how is their effective use in the learning process ensured?*
- ❖ *How is the mechanism for monitoring specialised rooms and creative equipment, providing technical maintenance and upgrading organised?*

Supporting evidence:

- ✓ *List and description of music/arts rooms;*
- ✓ *list of equipment and inventory.*

31.3. INDICATOR

Availability of specialized laboratories, studios, or other specialized rooms relevant to the educational program.

Guiding questions:

- ❖ *How are the specialised rooms established and how is their availability confirmed?*

❖ *How do these specialised rooms support achievement of the program objectives and intended learning outcomes?*

❖ *How are the mechanisms for monitoring specialised rooms, providing technical maintenance and upgrading implemented?*

Supporting evidence:

✓ *List and description of specialised rooms.*

31.4. INDICATOR

Continuous operation of buildings (facilities) throughout the educational process.

Guiding questions:

❖ *What mechanisms are in place to ensure that buildings (facilities) operate continuously throughout the learning process?*

❖ *How does continuous operation contribute to the learning process, students' effective study and achievement of the program objectives?*

❖ *How is the mechanism for monitoring the operation of buildings, providing technical maintenance and upgrading when necessary organised?*

Supporting evidence:

✓ *Information on the effective use of buildings during the learning process.*

31.5. INDICATOR

Availability of buildings (facilities) with capacity and size commensurate with the number of students.

Guiding questions:

❖ *How was it determined and confirmed that buildings (facilities) have a volume and capacity appropriate to the number of students?*

❖ *How do the volume and capacity corresponding to student numbers ensure effective use of buildings (facilities) in the learning process and achievement of program objectives?*

❖ *How is the mechanism for monitoring building volume and capacity, adapting to changes in student numbers and expanding when necessary organised?*

Supporting evidence:

✓ *Information on facilities capacity in relation to student numbers.*

CONCLUSION ON INTERNAL EVALUATION RESULTS

Based on the internal evaluation findings, the degree of compliance of the educational program with state educational standards, specific state accreditation criteria, the national qualifications framework and professional standards shall be expressed clearly and concisely.

For example: The educational program has been assessed as generally compliant with the current state educational standards and accreditation criteria.

The identified Strengths of the educational program, including key advantages, the clarity and measurability of learning outcomes, labor market orientation, cooperation with employers and faculty potential shall be described briefly and precisely.

Identified Weaknesses/Risks, such as aspects that do not fully meet standards or indicators, issues related to resources, personnel or infrastructure, discrepancies between learning outcomes and practical application, as well as risks observed in graduate performance, shall be indicated with transparent and specific reasons.

Regarding the Level of Achievement of Learning Outcomes, data on the fulfillment of learning objectives, analysis of assessment results, and information on graduate employment or progression to further education shall be presented briefly with figures.

The Summarized Results of Stakeholder Feedback (students, faculty, employers, and graduates) shall be provided based on quantitative data. Priority Areas serving the Action Plan for program improvement, key measures, and short- and medium-term changes shall be clearly defined.

A General Conclusion (Conclusion Statement) representing the official position of the educational organization regarding the internal evaluation results shall be formulated. It shall state the internal evaluation's recommendation to submit the program for specific state accreditation, to recommend it subject to the rectification of deficiencies, or to revise it due to the need for improvement.

The departments responsible for improvement efforts, subsequent internal monitoring deadlines, and the re-evaluation plan shall be briefly noted.

APPENDIX: SELF-EVALUATION REPORT FORM FOR THE EDUCATIONAL PROGRAM

The self-evaluation report shall be structured 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 internal assessment commission (*approved based on the provided **template** and uploaded to the platform*).
4. General Information about the educational organization (*automatically generated by the platform based on the provided **template***).
5. Information on the Educational Program Undergoing Specific State Accreditation (*automatically generated by the platform based on the provided **template***).
6. Structure of the Educational Organization (*approved by the educational organization based on the provided **template** and uploaded to the platform*).
7. Analytical Data Used in Forming Evaluation Results by assessment areas, criteria, and indicators of the specific state accreditation (***Tables 1-12** must be completed and uploaded to the platform*).

name of the HEI

"APPROVED"

_____ Full name

" " _____ 2026

SELF-EVALUATION REPORT

For Program State Accreditation of the Following Educational Program

"

"

Region: _____.

Composition of the Internal Evaluation Commission

#	Full name	Title and Position

General Information about HEI

Name:	
Type of HEI (state / non-state / foreign):	
Year of Establishment:	
Legal Basis for Establishment:	<i>(regulatory legal act, license, or others)</i>
Official Email:	
Official Website:	
Official Phone Number:	
Address (Main):	
Address (Additional):	
Details of the Official Responsible for State Accreditation	
Name:	
Position	
Official Email:	
Official Work Phone:	

Information about the Program Undergoing Program State Accreditation

1.	Name of the Program:	
2.	Program Code:	
3.	Name of the Program in English:	
4.	Name of the Program in Russian:	
5.	Implemented in cooperation (joint, franchise, or other):	
6.	Language of Instruction:	
7.	Mode of Study (Form of Education):	
8.	Program Volume (ECTS credits or academic hours):	
9.	Program Duration (years/semesters):	
10.	Field of Education:	
11.	Level under the National Qualifications Framework (NQF):	
12.	Name of Qualification(s):	
13.	Additional Qualifications Awarded:	
14.	Type of document awarded upon completion and its template (state, foreign, non-state):	
15.	Planned Intake (Admission Quota):	
16.	Admission Period / Intake Date:	

Organizational Structure of the HEI

The organizational structure of the educational institution shall be presented, including its structural divisions, departments (chairs) and other structural units. Branches of the educational institution and other structural units with or without separate legal status shall also be indicated.

Table 1

Information on the Provision of Facilities (Premises/Areas) of the HEI*

#	Name of Facility	Total number in the educational institution	Area of the educational institution, m ²	Area per student, m ²	Standard Requirement (m ²)	Provision Level (%)
1	2	3	4	5	6	7
I	Total Area (II–III categories)					
II	Standard (Usable/Working) Area					
1.	Total Number of Classrooms					
	<i>including:</i>					
	Lecture Rooms					
	Rooms for Practical and Seminar Classes					
	Laboratory Rooms					
	Technical and Specialized Laboratories					
	Computer Rooms (Computer Laboratories)					
	Special Classrooms for Foreign Language Instruction					
2.	Language laboratories with individually partitioned booths (Rooms Equipped for Audio Recording and Listening)					
3.	Rooms for Course Projects and Final Qualification (Graduation) Theses					
4.	Rectorate, Academic Affairs Office, Departments, etc.					
5.	IRC (Library)					
6.	Conference / Assembly Halls					
7.	Sports Facilities					
	<i>including:</i>					
	Outdoor Sports Grounds					
	Indoor Sports Facilities					
	Swimming Pools					
					
III	Service and Residential Areas					
1.	Catering Facilities (Canteen, Buffet, etc.)					
2.	Medical Service Facilities					
3.	Health Centres / Preventive Care Facilities (Sanatorium-type facilities)					
4.	Student Dormitory (Student Residence Hall)					

*To be completed both for the HEI as a whole and separately for each academic building.

Table 2

Information on Student Enrollment*

By Mode of Study (Form of Education)	Number of Students in the Current Academic Year									
	Bachelor's Degree Program						Master's Degree Program		of which:	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Number of Domestic Students	Number of International Students
Full-time										
Correspondence										
Evening										
Distance Learning										
Joint Program										
Dual Education										
Total – Bachelor's Degree Programs:										
Total – Master's Degree Programs:										
Total for the HEI:										

*Note: This table shall not be completed for newly established HEIs.

Table 3

Planned Student Intake

#	Code	Field of Study / Specialization	Mode of Study	Language of Instruction	Allocated Quota					
					Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Bachelor's Degree Program</i>										
1										
2										
3										
<i>Master's Degree Program</i>										
1										
2										
3										

Table 4

Internship / Practical Training Bases for the Program

#	Fields of Study and Specializations		Bachelor's / Master's	Year of Study	Total Number of Students	Internship Location (Enterprise / Organization Name)	Number of Students Undertaking Internship	Notes
	Code	Name						
1								
2								
3								
			Total					

Information on the Courses Taught by the Teaching Staff for the Effective Implementation of the Program

#	Full Name of Academic Staff Member	Year of Birth	Position	Workload / FTE (Rate)	Name of Graduated HEI	Specialization according to Diploma (Specialist Diploma / Master's Degree)	Academic Degree (the specialization/field must be specified in full)	Academic Title (the specialization/field or department/chair must be specified in full)	Courses Taught (must be specified in full)	Field of Study / Specialization in which the courses are taught (must be specified in full)
1	2	3	4	5	6	7	8	9	10	11
Full-time (Primary Position)										
1										
2										
...										
Part-time (Concurrent Position)										
1										
2										
3										
...										
Hourly-Based										
1										
2										
3										
...										

Academic Staffing Arrangements for the Effective Delivery of the Program

Department	Courses	Language of instruction	Year of study	Semester	Number of students	Number of streams	Number of groups	Number of subgroups (Small Groups)	Lectures		Practice and Seminar Classes		Laboratory classes		Rating control	Allocated Staff Position
									1 stream	Total	1 group	Total	1 group	Total				
For the 1st Academic Year																		
For the 2nd Academic Year																		
For the 3rd Academic Year																		
For the 4th Academic Year																		
For the 5th Academic Year																		
For the 6th Academic Year																		

Table 8

Information on the provision of normative documents for the educational process of the educational field (specialty)

Availability of the state educational standard (ses), qualification requirements, academic curriculum(ac) and working curriculum(wc) and information on when and by whom they were approved	Information on when and by whom the course syllabi were approved		Responsible department (chair)
	Curricula **	Working Curricula (Syllabi) ***	
1. State Educational Standard (SES) or International Educational Standard (IES):	I. Compulsory Courses*	I. Compulsory Courses*	
	1.	1.	
	
2. Qualification Requirements			
3. AC:			
	II. Elective subjects*	II. Elective subjects*	
	1.	1.	
4. WC:	

*) – Course blocks shall be listed exactly as indicated in the approved curriculum. For each course, the course title, as well as information on when and by whom the curriculum or syllabus was approved and the name(s) of the responsible department(s) are specified separately.

**) – The course working syllabus (syllabus) must have been discussed by the HEI Council (Academic and Methodological Council) and approved by the Vice-Rector for Academic Affairs.

***) – For courses to be delivered in future according to the curriculum, if the curriculum or syllabus has already been approved, the approval date and the academic year in which the course will be taught are indicated.

Table 9

Information on the development of programs based on international standards

#	Code and name of the field of study		Course title	Within the TOP-1000 Ranked Educational Programs			
	Code	Program Title		Name of the foreign HEI	Subject Name	Ranking in TOP-1000 (QS, THE, ARWU)	Web link
1	61010100	Tourism and Hospitality	Tourism Marketing	SHMS - Swiss Hotel Management School	Marketing and Brand Management	4	https://www.shms.com/en/
				Purdue University	Hospitality and Tourism Marketing	99	https://www.purdue.edu/
				Hotel Institute Montreux (HIM)	Hotel Sales and Marketing	6	https://www.hotelinstitutemontreux.com/en/
				University of Central Florida (UCF)	Tourism Management	27	https://www.ucf.edu/
...				

Information on the availability of textbooks and study guides for subjects in educational areas (specialties)

#	Course Title	Main Literature Listed in the Curriculum (Textbooks, Teaching Aids)	Author(s)	Year of Publication	Number of Copies Available at the Information Resource Centre (IRC)	Available in electronic format (“+” if available)	Number of students studying this course across all fields of study and specializations	Compliance of the main literature (textbooks and teaching aids) listed in the syllabi with the curriculum	Name(s) of the department(s) responsible for delivering the course
1	2	3	4	5	6	7	8	9	10
1		1							
		2							
		3							
	
2		1							
		2							
		3							
	
...		1							
		2							
	

Information on the provision and implementation of methodological guidelines for laboratory work in educational areas (specialties)

#	Course Titles with Laboratory Classes	Number of Laboratory Works according to the curriculum (syllabus)	Hours Allocated for Laboratory Classes	Number of Laboratory Works Provided with Methodological Guidelines	Number of Laboratory Works Equipped with Laboratory Equipment	Operational Condition of Laboratory Equipment	Number of performed laboratory works		
							Using Laboratory Equipment	In Virtual Laboratories	Outside the HEI (at Enterprises and Organizations)
1	2	3	4	5	6	7	8	9	10
1									
2									
...									
	TOTAL:				

Table 12

Information on the allocation of financial resources to the development of the academic process, material and technical base and infrastructure

#	Indicator	Year 1	Year 2	Year 3	Year 4	Year 5
1	targeted allocation of financial resources for effective organization and planning of the educational institution's activities and for ensuring quality of education (as a percentage of total financial resources)					
	learning process					
	<i>payments for Academic Staff Salaries</i>					
	1.1 <i>organization of Internships / practical Training</i>					
	<i>financial Incentives</i>					
					
	material-technical base					
	1.2 <i>procurement of equipment supporting quality assurance in education (including laboratory equipment)</i>					
	<i>procurement of modern information and communication technologies (ICT)</i>					
					
1.3	infrastructure development					
	<i>costs for equipping and renovating academic buildings</i>					
	<i>costs for equipping and renovating sports facilities</i>					
	<i>costs for provision of internet connectivity</i>					
					



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