



**NATIONAL QUALITY  
ASSURANCE AGENCY FOR EDUCATION**

UNDER THE ADMINISTRATION OF THE PRESIDENT  
OF THE REPUBLIC OF UZBEKISTAN

**MANUAL**

FOR THE PREPARATION OF

**SECONDARY SPECIALIZED  
EDUCATION INSTITUTIONS FOR  
INSTITUTIONAL  
STATE EDUCATION**



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**MANUAL**

**for the Preparation of Secondary Specialized  
Education Institutions for  
INSTITUTIONAL STATE EDUCATION**

Tashkent-2026

This Manual has been developed by the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan as a recommended methodological guide for the effective institution of internal (self-)assessment in the process of institutional state accreditation of secondary specialized education institutions (hereinafter referred to as educational institutions), regardless of their departmental affiliation and institutional and legal form, operating in the territory of the Republic of Uzbekistan.

The Manual includes recommendations aimed at preparing educational institutions for the process of assessing their compliance with state education standards and the areas, criteria and indicators of institutional state accreditation, as well as improving the educational process.

The Manual also describes the procedure for analyzing each assessment area, criterion, and indicator in the process of institutional state accreditation of educational institutions, generating the necessary information, and identifying relevant evidence and documents substantiating the assessment results.

This Manual serves to provide practical and methodological assistance to heads of educational institutions, heads of education quality assurance departments, and teaching staff in preparing educational institutions for institutional state accreditation.

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**List of Abbreviations**

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

## INTRODUCTION

This Manual has been developed in order to provide methodological assistance in organizing the self-assessment effectively during the process of conducting institutional state accreditation of educational institutions, based on the tasks defined by the Decree of the President of the Republic of Uzbekistan No. PF-76 dated May 5, 2025, and the Resolution of the Cabinet of Ministers No. 498 dated August 6, 2025.

Accordingly, this Manual provides methodological recommendations on the submission of relevant information and documents for the indicators according to the evaluation criteria in conducting institutional state accreditation of educational institutions, approved by Order No. 7 dated December 19, 2025 (registration No. 3737 of the Ministry of Justice) 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 according to the evaluation criteria for conducting institutional and program state accreditation of secondary specialized education institutions”.

The Manual provides methodological support on organizing the process of conducting institutional state accreditation of educational institutions on the basis of unified requirements, proper formation of the self-assessment report, collection of substantiating documents, and effective preparation for the external evaluation process.

Also, ensuring compliance with a unified approach in preparing the self-assessment report increases the effectiveness of expert commissions in the external evaluation process.

The self-assessment report consists of parts and sections dedicated to the analysis of data in accordance with the relevant evaluation directions and criteria.

During the external evaluation process, expert commissions use the self-assessment report to obtain complete information, as well as to assess the quality of the relevant educational institution (program).

The self-assessment report of an educational institution may be prepared by a working group consisting of its administration, pedagogical staff, at least one student, as well as representatives of employers and/or social partners.

In preparing the self-assessment report:

- structure it in the sequence specified in this manual;
- substantiate each provided document and information clearly, understandably, and with evidence;

- comply with state rules and requirements;
- use words and terms widely applied in official practice;
- clearly indicate future plans, projects, and expected results;
- include brief, clear, and evidence-based information for each evaluation 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 a specially authorized body for conducting state accreditation.

## KEY CONCEPTS AND TERMS

In the formation of documents related to conducting institutional state accreditation of an educational institution, it is required to use the key concepts and terms defined in the Law of the Republic of Uzbekistan “On Education” and other legislative acts, as well as in relevant regulatory legal documents.

Also, the formation of the self-assessment report for conducting institutional state accreditation shall be carried out using the key concepts and terms specified in the Resolution of the Cabinet of Ministers No. 498 dated August 6, 2025 and in this manual.

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

**State accreditation** — the process of studying comprehensive or program state accreditation of an educational institution’s activities aimed at determining compliance with state education standards (requirements) and education programs;

**Assessment area** — a set of main areas defined for assessing quality and effectiveness within the framework of state accreditation, including areas such as management, quality of education, educational process, human resources, activities of learners, and material-technical base;

**Criterion** — a set of minimum requirements and standards applied to the quality of an educational institution (program) within a specific evaluation direction;

**Indicator** — a measurable and evidence-based measure confirming the fulfillment of a defined criterion;

**Substantiating evidence** — documents, information, statistics, photo/video materials, or other clear grounds related to criteria or indicators;

**Self-assessment report** — a document prepared by an educational institution for conducting institutional state accreditation, which includes analyses, evidence, and conclusions regarding compliance with evaluation areas, criteria, and indicators in the process of institutional state accreditation.

## **FORMALIZATION OF THE APPLICATION FOR INSTITUTIONAL STATE ACCREDITATION**

Applications for conducting institutional state accreditation of an educational institution are accepted electronically through the Agency's information system "accreditation.nqaee.uz" for conducting state accreditation of educational institutions and maintaining ratings.

The formation of the application for state accreditation, submission of additional documents, and their review are carried out in accordance with the procedure established in the Regulation "On the procedure for conducting institutional and program state accreditation of secondary specialized, vocational, higher and postgraduate education, as well as institutions for retraining and training of personnel", approved by Annex 1 of the Resolution of the Cabinet of Ministers No. 498 dated August 6, 2025.

In conducting institutional state accreditation of an educational institution, the legal representative of the educational institution or the applicant is responsible, in accordance with the established requirements, for submitting the application, ensuring the implementation of processes within the established timeframes, formalizing agreements between the Agency and the educational institution, creating the necessary conditions for carrying out the accreditation process by the expert commission (including site visits), and submitting information within the specified deadlines.

### **PREPARING THE SELF-ASSESSMENT REPORT**

The self-assessment report prepared by the educational institution, based on the state accreditation criteria, analyzes the actual situation of the educational institution (program) on the basis of evidence, conducts evaluation, and identifies measures for its improvement, and the information presented in it is used by expert commissions during the external evaluation process of the educational institution (program).

The self-assessment report prepared by the educational institution is developed with the purpose of identifying the strengths and areas requiring improvement of the educational institution (program) based on the state accreditation criteria, forming conclusions and recommendations aimed at continuous improvement of education quality, as well as preparing a reliable database of information for conducting institutional state accreditation.

The self-assessment report shall comply with the current evaluation areas, criteria, and indicators of institutional state accreditation. In this case, for each indicator, the current status, evidence, and conclusions shall be clearly described.

Also, the self-assessment for institutional state accreditation shall be conducted in the academic year in which accreditation is carried out and shall cover the analysis of the activities of the educational institution for the last two years, including the academic year in which state accreditation is conducted.

**ATTENTION!!!**

In properly forming the self-assessment report, it is necessary to include clear and evidence-based information using the questionnaires recommended in this manual for **“Evaluation areas, criteria, and indicators for conducting institutional state accreditation of educational institutions”**, as well as substantiating evidence (documents).

Also, the entered information and the substantiating evidence (documents) must be uploaded to the platform in electronic form.

**Information included in the self-assessment report that is not substantiated and is presented in a general manner shall not be accepted as a report.**

The self-assessment report must be based on official documents, data (statistics), surveys, and feedback analysis with substantiating evidence (Evidence-based approach).

In order to ensure objectivity and a critical approach in the report, the real situation must be reflected, avoiding artificial “high evaluation”, shortcomings must be clearly and explicitly indicated, causes analyzed, and specific solutions proposed.

The report should reflect accreditation criteria in alignment with national and international standards, as well as international approaches (ISO 21001).

To increase the relevance of the information presented in the report, it is considered necessary to take into account feedback from learners, pedagogical staff, relevant ministries or agencies responsible for specialized education, as well as employers, graduates, and other stakeholders.

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

## CALCULATION OF RESULTS BY ASSESSMENT AREAS, CRITERIA, AND INDICATORS

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

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

The compliance of external evaluation criteria is determined according to mandatory and general indicators as follows:

- if **60 percent or more** of indicators are assessed as “compliant” — the criterion is **“compliant”**;
- if **50 percent to 60 percent** of indicators are assessed as “compliant” — the criterion is **“partially compliant”**;
- if **up to 50 percent** of indicators are assessed as “compliant” — the criterion is **“non-compliant”**.

If a mandatory indicator within a criterion (one of the mandatory indicators) is assessed as “non-compliant”, regardless of the overall result, that criterion is assessed as **“non-compliant”**.

Each assessment area is recognized as “compliant” or “non-compliant”. In this case, each assessment area is assessed as “compliant” when the following conditions are met:

- all mandatory criteria are assessed as “compliant”;
- most of the general criteria, with no more than two assessed as “partially compliant”;
- there are no criteria assessed as “non-compliant”.

When each assessment area is recognized as “compliant” by the accreditation commission, the educational institution is considered to have **“passed state accreditation”**, and when recognized as “non-compliant”, a decision is made that it has **“not passed state accreditation”**.

## REVIEW OF THE SELF-ASSESSMENT REPORT

For conducting external assessment of education quality, an expert commission is established by the Agency. The expert commission is formed taking into account the specific features of the field of education.

The composition of the Expert Commission is formed from among pedagogical and managerial staff of educational institutions, leading researchers of research institutes, employees of republican and local executive authorities, specialists of employers (institutions), representatives of non-governmental non-profit institutions, and learners. Foreign experts may also be involved in the expert commissions.

The tasks of the Expert Commission include:

- conducting an expert review of the information obtained based on the self-assessment results and carrying out external assessment;

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

- providing recommendations on improving education quality and enhancing education services, as well as preparing a report based on external assessment results and submitting it to the Accreditation Commission.

The self-assessment report is formed based on the template provided in the **annex to this manual**.

The educational institution submits the report formed based on the self-assessment results and relevant materials to the Agency in electronic and/or paper form, duly approved, at least **two months before** the start of external assessment.

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

**During the external assessment process, the identification of unreliable information in the self-assessment report, as well as the failure to submit documents and information within the established timeframes or failure to eliminate deficiencies, shall serve as grounds for refusal to conduct state accreditation.**

The preliminary report is prepared by the expert commission based on the results of the external assessment, and the conclusion of the report is submitted to the educational institution through the Agency.

The educational institution shall officially submit its reasoned proposals and objections regarding the preliminary report to the Agency within **three working days**. Based on the analysis of the submitted proposals and objections, the expert commission prepares the final report.

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

## ASSESSMENT AREAS, CRITERIA, AND INDICATORS FOR CONDUCTING INSTITUTIONAL STATE ACCREDITATION OF EDUCATIONAL INSTITUTIONS

Secondary specialized education institutions are assessed in institutional state accreditation based on **7** areas, **36** criteria, and **193** indicators.

**Mandatory criteria and indicators are marked with (\*).**

### I. AREA OF ORGANIZATIONAL AND MANAGEMENT ACTIVITY

***Note:** The effectiveness of the educational institution's development plan, coordination, management, and control processes aimed at training qualified and competitive personnel is assessed.*

**CRITERION 1. Effective institution and planning of the activities of the educational institution, targeted allocation of financial resources to ensure the quality of education**

***Note:** The management system aimed at planning, managing activities in an educational institution, allocating financial resources to priority areas that ensure the quality of education, and monitoring and analyzing their effectiveness is evaluated.*

#### 1.1. INDICATOR

**In order to effectively organize the activities of a Secondary Specialized education institution and ensure the quality of education, a system of targeted management and distribution of financial resources has been established in accordance with the development plan (strategic plan, mission, strategy) of the secondary specialized education institution (hereinafter referred to as the development plan).**

***Guiding questions:***

- ❖ How was financial resources targeted and distributed in the educational institution?
- ❖ How was the targeted distribution and allocation of financial resources affected the effective organization of the activities of an education organization and the improvement of the quality of education?

***Substantiating evidence:***

- ✓ Cost estimate;
- ✓ Financial reports.

## 1.2. INDICATOR

**Financial resources are distributed in accordance with the goals of planning and organizing the educational process, as well as developing the material and technical base and infrastructure.**

***Guiding questions:***

❖ How were the allocated funds directed towards improving buildings and teaching aids?

❖ How did the allocated funds affect the planning and organization of the educational process?

***Substantiating evidence:***

✓ Cost estimate;

✓ Financial reports.

## 1.3. INDICATOR

**A financial management process has been established and the annual financial plan has been approved and implemented.**

***Guiding questions:***

❖ How was the financial management process set up?

❖ How was the annual financial plan approved and how was its implementation ensured?

***Substantiating evidence:***

✓ Cost estimate;

✓ Financial reports.

## 1.4. INDICATOR

**The funds allocated to ensuring the quality of education in the annual financial plan were spent purposefully and effectively.**

***Guiding questions:***

❖ How were the funds in the annual financial plan spent on issues such as motivating teachers, repairing buildings and structures, and updating ICT tools and textbooks?

***Substantiating evidence:***

✓ Annual financial reports;

✓ The part justifying the indicator in the minutes of the Pedagogical Council (hereinafter referred to as the extract from the minutes of the Pedagogical Council).

### 1.5. INDICATOR

**Regular monitoring and analysis of the implementation of the annual financial plan was carried out, and decisions on the use of financial resources were made based on the results of monitoring and analysis.**

***Guiding questions:***

❖ How frequently and in what order was the use of funds and the implementation of the annual financial plan monitored and analyzed?

❖ How were decisions made on the targeted and effective use of funds in the Pedagogical Council?

***Substantiating evidence:***

✓ Annual financial reports;

✓ Extract from the Order and the minutes of the Pedagogical Council.

### **CRITERION 2. Establishment of the Pedagogical Council in the educational institution and its effectiveness\***

***Note:*** The charter, powers, activities, and effectiveness of the governing board of an educational institution are evaluated, which are aimed at improving the quality of education, substantiating teaching staff, and ensuring the development of the institution.

### 2.1. INDICATOR

**The work plan and charter of the Pedagogical Council, including its powers, duties and procedures, were approved.**

***Guiding questions:***

❖ How were the work plan and charter of the Pedagogical Council developed and approved?

❖ In what order were the tasks in the work plan of the Pedagogical Council defined and how was their implementation ensured?

***Substantiating evidence:***

✓ Charter of the Pedagogical Council;

✓ Work plan of the pedagogical council.

### 2.2. INDICATOR

**Meetings of the Pedagogical Council were held regularly, and action plans were developed and their implementation was monitored based on the decisions of the meeting.**

***Guiding questions:***

- ❖ How often were the meetings of the Pedagogical Council held?
- ❖ What action plan was developed based on the decisions made at the Pedagogical Council meetings?
- ❖ How was the implementation of action plans developed based on the decisions of the Pedagogical Council monitored?

***Substantiating evidence:***

- ✓ Pedagogical Council minutes;
- ✓ Action plan;
- ✓ Information on the implementation of the action plan.

**2.3. INDICATOR**

**When making decisions of the Pedagogical Council, the proposals and opinions of the officials of the ministry, department or higher educational institution (hereinafter referred to as the higher institution), teachers and specialists in the field, under which the Secondary Specialized education institution is located (in its presence) are taken into account.**

***Guiding questions:***

- ❖ How was the participation of senior institution officials, educators, and industry experts in the pedagogical council ensured?
- ❖ On what issues were the suggestions and opinions of higher educational institution officials, educators, and industry experts taken into account when making decisions by the Pedagogical Council?

***Substantiating evidence:***

- ✓ Extract from the minutes of the pedagogical council.

**2.4. INDICATOR**

**The decisions made by the Pedagogical Council are aimed at improving the quality of education, substantiating teachers, effectively and purposefully using financial resources, and developing the institution of secondary specialized education.**

***Guiding questions:***

❖ What decisions were made by the Pedagogical Council to encourage teachers?

❖ For what purposes were funds allocated to the development of the educational institution in the pedagogical council?

***Substantiating evidence:***

✓ Extract from the minutes of the Pedagogical Council.

**2.5. INDICATOR**

**Information on the activities of the Pedagogical Council has been made available to the public in accordance with the principles of openness, accountability, and transparency.**

***Guiding questions:***

❖ How was information about the activities of the Pedagogical Council published on the educational institution's website and social networks?

***Substantiating evidence:***

✓ Published materials (screenshot or link).

**CRITERION 3. The development of an educational institution's development plan and the availability of resources for its implementation, as well as its public accessibility and monitoring\***

***Note:*** *The development plan of the educational institution is assessed, as well as the availability of the necessary resources for its implementation, as well as its openness to the public and effective monitoring.*

**3.1. INDICATOR**

**The development plan has been approved and the goals and objectives of the development of the secondary specialized education institution, their implementation mechanisms, implementation deadlines, and responsible executors have been determined\***

***Guiding questions:***

❖ How was the educational institution's development plan developed and approved?

❖ How were the strategic plan and mission reflected in the development plan of an educational institution?

❖ How were the goals and objectives, mechanisms for their implementation, deadlines, and responsible executors defined in the educational institution's development plan?

***Substantiating evidence:***

- ✓ Approved development plan.

**3.2. INDICATOR**

**For the effective implementation of the development plan, annual work plans of all structural divisions (departments, divisions) in the Secondary Specialized education institution have been systematically developed.**

***Guiding questions:***

- ❖ How was the alignment of the annual work plans of structural divisions with the goals and objectives of the educational institution's development plan ensured?
- ❖ How was the implementation of the annual work plans of structural divisions monitored?

***Substantiating evidence:***

- ✓ Annual work plans of structural divisions.

**3.3. INDICATOR**

**For the effective implementation of the development plan, material and technical resources, financial and human resources have been allocated, and their distribution has been aligned with the goals and objectives of the development plan.**

***Guiding questions:***

- ❖ How was the allocation of material, technical, financial, and human resources aligned with the goals and objectives set out in the development plan?
- ❖ How was the effectiveness of the use of allocated resources monitored and analyzed?

***Substantiating evidence:***

- ✓ Cost estimate;
- ✓ Table of contents;
- ✓ Approved development plan.

**3.4. INDICATOR**

**Based on the results of monitoring the development plan and suggestions and feedback from senior institution officials, teachers, students, graduates, as well as parents and their representatives, measures have been taken to improve the development plan.**

***Guiding questions:***

- ❖ How was the development plan monitored and the results analyzed?
- ❖ How were the suggestions and feedback of senior institution officials, teachers, students, graduates, as well as parents and their representatives studied in ensuring the implementation of the development plan?
- ❖ What measures were taken to improve the development plan as a result of the study?

***Substantiating evidence:***

- ✓ Monitoring and analytical data.

**3.5. INDICATOR**

**The implementation and results of the development plan have been made public in an open and transparent manner.**

***Guiding questions:***

- ❖ How were the implementation of the development plan and the results achieved published on the educational institution's website and social media?

***Substantiating evidence:***

- ✓ Published materials (screenshot or link).

**CRITERION 4. The existence of an information system for managing educational processes and monitoring the quality of education (hereinafter referred to as the information system) and the integration of this system into the information systems of authorized state bodies in the field of education**

*Note: the implementation of a digital information system for managing educational processes, planning, and assessing education quality indicators, as well as its integration with platforms of authorized state bodies, will be evaluated.*

**4.1. INDICATOR**

**An information system (EMIS AL, LMS, electronic journal, management platform, or others) has been implemented in the Secondary Specialized education institution\***

***Guiding questions:***

- ❖ What information systems were implemented in the educational institution and for what purposes were they used?

***Substantiating evidence:***

- ✓ Information systems link or screenshot.

#### 4.2. INDICATOR

**The information system has the ability to maintain information about students and teachers, as well as lesson schedules, assessments, and student attendance.**

***Guiding questions:***

❖ How was information about students and teachers formed and maintained in the information system?

❖ How was the information system ensuring that the schedule of classes, assessment results, student attendance, and other information was kept complete and accurate?

***Substantiating evidence:***

✓ Students and teachers, class schedules, assessments, and attendance information.

#### 4.3. INDICATOR

**In order to establish mutual data exchange, the information system is integrated with the information systems of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan, the Ministry of Higher Education, Science and Innovation.**

***Guiding questions:***

❖ How was the information system of the educational institution integrated with the information systems of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan and the Ministry of Higher Education, Science and Innovation and the Agency for Vocational Education?

***Substantiating evidence:***

✓ Information confirming the integration process.

#### 4.4. INDICATOR

**Measures to ensure technical support and information security of the information system have been systematically taken, and users have been ensured the efficient and convenient operation of the information system.**

***Guiding questions:***

❖ How was the educational institution equipped with ICT tools, the Internet, and guidelines to ensure effective and convenient use of the information system by teachers, students, and administration?

❖ What measures were taken to protect data and manage access rights to ensure information security?

***Substantiating evidence:***

- ✓ ICT equipment inventory;
- ✓ Internet connection agreement;
- ✓ Instruction(s).

**4.5. INDICATOR**

**The accuracy and reliability of the information in the information system were ensured, and the information system was updated and monitored in a timely manner, and annual analytical reports were prepared based on this information.**

***Guiding questions:***

❖ How was the accuracy and reliability of information on student attendance, assessment, and exam results in the information system ensured?

❖ How frequently and in what order was the data in the information system updated and monitored?

❖ How were annual analytical reports prepared based on data generated in the information system?

***Substantiating evidence:***

- ✓ Order of the responsible administrator;
- ✓ Analytical report.

**4.6. INDICATOR**

**The prepared reports were discussed at meetings of the Pedagogical Council, and measures were taken to correct the identified problems and shortcomings.**

***Guiding questions:***

❖ What decisions have been made to correct the identified problems and shortcomings of the information system at meetings of the Pedagogical Council?

***Substantiating evidence:***

- ✓ Extract from the minutes of the pedagogical council.

**II. AREA FOR ENSURING THE QUALITY OF EDUCATION**

***Note:*** *The activities of the educational institution, planning and implementation, monitoring and improvement of the educational process and results, management mechanisms, and the compliance of these processes with state education standards (hereinafter referred to as SES) and accreditation criteria are assessed.*

**CRITERION 5. Internal quality assurance of education in collaboration with stakeholders is established\***

***Note:** The establishment of an internal education quality assurance system, as well as the existence of a management system and their compliance with evaluation criteria, are assessed with the participation of higher education officials, teachers, students, industry specialists, graduates, as well as parents and their representatives.*

**5.1. INDICATOR**

**The participation of higher educational institution officials, teachers, students, industry specialists, graduates, as well as parents and their representatives (hereinafter referred to as stakeholders) is ensured in the process of internal quality assurance of education.**

***Guiding questions:***

❖ What measures have been taken to ensure stakeholder participation in internal quality assurance of education?

***Substantiating evidence:***

- ✓ Action plan;
- ✓ Information on the implementation of the action plan.

**5.2. INDICATOR**

**Regular events (discussions, questionnaires, interviews, focus groups, etc.) were held with the participation of stakeholders, and based on their suggestions and feedback, an action plan was developed to improve the internal quality assurance system for education.**

***Guiding questions:***

- ❖ How frequently were stakeholder discussions, surveys, interviews, focus groups, or others conducted?
- ❖ How were the suggestions and feedback from stakeholders analyzed?
- ❖ How was an action plan developed to improve the internal quality assurance system for education based on these suggestions and feedback?

***Substantiating evidence:***

- ✓ List of events held;
- ✓ Action plan.

**5.3. INDICATOR**

The internal education quality assurance system is constantly being improved based on an action plan developed taking into account the suggestions and feedback of stakeholders.

***Guiding questions:***

❖ How often was the internal education quality assurance system improved based on the action plan?

***Substantiating evidence:***

✓ Information on the implementation of the action plan.

**5.4. INDICATOR**

Information on the improvement of the internal quality assurance system of education is publicly posted on the website of the Secondary Specialized education institution and (or) on social networks.

***Guiding questions:***

❖ How was information on improving the quality of education published on the educational institution's website and social media?

***Substantiating evidence:***

✓ Published materials (screenshot or link).

**CRITERION 6. The effectiveness of the internal education quality assurance system is regularly analyzed and improvement measures are taken based on the results of the analysis\***

*Note: An internal education quality assurance system has been established, the effectiveness of the system is being analyzed, and the work done to improve it is being evaluated.*

**6.1. INDICATOR**

An internal education quality assurance system (self-assessment procedure) has been developed in the Secondary Specialized education institution and an internal education quality assurance unit has been established or a responsible employee(s) has been assigned\*

***Guiding questions:***

❖ How was the unit (employee) responsible for ensuring the quality of education in an educational institution organized?

❖ How was the charter of the unit responsible for ensuring the quality of education developed and approved?

***Substantiating evidence:***

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

**6.2. INDICATOR**

**The self-assessment procedure for the internal quality assurance system of education has been put into practice**

***Guiding questions:***

❖ How was the self-assessment procedure developed within the framework of the internal education quality assurance system implemented in practice?

***Substantiating evidence:***

- ✓ Self-assessment report.

**6.3. INDICATOR**

**The effectiveness of the internal education quality assurance system was constantly monitored and assessed based on periodic (semi-annual and annual) analyses.**

***Guiding questions:***

❖ How frequently was the effectiveness of the internal education quality assurance system monitored?

❖ How were the analyses based on the monitoring results formed and how were they discussed at the Pedagogical Council?

***Substantiating evidence:***

- ✓ Self-assessment report;
- ✓ Extract from the minutes of the Pedagogical Council.

**6.4. INDICATOR**

**Based on the results of monitoring and analysis, an action plan has been developed to eliminate identified problems and shortcomings and improve the internal quality assurance system for education.**

***Guiding questions:***

❖ What issues were reflected in the action plan to eliminate the problems and shortcomings discussed at the Pedagogical Council?

***Substantiating evidence:***

- ✓ Action plan.

**6.5. INDICATOR**

**Identified problems and shortcomings were eliminated in a timely manner in accordance with the action plan.**

***Guiding questions:***

- ❖ What work was done to ensure the timely implementation of the tasks set out in the action plan?
- ❖ How frequently was the monitoring carried out on the implementation of the action plan?

***Substantiating evidence:***

- ✓ Information on the implementation of the action plan.

**6.6. INDICATOR**

**The internal education quality assurance system was constantly internally assessed, the results of the self-assessment were discussed at meetings of the Pedagogical Council and were submitted to the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan in a timely and complete manner.**

***Guiding questions:***

- ❖ How frequently were self-assessments conducted within the framework of the internal education quality assurance system?
- ❖ How were the results of self-assessments discussed at the meetings of the Pedagogical Council, and what documents were used to formalize the decisions made?
- ❖ In what form and within what timeframe was the self-assessment report submitted to the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan?

***Substantiating evidence:***

- ✓ Extract from the minutes of the Pedagogical Council;
- ✓ Self-assessment reports.

**CRITERION 7. Assessment of student knowledge is carried out in accordance with the established procedure and its compliance with learning outcomes**

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

**7.1. INDICATOR**

The procedure, rules, criteria and methods for assessing students' knowledge, skills and competencies (hereinafter referred to as the assessment procedure) have been developed and their compliance with the expected learning outcomes and objectives of subjects (modules) in education programs has been ensured.

***Guiding questions:***

- ❖ How was the procedure for assessing students' knowledge, skills, and competencies developed?
- ❖ How was the assessment procedure aligned with the expected learning outcomes and subject objectives in the education programs?

***Substantiating evidence:***

- ✓ Student assessment procedure;
- ✓ Working curriculum.

**7.2. INDICATOR**

The assessment procedure was made known to students before the start of the learning process.

***Guiding questions:***

- ❖ What information was provided to students before the start of the learning process regarding the assessment procedure?

***Substantiating evidence:***

- ✓ The evaluation procedure has been published (screenshot or link).

**7.3. INDICATOR**

Digital technologies were effectively and consistently used in the assessment process, and objectivity, transparency, and academic integrity were ensured in the process of assessing students' knowledge, skills, and competencies.

***Guiding questions:***

- ❖ What digital technologies were used in the student assessment process?
- ❖ How often have digital technologies been used in the student assessment process?
- ❖ How were objectivity, transparency, and academic integrity ensured in the process of assessing students' knowledge, skills, and competencies?

***Substantiating evidence:***

- ✓ Evaluation information on digital platforms (screenshot or link).

**7.4. INDICATOR**

The assessment results are systematically reflected and stored in digital platforms, students' practice journals, and evaluation protocols of the final state attestation (hereinafter referred to as the FSA) commission.

***Guiding questions:***

- ❖ How were assessment results recorded on digital platforms, in student journals, and in the FSA commission's assessment protocols?
- ❖ What measures have been taken to ensure the completeness, accuracy, and integrity of data when storing assessment results?

***Substantiating evidence:***

- ✓ Evaluation results on the digital platform (screenshot);
- ✓ FSA minutes.

**7.5. INDICATOR**

Student complaints regarding the assessment process and results were reviewed and systematically analyzed by the appeals committee of the Secondary Specialized education institution.

***Guiding questions:***

- ❖ How was the appeals committee established to review student complaints regarding the assessment process and results?
- ❖ How were student complaints regarding the assessment process and results analyzed by the appeals committee?
- ❖ What decisions have been made by the appeals committee regarding student complaints?

***Substantiating evidence:***

- ✓ Register of appeals;
- ✓ Appeals Commission minutes.

**7.6. INDICATOR**

Reports on the results of complaint analysis were regularly prepared, an action plan was developed to improve the assessment process, and necessary changes were made to the assessment procedure and criteria.

***Guiding questions:***

- ❖ What tasks were set in the action plan for improving the evaluation process based on the results of the complaint analysis?

❖ What changes have been made to the evaluation procedure and criteria based on the analysis of complaints by the Pedagogical Council?

***Substantiating evidence:***

- ✓ Action plan;
- ✓ Extract from the minutes of the pedagogical council.

**CRITERION 8. Graduate employment is monitored and stakeholder feedback on graduates is regularly analyzed**

*Note: The educational institution will assess whether a system for monitoring and analyzing graduate employment has been established, and whether employers' feedback and suggestions regarding the qualifications and training of graduates are analyzed, and the extent to which they are used to improve education programs.*

**8.1. INDICATOR**

**The Alumni Affairs Unit or responsible employee(s) is operational and the implementation of the tasks set out in its annual work plan is ensured.**

***Guiding questions:***

- ❖ How was the alumni relations department or responsible employee(s) organized in an educational institution?
- ❖ What tasks were set in the annual work plan of the alumni relations department or the responsible employee(s) to ensure the employment of graduates and were their implementation ensured?

***Substantiating evidence:***

- ✓ Alumni Affairs Unit or responsible employee(s) charter;
- ✓ Annual work plan of the Alumni Affairs Unit or responsible employee(s);
- ✓ Information on the implementation of the annual work plan.

**8.2. INDICATOR**

**Based on labor market trends, proposals and recommendations have been developed to develop students' knowledge, skills, and competencies.**

***Guiding questions:***

- ❖ How were labour market trends identified and analyzed based on employers, statistical data, industry analysis, etc.?
- ❖ What specific proposals and recommendations have been developed to develop students' knowledge, skills, and competencies based on identified labour market trends?

***Substantiating evidence:***

- ✓ Labour market analytical information;
- ✓ List of suggestions and recommendations.

**8.3. INDICATOR**

**Suggestions and feedback were received from employers regarding graduates' preparation, practical skills, and workplace effectiveness.**

***Guiding questions:***

- ❖ What system was in place to receive suggestions and feedback from employers on graduates' preparation, practical skills, and workplace effectiveness?
- ❖ How were suggestions and feedback from employers taken into account in improving education programs, practical training, and the learning process?

***Substantiating evidence:***

- ✓ Survey questions;
- ✓ Information on improvement results.

**8.4. INDICATOR**

**Based on suggestions and feedback from employers, the training process has been systematically improved and admission parameters have been revised.**

***Guiding questions:***

- ❖ What changes have been made to the educational process based on the results of graduate employment monitoring and suggestions and feedback from employers?
- ❖ How were the admission parameters revised based on monitoring results and suggestions and feedback from employers??

***Substantiating evidence:***

- ✓ Letters from employers;
- ✓ Suggestions for reception parameters.

**III. AREA OF STUDENT ACTIVITY**

***Note:*** *The educational institution evaluates activities aimed at improving the quality and efficiency of education by accepting students, substantiating them during their studies, substantiating them towards a career, introducing them to available opportunities for the next stage of education, and studying post-graduation results.*

**CRITERION 9. Compatibility of admission parameters with the resources and capabilities of the educational institution\***

*Note: The educational institution assesses whether admission rates are determined based on human resources, material and technical resources, education and methodological support, and infrastructure capabilities.*

**9.1. INDICATOR**

**Admission parameters are set in accordance with the infrastructure, financial capabilities, classrooms and laboratories of the Secondary Specialized education institution, and state education standards\***

***Guiding questions:***

- ❖ How was it taken into account the infrastructure, financial capabilities, classrooms and laboratories of the educational institution when forming admission parameters?
- ❖ How admission parameters are formed in accordance with state education standards?

***Substantiating evidence:***

- ✓ Approved admission parameters;
- ✓ Passport of the educational institution.

**9.2. INDICATOR**

**Admission parameters are aligned with the labor market, development plan, number and composition of teachers, and their academic (workload)**

***Guiding questions:***

- ❖ How were the admission parameters aligned with the labour market needs and development plans of the respective region?
- ❖ How were the number and specialization of teachers in an educational institution taken into account when forming admission parameters?
- ❖ How was compatibility of teachers' workload with admission parameters provided?

***Substantiating evidence:***

- ✓ Approved acceptance parameters;
- ✓ Analytical information on the labour market;
- ✓ Information on teacher's workload.

**9.3. INDICATOR**

Annual analyses were conducted on the status of implementation of admission parameters, and necessary changes were made to the admission parameters based on the results of the analysis.

***Guiding questions:***

❖ What necessary changes was made to the admission parameters based on the annual analysis?

***Substantiating evidence:***

✓ Approved acceptance parameters.

**CRITERION 10. Student admissions are properly organized in accordance with established procedures and are carried out in a transparent and fair manner\***

**Note:** *The educational institution assesses whether the admission process is organized in accordance with current regulatory legal acts and internal procedures, whether the admission stages are open and transparent, whether equal opportunities are created for all candidates, and whether the admission results are based on fair assessment criteria.*

**10.1. INDICATOR**

The admission procedure, admission criteria, assessment methods, and the activities of the admissions committee are established.

***Guiding questions:***

❖ How were the admissions process, admissions criteria, and assessment methods developed?

❖ How was the composition of the admissions committee formed and approved?

***Substantiating evidence:***

✓ Order of the Commission.

**10.2. INDICATOR**

Openness of information regarding the admission procedure, admission criteria, and assessment methods is ensured.

***Guiding questions:***

❖ How was the availability of information on the admission procedure, admission criteria, and assessment methods ensured through the website, information stands, electronic platforms, etc.?

***Substantiating evidence:***

- ✓ Published materials (screenshot or link).

### 10.3. INDICATOR

**Equal opportunities were created for applicants during the admission process, and all stages of the admission process (submission of documents, conducting entrance exams and announcing their results, publishing the list of applicants recommended or not recommended for study on a competitive basis, etc.) were carried out in an open and transparent manner.**

***Guiding questions:***

- ❖ How was it ensured that all stages of the admission process were conducted in an open and transparent manner?

***Substantiating evidence:***

- ✓ Admission results (announced).

### 10.4. INDICATOR

**Applications and complaints received by the appeals commission regarding the admission results have been formalized, reviewed, and their implementation has been monitored.**

***Guiding questions:***

- ❖ How was the admissions appeal committee organized?
- ❖ What were the deadlines, criteria, and procedures for reviewing applications and complaints, and in what form were the decisions delivered to stakeholders?

***Substantiating evidence:***

- ✓ Order of the Appeals Commission;
- ✓ Register of applications and complaints;
- ✓ Information on the execution of applications and complaints.

### 10.5. INDICATOR

**A digital system has been introduced to prevent corruption, reduce the risk of conflicts of interest, and ensure impartiality in the admission process.**

***Guiding questions:***

- ❖ What institutional and preventive measures were taken to prevent corruption and reduce the risk of conflicts of interest during the recruitment process?
- ❖ What digital system were implemented to ensure impartiality in the admissions process?

***Substantiating evidence:***

- ✓ List of measures taken to prevent corruption and conflicts of interest;
- ✓ Information on events.

**10.6. INDICATOR**

**The admissions process was constantly analyzed and measures were taken to improve the admissions process based on the results of the analysis.**

***Guiding questions:***

- ❖ How frequently was the analysis of the admissions process conducted?
- ❖ What measures have been taken to improve the admissions process?

***Substantiating evidence:***

- ✓ Information on the analysis of the admission process;
- ✓ Information on the measures taken.

**CRITERION 11. The processes of transferring, transferring from one course to another, and expelling students (hereinafter referred to as student movement) are carried out in accordance with the established procedure\***

*Note: The existence of approved evidence (regulations, rules) on student movement and their accessibility and equal application to students are assessed.*

**11.1. INDICATOR**

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

***Guiding questions:***

- ❖ What regulatory and legal documents define student movement and how was it organized?
- ❖ How was the commission (or working group) responsible for student movements formed?

***Substantiating evidence:***

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

**11.2. INDICATOR**

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

***Guiding questions:***

- ❖ How were orders, commission reports, and other relevant documents regarding student movement formalized?
- ❖ How was reasonableness, fairness, and transparency ensured in the decision-making process related to student movements?
- ❖ How was student activity reporting and monitoring conducted?

***Substantiating evidence:***

- ✓ Extract from the orders and minutes of the Pedagogical Council;
- ✓ Information on reporting and monitoring documents.

**11.3. INDICATOR**

**The criteria for transfer from one course to another are clearly defined, and academic performance is also taken into account when making decisions on transfer or expulsion.**

***Guiding questions:***

- ❖ How was the transfer or expulsion from course to course carried out?
- ❖ How students' academic performance was taken into account when making decisions about transfer or expulsion from one course to another?

***Substantiating evidence:***

- ✓ Orders to transfer students from course to course and to expel them;
- ✓ Information on whether academic performance was taken into account.

**11.4. INDICATOR**

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

***Guiding questions:***

- ❖ How were students' rights ensured during student movements?
- ❖ How were students and their parents informed about processes, procedures, and decisions regarding student behaviour?

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

***Substantiating evidence:***

- ✓ Statistical reports and orders (copy);
- ✓ Published materials (screenshot or link);
- ✓ Platform (screenshot or system information).

**11.5. INDICATOR**

**An open and accessible system for filing complaints regarding student movement has been created, and complaint review processes have been effectively organized.**

***Guiding questions:***

❖ How were openness and accessibility ensured for submitting complaints regarding student behaviour?

❖ How was the process of reviewing complaints regarding student behaviour organized, and how was its effectiveness ensured?

***Substantiating evidence:***

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

**CRITERION 12. Career guidance for students is organized, and they are provided with reliable information about available opportunities in the labor market and for the next stage of education.**

***Note:*** The educational institution assesses the existence of systematic work to guide students towards a profession, raise their awareness of labour market requirements, employer needs, and opportunities for study at higher educational institutions.

**12.1. INDICATOR**

**A plan of measures has been developed to guide students to a profession and continue their education at the next level in a Secondary Specialized education institution.**

***Guiding questions:***

❖ What action plan was developed to guide students into careers and continue their education at the next level?

❖ To what extent is the implementation of the tasks set out in the action plan ensured?

***Substantiating evidence:***

- ✓ Action plan;
- ✓ Information on the implementation of the action plan.

**12.2. INDICATOR**

**Students were provided with information on job vacancies in the labor market, career days, potential employers, and career guidance and continuing their education at the next level.**

***Guiding questions:***

- ❖ How was information on job vacancies, career days, potential employers, and career guidance and continuing education organized?
- ❖ How was this information delivered to students?

***Substantiating evidence:***

- ✓ Information about how the information was formed and communicated to the students.

**12.3. INDICATOR**

**Cooperation has been established with employers to guide students to careers and higher educational institutions to continue their education at the next level.**

***Guiding questions:***

- ❖ How was cooperation established with employers to guide students to their careers and higher educational institutions to continue their education at the next stage?

***Substantiating evidence:***

- ✓ Agreements or memorandum;
- ✓ Meeting minutes.

**12.4. INDICATOR**

**The Secondary Specialized education institution has established activities (seminars, meetings, consultations, round tables, etc.) to guide students to a career and continue their education at the next stage.**

***Guiding questions:***

- ❖ What activities were carried out by the educational institution with the participation of students to guide them to a career and continue their education at the next stage?

❖ Which responsible departments or employees were involved in organizing these events and what issues were discussed?

***Substantiating evidence:***

- ✓ List and plan of events;
- ✓ Minutes of events.

**12.5. INDICATOR**

**Information on the labor market and education is regularly posted and updated on the website and (or) social networks of the Secondary Specialized education institution.**

***Guiding questions:***

❖ How frequently is information on the labor market and education sector posted and updated on the official website and (or) social networks of the educational institution?

***Substantiating evidence:***

- ✓ Information from the website and social media (screenshot or link).

**CRITERION 13. Participation of students in republican and international science olympiads, competitions, and tournaments (hereinafter referred to as competitions) and rewarding of students who won prizes in them**

***Note:*** The system for preparing students for competitions, ensuring their participation, and rewarding winners is evaluated.

**13.1. INDICATOR**

**There is a plan of measures to ensure student participation in competitions.**

***Guiding questions:***

❖ What action plan was developed to ensure students' participation in various competitions?

❖ What procedures and responsible executors were set out in the action plan for involving, preparing, and substantiating students in competitions?

***Substantiating evidence:***

- ✓ Action plan.

**13.2. INDICATOR**

**A unit has been established or a responsible employee(s) has been assigned to coordinate student participation in competitions.**

***Guiding questions:***

❖ What department was established to coordinate student participation in competitions, or what responsible employee(s) were assigned based on what procedure?

***Substantiating evidence:***

- ✓ Order of the responsible unit or employee(s).

**13.3. INDICATOR**

**Clubs or special courses have been organized to prepare students for competitions.**

***Guiding questions:***

❖ What clubs or special courses were organized to prepare students for competitions?

***Substantiating evidence:***

- ✓ Information on clubs;
- ✓ Course(s) command.

**13.4. INDICATOR**

**Monitoring of student participation in competitions was carried out, and a list of students who participated in the competitions and their results were recorded.**

***Guiding questions:***

- ❖ How was student participation in competitions and their results monitored?
- ❖ How were the students who participated in the competitions and their results recorded?

***Substantiating evidence:***

- ✓ Monitoring information;
- ✓ Student list and results.

**13.5. INDICATOR**

**Based on the results of the competition, measures were taken to provide material and moral incentives to teachers and students.**

***Guiding questions:***

❖ What measures were taken and formalized to provide material and moral incentives to teachers and students based on the results of the competition?

***Substantiating evidence:***

- ✓ Promotion order.

### 13.6. INDICATOR

Students' results in competitions were systematically analyzed and proposals were developed to improve the preparation processes for competitions.

***Guiding questions:***

- ❖ How often were students' results in competitions analyzed?
- ❖ What proposals were developed to improve the processes of preparing students for competitions?

***Substantiating evidence:***

- ✓ Analytical information (based on the results of the competition);
- ✓ Suggestions for improvement.

### CRITERION 14. Graduates' enrollment in higher educational institutions

**Note:** *The educational institution analyzes the indicators of graduates' admission to higher educational institutions, assesses whether their knowledge and skills meet the requirements of higher education, and assesses the graduates' admission indicators by field of higher education.*

#### 14.1. INDICATOR

An action plan has been developed to expand student access to higher education.

***Guiding questions:***

- ❖ What tasks were set out in the action plan to expand student access to higher education?
- ❖ How was the implementation of the tasks set out in the action plan ensured?

***Substantiating evidence:***

- ✓ Action plan;
- ✓ Information on the implementation of the action plan.

#### 14.2. INDICATOR

Courses and clubs have been organized to prepare students for higher education.

***Guiding questions:***

- ❖ What courses and clubs were organized to prepare students for higher education?

❖ How were student participation and results measured in these courses and groups?

***Substantiating evidence:***

- ✓ List of courses and clubs;
- ✓ Information on student participation and results in courses and clubs.

**14.3. INDICATOR**

**Conditions have been created for students to participate in events organized by higher educational institutions (seminars, meetings, consultations, round tables, etc.).**

***Guiding questions:***

- ❖ What conditions were created for students to participate in events held at higher educational institutions?
- ❖ How was student participation in these events ensured?

***Substantiating evidence:***

- ✓ List of events held at higher educational institutions;
- ✓ Information on student participation.

**14.4. INDICATOR**

**Monitoring and analysis of graduates' entry rates into higher educational institutions have been conducted, and measures have been taken to expand the coverage of graduates with higher education\***

***Guiding questions:***

- ❖ How frequently was monitoring of graduates' admission rates to higher educational institutions carried out?
- ❖ How was the analysis based on the monitoring results carried out?
- ❖ What work was done to expand the coverage of graduates with higher educational institution?

***Substantiating evidence:***

- ✓ Monitoring data;
- ✓ Analytical report;
- ✓ Action plan.

#### IV. AREA OF ORGANIZATION OF THE EDUCATIONAL PROCESS

**Note:** *The educational process in educational institutions is evaluated based on the SES, the harmony of theoretical and practical training in the education program, and the principles of objectivity and transparency in the learning outcomes based on the criteria established in the education program.*

##### **CRITERION 15. Development and approval of educational process planning documents in accordance with the established procedure\***

**Note:** *The development of all planning documents related to the organization of the educational process in the educational institution is assessed.*

##### **15.1. INDICATOR**

**The working curriculum and subject programs, as well as the educational process schedule, comply with the requirements of state education standards\***

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

- ❖ How was the compliance of the working curriculum and subject programs with the requirements of state education standards ensured?
- ❖ How was the learning process schedule developed in accordance with state education standards?

##### ***Substantiating evidence:***

- ✓ Education program;
- ✓ Working curriculum;
- ✓ Learning process schedule.

##### **15.2. INDICATOR**

**Educational process planning documents (working curricula, working training programs, educational process schedule and training (lesson) schedule) were discussed and approved by the Pedagogical Council.**

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

- ❖ How were the education planning documents (working curricula, working curricula, educational process graphs and lesson plans) discussed by the Pedagogical Council?
- ❖ How are the proposals and conclusions expressed during the Pedagogical Council discussions taken into account in the documents for planning the educational process?

##### ***Substantiating evidence:***

- ✓ Extract from the minutes of the Pedagogical Council.

### 15.3. INDICATOR

The training schedule (lesson) is developed in accordance with the working curriculum and the educational process schedule.

***Guiding questions:***

- ❖ How was the compliance of the training schedule with the working curriculum and the educational process schedule ensured?

***Substantiating evidence:***

- ✓ Class schedule.

### 15.4. INDICATOR

Effective and targeted use of education resources and information and communication technologies (hereinafter referred to as ICT) to organize the educational process

***Guiding questions:***

- ❖ How was the effective and targeted use of education resources and ICT ensured in organizing the educational process?

***Substantiating evidence:***

- ✓ Reference book on the use of education and methodological resources;
- ✓ A guide to using ICT.

## **CRITERION 16. Development and maintenance of education and normative documents of teachers based on established requirements\***

***Note:*** Teachers evaluate the development and maintenance of education and normative documents based on the DTS, methodological recommendations, and instructions.

### 16.1. INDICATOR

Discussions and seminar-trainings were organized on the development and practical implementation of education and normative documents (working curriculum, teaching materials) for teachers.

***Guiding questions:***

- ❖ What discussions and seminar-trainings were organized for teachers on the development and implementation of education and normative documents?

***Substantiating evidence:***

- ✓ Discussion and seminar-training plan (approved);

- ✓ Minutes of discussions and seminar-trainings.

### **16.2. INDICATOR**

**The education and normative documents of teachers are developed in accordance with the legislative documents on education and are documented after discussion by the Pedagogical Council.**

***Guiding questions:***

- ❖ How was the compliance of teachers' education and normative documents with education legislation ensured?
- ❖ What issues regarding the education and normative documents of teachers were discussed and documented at the Pedagogical Council?

***Substantiating evidence:***

- ✓ Excerpt from the minutes of the Pedagogical Council;
- ✓ Work-study programs;
- ✓ Teaching materials.

### **16.3. INDICATOR**

**The developed education and normative documents were put into practice, and the practical application of these documents was constantly monitored and analyzed.**

***Guiding questions:***

- ❖ How were the developed education and regulatory documents put into practice?
- ❖ How were the practical application of these education and regulatory documents monitored and analyzed?

***Substantiating evidence:***

- ✓ Excerpt from the minutes of the Pedagogical Council;
- ✓ Monitoring and analytical data.

### **16.4. INDICATOR**

**As a result of monitoring and analysis, measures were identified and implemented to eliminate problems and shortcomings identified in the application of education and normative documents, and education and normative documents were improved on this basis.**

***Guiding questions:***

- ❖ What problems and shortcomings were identified as a result of monitoring and analyzing the process of implementing education and regulatory documents?
- ❖ What measures were identified to address the identified problems and shortcomings?
- ❖ Which education and normative documents were improved based on the identified measures and to what extent?

***Substantiating evidence:***

- ✓ Action plan;
- ✓ Improved education and regulatory documents.

**CRITERION 17. Distribution of teaching workloads to teachers in accordance with established norms**

**Note:** *It is assessed whether the teaching workload of teachers is distributed in accordance with the current regulations, and whether the workload and workload are appropriate for the qualification category.*

**17.1. INDICATOR**

**The education (workload) of teachers is developed in accordance with the time standards and staffing tables of teaching staff (education and pedagogical workload) in Secondary Specialized education institutions.**

***Guiding questions:***

- ❖ How were teachers' workloads distributed and approved in accordance with time standards and staffing schedules?

***Substantiating evidence:***

- ✓ Distribution of workload for teachers;
- ✓ Table of staff.

**17.2. INDICATOR**

**The distribution of education (workload) takes into account the specialization of teachers, subjects taught, types of work, and time standards (hours)\***

***Guiding questions:***

- ❖ How was alignment ensured between teachers' areas of specialization and the subjects (modules) they were assigned to teach when distributing their teaching workload?
- ❖ How were the types of work and the time standard (hours) taken into account in the distribution of teachers' education (workload)?

***Substantiating evidence:***

- ✓ Teacher documents (diploma and certificate);
- ✓ Distribution of teachers' workload.

### 17.3. INDICATOR

**The status of academic (work) workloads was constantly monitored, and periodic (monthly, semi-annual, and annual) analyses were conducted and reports were kept.**

***Guiding questions:***

- ❖ How was the fulfillment of teachers' teaching (work) workloads monitored?
- ❖ How were monthly, semi-annual, and annual analyses of study workloads conducted?
- ❖ What reports were generated based on the results of monitoring and analysis?

***Substantiating evidence:***

- ✓ Report on the completion of the training (workload).

### 17.4. INDICATOR

**An action plan has been developed and implemented to address the problems and shortcomings identified during the monitoring and analysis process.**

***Guiding questions:***

- ❖ How were problems and shortcomings identified in the process of monitoring and analyzing teaching (workload)?
- ❖ How was the action plan developed to address the identified problems and shortcomings?
- ❖ How was the implementation of the action plan ensured?

***Substantiating evidence:***

- ✓ Action plan;
- ✓ Information on the implementation of the action plan.

### 17.5. INDICATOR

**Information on the transparency and fairness of the monitoring and analysis processes and the implementation of the action plan was presented and discussed by the pedagogical council.**

***Guiding questions:***

- ❖ How was the transparent and fair implementation of monitoring and analysis processes ensured?

❖ How was information on the implementation of the action plan presented to the pedagogical council and what issues were discussed?

***Substantiating evidence:***

✓ Extract from the minutes of the pedagogical council.

**CRITERION 18. Advanced pedagogical technologies are used in the educational process and appropriate effectiveness is achieved**

**Note:** *The introduction of modern pedagogical technologies into the educational process and their use are evaluated as having improved the quality of education and increased the knowledge and skills of students.*

**18.1. INDICATOR**

**Advanced pedagogical technologies and innovative teaching methods aimed at achieving the expected learning outcomes were consistently used in the teaching of subjects and laboratory exercises.**

***Guiding questions:***

❖ What advanced pedagogical technologies and innovative teaching methods were used to achieve the expected learning outcomes in the teaching of subjects and laboratory exercises?

❖ In what period were advanced pedagogical technologies and innovative teaching methods used in the teaching process?

***Substantiating evidence:***

✓ List of pedagogical technologies and innovative teaching methods used in subjects and laboratory exercises.

**18.2. INDICATOR**

**The scope and complexity of advanced pedagogical technologies and innovative teaching methods are determined in accordance with the level of the education program and the needs of students.**

***Guiding questions:***

❖ How was the scope and complexity of advanced pedagogical technologies and innovative teaching methods aligned with the level of the education program?

❖ What needs of students were taken into account when using advanced pedagogical technologies and innovative teaching methods?

***Substantiating evidence:***

✓ Survey results;

✓ Methodical guide or procedure.

### 18.3. INDICATOR

The effectiveness of the use of advanced pedagogical technologies and innovative teaching methods was regularly monitored and analyzed, and measures were taken to improve the professional capacity of teachers in response to identified problems and shortcomings.

***Guiding questions:***

- ❖ Based on what indicators and at what frequency is the effectiveness of the use of advanced pedagogical technologies and innovative teaching methods monitored and analyzed?
- ❖ What problems and shortcomings were identified as a result of monitoring and analysis?
- ❖ How was the improvement of teachers' professional capacity ensured based on the identified problems and shortcomings?

***Substantiating evidence:***

- ✓ Teachers' professional development plan;
- ✓ Monitoring and analytical data.

### 18.4. INDICATOR

Based on the results of monitoring, analysis, and improving the professional capacity of teachers, advanced pedagogical technologies used in Secondary Specialized education institutions are constantly updated and improved.

***Guiding questions:***

- ❖ What work was done to update and improve advanced pedagogical technologies used based on the results of monitoring and analysis and improving the professional capacity of teachers?

***Substantiating evidence:***

- ✓ Updated and improved reference book on pedagogical technologies.

### 18.5. INDICATOR

An annual analytical report on the effectiveness of the use of advanced pedagogical technologies and innovative teaching methods was prepared and reviewed by the Pedagogical Council.

***Guiding questions:***

- ❖ What issues were reflected in the annual analytical report on the effectiveness of the use of advanced pedagogical technologies and innovative teaching methods?

❖ What discussions were held and decisions were made at the Pedagogical Council regarding the annual analytical report?

***Substantiating evidence:***

- ✓ Annual analytical report.
- ✓ Extract from the minutes of the Pedagogical Council.

**CRITERION 19. Lesson analyses conducted and results discussed in the educational institution**

**Note:** *The institution of lesson analyses, their effectiveness, and the use of their results to improve the work of teachers are evaluated.*

**19.1. INDICATOR**

**A plan-schedule for implementing lesson analyses has been developed by the leadership and teaching staff.**

***Guiding questions:***

❖ What issues were taken into account by the leader and teaching staff when developing a plan and schedule for implementing lesson analyses?

***Substantiating evidence:***

- ✓ Information about the lesson analysis schedule.

**19.2. INDICATOR**

**The lesson analysis took into account advanced pedagogical technologies, innovative teaching methods, and assessment tools, and the analysis process was carried out using various methods (special forms, checklists, rubrics, or others).**

***Guiding questions:***

❖ How was the use of advanced pedagogical technologies, innovative teaching methods, and assessment tools analyzed in the lesson analysis?

❖ What analysis methods were used in the lesson analysis process?

***Substantiating evidence:***

- ✓ Lesson analysis report.

**19.3. INDICATOR**

**The results of the lesson analysis were discussed with teachers individually or in groups.**

***Guiding questions:***

❖ What issues were raised in discussions with teachers regarding the results of individual or group lesson analysis?

***Substantiating evidence:***

- ✓ Information on discussions.

**19.4. INDICATOR**

**The results of the lesson analysis are included in the internal quality assurance reports and are reviewed by the Pedagogical Council.**

***Guiding questions:***

- ❖ How are the results of lesson analysis reflected in internal quality assurance reports?
- ❖ What decision(s) was/were made by the Pedagogical Council regarding internal quality reports prepared based on the results of lesson analysis?

***Substantiating evidence:***

- ✓ Internal education quality assurance report;
- ✓ Extract from the minutes of the pedagogical council.

**19.5. INDICATOR**

**The implementation of decisions made by the Pedagogical Council was monitored, and measures were set and their implementation was monitored to eliminate identified problems and shortcomings.**

***Guiding questions:***

- ❖ How was the implementation of decisions made by the Pedagogical Council monitored?
- ❖ What measures were identified to address the problems and shortcomings identified during the monitoring process?
- ❖ How was the implementation of the measures established based on the decision of the Pedagogical Council monitored?

***Substantiating evidence:***

- ✓ Action plan;
- ✓ Information on the action plan.

**V. AREA OF HUMAN RESOURCES**

***Note:*** *The systematic management activities that ensure the knowledge, skills, experience, and professional development of teachers, administrators, and teaching and support staff in an educational institution in order to improve the quality of education and achieve strategic goals are evaluated.*

**CRITERION 20. Alignment of pedagogical staff qualifications (education and specialization) with the subjects they teach and their quality composition\***

*Note: The level of compliance of the education, specialization, certification, and qualifications of teaching staff working in an educational institution with the content of the subjects they teach and the qualifications and competency requirements established in the SES is assessed.*

**20.1. INDICATOR**

**There are full-time teachers in the subjects, and the diploma (certificate) and qualification category of these teachers correspond to the field of education\***

***Guiding questions:***

- ❖ What measures have been taken to provide subjects with full-time teachers?
- ❖ How was the correspondence of teachers' diplomas (certificates) and qualification categories to the field of education ensured?

***Substantiating evidence:***

- ✓ Information of teachers in the main staff (CV);
- ✓ A copy of the teacher's diploma (certificate).

**20.2. INDICATOR**

**To effectively organize the educational process, there are highly educated teaching staff and employees with practical skills.**

***Guiding questions:***

- ❖ How was the educational institution equipped with highly educated teaching staff and employees with practical skills to organize the educational process?

***Substantiating evidence:***

- ✓ Teacher and staff informations.

**20.3. INDICATOR**

**Pedagogical personnel have completed retraining and (or) advanced training courses in their specialty and have a diploma (certificate)**

***Guiding questions:***

- ❖ What work has been done to ensure that teachers participate in retraining or advanced training courses in their specialty?
- ❖ How was the register of diplomas and/or certificates of teachers who had completed retraining and/or professional development courses maintained?

***Substantiating evidence:***

- ✓ Order(s) to send teachers to retraining and (or) advanced training courses;
- ✓ Teachers' diplomas and certificate(s).

#### **20.4. INDICATOR**

**In the Secondary Specialized education institution, pedagogical staff were notified in advance of the need to undergo certification, and an assessment of their pedagogical skills and psychological preparation was organized.**

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

- ❖ How were teaching staff notified in advance of the need to undergo certification?
- ❖ What work was done to assess and improve the skills and psychological preparation of teaching staff?

##### ***Substantiating evidence:***

- ✓ Information about notification;
- ✓ Forms and results of assessing the skills and psychological preparation of teaching staff.

#### **20.5. INDICATOR**

**Monitoring was conducted to ensure that the specialization of teaching staff and the subjects they teach were compatible.**

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

- ❖ How was monitoring carried out to ensure that teachers' specializations correspond to the subjects they teach?

##### ***Substantiating evidence:***

- ✓ Monitoring data.

#### **20.6. INDICATOR**

**Based on the results of monitoring, it is ensured that teachers conduct classes in subjects appropriate to their diploma (certificate), qualification category, and industry experience.**

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

- ❖ According to the monitoring results, what measures were taken to ensure that teachers conduct lessons in accordance with their diploma (certificate), qualification category, and industry experience?

##### ***Substantiating evidence:***

- ✓ Information on the measures taken.

**CRITERION 21. The educational institution has properly organized the recruitment and dismissal of teaching staff in accordance with the established procedure, and appropriate measures have been taken to prevent staff turnover.**

*Note: The institution of the processes of hiring, appointing and dismissing teaching staff is assessed based on current labour legislation and internal procedures.*

### **21.1. INDICATOR**

The processes of hiring and terminating employment contracts of teaching staff were carried out on the basis of labor legislation and internal documents of the Secondary Specialized education institution, and documents related to these processes (competition documents, interview protocols, applications, orders, etc.) were formalized.

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

- ❖ How were the processes of hiring and terminating employment contracts of teaching staff carried out?
- ❖ How was the availability of teaching staff selection documents, interview protocols, applications, orders, and employment contracts ensured and maintained?

#### ***Substantiating evidence:***

- ✓ Selection documents and interview transcript;
- ✓ Recruitment or dismissal orders;
- ✓ Applications and (or) employment contracts.

### **21.2. INDICATOR**

The recruitment processes for teaching staff were carried out on the basis of the principles of openness and fairness and competition (examination, interview).

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

- ❖ How were the principles of openness and fairness ensured in the recruitment processes of teaching staff?
- ❖ What work was done to recruit teaching staff based on exams and interviews?

#### ***Substantiating evidence:***

- ✓ Report on the results of the competition;

- ✓ Announcements (screenshot or link).

### **21.3. INDICATOR**

**Personal portfolios (folders) have been formed for teaching staff in electronic or paper form.**

***Guiding questions:***

❖ What documents do the personal portfolios (folders) of teaching staff contain and on what basis are they formed?

***Substantiating evidence:***

- ✓ Information on teacher portfolios.

### **21.4. INDICATOR**

**Continuous monitoring and analysis of teacher turnover was conducted, including the dynamics of changes in the structure of teaching staff and the reasons for termination of employment contracts.**

***Guiding questions:***

- ❖ What work has been done to monitor and analyze teacher absenteeism?
- ❖ What methods have been used to determine the dynamics of changes in the teaching staff and the reasons for termination of employment contracts?

***Substantiating evidence:***

✓ Information on the dynamics of teacher turnover and changes in its composition.

### **21.5. INDICATOR**

**Based on the results of monitoring and analysis, an action plan and annual report were developed, and the implementation of the action plan was ensured.**

***Guiding questions:***

- ❖ What issues are reflected in the action plan developed based on the results of monitoring and analysis of teacher absenteeism?
- ❖ How are annual reports on the implementation of the action plan structured?

***Substantiating evidence:***

- ✓ Action plan;
- ✓ Annual report.

### **21.6. INDICATOR**

**There are appeals to higher educational institutions and territorial divisions of the Ministry of Poverty Reduction and Employment of the Republic of Uzbekistan or announcements on social networks regarding the need for teaching staff.**

***Guiding questions:***

- ❖ How was the need for teaching staff determined?
- ❖ How are appeals regarding the need for teaching staff sent to higher educational institutions and regional departments of the Ministry of Poverty Reduction and Employment?

***Substantiating evidence:***

- ✓ Letters of application.

**21.7. INDICATOR**

**A personnel reserve has been formed to prevent a shortage of teaching staff.**

***Guiding questions:***

- ❖ What analyses have been conducted to form a human resource reserve to prevent teacher shortages?

***Substantiating evidence:***

- ✓ Reserve personnel list;
- ✓ Reserve personnel documents.

**CRITERION 22. Establishment of a system for evaluating the effectiveness of the activities of management and teaching staff and their material and moral incentives**

***Note:*** *The activities of management and teaching staff are evaluated based on performance, efficiency, and quality indicators, as well as the establishment of a system of material and moral incentives for their work.*

**22.1. INDICATOR**

**A mechanism for material and moral encouragement of management and teaching staff based on the results of their performance has been developed and implemented by the Secondary Specialized education institution.**

***Guiding questions:***

- ❖ What issues have been included in the procedure for material and moral incentives for management and teaching staff based on the results of their performance?

❖ What discussions were held and decisions were made at the Pedagogical Council regarding incentive work based on the procedure?

**Substantiating evidence:**

- ✓ Performance indicators (KPI);
- ✓ Promotion orders.

**22.2. INDICATOR**

**The processes of evaluating the effectiveness of the work of management and teaching staff were carried out at intervals established by the Secondary Specialized education institution.**

***Guiding questions:***

❖ How frequently are the processes for evaluating the performance of management and teaching staff carried out?

**Substantiating evidence:**

- ✓ Promotion orders.

**22.3. INDICATOR**

**Based on the evaluation results, a rating (performance indicators) of management and teaching staff was formed and formalized.**

***Guiding questions:***

❖ Based on what criteria is the rating of management and teaching staff determined and formalized according to the evaluation results?

**Substantiating evidence:**

- ✓ Performance indicators (KPI);
- ✓ Extract from the minutes of the Pedagogical Council.

**22.4. INDICATOR**

**The principles of transparency and fairness were followed in the processes of evaluating and providing material and moral incentives to management and teaching staff.**

***Guiding questions:***

❖ What measures have been taken to ensure transparency and fairness in the evaluation of leadership and teaching staff, as well as in the processes of material and moral incentives?

**Substantiating evidence:**

- ✓ Extract from the minutes of the Pedagogical Council;

✓ Orders.

**CRITERION 23. Conditions are created for the professional development of pedagogical personnel, popularization of their experience and advanced training**

*Note: The educational institution assesses the existence of a system that ensures the professional growth, improvement of qualifications, and popularization of experience of teaching staff.*

**23.1. INDICATOR**

**Monitoring was conducted to identify needs for professional development of teaching staff.**

***Guiding questions:***

- ❖ How are the needs for professional development of teaching staff identified?
- ❖ How frequently is monitoring carried out to determine the needs for teaching staff?

***Substantiating evidence:***

✓ Monitoring report information.

**23.2. INDICATOR**

**Based on the monitoring results, graphs were developed on the participation of teaching staff in advanced training and retraining courses.**

***Guiding questions:***

- ❖ On what basis was the schedule for teachers to participate in advanced training courses based on the results of monitoring developed?
- ❖ Which employers and institutions have been partnered with for internships?

***Substantiating evidence:***

✓ Training and internship schedule(s).

**23.3. INDICATOR**

**Participation in advanced training and retraining courses has been established, and teaching staff have been sent for advanced training and retraining on a schedule\***

***Guiding questions:***

- ❖ What work has been done to ensure the continuous participation of teaching staff in advanced training and retraining courses?
- ❖ What measures have been taken to send teaching staff for advanced training and retraining on a schedule?

***Substantiating evidence:***

- ✓ Orders.

**23.4. INDICATOR**

**Measures have been taken to send (ensure participation, organize) teaching staff to scientific and practical conferences, webinars, seminars, trainings, and forums in accordance with the professional development system of the Secondary Specialized education institution.**

***Guiding questions:***

- ❖ How are scientific and practical conferences, webinars, training seminars, and forums appropriate for the professions and specialties available in the educational institution of pedagogical personnel identified?
- ❖ What measures have been taken to ensure the participation of teaching staff in relevant scientific and practical conferences, webinars, seminars, trainings, and forums?
- ❖ What scientific and practical conferences, webinars, seminars, trainings, and forums are organized at the educational institution?

***Substantiating evidence:***

- ✓ List of identified scientific and practical conferences, webinars, seminars, trainings, and forums;
- ✓ Participation information;
- ✓ Minutes of the event(s).

**23.5. INDICATOR**

**Within the framework of advanced training and retraining courses and the professional development system, seminars, trainings, master classes, and open classes have been organized to popularize the competencies and best practices mastered by teaching staff, as well as the "teacher-student" and mentoring systems have been introduced.**

***Guiding questions:***

- ❖ How are seminars, workshops, and open classes organized by teaching staff during advanced training and retraining courses?
- ❖ What work has been done to introduce the "teacher-student" and mentoring systems?

***Substantiating evidence:***

- ✓ Minutes of events;

- ✓ Order on the "teacher-student" and (or) mentoring system.

#### **CRITERION 24. Involvement of professors and teachers of higher educational institutions in educational processes**

***Note:** It is studied whether professors and teachers of higher educational institutions are systematically involved in the educational process, lessons are conducted with their participation, thereby ensuring the quality of education and the effectiveness of the educational process.*

##### **24.1. INDICATOR**

**There are cooperation documents (memorandums, agreements) on the involvement of professors and teachers from higher educational institutions in educational processes.**

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

- ❖ What cooperation documents have been formalized to involve professors and teachers from higher educational institutions in educational processes?

##### ***Substantiating evidence:***

- ✓ Memorandum or cooperation agreements.

##### **24.2. INDICATOR**

**The processes related to the involvement of professors and teachers of higher educational institutions in the educational process are documented (order on employment, employment contract, etc.) and stored**

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

- ❖ How are documents related to the involvement of professors in the educational process formalized?

- ❖ How are these documents stored?

##### ***Substantiating evidence:***

- ✓ List of professors and teachers of higher educational institutions;
- ✓ Recruitment orders;
- ✓ Employment contracts.

##### **24.3. INDICATOR**

**Regular monitoring and analysis of lessons conducted by professors and teachers of higher educational institutions**

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

- ❖ How were the lessons taught by professors monitored?
- ❖ How were the monitoring results analyzed?

***Substantiating evidence:***

- ✓ Monitoring and analysis data.

**24.4. INDICATOR**

An annual report was developed based on the results of monitoring and analysis, and suggestions and feedback from professors and teachers of higher educational institutions were taken into account in improving educational processes.

***Guiding questions:***

- ❖ How was the annual report developed based on the results of monitoring and analysis?
- ❖ How were the suggestions and feedback of professors and teachers taken into account in improving the educational process?

***Substantiating evidence:***

- ✓ Annual report;
- ✓ Suggestions and feedback.

**VI. STUDENT SUPPORT AREA**

***Note:*** The system is aimed at eliminating problems that students may encounter in the learning process and in life, as well as identifying and meeting their spiritual, social, and education needs.

**CRITERION 25. Establishment of club activities to effectively organize students' free time and their effectiveness\***

***Note:*** To ensure that students spend their free time usefully and purposefully, clubs in various areas and their implementation according to the plan and schedule are evaluated.

**25.1. INDICATOR**

There is an annual plan-schedule for organizing the activities of the clubs, club leaders have been appointed, and club programs have been developed.

***Guiding questions:***

- ❖ What suggestions from students and teachers were taken into account when developing the annual plan and schedule for organizing the activities of the clubs?
- ❖ What aspects were taken into account when selecting the group leaders?

- ❖ What subjects and topics are the club programs based on?

***Substantiating evidence:***

- ✓ Club schedule;
- ✓ Club programs.

**25.2. INDICATOR**

**Club activities were conducted based on an annual schedule and a logbook was kept or recorded through an electronic system.**

***Guiding questions:***

- ❖ What kind of club activities were held based on the annual schedule?
- ❖ How is information on club activities formed and maintained?

***Substantiating evidence:***

- ✓ A link (screenshot) from the club's activity journal or electronic platform.

**25.3. INDICATOR**

**Continuous monitoring of the level of coverage of clubs among students in Secondary Specialized education institution and the participation of covered students in clubs was carried out.**

***Guiding questions:***

- ❖ What measures have been taken to increase the level of student participation in clubs?
- ❖ What monitoring system has been implemented for the participation of covered students in clubs?

***Substantiating evidence:***

- ✓ List of students who participated in the clubs;
- ✓ Monitoring information.

**25.4. INDICATOR**

**The results achieved by students within the framework of the clubs (competitions, exhibitions, contests, projects, or others) were recognized and these students were encouraged.**

***Guiding questions:***

- ❖ What issue(s) were discussed and decision(s) made by the Pedagogical Council regarding the results achieved by students in competitions, exhibitions, contests, projects, and other events held within the clubs?

***Substantiating evidence:***

- ✓ Information about the results achieved by students;
- ✓ Extract from the minutes of the pedagogical council.

### 25.5. INDICATOR

**Suggestions and feedback from students, parents, and teachers regarding the activities of the clubs were studied, and the effectiveness of the clubs was analyzed.**

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

- ❖ What suggestions and feedback have been given by students, parents, and teachers regarding the activities of the clubs?
- ❖ How were the suggestions and feedback provided analyzed and how was the effectiveness of the circles studied?

#### ***Substantiating evidence:***

- ✓ Analytical information.

### 25.6. INDICATOR

**Based on the results of the analysis, measures were taken to improve the quality of the circles, expand their scope, or introduce new areas.**

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

- ❖ What measures have been taken to improve quality based on the results of the analysis of the club's activities?
- ❖ Based on the results of the analysis, how has the number of students in clubs been increased or new areas been established?

#### ***Substantiating evidence:***

- ✓ Analytical information.

**CRITERION 26. Adequate education and psychological support for students, counseling, and career services are provided**

***Note:*** *The processes of providing methodological and psychological support to students during the educational process, counseling them, and systematically organizing and implementing career services in a professional area are assessed.*

### 26.1. INDICATOR

**The psychological support and counseling service for working with students is regularly established.**

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

- ❖ How is the advisory service organized?

❖ What activities and services were carried out by the counseling service in the process of working with students?

***Substantiating evidence:***

✓ Order on advisory service.

**26.2. INDICATOR**

**Interviews (trainings) were held with students on psychological support, personal development, and problem-solving.**

***Guiding questions:***

❖ What conversations and trainings have been conducted on psychological support, personal development, and problem-solving for students?

❖ How was student participation recorded in these conversations and trainings?

***Substantiating evidence:***

✓ Interview and training schedule;

✓ Minutes of interviews and trainings.

**26.3. INDICATOR**

**Individual consultations were held with students who were struggling with their studies or needed additional support.**

***Guiding questions:***

❖ How are students who are struggling or need additional support identified?

❖ How were individual consultations with students conducted?

***Substantiating evidence:***

✓ Information on consultation results.

**26.4. INDICATOR**

**Counseling services aimed at creating equal opportunities for students have been established and are operating on an ongoing basis.**

***Guiding questions:***

❖ What advisory services are in place to create equal opportunities for students?

❖ What activities, conversations, or support work were carried out by advisory services, and at what frequency?

***Substantiating evidence:***

- ✓ Advisory Services Program;
- ✓ Information on events.

### 26.5. INDICATOR

**Seminars on changes in the labor market, job fairs, and meetings with employers were organized or students participated in them.**

***Guiding questions:***

- ❖ How were seminars on changes in the labor market, job fairs, and meetings with employers organized?
- ❖ How was student participation in these events ensured?

***Substantiating evidence:***

- ✓ Information about events.

### 26.6. INDICATOR

**Proposals have been developed and practical measures have been taken to improve the effectiveness of counseling services for students to receive adequate education and psychological support.**

***Guiding questions:***

- ❖ What proposals have been developed to improve the effectiveness of advisory services?
- ❖ What practical measures have been taken based on these proposals?

***Substantiating evidence:***

- ✓ Action plan;
- ✓ Information on the implementation of the action plan.

## **CRITERION 27. Monitoring of student feedback on education services and taking improvement measures based on its results**

***Note:*** *In order to assess the quality of education services, student feedback is systematically monitored, and the plan of measures aimed at improving educational processes and its implementation status are evaluated.*

### 27.1. INDICATOR

**The questionnaire, interview, electronic questionnaire, interview and focus groups (hereinafter referred to as the questionnaire) on education services provided by a Secondary Specialized education institution, their topics, list of questions (issues), deadlines for conducting the questionnaire and responsible executors are determined.**

***Guiding questions:***

- ❖ What surveys have been conducted on education services?
- ❖ How are the survey questions on education services formulated?
- ❖ How are the deadlines, frequency, and responsible persons for conducting surveys determined?

***Substantiating evidence:***

- ✓ Survey schedule;
- ✓ Approved survey questions.

**27.2. INDICATOR**

**Students were regularly informed about surveys conducted on the quality of education services and measures were taken to systematically ensure their participation.**

***Guiding questions:***

- ❖ How were students informed about surveys conducted on the quality of education services?
- ❖ What measures were taken to ensure student participation in surveys?

***Substantiating evidence:***

- ✓ Published materials (screenshot or link).

**27.3. INDICATOR**

**The survey processes were organized on the principles of openness, equality, and impartiality.**

***Guiding questions:***

- ❖ How were the principles of openness, equality, and impartiality ensured in the survey processes?

***Substantiating evidence:***

- ✓ Information on the work done.

**27.4. INDICATOR**

**The results of the survey were analyzed by responsible executives, and suggestions and feedback on improving students' education services were regularly collected.**

***Guiding questions:***

- ❖ How were the responsible executors for analyzing the results of the survey determined, and what methods were used by them to conduct the analysis?

❖ How and with what frequency are students' suggestions and feedback on improving education services studied?

***Substantiating evidence:***

✓ Information on analytical survey results.

**27.5. INDICATOR**

**Analytical reports based on the survey results were prepared and submitted to the Pedagogical Council.**

***Guiding questions:***

❖ What issues were reflected in the analytical reports based on the survey results?

❖ In what order were the prepared analytical reports submitted to the Pedagogical Council?

***Substantiating evidence:***

✓ Analytical report;

✓ Extract from the minutes of the Pedagogical Council.

**27.6. INDICATOR**

**Measures were taken to improve education services based on the suggestions and feedback provided within the framework of the survey and the analytical reports prepared.**

***Guiding questions:***

❖ How were the suggestions and feedback expressed during the survey summarized?

❖ What practical measures have been identified to improve education services based on analytical reports?

***Substantiating evidence:***

✓ Action plan.

**27.7. INDICATOR**

**Information about the results of the survey and the changes made based on them is publicly posted on the website of the Secondary Specialized education institution and (or) on social networks.**

***Guiding questions:***

❖ In what form were the survey results published (website, social media, bulletin boards, etc.)?

❖ How often was information about changes made based on survey results published?

***Substantiating evidence:***

✓ Published materials (screenshot or link).

**CRITERION 28. Creation of conditions and mechanisms for substantiating socially vulnerable, disadvantaged, and gifted students**

**Note:** *The educational institution is assessed for its support for socially disadvantaged, disadvantaged, and talented students, and for the creation of equal and favorable conditions for their education.*

**28.1. INDICATOR**

**Mechanisms have been developed to identify and support (encourage) socially disadvantaged and talented students.**

***Guiding questions:***

❖ How were socially vulnerable, disadvantaged, and gifted students identified?  
❖ What procedures have been developed to support and encourage this category of students?

***Substantiating evidence:***

✓ Support mechanism (regulation, order, or guideline).

**28.2. INDICATOR**

**Lists of socially vulnerable, disabled, and gifted students have been formed and individual education trajectories have been developed for them.**

***Guiding questions:***

❖ How were lists of socially vulnerable, disabled, and gifted students formed?  
❖ What individual learning trajectories have been developed for these students?

***Substantiating evidence:***

✓ List of students in need of social protection, with disabilities, and gifted students.

**28.3. INDICATOR**

**Social assistance, psychological support, benefits, material and moral support services are available.**

***Guiding questions:***

❖ How were social assistance, psychological support, benefits, and material and moral support services organized?

***Substantiating evidence:***

✓ Information about services.

**28.4. INDICATOR**

**Inclusive education conditions (adapted rooms, special education and visual materials, books in Braille, special equipment and assistive technology) have been created for students with disabilities.**

***Guiding questions:***

- ❖ How were the needs of students with disabilities identified?
- ❖ What inclusive learning conditions were created for students?

***Substantiating evidence:***

- ✓ List of adapted rooms and equipment;
- ✓ Special education materials.

**28.5. INDICATOR**

**Conditions have been created for students to demonstrate their talents, and the principles of openness and transparency have been followed in selecting, guiding, and recognizing talented students.**

***Guiding questions:***

- ❖ What conditions are created for students to show their talents?
- ❖ How was the process of selecting, guiding, and recognizing gifted students carried out in accordance with the principles of openness and transparency?

***Substantiating evidence:***

- ✓ Procedure for identifying and encouraging gifted students.

**28.6. INDICATOR**

**The effectiveness of mechanisms for identifying and guiding students in need of social protection, with disabilities, and gifted students has been monitored and these mechanisms have been improved.**

***Guiding questions:***

- ❖ How has the effectiveness of mechanisms for identifying and guiding socially vulnerable, disadvantaged, and gifted students been monitored?
- ❖ How have these mechanisms been improved based on monitoring results?

***Substantiating evidence:***

- ✓ Monitoring information.

**CRITERION 29. Effectiveness of work with youth, implementation of measures aimed at preventing offenses and crimes**

***Note:** The current state of ensuring the legal, spiritual and social development of young people, protecting them from delinquency and crime, as well as conducting preventive measures and effective mechanisms in this area will be assessed.*

**29.1. INDICATOR**

**A unit for youth work, crime prevention and crime prevention has been established or a responsible officer(s) has been assigned, and an action plan has been developed for these issues**

***Guiding questions:***

- ❖ How are the departments or responsible personnel for youth work, delinquency and crime prevention appointed?
- ❖ What issues are identified in the action plan for working with youth, preventing delinquency and crime?

***Substantiating evidence:***

- ✓ Order of the unit or responsible officer(s);
- ✓ Action plan.

**29.2. INDICATOR**

**In accordance with the action plan, education conversations, preventive meetings, roundtable discussions, and psychological training were held with students.**

***Guiding questions:***

- ❖ What education conversations, preventive meetings, roundtable discussions, and psychological trainings were held with students in accordance with the action plan?

***Substantiating evidence:***

- ✓ Action plan.

**29.3. INDICATOR**

**The effectiveness of the action plan was monitored, problematic situations were identified, and additional measures were taken to eliminate them.**

***Guiding questions:***

- ❖ How was the effectiveness of the action plan monitored?
- ❖ How were the causes of the problematic situations identified during the monitoring process analyzed?
- ❖ What measures have been taken to address the problems identified based on the analysis?

***Substantiating evidence:***

- ✓ Information on the implementation of the measures taken.

**29.4. INDICATOR**

**Preventive measures were implemented with law enforcement agencies, members of the "Neighborhood Seven" and other partner institutions.**

***Guiding questions:***

- ❖ What preventive measures have been organized with law enforcement agencies, members of the "Neighborhood Seven," and other partner institutions?

***Substantiating evidence:***

- ✓ Information about events (photo or video).

**29.5. INDICATOR**

**Individual preventive work with delinquent or socially dangerous students has been carried out and documented.**

***Guiding questions:***

- ❖ How are delinquent or socially dangerous students identified?
- ❖ What documents are used to document the individual preventive work carried out with these students?

***Substantiating evidence:***

- ✓ Information on preventive measures.

**29.6. INDICATOR**

**Work has been initiated to promote a healthy lifestyle among young people, organize their free time meaningfully through sports competitions and cultural and education events.**

***Guiding questions:***

- ❖ What sports competitions and cultural and education events were organized to promote a healthy lifestyle among young people?
- ❖ How often were the competitions and events held?

***Substantiating evidence:***

- ✓ Event schedule;
- ✓ Competition and selection protocols.

**CRITERION 30. Existence of a procedure for protecting students' rights and reviewing their complaints**

*Note: The mechanism for protecting the rights and interests of students and for handling their complaints fairly, openly, and in a timely manner is evaluated.*

**30.1. INDICATOR**

**Internal documents on protecting students' rights and considering their applications and complaints have been approved.**

***Guiding questions:***

- ❖ What internal documents have been developed to protect students' rights and consider their applications and complaints?
- ❖ How was the process of receiving, registering, reviewing, and responding to applications and complaints organized?

***Substantiating evidence:***

- ✓ Register of applications.

**30.2. INDICATOR**

**A structural unit for reviewing applications and complaints has been established and (or) responsible executives have been identified, as well as reports on their activities have been kept.**

***Guiding questions:***

- ❖ How were the structural units or responsible executives for reviewing applications and complaints determined?
- ❖ How was the activity of the responsible unit or performers monitored and reports generated?

***Substantiating evidence:***

- ✓ Order of the unit or responsible officer(s);
- ✓ Activity report.

**30.3. INDICATOR**

**Applications and complaints were accepted in convenient conditions for students and through forms that suit their needs (boxes, online form, psychologist, responsible person, hotline, or others).**

***Guiding questions:***

❖ What conditions were created for students when receiving applications and complaints?

❖ What forms of receiving student applications and complaints have been introduced?

***Substantiating evidence:***

- ✓ Photo and video evidence;
- ✓ Links for online applications and complaints.

**30.4. INDICATOR**

**A list of applications and complaints is maintained, deadlines for their consideration are set, and review processes are documented.**

***Guiding questions:***

❖ How was the list of applications and complaints received from students maintained?

❖ How were the deadlines for considering applications and complaints set, and how is compliance with these deadlines monitored?

❖ How were the results of reviewing applications and complaints formalized?

***Substantiating evidence:***

- ✓ List of applications and complaints;
- ✓ Minutes or protocol.

**30.5. INDICATOR**

**The processes for reviewing applications and complaints were carried out based on the principles of openness, accountability, and avoidance of conflicts of interest.**

***Guiding questions:***

❖ How were the principles of openness and accountability ensured in the process of considering applications and complaints?

❖ What measures have been taken to avoid conflicts of interest?

***Substantiating evidence:***

- ✓ Published materials (screenshot or link);
- ✓ Information on measures.

**30.6. INDICATOR**

Based on the analysis of applications and complaints, an action plan to improve the system for protecting students' rights has been developed and implemented.

**Guiding questions:**

- ❖ What action plan has been developed to improve the system for protecting students' rights based on the analysis of applications and complaints?
- ❖ What work has been done to ensure the implementation of the action plan?

**Substantiating evidence:**

- ✓ Action plan;
- ✓ Report on the implementation of the action plan.

**VII. AREA OF MATERIAL AND TECHNICAL RESOURCES**

*Note: In order to ensure the efficiency, safety and quality of the educational process, a system for regular updating and maintenance of existing buildings, classrooms and laboratories, ICT, and library funds is assessed.*

**CRITERION 31. Provision of the necessary buildings and structures, modern material and technical base, reagents and software in accordance with the student contingent to organize the educational process based on the nature of the education field\***

*Note: To effectively organize the educational process in an educational institution, the sufficiency of the necessary buildings and structures, material and technical base, reagents, and software, and their suitability for the number of students, are studied based on the nature of the education field.*

**31.1. INDICATOR**

**There are buildings and structures, classrooms and laboratories suitable for the student contingent and education programs\***

**Guiding questions:**

- ❖ How were buildings and facilities adapted to the student population?
- ❖ How was the adequacy of classrooms and laboratories to the content and scope of education programs ensured?

**Substantiating evidence:**

- ✓ Educational institution passport;
- ✓ Passport of classrooms and laboratories;
- ✓ Inventory documents.

**31.2. INDICATOR**

The necessary material and technical base for laboratory exercises, reagents, raw materials and fuels and lubricants, reagents, equipment, and tools are in working condition and stored in compliance with safety requirements.

***Guiding questions:***

- ❖ What was the condition of the necessary material and technical base, equipment, and tools for laboratory training?
- ❖ How were the reagents, raw materials, fuels, and lubricants needed for laboratory activities stored?

***Substantiating evidence:***

- ✓ Raw materials and/or list of fuels and lubricants;
- ✓ Storage and security act.

**31.3. INDICATOR**

Software, simulators, training platforms, and computer equipment that were compatible with the learning process are in working condition.

***Guiding questions:***

- ❖ On what basis were software, simulators, learning platforms, and computer techniques selected for which subjects?
- ❖ How was the functionality of software, simulators, training platforms, and computer equipment monitored?

***Substantiating evidence:***

- ✓ List of software, platforms, and simulators;
- ✓ Inventory documents for computer equipment.

**31.4. INDICATOR**

Regular monitoring of the state of the material and technical base was carried out, and measures were taken to eliminate the problems and shortcomings identified based on the monitoring results.

***Guiding questions:***

- ❖ What monitoring was conducted to assess the state of the material and technical base?
- ❖ What measures have been taken to address the problems and shortcomings identified in the monitoring results?
- ❖ How were the measures taken implemented?

***Substantiating evidence:***

- ✓ Monitoring information;
- ✓ Action plan;
- ✓ Information on the implementation of measures.

**31.5. INDICATOR**

**Measures have been taken to update existing equipment, tools, and laboratory resources in accordance with the student contingent and education programs.**

***Guiding questions:***

- ❖ How has the need for updating equipment, tools, and laboratory resources been identified in accordance with the education formats, student contingent, and education programs?
- ❖ What measures have been taken to upgrade equipment and laboratory resources?

***Substantiating evidence:***

- ✓ Action plan;
- ✓ Information on the implementation of the action plan.

**CRITERION 32. The information resource center (library) (hereinafter referred to as the IRC) is provided with education and fiction literature, information and communication tools appropriate to the student contingent, and has a reading room and an electronic library\***

*Note: The provision of textbooks and education literature in accordance with the education program of the IRC, the availability of computer equipment, and the creation of a study hall and free access to the electronic library for students and teachers were evaluated.*

**32.1. INDICATOR**

**The IRC has textbooks, education and fiction literature suitable for the student contingent\***

***Guiding questions:***

- ❖ How was the need for textbooks, education and fiction literature appropriate for the student contingent at the ARC determined?
- ❖ How were textbooks, education and fiction literature provided based on identified needs?

***Substantiating evidence:***

- ✓ List of literature in the IRC.

**32.2. INDICATOR**

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

***Guiding questions:***

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

***Substantiating evidence:***

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

**32.3. INDICATOR**

**The IRC has created a reading room, access to an electronic library, and access to the Internet.**

***Guiding questions:***

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

***Substantiating evidence:***

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

**32.4. INDICATOR**

**The information and library collection of the electronic library includes textbooks, education literature, a collection of teaching materials, electronic education resources, and multimedia content in digital format.**

***Guiding questions:***

- ❖ How was the digital placement of textbooks, education literature, and teaching materials in the library collection implemented?

***Substantiating evidence:***

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

**32.5. INDICATOR**

The procedure for using ICT and electronic education resources was convenient and open, and free access to the electronic database is provided.

***Guiding questions:***

- ❖ How was the use of ICT and e-learning resources organized?
- ❖ What technical and institutional measures have been taken to ensure free access to the electronic database?

***Substantiating evidence:***

- ✓ Procedure for using the ICT (instructions).

**32.6. INDICATOR**

Monitoring and user statistics on the effectiveness of using ICT services were conducted and analyzed.

***Guiding questions:***

- ❖ How was monitoring conducted to assess the effectiveness of using IRC services?
- ❖ How were user statistics maintained?
- ❖ How was the effectiveness of using ARM services ensured based on monitoring and statistical data?

***Substantiating evidence:***

- ✓ Usage statistics or reports.

**32.7. INDICATOR**

The results of the IRC's activities were regularly discussed at the pedagogical council, and action plans were developed, implemented, and reported on to improve the IRC's activities and provide it with the necessary education, methodological, and financial resources.

***Guiding questions:***

- ❖ How often were the results of the IRC's activities discussed at the pedagogical council?
- ❖ What action plan has been developed to improve the activities of the IRC and provide it with the necessary education, methodological and financial resources?
- ❖ What reports were kept on the implementation of the action plan and the effectiveness of the IRC's activities?

***Substantiating evidence:***

- ✓ Action plan;

- ✓ Extract from the minutes of the council;
- ✓ Information on the activities of the ICT.

### 32.8. INDICATOR

**The library collection is regularly updated.**

***Guiding questions:***

- ❖ How often was the library collection updated?

***Substantiating evidence:***

- ✓ Information on updated fund.

## **CRITERION 33. Adaptation of buildings and equipment for inclusive education, availability of special education materials, and access to information and communication technologies**

***Note:*** *The educational institution assesses whether buildings, rooms, and equipment were adapted to the needs of persons with disabilities (students), special education materials have been prepared, and ICT was provided for their effective use.*

### 33.1. INDICATOR

**The buildings and classrooms of a Secondary Specialized education institution, including corridors, ramps, doors and sanitary facilities (toilets), were adapted for persons (students) with disabilities.**

***Guiding questions:***

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

***Substantiating evidence:***

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

### 33.2. INDICATOR

**Special education materials (Braille books, visual aids), special equipment, and assistive technology are available for education programs.**

***Guiding questions:***

- ❖ How was the need for special education materials, special equipment, and assistive technology tools for students with disabilities determined?

❖ How were special education materials, special equipment, and assistive technology tools provided based on identified needs?

***Substantiating evidence:***

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

**33.3. INDICATOR**

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

***Guiding questions:***

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

***Substantiating evidence:***

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

**33.4. INDICATOR**

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

***Guiding questions:***

❖ How was capacity building for educators and psychologists in inclusive education methodologies organized?

***Substantiating evidence:***

- ✓ Information on capacity building for educators and psychologists.

**33.5. INDICATOR**

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

***Guiding questions:***

❖ How was the system of providing pedagogical and psychological support to students in the process of inclusive education organized?

***Substantiating evidence:***

- ✓ Approved procedure.

**33.6. INDICATOR**

**Monitoring of the implementation and effectiveness of inclusive education conditions was carried out**

**Guiding questions:**

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

**Substantiating evidence:**

✓ Monitoring data.

**CRITERION 34. All classrooms and laboratories are equipped with appropriate safety equipment and are equipped to meet education needs.**

*Note: In all classrooms and laboratories in the educational institution, the equipment was placed in accordance with the requirements of the educational process and safety rules, and the requirements for labor protection and sanitation were observed when using it.*

**34.1. INDICATOR**

**The location of equipment and tools in classrooms and laboratories is consistent with the content of training sessions and practical processes.**

**Guiding questions:**

❖ How was the location of equipment and tools in classrooms and laboratories consistent with the content of training sessions and practical processes?

**Substantiating evidence:**

✓ Compatibility information (certificate).

**34.2. INDICATOR**

**Equipment in classrooms and laboratories is placed in accordance with labor protection, technical and fire safety rules, as well as sanitary rules, norms and hygiene standards.**

**Guiding questions:**

❖ How was the compliance of existing equipment and tools in classrooms and laboratories with labor protection, technical and fire safety requirements ensured?

❖ How were sanitary rules, norms, and hygiene standards enforced in classrooms and laboratories?

**Substantiating evidence:**

✓ Room passport;

✓ Instructions for using study and laboratory rooms.

**34.3. INDICATOR**

**Free movement is ensured in classrooms and laboratories, and emergency evacuation routes are marked.**

***Guiding questions:***

- ❖ How was free movement of students and staff ensured in classrooms and laboratories?
- ❖ How were evacuation routes marked in case of emergency?

***Substantiating evidence:***

- ✓ Photo evidence of evacuation plans and signs.

**34.4. INDICATOR**

**The placement of equipment and tools takes into account the age characteristics and physical capabilities of students, as well as the types of training.**

***Guiding questions:***

- ❖ How were the age characteristics and physical capabilities of students taken into account when placing equipment and tools?
- ❖ How was the equipment layout adapted for the types of training?

***Substantiating evidence:***

- ✓ Equipment and tools location certificate.

**34.5. INDICATOR**

**The location of equipment and tools in classrooms and laboratories is consistent with the content of training sessions and practical processes.**

***Guiding questions:***

- ❖ How were the equipment and tools placed in classrooms and laboratories adapted to the content and practical processes of training sessions?

***Substantiating evidence:***

- ✓ A list of equipment and tools placed in classrooms and laboratories.

**CRITERION 35. Classrooms are equipped with information and communication technologies and a digital learning environment is created**

***Note:*** The level of ICT equipment in classrooms, the use of technical means to digitize the educational process, and the creation of a digital learning environment are assessed.

**35.1. INDICATOR**

**Classrooms are equipped with ICT tools (computers, electronic boards, projectors, etc.)**

***Guiding questions:***

- ❖ How were classrooms equipped with ICT tools?

***Substantiating evidence:***

- ✓ Inventory list of ICT tools.

### **35.2. INDICATOR**

**The internet, Wi-Fi zones, and local networks necessary to create a digital learning environment are stable (in working condition)**

***Guiding questions:***

- ❖ How was the educational institution equipped with the Internet, Wi-Fi zones, and local networks?
- ❖ How was the uninterrupted operation of the Internet network, Wi-Fi zones, and local networks monitored?

***Substantiating evidence:***

- ✓ Data from quality monitoring or speed tests;
- ✓ Internet use agreement.

### **35.3. INDICATOR**

**Teachers and students have access to electronic platforms**

***Guiding questions:***

- ❖ What types of electronic platforms were used by educators and students?
- ❖ How was the use of electronic platforms organized for educators and students?

***Substantiating evidence:***

- ✓ Link or screenshot from platforms;
- ✓ Platform user statistics.

### **35.4. INDICATOR**

**Security techniques and procedures for using ICT tools have been developed**

***Guiding questions:***

- ❖ How were security techniques and procedures for using ICT tools developed?
- ❖ How were the developed safety rules communicated to educators and students?

***Substantiating evidence:***

- ✓ Safety guide.

**35.5. INDICATOR**

**Monitoring of the condition of ICT equipment, maintenance, updating and repair work carried out**

***Guiding questions:***

- ❖ How frequently was monitoring of the technical condition of ICT equipment carried out?
- ❖ According to the monitoring results, how was the maintenance, upgrade, and repair of ICT equipment organized?

***Substantiating evidence:***

- ✓ Repair and maintenance records.

**35.6. INDICATOR**

**Analyses were conducted on the effectiveness of using the digital learning environment and a plan of measures was developed to improve the learning process.**

***Guiding questions:***

- ❖ What analyses have been conducted to assess the effectiveness of using digital learning environments?
- ❖ What issues were included in the action plan developed to address the problems and shortcomings identified in the educational process as a result of the analysis?
- ❖ What work has been done to ensure the implementation of the action plan?

***Substantiating evidence:***

- ✓ Information on the implementation of the action plan.

**CRITERION 36. Availability of a cafeteria/kitchen, seating, and sports fields in the educational institution appropriate for the student contingent**

***Note:*** *The availability of a cafeteria/kitchen, recreation areas, and sports fields, their capacity, and the ability to ensure that students receive education in a healthy and safe environment are assessed in accordance with the number and needs of the student contingent in the educational institution.*

**36.1. INDICATOR**

The Secondary Specialized education institution has a cafeteria (kitchen) in accordance with the student contingent and is operated in accordance with sanitary rules, norms and hygiene standards, as well as recommendations for healthy eating and a rational menu in the cafeteria (kitchen).

***Guiding questions:***

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

***Substantiating evidence:***

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

**36.2. INDICATOR**

**There are seats (patios) and shaded areas for relaxation.**

***Guiding questions:***

- ❖ What conditions are created for relaxation (seats and shaded areas)?

***Substantiating evidence:***

- ✓ Recreation areas (photo evidence).

**36.3. INDICATOR**

The Secondary Specialized education institution has a gym, sports field(s), and recreation facilities for physical education and sports, depending on the student contingent.

***Guiding questions:***

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

***Substantiating evidence:***

- ✓ Gym or playgrounds (photo evidence).

**36.4. INDICATOR**

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

***Guiding questions:***

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

❖ What work has been done to ensure the technical condition of their equipment?

***Substantiating evidence:***

✓ Equipment inventory list.

**36.5. INDICATOR**

**The Secondary Specialized education institution has a well-equipped activity hall.**

❖ ***Guiding questions:***

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

❖ What equipment is provided in the activity hall?

***Substantiating evidence:***

✓ List of equipment for the activity hall (inventory);

✓ Safety certificate (permit).

## CONCLUSION ON SELF-ASSESSMENT RESULTS

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

**For example:** The institutional and managerial activities of the educational institution, the quality of education, student activities, the educational process, human resources, student support, and material and technical support are comprehensively assessed based on state education standards and accreditation criteria.

Strengths identified in the educational institution (program) are the clarity of education outcomes, labor market orientation, cooperation with employers, international relations, graduate employment, and the potential of educators.

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

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

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

The most important areas of improvement, priority measures, and short- and medium-term changes that serve to ensure the quality of education, material and technical base, and plans for improving education programs and the educational process in an educational institution are clearly defined.

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

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

**SAMPLE TABLES FOR SELF-ASSESSMENT REPORT FOR INSTITUTIONAL STATE ACCREDITATION**

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

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

"I APPROVE"

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on institutional state accreditation of an educational institution

# SELF-ASSESSMENT REPORT

Area-20\_-y.

1-sample table:

"I APPROVE"

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Full name

" \_\_\_ " \_\_\_\_\_ 2026.

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

T/r	FULL NAME	Position
1.		
2.		
...		

Sample table 2:

**General information about the educational institution  
INFORMATION**

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

**Mission of the educational institution**

**Educational institution's views**

**Strategic goals of the educational institution:**

<b>T/r</b>	<b>Strategic goals</b>	<b>Main tasks</b>	<b>Plan until 2030 (numbers /percentages)</b>	<b>Current status(numbers /percentages)</b>
1.				
2.				
3.				
...				

3- sample table:

**INFORMATION about educational institutions' education buildings and student accommodation**

T/r	Building name	Existing education buildings		Coefficient	Existing student accommodation		Coefficient
		<i>number</i>	<i>power</i>		<i>number</i>	<i>power</i>	
1							
2							
3							
...							

4- sample table:

**About current education programs  
INFORMATION**

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

Sample table 5:

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

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

Sample table 6:

**About the student contingent  
INFORMATION**

By forms of education	Total number of students	From this				Number of local and international students	
		1st year	Num. of girls	2nd year	Num. of girls	Local	Foreign
Full time							
Joint program							
<b>Total:</b>							

Sample table 7:

**About graduates from the last 3 years  
INFORMATION**

Academic year	Total number of graduates	Number of enrolled students in HE	From this		Total enrolled students in HE (in percent)
			Number of enrolled students to the supervising HE	Number of enrolled students to other HE	

Sample table 8:

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

Num.	Program code	Program name	Approved admission plan	Number of enrolled students	Fulfillment of admission plan in percentage (%)
20__-20__ academic year					
1.					
2.					
	.....				
20__-20__ academic year					
1.					
2.					
	.....				
20__-20__ academic year					
1.					
2.					
	.....				

Sample table 9:

**About the teaching staff  
INFORMATION**

Num	Full name of teachers	Year of birth	Employment position	Name of the graduate	Year of graduation from HE	Diploma specialization	Qualification category	Academic degree/title	Advanced training in the last 3 years		Teaching subjects
									In the republic	Abroad	
1	2	3	4	5	6	7	8	9	10	11	12
	Main staff (including internal substitute)										
1.											
2.											
	.....										
	External substitute										
1.											
2.											
	...										

Sample table 10:

**INFORMATION**  
**on learning materials and electronic resources available**  
**in information resource centers**

Num	Program name	Program code	Learning materials		
			Name	Number (piece)	Availability in electronic form
1.					
2.					
...					

Sample table 11:

**INFORMATION**  
**on the buildings and structures of the educational institution**

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

Sample table 12:

**PLAN**  
of measures to improve the quality of education

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

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

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

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









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