



**NATIONAL QUALITY ASSURANCE
AGENCY FOR EDUCATION**

UNDER THE ADMINISTRATION OF THE PRESIDENT
OF THE REPUBLIC OF UZBEKISTAN

MANUAL

FOR PREPARATION FOR

**SPECIAL
STATE ACCREDITATION
OF EDUCATIONAL PROGRAMS
FOR RETRAINING AND ADVANCED
TRAINING OF PERSONNEL**



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NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION
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MANUAL
for preparation for
SPECIAL STATE ACCREDITATION
of Educational Programs for Retraining
and Advanced Training of Personnel

This Manual is an official methodological document developed by the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan. It serves as a normative and methodological guide for state and non-state organizations providing retraining and professional development programs for personnel operating within the Republic of Uzbekistan, regardless of their departmental affiliation or organizational-legal form. Organizations should use it to organize internal self-assessment effectively for the special state accreditation of advanced training and retraining educational programs.

The Manual contains theoretical and practical recommendations. It aims to assess the compliance of current and newly implemented advanced training and retraining educational programs with state educational standards and special state accreditation criteria. It also provides guidance for improving these educational programs, enhancing their quality, and aligning them with international standards.

The Manual details the procedure for conducting an analysis for each assessment area, criterion, and indicator established for the special state accreditation of advanced training and retraining programs. It explains how to compile necessary information, identify relevant evidence, and prepare the supporting documents that substantiate the assessment results.

This Manual serves as a practical and methodological guide for heads of retraining and advanced training organizations, staff of quality assurance units, and pedagogical staff. It is designed to assist them in preparing for the special state accreditation of educational programs.

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List of Abbreviations

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

INTRODUCTION

This Manual was developed based on the tasks set out in the Regulation "On the Procedure for Comprehensive and Special State Accreditation of Organizations of Secondary Specialized, Vocational, Higher and Postgraduate Education, as well as Retraining and Advanced Training of Personnel." This regulation was approved by Presidential Decree No. UP-76 of May 5, 2025, "On Additional Measures to Ensure the Quality of Education and Improve the System of Providing Educational Services," and Appendix 1 to Cabinet of Ministers Resolution No. 498 of August 6, 2025, "On Introducing the System of Comprehensive and Special State Accreditation of Organizations of Secondary Specialized, Vocational, Higher and Postgraduate Education, as well as Retraining and Advanced Training of Personnel." The purpose of this Manual is to provide methodological support to educational organizations to effectively organize internal self-assessment for the special state accreditation of educational programs.

The Manual helps educational organizations effectively organize their internal self-assessment process in preparation for the special state accreditation of educational programs.

The Manual also guides users in providing the necessary information based on the indicators approved by Order of the Director of the National Agency for Quality Assurance in Education under the Administration of the President of the Republic of Uzbekistan, No. 8 of December 22, 2025, "On Approval of Indicators for Assessment Criteria in Comprehensive and Special State Accreditation of Organizations for Retraining and Advanced Training of Personnel" (registration number 3747).

The Manual offers methodological support to educational organizations by helping them organize the special state accreditation process for educational programs based on uniform requirements, clearly defining assessment areas, criteria, and necessary documents, assisting in correctly preparing the internal self-assessment report, guiding the collection of supporting documents, and facilitating effective preparation for the external assessment process.

Following the uniform instructions for preparing the internal self-assessment report will increase the efficiency of both educational organizations and the expert commissions conducting external assessments, simplifying the overall assessment process.

The main goal of the internal assessment process is to conduct a comprehensive and in-depth analysis of the relevant educational programs. This

helps identify shortcomings and creates a basis for improving the program's effectiveness in the future.

During the internal assessment, the educational organization studies its educational programs using an analytical and critical approach.

The internal self-assessment report takes the form of an analytical document. It consists of sections and chapters structured according to the relevant assessment areas and criteria.

The quantitative indicators included in the internal self-assessment report supplement the qualitative analysis of the results from the educational organization's internal assessment.

Expert commissions use the internal self-assessment report for according to the established requirement as a primary source of information during the external assessment. It helps them obtain complete information and assess the quality of the program.

A working group may be formed to prepare the internal self-assessment report. This group should include representatives from the educational organization's administration, educators, learners, as well as employers and/or social partners.

When preparing the internal self-assessment report, you must follow these requirements:

- Structure the report according to the sequence established in this Manual.
- Provide clear, understandable, and well-argued justifications for each piece of information.
- Strictly adhere to the norms of the state language and grammar.
- Use legal and academic terminology correctly.
- Clearly indicate future plans, projects, and expected results.
- Include brief, accurate, and fact-based information for each assessment criterion.

KEY CONCEPTS AND TERMS

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

Furthermore, the internal self-assessment report for special state accreditation is prepared using the concepts and terms defined in the regulation approved by Appendix 1 to the Cabinet of Ministers Resolution No. 498 of August 6, 2025, and in this Manual.

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

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

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

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

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

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

Educational organization – organizations providing retraining and professional development of personnel.

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

PROCEDURE FOR SUBMITTING AN APPLICATION FOR SPECIAL STATE ACCREDITATION

Applications for special state accreditation are accepted electronically through the Agency's information system for state accreditation and ranking of educational organizations at www.accreditation.nqaae.uz.

Applications for special state accreditation of educational programs for the next academic year are accepted annually **from October 1st until January 31st of the following year**.

Outside of these dates, special state accreditation may be conducted based on the educational organization's application. This will be subject to the terms of a contract concluded with the Agency and an increased fee.

Preparation of the accreditation application, submitting additional documents, and their review follow the procedure established by the Regulation on the Procedure for Comprehensive and Special State Accreditation of Organizations of Secondary Specialized, Vocational, Higher and Postgraduate Education, as well as Retraining and Advanced Training of Personnel, approved by Appendix 1 to Cabinet of Ministers Resolution No. 498 of August 6, 2025.

During the special state accreditation of educational programs, the legal representative of the educational organization or the applicant is responsible for submitting the application according to the established requirement, paying the fees within the specified deadlines, formalizing the contract between the Agency and the educational organization, providing, within the established deadlines, the information necessary for the decision-making of the expert commission (during an on-site visit) and the Accreditation Commission.

PREPARATION OF THE INTERNAL SELF-ASSESSMENT REPORT

The internal self-assessment report is the main quality assessment document. It identifies specific measures for analyzing and improving the actual state of the educational program based on evidence and accreditation criteria. The information in this report is used by expert commissions during the external assessment of educational programs.

The purpose of the internal self-assessment report is to assess the educational program's compliance with state educational standards and accreditation criteria, identify the program's strengths and areas needing improvement, form evidence-based conclusions and proposals aimed at continuously improving education quality, prepare a reliable evidence base for special state accreditation.

To ensure strict compliance with accreditation areas, criteria, and indicators, the internal report must align with the structure of the current special state accreditation assessment areas, criteria, and indicators.

For each indicator, the report must clearly describe:

- the current situation;
- the supporting evidence;
- a conclusion;
- the measures for improvement.

IMPORTANT!!!

When preparing the internal self-assessment report correctly, you must use the section of this Manual titled “Areas, Criteria, and Indicators for Evaluating Retraining and Advanced Training Educational Programs”. For each indicator, use the recommended questions and the list of supporting evidence (documents) to enter accurate and well-founded information.

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

The internal report will not be accepted if it contains unsubstantiated, general statements.

If an internal report is not accepted and is returned to the educational organization, the organization must resubmit it within 10 days.

The head of the educational organization must ensure that each assessment conclusion is supported by analysis of official documents, data (statistics), reports,

orders, decisions, surveys, and feedback. The head must sign each page, verifying that it is evidence-based.

To ensure the report's reliability and critical approach, it must reflect the real situation. It should avoid artificially “high ratings”, openly and clearly indicate shortcomings, analyze their causes, and propose specific solutions.

Learning outcomes must be precise, measurable, and verifiable. The report should analyze their connection to professional standards and labor market needs. It should also include data on graduate employment, internships, and dual training results.

To increase the relevance of the information in the report, the organization should consider the opinions of learners, educators, employers, graduates, and other stakeholders.

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

OVERVIEW OF THE INTERNAL SELF-ASSESSMENT REPORT

The Agency establishes expert commissions for the external assessment of education quality. These commissions are formed considering the specific features of the fields of education and specializations.

Expert commissions consist of pedagogical and management staff from educational organizations, leading researchers from scientific research institutes, responsible officials from republican and local executive authorities, specialists from relevant industrial organizations, representatives of non-governmental non-profit organizations, learners. Foreign experts may also be included in the expert commissions.

The tasks of the expert commission are to:

- examine the data obtained from the internal assessment and conduct the external assessment;

- assess the compliance of the quality and content of education in the educational organization with state educational standards (requirements), accreditation criteria, and educational programs, as well as evaluate the quality and effectiveness of the educational services provided;

- propose measures to improve the quality of education and enhance educational services, and prepare and submit a report on the external assessment results to the Accreditation Commission.

The internal self-assessment report should follow **the template provided in the Appendix to this Manual**.

The educational organization must submit the report, along with related materials, to the Agency **at least one month before** the start of the external assessment. Submissions should be in electronic and/or paper form.

Expert commissions study the internal self-assessment report and use it during the external assessment process. The special state accreditation of an educational program involves an on-site visit by the expert commission, lasting **no more than five working days**.

If the external assessment process reveals inaccurate information in the internal self-assessment report, or if documents are not submitted on time or shortcomings are not corrected, this serves as grounds for refusing state accreditation.

The expert commission prepares a preliminary report based on the external assessment results **within fifteen working days** and submits it to the educational organization through the Agency.

The educational organization has **three working days** to officially submit substantiated proposals and objections regarding the preliminary report to the Agency. The expert commission then has **three working days** to prepare the final report based on these proposals and objections.

For special state accreditation, the expert commission prepares a separate report for each educational program.

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

CALCULATION OF RESULTS BY ASSESSMENT, AREA, CRITERIA, AND INDICATORS

Assessment criteria consist of mandatory and general indicators. They are assessed as “compliant” or “non-compliant”.

If a mandatory indicator (one of the mandatory indicators) within a criterion is found to be “non-compliant”, that entire criterion is assessed as “non-compliant”, regardless of the overall result for the other indicators.

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

External assessment criteria are determined based on mandatory and general indicators **in the following order for retraining and advanced training educational programs**:

60 percent or more of the indicators are assessed as “compliant” — the criterion is “compliant”;

50 to 60 percent of the indicators are assessed as “compliant” — the criterion is “partially compliant”;

less than 50% of the indicators are assessed as “compliant” — the criterion is “non-compliant”.

If a mandatory indicator present in the criterion (one of the mandatory indicators) is found to be “non-compliant”, that criterion is assessed as “non-compliant”, regardless of the overall result.

The expert commission assesses the educational program for each assessment area.

Each assessment area is recognized as “compliant” or “non-compliant”. An assessment area is assessed as “compliant” only when the following conditions are met:

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

If the accreditation commission recognizes each assessment area as “compliant”, it decides that the educational program “has passed state accreditation”. If any area is recognized as “non-compliant”, it decides that the program “has not passed state accreditation”.

AREAS, CRITERIA, AND INDICATORS FOR EVALUATING RETRAINING AND ADVANCED TRAINING EDUCATIONAL PROGRAMS

The special state accreditation of retraining and advanced training educational programs uses **6 assessment areas**. These areas consist of **29 criteria** and **120 indicators** that describe them.

Special state accreditation applies to both newly created educational programs and existing ones. Therefore, certain criteria and indicators apply only to existing educational programs.

Chapter I. Area of Organizational, Managerial, and Quality Assurance

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

1. CRITERION: Ta'lim dasturini amalga oshirish bo'yicha tarkibiy tuzilma va uning samarali ishlash mexanizmlarining mavjudligi

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

INDICATOR 1.1

There are specific plans to provide the necessary material and technical base, financial and human resources for establishing the structural unit (institute, center, faculty, department, division) responsible for implementing the educational program*

Guiding questions:

- ❖ *What documents define the establishment of the structural unit and its tasks?*
- ❖ *What action plan is developed to provide the material and technical base for the structural unit?*
- ❖ *What is the procedure for allocating the necessary financial resources to the structural unit, and how is the financing plan for this process formed?*

Supporting document(s):

- ✓ *Documents on the establishment of the structural unit, department, or division*

- ✓ *Plan for providing material, technical, financial, and human resources*

INDICATOR 1.2

The powers, tasks, and functions of the structural unit focus on effective implementation of the educational program and are clearly defined in accordance with the goals set within the educational program.

Guiding questions:

- ❖ *How are the powers, tasks, and functions of the structural unit defined?*
- ❖ *How does the structural unit's activity contribute to the effective implementation of the educational program?*
- ❖ *What is the procedure for reviewing the alignment of the structural unit's powers and tasks with the educational program's goals?*

Supporting document(s):

- ✓ *Charter of the structural unit.*

INDICATOR 1.3

For effective implementation of the educational program, the structural unit is provided with material and technical base, financial and human resources, and work plans for the structural unit are developed**

Guiding questions:

- ❖ *Is there sufficient material and technical base (buildings, equipment, ICT tools) necessary for the structural unit's operation?*
- ❖ *What is the procedure for developing and approving the structural unit's work plans?*
- ❖ *How is the management and effective use of human resources monitored?*

Supporting document(s):

- ✓ *Work plan of the structural unit*
- ✓ *Information on material, technical, financial, and human resources*

INDICATOR 1.4

Mechanisms for continuous improvement of the educational program in accordance with labor market requirements and technological changes are established by the structural unit**

Guiding questions:

- ❖ *Is the educational program regularly analyzed based on labor market needs?*

- ❖ *Are employers and industry specialists involved in the process of improving the educational program?*
- ❖ *Are changes made to the curriculum documented and approved?*

Supporting document(s):

- ✓ *Annual work plan of the scientific-pedagogical (methodological) council or department*
- ✓ *Minutes and/or reports*

CRITERION 2: Existence of a three-year strategic development plan for advancement of the educational program and ensuring its financial sustainability

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

INDICATOR 2.1

The strategic development plan aligns with the retraining and advanced training organization's mission and strategy and is approved by the head of the educational organization

Guiding questions:

- ❖ *What criteria guide the development of the educational organization's strategic development plan, annual work plan, and financial plan (budget estimate)?*
- ❖ *What priority tasks for improving education quality indicators does the strategic plan identify?*
- ❖ *How does the organization monitor the use of financial resources?*

Supporting document(s):

- ✓ *Approved copy of the three-year strategic plan for the educational program*

2.2. INDICATOR

The strategic plan covers key areas including education quality, curriculum development, human resource development, digitalization, international cooperation, and financial sustainability

Guiding questions:

❖ *How does the plan address education quality, human resources, infrastructure, digitalization, international cooperation, and financial sustainability?*

❖ *Does the strategic plan include specific goals and measures aimed at improving education quality?*

❖ *Does the plan specify deadlines and responsible persons for each area?*

Supporting document(s):

✓ *Tables showing goals, objectives, and expected results for each area.*

INDICATOR 2.3

For each area of the strategic development plan, the document defines specific goals, objectives, implementation mechanisms, financial sources, responsible persons, and deadlines

Guiding questions:

❖ *How does the plan determine goals and objectives for each area?*

❖ *Are deadlines and responsible persons clearly indicated for each area?*

❖ *How does the organization monitor progress toward achieving these goals and objectives?*

Supporting document(s):

✓ *Roadmaps for each area*

✓ *Table of responsibilities and deadlines*

✓ *Information on material, technical, financial, and human resources*

✓ *Documents on financial sources including budgets, financial forecasts, and calculations*

INDICATOR 2.4

The organization establishes mechanisms for continuous monitoring of strategic plan implementation and takes corrective measures when needed**

Guiding questions:

❖ *What criteria determine the responsible persons for each task in the strategic plan?*

❖ *How does the organization monitor implementation of planned objectives within established deadlines?*

❖ *What measures does the organization develop to address identified deficiencies in plan implementation?*

Supporting document(s):

- ✓ *Results of internal monitoring on plan implementation (minutes, analysis, or conclusions)*
- ✓ *Decisions on updating or improving the plan (minutes of council or working group meetings)*

CRITERION 3: Existence of an internal quality assurance mechanism for the educational program and stakeholder participation in these processes

Note: *This criterion examines whether the educational program has an internal quality assurance mechanism, whether it functions effectively, and whether educators, learners, employers, and other stakeholders participate in these processes.*

INDICATOR 3.1

The educational program has an internal monitoring and quality assurance system in place, with regular monitoring conducted (annually/semi-annually)

Guiding questions:

- ❖ *What documents formalize the internal monitoring and quality assurance system for the educational program?*
- ❖ *What criteria guide the development of monitoring and assessing indicators?*
- ❖ *How does the organization make internal documents available to the public?*

Supporting document(s):

- ✓ *Internal quality assurance procedures and standards*
- ✓ *Order establishing the internal quality assurance structure and structural diagram*

INDICATOR 3.2

The organization regularly collects and analyzes feedback from faculty, employers, clients, industry experts, and learners, and uses the results to improve the educational program**

Guiding questions:

- ❖ *What documents establish the procedure for regular monitoring, analysis, and revision of the educational program?*
- ❖ *What data does the organization collect during monitoring and analysis, who participates, and what methods evaluate the results?*
- ❖ *What changes and additions does the organization make to the educational program based on analysis results?*

Supporting document(s):

- ✓ *Procedure for monitoring and reviewing the educational program (instructions or regulations)*
- ✓ *Documents prepared to improve the educational program based on stakeholder feedback*

INDICATOR 3.3

The organization publicly announces improved educational programs on its website and/or social media channels**

Guiding questions:

- ❖ *What mechanisms (surveys, dialogues, advisory councils, etc.) does the organization use to collect stakeholder feedback during educational program development and improvement?*
- ❖ *Does the organization publish training programs on its official website and social media?*

Supporting document(s):

- ✓ *Documents confirming public announcement of approved educational programs on the organization's website and/or social media*

CRITERION 4: Existence of a monitoring system for identifying labor market needs and education requirements

Note: *This criterion examines whether the organization has a monitoring system for identifying labor market needs and education requirements. It considers the system's organizational and methodological foundations, regularity of monitoring, cooperation with employers and industry organizations, and use of results to update educational programs and improve organizational management.*

INDICATOR 4.1

The organization introduces a system for regular study, forecasting, and analysis of labor market needs and education sector requirements

Guiding questions:

- ❖ *What documents define the procedure for collecting, analyzing, and monitoring data on the labor market, education needs, and recent research trends? What are the main stages of this process?*
- ❖ *What tasks and functions do structural units perform in collecting and analyzing this data?*
- ❖ *How does the organization use collected data to improve, update, or make decisions about educational programs?*

Supporting document(s):

- ✓ Documents prepared to study labor market and industry needs
- ✓ Internal reports confirming completion of monitoring and analysis work

INDICATOR 4.2

The monitoring process ensures systematic stakeholder participation**

Guiding questions:

- ❖ Are stakeholders (learners, employers, graduates, professors and lecturers) involved in the monitoring process?
- ❖ Are the views and suggestions of stakeholders regularly gathered (through surveys, meetings, discussions)?
- ❖ How are suggestions received from stakeholders systematically monitored?

Supporting document(s):

- ✓ Semi-annual or annual reports on labor market monitoring and analysis

INDICATOR 4.3

Based on the results of the analysis of the monitoring data, specific measures are identified and implemented to update the educational programs and bring their content into line with the requirements of the labour market.

Guiding questions:

- ❖ In what way is the collected data (on the labour market, educational needs and research trends) integrated into the process of planning and developing the curriculum?
- ❖ What changes or updates are made to the curriculum's objectives, content and learning outcomes based on this data?
- ❖ How is the effectiveness of the use of the collected data assessed?

Supporting document(s):

- ✓ Documents on improving educational programs based on monitoring results
- ✓ Report on work done to familiarize learners with labor market opportunities

INDICATOR 4.4

Based on the monitoring results, the organizational, managerial, and quality assurance directions are improved**

Guiding questions:

- ❖ *What is the procedure to review the results of analysis and monitoring, and to determine measures to improve the education quality?*
- ❖ *At what stages are these measures implemented, and who is responsible for their implementation?*
- ❖ *What documents are drawn up on the basis of the monitoring results to support organizational and managerial activities and ensure quality?*

Supporting document(s):

- ✓ *Report on analysis and monitoring results*
- ✓ *Documents on improving organizational, management, and quality assurance practices*

Chapter II. Area of Educational Programs

Note: *The educational program are developed in collaboration with industry experts, pedagogical staff, and employers. It aligns with the National Qualifications Framework, ensures continuity, applies andragogical approaches, uses practical cases, and undergoes regular monitoring and updates based on results.*

CRITERION 5: The educational program is developed in the prescribed manner with the participation of stakeholders. This includes defining the program's objectives and outcomes, and ensuring its alignment with labour market needs, state educational requirements and the requirements of the national qualifications framework.

Note: *In consultation with stakeholders, an assessment is carried out to determine whether the educational program has been developed in accordance with the established procedures, whether the program's objectives and expected outcomes are clearly defined, and whether the program's content meets the needs of the labour market, national educational requirements and the requirements of the National Qualifications Framework.*

INDICATOR 5.1

The working group includes employers, industry experts, pedagogical staff, and, where appropriate, learners

Guiding questions:

- ❖ *In what manner are surveys, interviews and discussions regarding educational programs conducted among participants?*
- ❖ *What aspects are highlighted in the surveys and discussions, and what data is collected?*

❖ *How are the suggestions and opinions received regarding the improvement of the educational program documented?*

Supporting document(s):

✓ *Documents confirming stakeholder participation (approved working group list, orders, and letters)*

INDICATOR 5.2

The educational program content aligns with state educational requirements, the National Qualifications Framework, relevant professional standards (qualification requirements), and labor market analysis*

Guiding questions:

❖ *Is the content of the educational program developed in accordance with national educational requirements, the national qualifications framework and the relevant professional standards (qualification requirements)?*

❖ *Is the alignment of the developed educational programs with labour market requirements analysed?*

❖ *What proposals and recommendations are put forward for improving and updating the educational programs?*

Supporting document(s):

✓ *Educational program (qualification requirements, curriculum, subject/module programs)*

INDICATOR 5.3

Relevant educational programs are approved in consultation with stakeholders. These programs clearly define their objectives, learning outcomes (competencies), and specific requirements for knowledge, skills, and qualifications

Guiding questions:

❖ *How are the relevant educational programs agreed upon with stakeholders?*

❖ *Do the educational programs specify particular requirements regarding their objectives and learning outcomes (competencies), knowledge, and skills?*

Supporting document(s):

✓ *Educational program (qualification requirements, curriculum, subject/module programs)*

INDICATOR 5.4

Decisions made regarding the development and revision of the curriculum, as well as minutes of discussions, are documented

Guiding questions:

- ❖ *What is the procedure for consulting with stakeholders matters relating to the development and revision of the curriculum?*
- ❖ *How are decisions, discussions and minutes relating to the curriculum documented?*
- ❖ *How is the implementation of decisions, discussions and minutes monitored?*

Supporting document(s):

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

INDICATOR 5.5

Basic information about the educational program (objectives, learning outcomes, admission requirements, study conditions) is publicly available to learners and stakeholders and is regularly updated**

Guiding questions:

- ❖ *What is the procedure for publishing key information about the educational program on official websites and social media?*
- ❖ *Is there a register of educational programs published on official websites and social media?*

Supporting document(s):

- ✓ *Register of open information resources and announcements about educational programs.*

CRITERION 6: The educational program is developed in line with the priorities of the national education system and international standards !

Note: *This criterion verifies whether the educational program is developed based on national education system priorities while considering international standards, best international practices, and modern competency requirements.*

INDICATOR 6.1

The content of the educational program is analysed for alignment with the priority areas of the national education system (the National Qualifications Framework) and the Sustainable Development Goals.

Guiding questions:

- ❖ *Are the priorities of the national education system (the national qualifications framework) taken into account when developing the curriculum?*
- ❖ *Is the curriculum's alignment with the Sustainable Development Goals analysed during its development?*
- ❖ *Is the approved curriculum made publicly available to the general public and stakeholders?*

Supporting document(s):

- ✓ *Analytical information on the educational program's compliance with national development strategies and sectoral state programs*

INDICATOR 6.2

The educational program incorporates advanced international experience (or international standards)

Guiding questions:

- ❖ *What best international practices are taken into account when developing the curriculum?*
- ❖ *How is the level of compliance of the developed curricula with international standards justified?*

Supporting document(s):

- ✓ *Analysis of development based on foreign experience or international standards*

INDICATOR 6.3

There is an official conclusion from foreign and/or domestic experts confirming that the educational program has been developed on the basis of best international practice

Guiding questions:

- ❖ *Are foreign and/or domestic experts consulted to obtain an opinion on educational programs developed on the basis of best international practice?*
- ❖ *Are there opinions from foreign and/or domestic experts on the educational programs developed?*

Supporting document(s):

- ✓ *Official conclusions or reviews from foreign experts or organizations*

CRITERION 7: The educational program ensures appropriate duration, module coherence, and continuity

Note: This criterion verifies that the educational program duration is justified, modules maintain logical sequence and continuity, and the educational process operates continuously.

INDICATOR 7.1

The educational program duration (total credits (hours), duration of study) is determined in accordance with the program's objectives and expected learning outcomes

Guiding questions:

- ❖ Does the educational program duration (qualification requirements, curriculum, subjects/modules) correspond to the program's objectives?
- ❖ Does the educational program duration align with expected learning outcomes?
- ❖ What measures does the organization develop to address identified deficiencies in educational programs?

Supporting document(s):

- ✓ Curriculum (qualification requirements, syllabus, subject (module) programs).

INDICATOR 7.2

The educational program ensures logical coherence and continuity between subjects (modules) and focuses on achieving expected learning outcomes upon program completion

Guiding questions:

- ❖ What criteria are used to ensure logical progression and coherence between subjects (modules) within the curriculum?
- ❖ How is the achievement of the expected learning outcomes assessed at the end of the course for each subject (module)?

Supporting document(s):

- ✓ Curriculum (qualification requirements, syllabus, subject (module) programs).

INDICATOR 7.3

The educational program ensures integration between practical and theoretical training across subjects (modules)

Guiding questions:

- ❖ How does the educational program integrate practical and theoretical training across subjects?

Supporting document(s):

- ✓ Curriculum, subject/module programs

INDICATOR 7.4

The types of classes (theoretical, practical, etc.) are determined in accordance with the content of the curriculum

Guiding questions:

- ❖ *Is the curriculum (theoretical, practical, etc.) developed in line with the content of the different types of classes?*

Supporting document(s):

- ✓ Curriculum (qualification requirements, syllabus, subject (module) programs).

CRITERION 8: Aligning educational content with contemporary andragogical approaches; developing modules based on case studies

Note: This criterion examines whether educational content is developed using modern andragogical approaches and whether modules are built around problem-based cases, practical tasks, and real work processes that consider adult learners' specific needs.

INDICATOR 8.1

The educational content is developed based on modern andragogic principles (the needs of adult learners, experiential learning, self-directed learning, motivational approach, etc.)

Guiding questions:

- ❖ *Is the educational content adapted to modern andragogic principles, i.e. the needs of older learners, experiential learning, self-directed learning, and other approaches?*
- ❖ *Is stakeholder and learners feedback on the educational content collected?*

Supporting document(s):

- ✓ Curriculum (qualification requirements, syllabus, subject (module) programs).

INDICATOR 8.2

Subjects (modules) are competency-oriented, practice-based, and designed for problem situations in a real work environment.

Guiding questions:

- ❖ *Is the content of the subjects (modules) directed toward the development of specific competencies?*
- ❖ *Is the module content designed based on practical activities?*
- ❖ *Are theoretical knowledge and practical exercises integrated?*

Supporting document(s):

- ✓ *Subject (module) programs*

INDICATOR 8.3

Problem cases, real-sector examples, and situational tasks from production are systematically used in the learning process**

Guiding questions:

- ❖ *Are problem-based cases regularly and systematically created in the educational process?*
- ❖ *Are situational tasks focused on solving specific professional problems?*
- ❖ *What is the procedure for discussing and approving the list of developed problem cases?*

Supporting document(s):

- ✓ *Educational methodological complexes and (or) manuals*

INDICATOR 8.4

The effectiveness of using case studies is being monitored**

Guiding questions:

- ❖ *Is the implementation and outcomes of problem-based case studies monitored on a regular basis?*
- ❖ *Are clear criteria and indicators being developed for monitoring purposes?*
- ❖ *How are changes made to the content of the case studies based on the monitoring results?*

Supporting document(s):

- ✓ *Monitoring and analysis plan with implementation reports or analytical materials*
- ✓ *Lesson observation and analysis documents*

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

Note: This criterion examines whether the organization systematically monitors existing educational programs and takes specific actions based on monitoring results to enhance educational process effectiveness and improve programs.

INDICATOR 9.1

Learners' academic performance in the subjects (modules) of the educational programs is continuously monitored**

Guiding questions:

- ❖ *What is the procedure for analyzing learners' achievement indicators by subject (module)?*
- ❖ *What measures are taken when pass rate falls below an acceptable level?*
- ❖ *Are monitoring results discussed at the board of the educational organization?*

Supporting document(s):

✓ *Internal regulatory documents establishing criteria and methods for assessing the effectiveness of educational programs*

INDICATOR 9.2

Based on the results of monitoring, measures are developed to improve the subjects (modules) of educational programs**

Guiding questions:

- ❖ *Are there internal document(s) that define the monitoring and analysis processes for the training program?*
- ❖ *How often is monitoring and analysis carried out, and by whom?*
- ❖ *Are measures determined based on the results of the analysis to address identified shortcomings and opportunities for improvement?*

Supporting document(s):

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

INDICATOR 9.3

Based on the monitoring results, necessary changes are made to the educational program, including the content of subjects (modules), and teaching methods **

Guiding questions:

- ❖ *What is the procedure for making changes to the curriculum based on monitoring results?*
- ❖ *Are changes to the curriculum discussed with stakeholders?*
- ❖ *Are their feedback and suggestions taken into account in the process of improving the educational program?*

Supporting document(s):

- ✓ *Documents to eliminate identified problems and shortcomings.*

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

Note: *The educational organization evaluates systematic activities that include developing working curricula and programs in accordance with the goals and objectives of educational programs, directing the educational process to achieve established learning outcomes, introducing advanced pedagogical technologies, ensuring the quality of education and transparency of assessment processes, and adhering to the principles of academic integrity.*

CRITERION 10: The educational process is focused on achieving the learning outcomes specified in the educational program and alternative forms of professional development are established. ⚠

Note: *The educational process is focused on achieving the learning outcomes set out in the educational program, as well as the establishment of alternative forms of advanced training (distance, hybrid, modular and other formats) and their practical application.*

INDICATOR 10.1

Curriculum and educational programs (working curricula and programs) are developed and approved based on state educational requirements (qualification requirements)*

Guiding questions:

- ❖ *How are employers, stakeholders, and industry experts involved in the development process of curriculum and programs?*
- ❖ *How are their proposals collected, analyzed, and formalized?*
- ❖ *How are changes to curricula or programs introduced and justified on the basis of proposals?*

Supporting document(s):

- ✓ *State Educational Requirements*
- ✓ *Curriculum, subject (module) programs*

INDICATOR 10.2

Methodological materials are developed on alternative forms of advanced training (distance, hybrid)

Guiding questions:

- ❖ *Are methodological materials developed for alternative forms of advanced training (distance, hybrid)?*
- ❖ *What documents are used as the basis for introducing alternative forms of advanced training (distance/ hybrid learning)?*

Supporting document(s):

- ✓ *Documents justifying the introduction of alternative forms of advanced training*
- ✓ *Methodological materials developed for distance and hybrid forms of advanced training*

INDICATOR 10.3

Classes are organized according to the curriculum, syllabus, and as well as lesson schedule.

Guiding questions:

- ❖ *Are the training sessions organized in accordance with the curriculum and syllabus and lesson schedule?*

Supporting document(s):

- ✓ *Curriculum, subject (module) programs;*
- ✓ *Lesson schedules*

INDICATOR 10.4

A learning outcomes assessment system is implemented, and assessment tools serve to determine learning outcomes and are regularly analyzed**

Guiding questions:

- ❖ *Does the educational organisation develop a procedure for assessing learning outcomes?*
- ❖ *What tools are used to assess learning outcomes?*
- ❖ *How is the educational organization's monitoring of learning outcomes assessed and controlled?*

Supporting document(s):

- ✓ *Documents on the implementation of the learning outcomes assessment system*

- ✓ *Assessment tools developed for the educational program*

INDICATOR 10.5

There is a mechanism for internal monitoring of the quality of the educational process, and the educational process is improved based on the results of monitoring**

Guiding questions:

- ❖ *What mechanisms exist for internal monitoring of the educational process quality?*
- ❖ *What problems does the internal monitoring of educational process quality identify?*
- ❖ *What measures are developed to eliminate to address identified problems and to drive improvements?*

Supporting document(s):

- ✓ *Analytical reports on internal monitoring results*
- ✓ *Improvement plan adopted based on monitoring results*

CRITERION 10: The educational process is properly organized, constantly evaluated, and focused on improvement.!

Note: *The criterion examines the extent to which the teaching process is geared towards achieving the learning outcomes specified in the curriculum, as well as the availability of alternative forms of professional development (distance learning, blended learning, modular courses and other formats) and their practical application.*

INDICATOR 11.1

A lesson schedule is developed based on the curriculum.

Guiding questions:

- ❖ *Is the lesson schedule developed and approved in accordance with the curriculum?*

Supporting document(s):

- ✓ *Approved curriculum*
- ✓ *Lesson plan developed based on the curriculum*

INDICATOR 11.2

Learning activities are organized in a continuous and systematic manner, in accordance with the lesson schedule**

Guiding questions:

- ❖ *Are the learning activities developed in accordance with the lesson schedule?*
- ❖ *Are the learning activities organized in a continuous and systematic manner?*
- ❖ *How is it documented that classes are conducted according to the lesson schedule?*

Supporting document(s):

- ✓ *Approved lesson schedule*
- ✓ *Journals confirming the conduct of the learning activity (electronic or paper format)*
- ✓ *Internal monitoring reports on the learning activity*

INDICATOR 11.3

The educational process quality is assessed, analyzed and improved**

Guiding questions:

- ❖ *What documents define the procedure for assessing and analyzing the educational process quality?*
- ❖ *What indicators and criteria are used to conduct the assessment and analysis process?*
- ❖ *What measures are taken to improve the learning process based on the results of the analysis, and how are they documented?*

Supporting document(s):

- ✓ *Internal monitoring reports on assessing the educational process quality*
- ✓ *Documents on improving the educational process*

CRITERION 12: Application of advanced pedagogical technologies in the educational process according to current curricula and the achievement of appropriate efficiency

Note: *The criterion examines the application of cutting-edge teaching technologies in the learning process within existing educational programs, the implementation of modern teaching methods and innovative approaches, as well as the effectiveness of achieving the set learning outcomes.*

INDICATOR 12.1

Advanced pedagogical approaches are consistently applied in teaching processes**

Guiding questions:

- ❖ *Are interactive and active teaching methods regularly used in the lesson processes?*
- ❖ *Are the results of advanced pedagogical approaches monitored and analyzed?*
- ❖ *Are there any teaching methodologies or guides on using advanced pedagogical approaches in teaching processes?*

Supporting document(s):

- ✓ *Lesson analysis documents*
- ✓ *Educational Methodological Complexes or Manuals*

INDICATOR 12.2

Advanced pedagogical approaches focus on in-depth mastery of the content of subjects (modules) and effective achievement of learning outcomes specified in the curriculum**

Guiding questions:

- ❖ *Do advanced pedagogical approaches contribute to in-depth mastery of subject or module content?*
- ❖ *Are the methods used in lessons aimed at developing learning outcomes (competences)?*
- ❖ *Are the results of advanced pedagogical approaches regularly monitored?*

Supporting document(s):

- ✓ *Lesson analysis documents*
- ✓ *Educational Methodological Complexes or Manuals*

INDICATOR 12.3

Advanced pedagogical approaches are aimed at developing learners' skills in independent learning, analytical, critical and creative thinking, and collaborative work**

Guiding questions:

- ❖ *Are there methods that encourage learners to learn independently during the lesson?*
- ❖ *Are the methods used by educators aimed at effectively developing the above skills in learners?*
- ❖ *Are group work, projects, or collaborative and teamwork skills developed?*

Supporting document(s):

- ✓ *Interactive training materials (case studies, projects, group work)*
- ✓ *Educational Methodological Complexes or Manuals*

INDICATOR 12.4

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

Guiding questions:

❖ *Is continuous monitoring and analysis conducted to determine the effectiveness of advanced pedagogical approaches?*

Supporting document(s):

- ✓ *Monitoring and lesson analysis documents*

INDICATOR 12.5

In order to address shortcomings identified as a result of monitoring and analysis, the capacity of educators in advanced pedagogical approaches is regularly developed**

Guiding questions:

❖ *What work is done to address the shortcomings identified as a result of monitoring and analysis?*

❖ *What activities are carried out to build the capacity of educators based on the results of monitoring and analysis?*

❖ *Are educator professional development programs developed on innovative and advanced pedagogical approaches?*

Supporting document(s):

- ✓ *Training seminars materials on advanced pedagogical technologies*
- ✓ *Reports on the professional development of educators*

Note: *The possibility of evaluating the results of the entrance and exit tests of the learners, conducting analysis based on them, and obtaining feedback from the learners on the assessment processes are explored.*

CRITERION 13: The ability to receive feedback from learners on the results of pre- and post-tests, and assessments

INDICATOR 13.1

Test questions are developed in accordance with the curriculum

Guiding questions:

- ❖ *Are the test questions developed in accordance with the curriculum?*

Supporting document(s):

- ✓ *Approved curricula for subjects (modules)*
- ✓ *Educational Methodological Complexes or Manuals*
- ✓ *Test question bank aligned with learning outcomes*

INDICATOR 13.2

A system is established to regularly collect and analyze learner assessment results and feedback on tests through anonymous questionnaires and LMS/online forms.

Guiding questions:

- ❖ *What procedure is developed for collecting and analyzing feedback, suggestions, and complaints from learners regarding the assessment results developed?*
- ❖ *Are feedback reviewed and appropriate actions developed?*
- ❖ *Is the assessment process improved based on learners feedback and anonymous surveys?*

Supporting document(s):

- ✓ *Anonymous survey forms (online/LMS)*
- ✓ *Analysis reports on feedback results*

INDICATOR 13.3

The results of the pre- and post-tests are analyzed by subject (module) to determine changes in the knowledge and skills of the learners**

Guiding questions:

- ❖ *Are pre- and post-tests organized for each subject or module?*
- ❖ *How are the results of pre- and post-tests compared?*

Supporting document(s):

- ✓ *Tables of results of pre- and/or post-tests*
- ✓ *Analysis reports by subject (module)*

INDICATOR 13.4

Learners feedback and test results are discussed at scientific and methodological councils or department meetings**

Guiding questions:

- ❖ *Are the learners' feedback and test results discussed at scientific and methodological councils or department meetings?*

Supporting document(s):

✓ *Minutes of the meeting of the scientific and methodological council or department*

CRITERION 14: The inclusion of academic integrity manuals in the curriculum and the existence of an effective system for preventing disputes.

Note: *The criterion examines whether the rules of academic integrity are established, the existence of mechanisms to ensure their compliance, and the establishment of an effective control and prevention system to prevent situations contrary to academic integrity.*

INDICATOR 14.1

The educational organization has procedures (rules) and manuals regarding academic integrity, ethics, and professional responsibility.

Guiding questions:

- ❖ *What procedures (rules) and/or manuals regarding academic integrity, ethics, and professional responsibility does the educational organization have, and what documents are they supported by?*
- ❖ *How are these procedures and manuals implemented for faculty, staff, and learners?*
- ❖ *How is compliance with the rules of academic integrity, ethics, and professional responsibility ensured and monitored?*

Supporting document(s):

✓ *Internal documents on academic integrity rules*

INDICATOR 14.2

An anti-plagiarism system and organizational measures are implemented to prevent, detect, and eliminate plagiarism and other disputes of academic integrity**

Guiding questions:

- ❖ *What procedures and guidelines are developed to ensure academic integrity and prevent plagiarism?*
- ❖ *Are learners and educators briefed on the rules of academic integrity?*
- ❖ *What measures are developed to eliminate cases of plagiarism when they are detected?*

Supporting document(s):

✓ *Officially implemented anti-plagiarism system procedures (instructions) or audit reports from anti-plagiarism software*

INDICATOR 14.3

There is a clear procedure for investigating breaches of academic integrity and determining appropriate disciplinary measures**

Guiding questions:

❖ *What transparent procedures and rules are in place for investigating cases of academic integrity?*

❖ *Which bodies (committees, councils) are involved in investigating cases of integrity and determining disciplinary measures, and how are their powers defined?*

❖ *What mechanisms are used to inform the relevant parties of the decisions taken and to ensure that they are implemented?*

Supporting document(s):

✓ *Internal documents on academic integrity rules*

Chapter IV. Area of Learner Activities

Note: *The effectiveness of the student admission process is being examined and evaluated in light of legal requirements, and the alignment of admission criteria with the educational institution's resources and capacity is being assessed.*

CRITERION 15: Admission requirements for the educational program are clearly defined, and admission to study is organized in a transparent manner

Note: *The criterion examines the precise definition of admission requirements for the educational program, the open and transparent organisation of the admission process, and compliance with the established procedures.*

INDICATOR 15.1

There is a mechanism for forming a contingent of learners for retraining and advanced training courses.

Guiding questions:

❖ *Is there a mechanism for forming a contingent of learners for retraining and advanced training courses?*

❖ *What documents are kept when forming and accepting a contingent of learners?*

❖ *Is there an electronic or automated system for course admissions?*

Supporting document(s):

- ✓ Documents on the formation of a contingent of learners
- ✓ Agreements with customers (organizations) or list of needs

INDICATOR 15.2

The procedure for accepting learners for retraining and advanced training courses is approved.

Guiding questions:

- ❖ What documents define the admission criteria and requirements, and on what platforms are they announced?
- ❖ How is the process implemented to ensure that admission criteria and requirements are met for all learners and stakeholders?
- ❖ What mechanism is in place in case of misunderstandings or complaints regarding admission criteria and requirements?

Supporting document(s):

- ✓ Documents on the procedure for accepting learners
- ✓ Admission criteria and requirements for the educational program

INDICATOR 15.3

Admission procedures are organized in accordance with current legislation**

Guiding questions:

- ❖ What regulatory, legal and internal documents determine the course admission procedure, admission criteria, assessment methods, and the procedure for the admissions committee?
- ❖ How are these admission procedures and criteria ensured to be open, transparent, and understandable for applicants?
- ❖ How is the admissions process monitored for compliance with established procedures, criteria, and assessment methods?

Supporting document(s):

- ✓ Admission documents are regulatory and legal documents regulating current admission processes.

INDICATOR 15.4

Acceptance procedures are documented, relevant orders are issued**

Guiding questions:

- ❖ *What is the procedure for formalizing the admission process and issuing the relevant orders?*
- ❖ *What specific measures are taken to improve the admissions process?*

Supporting document(s):

- ✓ *Orders on admission of learners to courses*
- ✓ *Register of accepted learners*

INDICATOR 15.5

The processes for booking advanced training courses and admission of learners are digitised.

Guiding questions:

- ❖ *Are the processes for booking advanced training courses and admission of learners digitized?*
- ❖ *Is there a special electronic system (platform) for admission of learners for courses?*
- ❖ *Are the admission procedures for courses announced in an open and transparent manner?*

Supporting document(s):

- ✓ *Announcement of internal documents and procedures for admission on the official website and social networks (links)*
- ✓ *Register of applications via electronic admissions platform or LMS*

CRITERION 16: The training schedule is consistent with the resources and capabilities of the educational organization and is sufficient for the effective implementation of educational programs.!

Note: *The criterion examines whether the professional development schedule is aligned with the educational institution's available resources and capabilities, and whether it is sufficiently well-planned to ensure the timely and effective delivery of educational programs.*

INDICATOR 16.1

The periodicity, forms, and duration of advanced training courses are determined.

Guiding questions:

- ❖ *On what basis and in what form are the periodicity, forms, and duration of advanced training courses developed?*
- ❖ *Is an annual schedule of advanced training courses developed?*

Supporting document(s):

- ✓ Curriculum
- ✓ Annual course schedule

INDICATOR 16.2

The admission parameter(s) for the educational program are determined in accordance with the educational organization's infrastructure, financial capabilities, auditorium, laboratory, training practice bases, and state educational requirements.

Guiding questions:

- ❖ How are the admission quotas for an educational program determined?
- ❖ Are infrastructure and logistical requirements taken into account when determining the admission quotas?
- ❖ To what extent do the admission quotas comply with national educational requirements?

Supporting document(s):

- ✓ Calculation tables for determining admission quotas for the educational program
- ✓ Information on infrastructure and logistical support
- ✓ Conclusion of compliance with state educational requirements

INDICATOR 16.3

The admission quota(s) for the educational program are aligned with the regional labor market, the educational organization's goals (mission, strategy), the number and composition of educators, and their workload (study load).

Guiding questions:

- ❖ Are labor market requirements taken into account when formulating admission quotas for the educational programs?
- ❖ Is an analysis of the distribution of hours based on the educational institutions' educators' track record and specialization carried out in implementing the curriculum based on the admission quotas?

Supporting document(s):

- ✓ Analytical materials on labor market needs

INDICATOR 16.4

The relevant documents are available for the approval of the schedule and the list of learners for the professional development courses.

Guiding questions:

❖ *What documents are developed to approve the schedule of advanced training courses and the number of learners?*

Supporting document(s):

✓ *Annual course schedule*

INDICATOR 16.5

An annual review is conducted of the status of compliance with the admission criteria for the educational program, based on the results of which changes are made to the admission plan for the following year**

Guiding questions:

❖ *Are annual analyses conducted on the status of implementation of admission quota (s) for the educational program?*

❖ *Are changes made to the admissions plan, taking into account the current capabilities of educational institutions?*

Supporting document(s):

✓ *Annual analysis reports on the implementation of the admission plan*

CRITERION 17: Availability of mechanisms to support and advise learners

Note: *The study examines the availability of support mechanisms for students and the provision of academic, social and career guidance during the learning process, as well as the systematic and effective organisation of these services.*

INDICATOR 17.1

A system of learner support throughout the educational program, including academic, social, and career counseling, is implemented.

Guiding questions:

❖ *Are documents developed to support learners in the educational program?*

❖ *Are academic, psychological, and social factors taken into account when developing individual educational trajectories for learners in need of social protection?*

Supporting document(s):

- ✓ *Strategy or internal documents on how to support and advise learners*

INDICATOR 17.2

Information about learner support and advisory services is openly displayed (via website, booklets, information stands)

Guiding questions:

- ❖ *Through what means are learners informed about support and advisory services?*
- ❖ *Is a system implemented to inform learners of information materials in the form of booklets, banners, and handouts?*
- ❖ *Are learner support and advisory services provided through the organization's official website and social media pages?*

Supporting document(s):

- ✓ *Information materials (website, booklets, banners)*

INDICATOR 17.3

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

Guiding questions:

- ❖ *Are surveys conducted to measure learner satisfaction with support and advisory services?*
- ❖ *Is audience feedback analyzed?*
- ❖ *What work is done to improve the quality of services provided based on the results of the analysis?*

Supporting document(s):

- ✓ *Results of the learner satisfaction survey*

Chapter V. Area of Human Resources

Note: *The assessment covers the educational institution's human resources capacity, staff qualifications, academic standards, professional development, and initiatives aimed at enhancing the performance of pedagogical staff and senior management.*

CRITERION 18: **The availability of pedagogical staff, as well as administrative, technical, support and teaching support staff, in accordance with the standards set for the educational program, and the compliance of**

their composition, qualifications and specialisations with the established requirements. ❗

Note: In accordance with the standards set for the educational program, an assessment is carried out of the availability of pedagogical staff, as well as administrative, technical, support and pedagogical support staff, their composition, level of qualification and compliance with the established requirements for their specialisms.

INDICATOR 18.1

The number and qualifications of management staff comply with the established staffing standards; responsibilities are allocated and job descriptions (professional standards) are approved.

Guiding questions:

- ❖ *What documents are used to confirm the organization's staffing table and job descriptions?*
- ❖ *Is a list of all employees formed based on the organization's staffing table?*

Supporting document(s):

- ✓ *Staffing and job descriptions*
- ✓ *List of management and administrative staff, pedagogical support staff, service and technical staff.*

INDICATOR 18.2

The number of pedagogical staff corresponds to the requirements of the educational program and the learner-educator ratio

Guiding questions:

- ❖ *Is an analysis conducted to determine the number of pedagogical staff based on the number of learners and the total number of hours formed from the courses formed based on the curricula?*
- ❖ *Is information prepared on the number of pedagogical staff required by subject (module)?*

Supporting document(s):

- ✓ *Information on the required pedagogical staff by subject (module)*

INDICATOR 18.3

The pedagogical staff's specialization is compatible with the subjects (modules) being taught or has practical work experience in the relevant field,

their diplomas/certificates and qualification confirmation are confirmed by documents

Guiding questions:

- ❖ *What is the relevance of the documents in the subjects taught by experienced professors and educators in the field in educational organizations?*
- ❖ *What regulatory legal documents serve as the basis for experienced specialists to carry out their pedagogical activities?*

Supporting document(s):

- ✓ *List of pedagogical staff and qualification documents (diploma, certificate, documents confirming academic degree and title) based on the relevant table*

INDICATOR 18.4

The level of scientific potential (PhD, DSc, professor, associate professor, etc.) is in accordance with legislative documents

Guiding questions:

- ❖ *What are the scientific potential indicators of the pedagogical staff working in the retraining and advanced training organization?*
- ❖ *How are documents and reports created that record information about the educators involved and their scientific potential?*

Supporting document(s):

- ✓ *Documents on the scientific potential of pedagogical staff*

CRITERION 19: The availability of pedagogical staff possessing the professional, pedagogical and academic competencies required by the modules of the curriculum under the current educational programs.!

Note: *The criterion examines the availability of pedagogical staff possessing the professional, pedagogical and academic competencies required for the modules specified in the curriculum of current educational programs, as well as the alignment of their qualifications and experience with the content of the education provided.*

INDICATOR 19.1

The specialization, length of service and experience of the pedagogical staff correspond to the subject profile of the advanced training courses in the subjects (modules)**

Guiding questions:

❖ *What documents confirm the relevant higher education, specialization (specialization), and professional training of professors and educators in the subjects (modules) they teach?*

❖ *What criteria are used to consider the specialization and professional training of professors and educators when assigning them to teach subjects (modules)?*

❖ *What is the status of professional development of professors and staff of retraining and advanced training organizations?*

Supporting document(s):

✓ *List of pedagogical staff and qualification documents (diploma, certificate, documents confirming academic degree and title) based on the relevant table*

✓ *List of pedagogical staff and the subject(s) they teach*

INDICATOR 19.2

Advanced training courses are provided by pedagogical staff with relevant higher education and professional training in the subjects (modules)**

Guiding questions:

❖ *Are advanced training courses provided by pedagogical staff with appropriate higher education and professional training in the subjects (modules)?*

❖ *What regulatory legal documents are in force regarding the permission of non-pedagogical specialists with higher education to teach subjects (modules)?*

Supporting document(s):

✓ *List of pedagogical staff and the subject(s) they teach*

INDICATOR 19.3

Pedagogical staff actively participates in scientific articles, scientific publications or scientific and technical projects and research**

Guiding questions:

❖ *Is a table created for scientific articles and scientific publications prepared by pedagogical staff?*

❖ *What documents are there that ensure the participation of pedagogical staff in scientific and technical projects and research??*

Supporting document(s):

✓ *List of scientific articles and publications*

✓ *Documents confirming participation in scientific research or projects*

INDICATOR 19.4

Educators regularly participate in advanced training and retraining courses, seminars and trainings, or internships**

Guiding questions:

- ❖ *Are documents confirming the last retraining, advanced training, and internship of pedagogical staff maintained?*
- ❖ *Are there any documents confirming participation in seminars, trainings, and internships?*
- ❖ *Is an analytical report prepared on the professional development of pedagogical staff?*

Supporting document(s):

- ✓ *Advanced training and retraining certificates*
- ✓ *Documents confirming participation in seminars, trainings and internships*
- ✓ *Annual reports on the professional development of educators*

19.5. INDICATOR

There is sufficient qualification of pedagogical staff to conduct practical (laboratory) parts of subjects (modules)**

Guiding questions:

- ❖ *Is a table of qualifications/certificates (or internship documents) of pedagogical staff conducting practical (laboratory) training developed?*
- ❖ *Is a list of pedagogical staff conducting practical (laboratory) training in subjects (modules) formed?*

Supporting document(s):

- ✓ *Qualifications/certificates (or internship documents) of pedagogical staff conducting practical (laboratory) training*

CRITERION 20: The existence of a clear plan for providing pedagogical staff with professional, pedagogical and scientific competencies appropriate to the modules in the curriculum for new educational programs

Note: *The criterion examines whether there is a specific plan aimed at ensuring the availability of pedagogical staff with the professional, pedagogical and academic competencies required for the modules set out in the curriculum for the new educational programs, and whether the plan identifies staffing requirements and measures for training and recruitment.*

INDICATOR 20.1

The need for pedagogical staff under the new educational program is analyzed*

Guiding questions:

- ❖ *Is the number of hours allocated to subjects (modules) in the new curriculum summarized in proportion to the number of planned courses?*
- ❖ *Is the need for specialized pedagogical staff formed based on the total number of hours?*
- ❖ *Is a 3-5-year development plan created for the provision of pedagogical staff?*

Supporting document(s):

- ✓ *Analytical information on personnel needs for new educational programs*
- ✓ *3-5-year development plan for providing pedagogical personnel*

INDICATOR 20.2

A strategy for attracting pedagogical staff for new educational programs (through competitions, contests, grants) is established

Guiding questions:

- ❖ *If the educational program is new, how is the plan for recruiting academic staff developed and how is its implementation monitored?*
- ❖ *What competitions, grants and similar projects are planned to attract pedagogical staff?*

Supporting document(s):

- ✓ *3-5-year development plan for providing pedagogical personnel*

INDICATOR 20.3

There is a mechanism for recruiting and creating a personnel pool of pedagogical staff with professional skills appropriate to the content of subjects (modules).

Guiding questions:

- ❖ *How is the recruitment of personnel with professional skills appropriate to the content of the subjects (modules) carried out?*
- ❖ *Is there a mechanism for forming a reserve of pedagogical staff based on the volume of subject programs?*

Supporting document(s):

- ✓ *Recruitment and selection regulations*

INDICATOR 20.4

Opportunities are provided for involving specialists with pedagogical skills and professional competence in the educational process.

Guiding questions:

- ❖ *What measures are taken to involve specialists with pedagogical skills and professional competence in the educational process?*
- ❖ *What documents are used to recruit specialists?*

Supporting document(s):

- ✓ *Internal orders and decisions on the formation of a personnel pool*

CRITERION 21: Availability of opportunities to attract practising professionals and foreign specialists. !

Note: *The criterion examines the potential for involving practising professionals and international experts in the educational process, the mechanisms for collaborating with them, and the practical implementation of these processes.*

INDICATOR 21.1

There are memoranda of cooperation (legal frameworks) in place to involve practitioners from international and local organisations in the teaching process

(The number of core full-time academic staff within the educational program constitutes at least 70 per cent of the total number of academic staff within the educational program)

(However, actual provision of pedagogical staff is not required when submitting a specific plan for pedagogical staff for a new educational program)

Guiding questions:

- ❖ *What are the educational organization's partnerships (legal basis) with international and local organizations?*
- ❖ *Is a 3-5-year vision developed to involve international and local experts in the educational process?*

Supporting document(s):

- ✓ *Memorandums of Understanding or Agreements*
- ✓ *3-5-year development plan for the educational organization to attract foreign specialists and local personnel*

INDICATOR 21.2

The funding sources for recruiting practitioners and foreign specialists (budgetary and extra-budgetary funds, etc.) are identified.

(In this case, when submitting a specific plan for academic staff holding academic degrees and titles for a new educational program, it is not necessary to actually provide academic staff holding such degrees and titles)

Guiding questions:

- ❖ *Are funding sources planned for attracting practitioners and foreign experts?*
- ❖ *Are calculations made regarding funding sources?*

Supporting document(s):

- ✓ *Calculations on funding sources*

INDICATOR 21.3

Sufficient conditions are created for the involvement of practitioners and foreign experts in accordance with the content of educational programs and for them to conduct master classes or trainings.

(In this case, if a clear plan for the composition of teaching and support staff is provided for the new educational program, the actual provision of pedagogical and support staff is not required)

Guiding questions:

- ❖ *Is the schedule for involving practitioners and foreign experts and conducting master classes or trainings by them approved?*
- ❖ *What conditions are created for conducting master classes, training, laboratories, and similar activities?*

Supporting document(s):

- ✓ *Master classes and training schedule (local and foreign experts)*
- ✓ *Documents confirming the readiness of classrooms and laboratories*

CRITERION 22: Creation of conditions for professional development and advanced training of personnel, existence of a system of material and moral incentives. !

Note: *The criterion examines the creation of the necessary conditions for the professional development and upskilling of staff, as well as the existence and practical application of a system of financial and non-financial incentives for them.*

INDICATOR 22.1

Professional development and advanced training measures are developed for educators and staff.

Guiding questions:

- ❖ *Is the annual training and internship schedule for educators and staff approved?*
- ❖ *What measures are taken to retrain educators and staff based on the nature of their work?*

Supporting document(s):

- ✓ *Professional development plan for educators and staff*
- ✓ *Program of advanced training and retraining measures*

INDICATOR 22.2

A system of financial incentives (rewards, promotions) are introduced for educators and staff.

Guiding questions:

- ❖ *What documents regulate the mechanism for motivating educators and staff?*
- ❖ *Is analysis of the work carried out and the legal basis for rewarding and promoting educators and employees who have achieved high results in practical work?*

Supporting document(s):

- ✓ *Regulation on financial incentives*
- ✓ *Orders on rewards and promotions*

INDICATOR 22.3

A system of incentives is established for teachers and staff (certificates of merit, letters of thanks, diplomas, etc.)

Guiding questions:

- ❖ *Is a mechanism introduced to recognize the achievements of educators and staff (state awards, honorary titles, victories in international and republican competitions) and to encourage them?*
- ❖ *How is the process of regularly updating, classifying, and monitoring the achievements of educators and staff organized?*

Supporting document(s):

- ✓ *Regulations on spiritual encouragement*
- ✓ *Copies of certificates of honor, letters of appreciation, diplomas*

CRITERION 23: Involvement of professors and educators who have undertaken advanced training abroad in the teaching process.!

Note: *The criterion examines the involvement of professors and educators who have undertaken advanced training abroad in the teaching process, and into how their international experience can be utilised to improve the content of education and teaching methods.*

INDICATOR 23.1

There is a complete database of pedagogical staff who have undertaken advanced training or internships abroad.

Guiding questions:

❖ *Is information compiled on educators who have undertaken advanced training or internships abroad?*

Supporting document(s):

✓ *Information about pedagogical staff who have undertaken advanced training or internships abroad*

INDICATOR 23.2

Educators who have advanced their qualifications or completed internships abroad are involved in teaching within educational programs and subjects (modules)**

Guiding questions:

❖ *Are pedagogical staff assigned who have advanced their qualifications or completed internships abroad based on the required specialties and competencies for each subject (module)?*

❖ *Is the workload distribution formulated?*

❖ *Does the timetable, which is approved on the basis of the allocation of teaching hours, include staff who have undertaken advanced training or completed an internship abroad?*

Supporting document(s):

✓ *Distribution of educators' assignments to subjects (modules)*

✓ *Participation of educators with foreign experience in the lesson schedule*

✓ *Study load distribution table*

INDICATOR 23.3

Master classes are held at the educational organization by educators who have advanced their qualifications or completed internships abroad**

Guiding questions:

- ❖ *Is a schedule developed for conducting master classes by pedagogical staff who have advanced their qualifications or completed internships abroad?*
- ❖ *What formal documentation is available regarding the master class training?*
- ❖ *Are there presentation materials, photos, and reports from the master class held?*

Supporting document(s):

- ✓ *Master class schedule*
- ✓ *Minutes of the conducted master classes*
- ✓ *Master class materials (presentation, photo, report)*

Chapter VI. Area of Material and Technical Support

Note: *The level of provision of facilities, teaching buildings, laboratories, practical training rooms, information and resource centres, and modern educational and scientific equipment necessary for the implementation of educational programs, as well as the availability of raw materials and teaching materials, their regular updating, free access to information and communication technologies, and the safety and inclusivity of the educational environment.*

CRITERION 24: Availability of necessary equipment, facilities, inventory, techniques, raw materials, etc., as well as provision of methodological manuals (instructions) for practical and laboratory training on the implementation of the educational program

Note: *When implementing the educational program, the availability of the necessary equipment, apparatus, machinery, raw materials and other teaching aids for practical and laboratory sessions is assessed, as well as the provision of relevant teaching guides and instructions for their use.*

INDICATOR 24.1

The necessary equipment, facilities, raw materials, and inventory for the implementation of the educational program are available and meet the requirements of the educational program*

Guiding questions:

❖ *Is a list of equipment, supplies, inventory, techniques, raw materials, etc. necessary for practical and laboratory training to implement the educational program prepared on a tabular basis?*

❖ *Is there information on the balance sheet of the educational organization regarding equipment, supplies, inventory, machinery, raw materials, etc.?*

Supporting document(s):

✓ *Based on a list of necessary equipment, supplies, inventory, techniques, raw materials, etc., and relevant tables, when carrying out practical and laboratory exercises to implement the educational program.*

✓ *Availability of equipment, supplies, inventory, machinery, raw materials, etc. on the organization's balance sheet*

INDICATOR 24.2

The number of equipment and techniques provided for the training program is based on the number of participants (group size).

Guiding questions:

❖ *Is the number of equipment and techniques provided for the training program based on the number of trainees?*

❖ *Is there information on the balance sheet of the educational organization regarding equipment, supplies, inventory, machinery, raw materials, etc.?*

Supporting document(s):

✓ *The list of equipment, supplies, inventory, and techniques necessary to implement the educational program is based on the relevant table.*

INDICATOR 24.3

There are cooperation agreements or agreements with enterprises, organizations, and educational institutions to conduct practical and laboratory training for the implementation of the educational program.

Guiding questions:

❖ *Does the educational organization conclude cooperation agreements, memoranda, and agreements with enterprises, organizations, and educational institutions for the conduct of practical and laboratory training?*

Supporting document(s):

✓ *Copies of partnership agreements and memorandums*

INDICATOR 24.4

There are methodological guides and instructions on the use of the necessary equipment and techniques in the training sessions.

Guiding questions:

- ❖ *Are there any textbooks for practical and laboratory exercises?*
- ❖ *Is the list of methodological guides, guidelines, instructions, and other types of educational literature formatted in a table?*

Supporting document(s):

- ✓ *List of methodological guides, guidelines, instructions based on the relevant table*

INDICATOR 24.5

There is a procedure for the use and write-off of raw materials and (or) fuels and lubricants and they are maintained (documented)**

Guiding questions:

- ❖ *Does the educational organization have a procedure for the use and write-off of raw materials and (or) fuels and lubricants?*
- ❖ *Does the educational organization have documents for the write-off of raw materials and (or) fuels and lubricants?*

Supporting document(s):

- ✓ *Documents on the use and write-off of raw materials and (or) fuels and lubricants*

INDICATOR 24.6

Training are organized for pedagogical staff and learners on working with tools, equipment and techniques in collaboration with industry experts or employers**

Guiding questions:

- ❖ *Are industry experts involved in training pedagogical staff and learners to work with equipment and techniques and to ensure they follow safety rules?*
- ❖ *What is the status of the documentation for the training session?*

Supporting document(s):

- ✓ *Minutes of seminars/trainings/meetings organized on the use of equipment*

CRITERION 25: The modules are provided with educational and methodological literature, electronic learning resources in accordance with the established requirements.!

Note: For each module, the study examines the availability of teaching and methodological materials, as well as digital educational resources, their compliance with established requirements, and their effective use in the teaching process.

INDICATOR 25.1

There are educational literature, manuals, and teaching methods for each subject (module)*

Guiding questions:

❖ *What is the status of the provision of educational literature, manuals, and teaching methods for each subject (module)?*

Supporting document(s):

✓ *List of literature by subject (module), availability table*

INDICATOR 25.2

Educational literature, manuals, and teaching methods are consistent with the content and learning objectives of the subject (module).

Guiding questions:

❖ *Are reports prepared on the content compliance of educational literature, manuals, and teaching methodological complexes for each subject (module) according to the subject program?*

Supporting document(s):

✓ *Educational program*
✓ *Report on the compliance of educational literature, manuals and teaching methodological complexes with subjects (modules)*

INDICATOR 25.3

Digital educational resources for subjects (modules) are developed and placed in the electronic library**

Guiding questions:

❖ *Is an analytical table drawn up detailing the development of digital educational resources by subject (module)?*

❖ *Are the available digital educational resources uploaded to the digital library and the digital learning platform?*

Supporting document(s):

- ✓ *Online education/information resource platforms*

INDICATOR 25.4

Pedagogical staff and learners have continuous access to digital learning resources**

Guiding questions:

- ❖ *Is the educational organization's information resource platform integrated with other e-learning resources?*
- ❖ *Are there opportunities for educators and learners to access e-learning resources?*

Supporting document(s):

- ✓ *Documents confirming access to online education/information resource platforms*

INDICATOR 25.5

The effectiveness of the use of literature and electronic resources in the teaching process is regularly analysed and updated (based on student engagement and the analysis of results)**

Guiding questions:

- ❖ *What is the effectiveness of using literature and electronic resources in the learning process?*
- ❖ *What are the indicators of updating educational literature and is an analysis of the necessary needs for modern new disciplines being conducted?*

Supporting document(s):

- ✓ *Information about the fact that educational literature and methodological guides are constantly updated and adapted to modern disciplines (modules) and trends in scientific and technological development*

INDICATOR 25.6

The opportunity to use modern foreign literature and additional materials appropriate to the content of the subject (module) has been created**

Guiding questions:

- ❖ *What are the opportunities to access modern foreign literature and additional educational materials within the science program at the Information Resource Center?*

Supporting document(s):

✓ *Science programs, resources on the IRC/online information resource platform*

CRITERION 26: The classrooms and laboratories, as well as workshops (polygons), are equipped with the appropriate equipment and information and communication tools for the educational programs, in line with the number of students and in compliance with safety regulations.!

Note: *The criterion examines the provision of teaching and laboratory rooms and workshops (training grounds) with equipment and information and communication technology appropriate to the educational programs, taking into account the number of students, as well as compliance with health and safety regulations during the teaching process.*

INDICATOR 26.1

The educational institution is provided with classrooms based on the number of learners*

Guiding questions:

- ❖ *Is the learner contingent formed taking into account the characteristics of classrooms, laboratories, and special rooms?*
- ❖ *Are classrooms, laboratories, and special rooms maintained according to established minimum requirements?*

Supporting document(s):

✓ *List of classrooms and laboratories, certificate of compliance with minimum requirements (comparative table)*

INDICATOR 26.2

The classrooms and material-technical base for practical and laboratory sessions comply with the rules on occupational health and safety, sanitary regulations, hygiene standards, urban planning standards and regulations, and fire and technical safety rules.

Guiding questions:

- ❖ *What documents and inspections confirm the compliance of the educational organization's buildings and structures, as well as its material and technical base, with the rules of labor protection, sanitary and hygienic conditions, urban planning, fire and technical safety?*
- ❖ *What internal controls, preventive inspections, and planned activities are implemented to ensure compliance with these requirements?*

❖ *What measures are taken to address identified deficiencies and risks and to maintain the infrastructure in a consistently safe state, and how has their implementation been monitored?*

Supporting document(s):

- ✓ *Equipment and tools inventory list*
- ✓ *Technical safety instructions and acts*

INDICATOR 26.3

Laboratories and workshops (polygons) are equipped with the appropriate tools, equipment and techniques for the training program, first aid equipment is available, evacuation routes (diagrams) are designated and safety logbooks are maintained.

Guiding questions:

- ❖ *What equipment, facilities, and techniques are provided in laboratories and workshops (testing grounds) appropriate to the educational program?*
- ❖ *Are evacuation routes (schemes) installed on the walls of the building in the educational institution?*
- ❖ *Are evacuation plans and fire safety documents developed?*

Supporting document(s):

- ✓ *Evacuation plan and fire safety documents*

INDICATOR 26.4

Taking into account the requirements of the subjects (modules), information and communication equipment (projectors, computers, etc.) is installed in the classrooms and an IT infrastructure is established.

Guiding questions:

- ❖ *What modern information and communication technologies (computers, projectors, interactive whiteboards, audio-video equipment, etc.) are equipped in the classrooms?*
- ❖ *How do the quantity, technical condition, and placement of these ICT tools meet the requirements for effective organization of training sessions?*
- ❖ *How is the level of ICT used in classrooms and its impact on the quality of the educational process and teaching effectiveness analyzed?*

Supporting document(s):

- ✓ *A directory of information and communication tools, and information on their locations.*

INDICATOR 26.5

There are sufficient seats and work areas for learners in classrooms, laboratories, and workshops (fields).

Guiding questions:

- ❖ Are there enough seats and work areas for learners in classrooms, laboratories, and workshops (training grounds)?
- ❖ Is information prepared on the technical equipment of classrooms, laboratories, and workshops?

Supporting document(s):

- ✓ Room inspection (technical condition) reports

CRITERION 27: Adaptation of buildings and equipment for inclusive education, availability of special educational materials, and access to information and communication technologies.!

Note: To ensure inclusive education, the suitability of buildings and equipment, the availability of specialised teaching materials, and the creation of the necessary conditions for the use of information and communication technologies are being assessed.

INDICATOR 27.1

The buildings and teaching facilities of the educational institution, including corridors, ramps, lifts, doors and toilets, are accessible to people with disabilities (learners).

- ❖ What regulatory requirements and standards (ramps, door widths, corridors, restrooms) are used as the basis for adapting educational institution buildings and classrooms for persons with disabilities?
- ❖ In which buildings and to what extent are infrastructure elements adapted for learners with disabilities (ramps, elevators, special toilets, entrances and exits) implemented?
- ❖ What monitoring and analysis is conducted to determine the impact of these accommodation measures on the full participation of learners with disabilities in the educational process?

Supporting document(s):

- ✓ Technical passport or project documentation of buildings and structures
- ✓ Inspection or examination reports

INDICATOR 27.2

The opportunity is created to use information and communication technologies, digital educational resources and software for inclusive education.

Guiding questions:

- ❖ *What ICT tools, e-learning resources and software (audio-video materials, Braille, subtitles, screen reader programs, etc.) are implemented to ensure inclusive education?*
- ❖ *What technical and organizational conditions are created for learners with disabilities to use these ICT and software tools?*
- ❖ *How is the effectiveness of ICT and electronic resources introduced for inclusive education and their impact on the educational process monitored and analyzed?*

Supporting document(s):

- ✓ *Special educational materials (audio, Braille, electronic)*
- ✓ *ICT tools, login details for online/e-learning platforms*

INDICATOR 27.3

Within the education system, there is a support network for teachers and psychologists who promote inclusive education**

Guiding questions:

- ❖ *How is the policy of supporting inclusive education implemented in the educational process?*
- ❖ *Are there activities of educators and psychologists to support inclusive education in the educational process?*
- ❖ *What documents are developed by the educational organization in this regard?*

Supporting document(s):

- ✓ *Inclusive education policy and internal regulations*

CRITERION 28: The availability of educational literature relevant to the curriculum, computers, a reading room and an electronic library at the information and resource centre (library).

Note: *The criterion examines the availability of educational literature and computer equipment at the information and resource centre (library) that is appropriate for the educational programs, as well as the presence of a reading room and an electronic library and the opportunities for using them.*

INDICATOR 28.1

The IRC has textbooks and literature, fiction, and a library fund that is appropriate for the educational program.

Guiding questions:

- ❖ *How is the composition of the ARM fund (printed and electronic resources) formed by disciplines (modules) and educational programs?*
- ❖ *In accordance with what regulatory documents and minimum requirements is the ratio of the number of books and electronic resources to the number of learners calculated?*
- ❖ *How are ARM fund usage indicators (reading room visits, literature checked out, access to electronic resources) monitored and analyzed?*

Supporting document(s):

- ✓ *List of books available in the library*

28.2. INDICATOR

The IRC has teaching materials and literature in line with the curriculum, as well as fiction, and a library collection has been established.

Guiding questions:

- ❖ *How are special educational materials (Braille books, visual aids), special equipment, and assistive technology devices provided and confirmed for the educational program?*
- ❖ *How do these special resources ensure effective use in the educational process and achievement of learning outcomes for learners with disabilities?*
- ❖ *How are mechanisms for monitoring, updating, and maintaining the condition of special educational materials and equipment organized?*

Supporting document(s):

- ✓ *List of computer and internet equipment*
- ✓ *Instructions for using information resources*

INDICATOR 28.3

IRC is equipped with computer tools and electronic devices connected to the Internet, and Wi-Fi zones are established.

Guiding questions:

- ❖ *Is a list of computer and Internet equipment in the IRC fund formed?*
- ❖ *Is a document developed for the use of the IRC by learners and staff?*
- ❖ *Are Wi-Fi zones established in the IRC?*

Supporting document(s):

- ✓ *List of computer and internet equipment*

- ✓ *Instructions for using information resources*
- ✓ *Information on the establishment of Wi-Fi zones*

INDICATOR 28.4

The digital library system contains teaching materials and literature relating to the curriculum, a collection of teaching resources, digital educational resources and multimedia content.

Guiding questions:

- ❖ *Does the electronic library system contain curriculum manuals and literature, a collection of teaching materials, digital educational resources, and multimedia content in digital format?*
- ❖ *Is a list of digital educational resources and multimedia content formed?*
- ❖ *What document regulates the use of the electronic library by learners and staff?*

Supporting document(s):

- ✓ *Electronic library resources register*
- ✓ *List of digital educational resources and multimedia content*
- ✓ *Documents on maintaining the electronic library system*

INDICATOR 28.5

The system is user-friendly and transparent; free access to the electronic database is provided, and the effectiveness of library services is monitored**

Guiding questions:

- ❖ *How is the analysis of the use of the IRC by learners and employees conducted?*
- ❖ *Is an analysis of electronic database usage indicators conducted?*
- ❖ *How is analytical monitoring of the activities of the IRC conducted?*

Supporting document(s):

- ✓ *Procedure for using the IRC*
- ✓ *Monitoring reports on the effectiveness of library services*

CRITERION 28: Creating a digital learning environment (LMS, Wi-Fi zones, online courses, webinars and distance learning opportunities). !

Note: *The criterion examines the creation of a digital learning environment, including an LMS system, Wi-Fi zones, online courses, webinars and distance learning opportunities, as well as their effective application in the teaching process.*

INDICATOR 29.1

As part of the educational program for students and teachers, reliable internet connections, Wi-Fi zones and access to the necessary digital devices (computers, tablets, etc.) are provided.

Guiding questions:

- ❖ *Are Wi-Fi zones set up for learners and faculty to use high-speed internet?*
- ❖ *What are the technical specifications of the computers in the educational institution and are they connected to the Internet?*
- ❖ *What additional devices (laptops, tablets, etc.) are available for learners and faculty to use the internet?*

Supporting document(s):

- ✓ *List of computer and internet equipment*
- ✓ *Document confirming Internet connection (contract)*
- ✓ *Information on the establishment of Wi-Fi zones*

INDICATOR 29.2

To organise, evaluate and monitor the teaching process within the educational program, an LMS and/or educational management information systems are implemented and are in use.

Guiding questions:

- ❖ *What is the status of the digitalization of the educational process?*
- ❖ *Is a guide developed for using the LMS or information system platform?*
- ❖ *What documentation is developed for using the LMS or information system?*

Supporting document(s):

- ✓ *LMS or information system information and user manual*
- ✓ *Order on the implementation of an LMS or information system*
- ✓ *Regulations for the use of LMS or information system*

INDICATOR 29.3

The educational program offers online courses, video lessons, tests and other digital learning resources, which are integrated with the curriculum and learning outcomes and are regularly updated.

Guiding questions:

- ❖ *Are online courses organised as part of educational programs?*
- ❖ *Are online courses improved as a result of improvements to educational programs? Is the database of video lessons, tests and other digital educational resources updated?*
- ❖ *Is a register of digital educational resources being maintained?*

Supporting document(s):

- ✓ *List of online courses and information on integration into the curriculum*
- ✓ *Digital Educational Resources Registry*

INDICATOR 29.4

Distance-learning platforms are set up to enable participation in the learning process; the number of educators and learners taking part in distance learning is monitored, and the results are analysed.

Guiding questions:

- ❖ *What distance learning courses are offered through the organization's digital learning platform?*
- ❖ *How is the number of educators and learners monitored in distance learning sessions?*
- ❖ *Are there any documents related to the distance learning platform license or contracts??*

Supporting document(s):

- ✓ *Distance learning platform licenses or agreements*
- ✓ *Educators and learners participating in the platform*

INDICATOR 29.5

The officer responsible for managing the use of digital educational resources and the LMS, as well as technical support arrangements.

Guiding questions:

- ❖ *Is there a designated person responsible for managing the use of digital learning resources and LMS?*
- ❖ *Are there internal information security regulations and Technical Support Regulations?*

Supporting document(s):

- ✓ *Internal information security regulations*
- ✓ *Order on the appointment of a responsible employee*
- ✓ *Technical Support Regulations*

INDICATOR 29.6

Training seminars, workshops and webinars are regularly organised for educators and learners on the use of LMS, e-learning platforms and digital educational technologies**

Guiding questions:

❖ *Is a schedule developed for organizing seminars, trainings, and webinars on the use of LMS, distance learning platforms, and digital educational technologies for educators and learners before the start of retraining and advanced training courses?*

❖ *Are the seminars/trainings conducted documented?*

Supporting document(s):

- ✓ *Seminar and training schedule*
- ✓ *Minutes of seminars/trainings held*

Note:

! Mandatory criteria;

*Mandatory indicators; *Mandatory indicators;

**General indicators used only for current educational programs.

REVIEWING THE INTERNAL SELF-ASSESSMENT REPORT

The conclusions from the internal assessment must be clear and concise, following the national educational requirements for the educational program's operation, the specific state accreditation criteria, the national qualifications framework, and professional standards.

For example: The organizational, managerial, and quality aspects of the educational program, the organization of the teaching process, the assessment of learning outcomes, learner engagement, human resources, and the material and technical base are comprehensively assessed based on state educational requirements and accreditation criteria.

The program's identified strengths – such as precise learning outcomes, labor market orientation, cooperation with employers, international relations, graduate employment, and the potential of teaching staff – are presented concisely and clearly.

Identified weaknesses and risks (Weaknesses/Risks) are stated with open and clear explanations of their causes. These include aspects where the program does not fully meet standards or indicators, resource, staffing, or infrastructure issues, discrepancies between learning outcomes and practice, and problems graduates face in finding suitable employment.

An overall conclusion, based on the aggregated feedback from stakeholders (students, teachers, employers), is presented in figures.

The educational program clearly identifies the most important areas for improvement, priority measures, and short- and medium-term changes. These are designed to ensure the quality of the educational process and improve the material and technical base.

Based on the internal assessment results, a general conclusion (conclusion statement) is formulated. This leads to a recommendation regarding the organization's special state accreditation, based on its official response. The recommendation may be for approval, for approval pending the correction of identified shortcomings, or for revision to address deficiencies.

The departments responsible for improvement work, deadlines for subsequent internal monitoring, and the re-assessment plan will be briefly outlined.

STANDARD TABLES FOR THE INTERNAL QUALITY ASSESSMENT REPORT FOR COMPREHENSIVE STATE ACCREDITATION

Annex: The internal quality assessment report for the educational organization is compiled **in the following sequence:**

1. Title page (*generated automatically through the platform*);
2. Composition of the members of the Internal Quality Assessment Commission (*approved on the basis of **Standard Table 1** and uploaded to the platform*);
3. Strategic goals of the educational organization (*automatically generated by the platform based on **Standard Table 2** provided*);
4. General information about the educational organization (*automatically generated by the platform based on **Standard Table 3** provided*);
5. Information on the provision of premises for the institution for professional retraining and continuing professional development of personnel (*approved on the basis of **Standard Table 4** provided and uploaded to the platform*);
6. Information about the educational program (*automatically generated by the platform based on **Standard Table 5** provided*);
7. Information on the contingent of learners (***Standard Table 6** provided is generated automatically through the platform*);
8. Practical training bases for the educational program (**locations for off-site classes**) (***Standard Table 7** provided is generated automatically through the platform*);
9. Information on the provision of pedagogical staff and their scientific-pedagogical potential (***Standard Table 8** provided is automatically generated by the platform*);
10. Information on subjects taught by academic/pedagogical staff for the effective implementation of educational programs (*approved on the basis of **Standard Table 9** provided and uploaded to the platform*);
11. Information on the material-technical and teaching-laboratory base of the educational organization for the current academic year (*approved on the basis of **Standard Table 10** provided and uploaded to the platform*);
12. Information on the provision of textbooks and study guides for disciplines (modules) taught within educational programs (*approved on the basis of **Standard Table 11** provided and uploaded to the platform*);
13. Action plan for improving educational programs (*approved on the basis of **Standard Table 12** provided and uploaded to the platform*).

Annex:

“APPROVED”

_____ Full name

“ ___ ” _____ 202__.

“

”

INTERNAL ASSESSMENT REPORT

on special state accreditation of the educational program

Region-20__ y

Standard Table 1:

“APPROVED”

_____ Full name

“ ___ ” _____ 20__.

**Composition
of the Internal Assessment Commission members**

T/r	F.I.Sh.	Lavozimi
1.		
2.		
3.		
4.		
5.		
6.		

Sample table 2:

**GENERAL INFORMATION
about the educational organization**

Name:	
Year of establishment:	
Legal basis for establishment:	<i>(normative legal act, license or other)</i>
Form of ownership:	
Total number of educational programs:	
Total number of pedagogical staff:	
Total number of learners:	
Official e-mail:	
Official website:	
Official telephone number:	
Address (main):	
Address (additional):	
Information on the person responsible for state accreditation	
Full name:	
Position:	
Official e-mail:	
Official work telephone:	

Mission of the educational organization:

Standard Table 3:

Strategic goals of the educational organization:

No	Strategic goals	Main tasks	Plan until 2030 <i>(figures / percentages)</i>	Current status <i>(figures / percentages)</i>
1.				
2.				
3.				

Standard Table 4:

Information on the provision of premises for the institution for professional retraining and continuing professional development of personnel

No	Name of premises	Quantity in the educational institution	Area of the educational institution, m ²	Area per 1 learner, m ²	Normative requirement, m ²	Provision level, %
1	2	3	4	5	6	7
I	Total area (II–III)					
II	Usable (working) area					
1.	General teaching classrooms					
	<i>including:</i>					
	Lecture rooms					
	Premises for practical and seminar classes					
	Laboratory premises					
	Technical and specialized laboratory premises					
	Computer rooms (classes)					
	Specialized rooms for foreign language classes					
2.	Phonolabs (rooms equipped for recording and listening, divided into separate booths)					
3.	Rooms for course projects and final qualification works					
4.	Premises of the rectorate, academic department, departments, etc.					
5.	IRC (library)					
6.	Meeting rooms					
7.	Sports facilities					
	<i>including:</i>					
	open sports grounds					
	indoor sports facilities					
	swimming pools					
					
III	Service and residential area					
1.	Catering facilities (canteen, buffet, etc.)					
2.	Medical service facilities					
3.	Preventive health facilities					
4.	Learner accommodation facilities					

Standard Table 5:

**INFORMATION
about the educational program**

1.	Education field:	
2.	MMR level:	
3.	Educational program code:	
4.	Name of the educational program:	
5.	Qualification(s) name:	
6.	Duration of training (for the full period, year):	
7.	Credit/hour amount:	
8.	Language of instruction:	
9.	Form of education:	
10.	Reception plan:	

Standard Table 6:

Information on the contingent of learners*

Contingent of learners in advanced training and retraining courses

No	Educational program		Number of learners in the current academic year					
			By mode of study					
	Code	Name	Traditional	Distance	Mixed (hybrid)	Alternative	Dual	Total:
Professional development programs								
Retraining Educational Program								

Standard Table 7:

Training program practice bases (mobile training facility)

No	Educational program		Total number of learners	Practical training location (name of enterprise/organization)	Number of learners undertaking/practising	Note
	Code	Name				
Professional development programs						
1						
2						
...						
Retraining Educational Program						
1						
2						
...						

Information on the unified information system (platform) of the institution for retraining and advanced training of personnel

1	Platform name and link	
2	Purpose of the platform	
3	Scope of coverage	
4	Functional orientation	
5	Categories of users	
6	Form of data maintenance	
7	Legal basis	
8	Integration capability	
9	Number of educational resources placed on the platform	
10	Status of practical fulfilment of requirements established for organizing the teaching/learning process in institutions with distance learning mode	

Note: On the management and monitoring of the educational process information For organizations that have a system (platform, LMS).

Standard Table 9:

Information about the subjects taught (taught) by the teaching staff for the effective implementation of educational programs

No	Full name of professors/pedagogical staff	Date of birth (day, month, year)	Position	Employment rate	Name of higher education	Year of graduation from higher education institution	Bachelor's diploma — specialization. Master's diploma — specialization.	Academic degree (full specialization indicated)	Academic title (full specialization or department indicated)	Name of authored study manual or textbook (number and date of publication certificate)	Year of employment at the department	Professional development in the last 3 years		Subjects (modules) taught (must be indicated in full)
												Republic	Abroad	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Main staff														
1														
2														
Internal part-timers														
1														
2														
External part-timers														
1														
2														
Hourly-paid														
1														
2														

Standard Table 10:

Information about the educational organization's material, technical and educational laboratory base for the current academic year

T/r	Name of material-technical and teaching-laboratory base	Name of equipment, instruments, and inventory	Unit of measurement	Quantity
1.	Information Centre Resource	Total fund of teaching-methodological literature		
		Availability of special learning materials for inclusive learners		
		Total number of computers, including those connected to the Internet		
		Access to international databases such as “Scopus” and “Web of Science”		
2.	ICT means	Number of computers. Of which		
		<i>Number used in the teaching/learning process</i>		
		<i>Number of special ICT means for inclusive learners</i>		
		<i>Computer classrooms and number of computers in them</i>		
		<i>Number connected to the Internet</i>		
		Video projector		
		Interactive whiteboard		
3.	Practical training rooms, laboratories, and workshops (training grounds)	Machinery*		
		Equipment*		
		Tools*		
		Inventory*		

4.	Raw materials for practical and laboratory classes	Raw materials*:		
		Fuels and lubricants*:		
	Others			

Note: * List of equipment, inventory, machinery, raw materials, etc. is recorded.

Standard Table 11:

INFORMATION

on the provision of textbooks and study guides for disciplines (modules) taught within educational programs

No	Educational program		Name of discipline (module)	Name of teaching literature	Author(s)	Year of publication	Quantity in IRC	If electronic form, mark with “+”	Correspondence of core literature to the educational program	Name of department responsible for teaching the discipline
	Code	Name								
1	2	3	4	5	6	7	8	9	10	11

ASSURANCE

Standard Table 12:

PLAN
of measures to improve the quality of education

No	Identified deficiency / improvement initiative	Implementation mechanism	Deadline	Responsible unit or person	Expected result
1.					
2.					
3.					
4.					

RESOURCES USED

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

2. Decree of the President of the Republic of Uzbekistan No. PF-76 dated May 5, 2025 “On additional measures to ensure the quality of education and improve the system of providing educational services”. National database of legislative documents 06.05.2025, <https://lex.uz/docs/7513052>

3. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 498 dated August 6, 2025 “On the introduction of a system of comprehensive and special state accreditation of organizations providing secondary specialized, vocational, higher and post-higher education, as well as retraining and advanced training of personnel”. National database of legislative documents, 07.08.2025, <https://lex.uz/docs/-7671324>.

4. Order No. 8 of the Director of the National Agency for Education Quality Assurance under the Administration of the President of the Republic of Uzbekistan dated November 14, 2025 “On approval of indicators for assessment criteria for comprehensive and special state accreditation of organizations for retraining and advanced training of personnel” (registered by the Ministry of Justice of the Republic of Uzbekistan on December 22, 2025, registration number 3747 <https://www.lex.uz/uz/docs/-7977204>).



O'ZBEKISTON RESPUBLIKASI
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