



**NATIONAL QUALITY
ASSURANCE AGENCY FOR EDUCATION**

UNDER THE ADMINISTRATION OF THE PRESIDENT
OF THE REPUBLIC OF UZBEKISTAN

MANUAL

FOR THE PREPARATION OF

**VOCATIONAL EDUCATION
PROGRAMS FOR
PROGRAM STATE
ACCREDITATION**



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**for the Preparation of Vocational Education
Programs for**
PROGRAM STATE ACCREDITATION

Tashkent-2026

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

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

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

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

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ABBREVIATIONS USED

IRC	Information Resource Center (Library)
ICT	Information and Communication Technologies
SES	State Educational Standard
LMS	Learning Management System
FSA	Final State Certification
EMIS PT	Information Systems in Vocational Educational Institutions

INTRODUCTION

This manual has been developed based on the tasks set forth in Decree No. PF-76 of the President of the Republic of Uzbekistan dated May 5, 2025, and Resolution No. 498 of the Cabinet of Ministers dated August 6, 2025, with the aim of providing methodological assistance in the effective organization of self-assessment during the process of institutional state accreditation of educational institutions.

Furthermore, the manual provides methodological recommendations for submitting relevant information and documents pertaining to the indicators for assessment criteria in conducting program state accreditation of educational institutions, as approved by the Order No. 3 of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan dated November 14, 2025, "On approval of indicators under the evaluation criteria for conducting program state accreditation of vocational education institutions" (registration number: 3717).

The manual offers methodological support for organizing the process of conducting program state accreditation of educational institutions based on uniformed requirements, correctly preparing the self-assessment report, collecting supporting documents, and effectively preparing for the external assessment process.

Additionally, ensuring adherence to unified approaches in preparing the self-assessment report enhances the efficiency of expert commissions' work during the external assessment process.

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

The self-assessment report of an educational institution is used by expert commissions during the external assessment process to obtain comprehensive information, as well as to assess the quality of the relevant educational institution (or program).

An educational institution may prepare its self-assessment report by establishing a working group.

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

- Formatting in the sequence established in this manual;
- Justifying each submitted document and piece of information clearly, intelligibly, and with evidence;
- Adhering to the rules and requirements of the official language;
- Using words and terms widely used in official contexts;

- Clearly indicating future plans, projects, and expected results;
- Including brief, precise, and evidence-based information for each assessment indicator.

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

KEY CONCEPTS AND TERMS

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

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

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

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

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

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

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

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

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

FORMALIZATION OF THE APPLICATION FOR PROGRAM STATE ACCREDITATION

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

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

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

PREPARING THE SELF-ASSESSMENT REPORT

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

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

To ensure strict compliance with the accreditation areas, criteria, and indicators, the report must correspond to the current assessment areas, criteria, and indicators of institutional state accreditation. In this, the current state, evidence, and conclusions for each indicator must be clearly covered.

ATTENTION!!!

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

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

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

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

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

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

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

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

CALCULATION OF RESULTS BY ASSESSMENT AREAS, CRITERIA, AND INDICATORS

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

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

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

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

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

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

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

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

all mandatory criteria are assessed as "compliant";

no more than two general criteria are assessed as "partially compliant";

there are no criteria assessed as "non-compliant".

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

REVIEW OF THE SELF-ASSESSMENT REPORT

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

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

The tasks of the expert commission are as follows:

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

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

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

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

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

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

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

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

The educational institution formally submits reasoned proposals and objections regarding the initial report to the Agency **within three working days**. The expert commission prepares the final report after analyzing the submitted proposals and objections.

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

ASSESSMENT AREAS, CRITERIA AND INDICATORS IN PROGRAM STATE ACCREDITATION OF EDUCATIONAL INSTITUTIONS

In the program state accreditation of vocational education institutions, assessment is carried out across **6 areas**, **31 criteria**, and **163 indicators**.

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

Mandatory criteria and indicators are marked with (*).

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

I. AREA OF ORGANIZATIONAL MANAGEMENT AND QUALITY ASSURANCE

***Note:** The activities of the vocational education institution are evaluated for the effective establishment and systematic management of the organizational and administrative process of the educational program, quality assurance and improvement.*

CRITERIA 1. Availability of a structural unit responsible for the implementation of the educational program and mechanisms for its effective functioning*

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

1.1. INDICATOR

For the implementation of the educational program, there are clear plans for establishing a responsible structural unit (department, division) (hereinafter referred to in the text as the structural unit) and for providing it with material and technical infrastructure and financial resources*

Guiding questions:

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

Substantiating evidence(s):

- ✓ Structural unit order;
- ✓ Financial plan.

1.2. INDICATOR

The powers, duties, and functions of the structural unit are aimed at the effective implementation of the educational program and are clearly defined in accordance with the objectives established within the framework of the educational program

Guiding questions:

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

Substantiating evidence(s):

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

1.3. INDICATOR

There are mechanisms in place within the structural unit to improve the educational program in line with labor market requirements and technological changes

Guiding questions:

- ❖ How had labour market demands and technological changes been taken into account in the improvement mechanisms developed by the structural unit?

Substantiating evidence(s):

- ✓ Improvement procedure.

1.4. INDICATOR

To ensure the effective implementation of the educational program, the structural unit is provided with material and technical infrastructure, financial and human resources, and the structural unit has work plans**

Guiding questions:

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

Substantiating evidence(s):

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

1.5. INDICATOR

The compliance of the educational program with labour market requirements and its effectiveness are reviewed by the structural unit, and analytical information is prepared**

Guiding questions:

❖ How is the analytical data be prepared by the structural unit determine the compliance and effectiveness of the educational program with labour market requirements?

Substantiating evidence(s):

✓ Analytical information.

1.6. INDICATOR

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

Guiding questions:

❖ What problems are identified and priorities are set by the structural unit based on the prepared analytical data?

❖ How is an action plan developed to address issues and priorities, and how are tasks, implementers, deadlines, and expected results determined?

❖ How is the implementation of the action plan be monitored?

Substantiating evidence(s):

✓ Action plan;

✓ Action implementation reports.

CRITERIA 2. Availability of a three-year prospective plan for the development of the educational program and ensuring financial sustainability (hereinafter referred to in the text as the prospective plan)

Note:*The existence of a forward-looking plan to ensure the development and financial sustainability of the educational program, as well as the consistency of the goals and objectives of this plan with the expected learning outcomes, labour market requirements, and the organization's strategy, are assessed.*

2.1. INDICATOR

The prospective plan has been developed and is aligned with the strategic plan (mission, strategy) of the vocational education institution

Guiding questions:

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

Substantiating evidence(s):

- ✓ A prospective plan.

2.2. INDICATOR

The prospective plan reflects the material and technical infrastructure, information technologies, human resources, financial sources, and cooperation with employers required for the implementation of the educational program, and the deadlines for fulfilling the tasks set out in this plan as well as the responsible executors are clearly specified

Questions:

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

Substantiating evidence(s):

- ✓ A prospective plan.

2.3. INDICATOR

A risk analysis affecting the implementation of the tasks defined in the prospective plan is available, and appropriate measures to mitigate these risks have been identified

Guiding questions:

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

Substantiating evidence(s):

- ✓ Information on risk analysis.

2.4. INDICATOR

Mechanisms for monitoring and analyzing the implementation of the tasks defined in the prospective plan have been developed, and measures to eliminate shortcomings identified as a result of monitoring and analysis are implemented**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Information on monitoring and analysis results.

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

Note:*The existence of an internal quality system that ensures the quality and effectiveness of the educational program, as well as the participation of educators, employers, students, and parents, are assessed.*

3.1. INDICATOR

A quality assurance unit for monitoring and analyzing the educational program has been established, or responsible staff member(s) have been appointed

Guiding questions:

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

Substantiating evidence(s):

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

3.2. INDICATOR

An self-assessment procedure for the educational program has been developed and approved following discussion by the pedagogical (methodological) council and employers

Guiding questions:

❖ What tasks are the self-assessment procedure for the educational program included?

❖ How is the educational program organized and approved by the pedagogical (methodological) council?

Substantiating evidence(s):

- ✓ Approved self-assessment procedure;
- ✓ Excerpt from the minutes of the Pedagogical Council.

3.3. INDICATOR

Based on the proposals and feedback of teachers, employers, students, as well as parents and persons substituting them (hereinafter referred to in the text as parents), the educational program is regularly improved, and an action plan on internal quality assurance is developed**

Guiding questions:

❖ How is the curriculum improved based on suggestions and feedback from providers, educators, students, and parents?

❖ How is an action plan developed based on suggestions and feedback from employers, educators, students, and parents?

Substantiating evidence(s):

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

3.4. INDICATOR

Monitoring and analysis of the implementation of the tasks defined in the action plan for improving the educational program and ensuring internal quality assurance are carried out, and the educational program is improved**

Guiding questions:

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

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

Substantiating evidence(s):

- ✓ Information on monitoring and analysis results;
- ✓ Improved educational program.

3.5. INDICATOR

Information on the improvement of the educational program is publicly disclosed on the website of the vocational education institution and (or) on social media platforms**

Guiding questions:

❖ How is information about curriculum improvements published on the educational institution's website and social media?

Substantiating evidence(s):

✓ Published materials (screenshot or link).

CRITERIA 4. Availability of a monitoring system to identify the labor market and educational needs, as well as the latest trends in scientific research

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

4.1. INDICATOR

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

Guiding questions:

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

Substantiating evidence(s):

✓ Monitoring plan.

4.2. INDICATOR

During the monitoring process, with the participation of teachers, employers, and sector specialists, information related to the labor market and the education sector is regularly collected, analyzed, and evaluated**

Guiding questions:

❖ How is the participation of educators, senior organizational leaders, and industry experts be ensured in the monitoring process?

❖ How often is data on the labour market and education collected and analyzed by educators, employers, and industry experts?

Substantiating evidence(s):

✓ Analytical information.

4.3. INDICATOR

Based on the monitoring results, issues and shortcomings necessary for improving the educational program are identified, and appropriate changes are introduced to the subjects (modules) of the educational program and to practical training sessions (topics and content)**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Analysis of the changes made.

4.4. INDICATOR

Based on innovations in scientific research areas and labor market requirements, a continuously updated information database is established**

Guiding questions:

- ❖ How is a constantly updated database created and updated based on innovations in scientific research and labour market requirements?

Substantiating evidence(s):

- ✓ Information on the updated database.

4.5. INDICATOR

Information related to the labour market and the education sector is publicly disclosed for teachers, employers, students, parents, and sector specialists**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Published materials (screenshot or link).

CRITERIA 5. Conduct of surveys among students on existing educational programs and improvement of educational programs based on their results

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

5.1. INDICATOR

For the evaluation and improvement of the existing educational program, surveys, interviews, and focus groups (hereinafter referred to in the text as surveys) are conducted; their topics, the list of questions (issues), the periods for conducting the surveys, and the responsible executors are determined**

Guiding questions:

❖ How are questionnaire(s) designed to evaluate and improve the current educational program?

❖ How are survey topics, a list of questions (issues), survey deadlines, and responsible executors determined?

Substantiating evidence(s):

✓ List of survey questions:

✓ Survey schedule.

5.2. INDICATOR

Students are regularly informed about the conducted surveys, and measures are taken in a systematic manner to ensure their participation**

Guiding questions:

❖ How often are students notified about upcoming surveys?

❖ What measures are taken to ensure systematic student participation in surveys?

Substantiating evidence(s):

✓ Information on the survey process.

5.3. INDICATOR

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

Guiding questions:

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

Substantiating evidence(s):

✓ Information on the questionnaire.

5.4. INDICATOR

The results of the conducted surveys are analyzed by the responsible executors, and students' proposals and feedback regarding the improvement of the educational program are regularly collected**

Guiding questions:

- ❖ How are the results of the survey analyzed by the responsible executives?
- ❖ How often are student suggestions and feedback collected to improve the curriculum?

Substantiating evidence(s):

- ✓ Information on the results of the survey;
- ✓ Information on suggestions and feedback for improving the educational program.

5.5. INDICATOR

Based on the survey results, an analytical report is prepared and submitted to the pedagogical (methodological) council**

Guiding questions:

- ❖ What information is provided in the analytical report on the survey results?
- ❖ What issues are discussed at the pedagogical council based on the survey results?

Substantiating evidence(s):

- ✓ Analytical report on the survey results;
- ✓ Excerpt from the minutes of the Pedagogical Council.

5.6. INDICATOR

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

Guiding questions:

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

Substantiating evidence(s):

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

5.7. INDICATOR

Information on survey results and the changes implemented based on them is publicly disclosed on the website of the vocational education institution and (or) on social media platforms**

Guiding questions:

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

Substantiating evidence(s):

✓ Published materials (screenshot or link).

II. AREA OF EDUCATIONAL PROGRAMS

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

CRITERIA 6: Development of the educational program in accordance with established procedures with the participation of stakeholders. This includes the definition of the objectives and outcomes of the educational program, and its compliance with labour market requirements, the State Educational Standard (hereinafter referred to in the text as SES), and the National Qualifications Framework (hereinafter referred to in the text as NQF)*

Note: *The educational program project is assessed for its development in collaboration with employers, and for its compliance with the expected learning outcomes and objectives of the educational program with the NQF, SES, and professional standard(s) (or qualification requirements).*

6.1. INDICATOR

There is a procedure for developing the educational program, including the definition of the objectives, competencies, and expected learning outcomes of the educational program, and a working group consisting of teachers, sector specialists, and employers has been established for the development of the educational program*

Guiding questions:

❖ What is the procedure for developing a training program?

❖ How are the goals, competencies, and expected learning outcomes of the educational program defined?

❖ How is the working group consisting of educators, industry experts, and employers organized to develop the curriculum?

Substantiating evidence(s):

- ✓ Information on curriculum development.
- ✓ Order on the establishment of a working group.

6.2. INDICATOR

The content of the educational program has been analyzed for compliance with the SES, NQF, professional standard(s) (or qualification requirements), and labor market requirements

Guiding questions:

❖ What analyses have been conducted regarding the content of the educational program's compliance with SES, NQF, professional standard(s) (or qualification requirements), and labour market requirements?

Substantiating evidence(s):

- ✓ Analytical information.

6.3. INDICATOR

Based on the results of the analysis, the expected learning outcomes and objectives of the educational program have been clarified, and conclusions regarding identified shortcomings have been prepared

Guiding questions:

❖ How are the expected learning outcomes and objectives of the educational program determined based on the results of the analysis?

❖ What information is covered in the conclusions regarding the shortcomings identified based on the results of the analysis?

Substantiating evidence(s):

- ✓ Information on the analysis results.

6.4. INDICATOR

The educational program has been discussed with the participation of employers and teachers, and changes have been introduced into the educational program based on their proposals and recommendations

Guiding questions:

- ❖ How is the training program discussed with employers and educators?
- ❖ What changes have been made to the curriculum based on suggestions and recommendations from employers and educators to improve the curriculum?

Substantiating evidence(s):

- ✓ Given suggestions and recommendations;
- ✓ Educational program.

6.5. INDICATOR

The educational program has been developed in compliance with the SES, NQF, and professional standard(s) (or qualification requirements), the qualification(s) awarded upon completion of the educational program are clearly defined, and the program has been approved in agreement with employers

Guiding questions:

- ❖ How are qualification(s) defined in curriculum development?
- ❖ What work is done to approve the training program in agreement with employers?

Substantiating evidence(s):

- ✓ Educational program.

CRITERIA 7. Alignment of the content and structure of the educational program with theory and practice in an appropriate manner

Note: The educational program evaluates the integration of theory and practice, the balance of subjects (modules), practice, and workload.

7.1. INDICATOR

The theoretical and practical components necessary for forming the expected learning outcomes and competencies defined in the educational program are specified in the educational program

Guiding questions:

- ❖ How are the theoretical and practical components necessary to form the expected learning outcomes and competencies specified in the curriculum defined?

Substantiating evidence(s):

- ✓ Educational program.

7.2. INDICATOR

The credits (hours) allocated for theoretical and practical components in the educational program correspond to the qualification level defined in the SES and the NQF

Guiding questions:

- ❖ How are the credits (hours) allocated for theoretical and practical training in the educational program aligned with the qualification level requirements set out in the SES and NQF?

Substantiating evidence(s):

- ✓ Educational program.

7.3. INDICATOR

Taking into account the specifics of the profession (specialty), practical training (educational and industrial internships as well as laboratory classes) is provided for in the educational program, and the necessary credits (hours) are allocated

Guiding questions:

- ❖ Based on the nature of the profession (specialty), in what order are practical training (training, production, and laboratory training) determined in the educational program?
- ❖ How are the credits (hours) required for internships allocated?

Substantiating evidence(s):

- ✓ Educational program.

7.4. INDICATOR

Cooperation with employer enterprises and practical training bases has been established to ensure coherence between theoretical and practical subjects (modules)

Guiding questions:

- ❖ What partnerships have been established with employers and internships?

Substantiating evidence(s):

- ✓ Agreements or memoranda.

7.5. INDICATOR

Based on the results of the evaluation of the educational program, theoretical subjects (modules) and practical training are improved, and credits (hours) are systematically reviewed**

Guiding questions:

- ❖ How are the results of curriculum evaluations taken into account when improving theoretical subjects (modules) and practical training?
- ❖ How is the revision of credits (hours) organized according to the results of the educational program evaluation?

Substantiating evidence(s):

- ✓ Information on the work carried out in accordance with the results of the educational program evaluation.

CRITERIA 8. Ensuring the continuity, coherence, and consistency of the educational program and its subjects

Note: *The duration of the educational program, the coherence and continuity of theory and practice in the subjects (modules), as well as the coherence of the topics are assessed.*

8.1. INDICATOR

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

Guiding questions:

❖ How are the overall credit hours and duration of the educational program aligned with the program's objectives and expected learning outcomes?

Substantiating evidence(s):

✓ Educational program.

8.2. INDICATOR

The sequence of subjects (modules) in the curriculum and their alignment with the continuous education system (primary, secondary and secondary specialized vocational education levels, as well as higher education) are ensured

Guiding questions:

❖ How are the sequence of subjects in the curriculum and compliance with the continuing education system ensured?

Substantiating evidence(s):

✓ Analytical information.

8.3. INDICATOR

The syllabi of subjects (modules) and the sequence of theoretical and practical training sessions are developed in accordance with the requirements for continuity, consistency, and expected learning outcomes

Guiding questions:

❖ How is the curriculum of subjects (modules) and the sequence of theoretical and practical exercises designed to ensure continuity and expected learning outcomes?

Substantiating evidence(s):

✓ Educational program.

8.4. INDICATOR

Mutual integration between theoretical and practical training sessions within subjects (modules) is ensured

Guiding questions:

❖ How is mutual integration ensured between theoretical and practical training in subjects (modules)?

Substantiating evidence(s):

✓ Educational program.

8.5. INDICATOR

During the process of reviewing the educational program, the coherence and continuity of theoretical and practical training sessions within subjects (modules) are continuously analyzed and improved**

Guiding questions:

❖ How is the curriculum review process organized?

❖ How often is the coherence and continuity of theoretical and practical training in subjects (modules) analyzed and improved?

Substantiating evidence(s):

✓ Educational program.

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

Note: Monitoring and analysis of the educational program (semester, annual) is established, based on the results of the monitoring and analysis, measures to increase efficiency are taken, as well as the involvement of employers, students, parents, graduates and industry experts is assessed

9.1. INDICATOR

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

Guiding questions:

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

Substantiating evidence(s):

✓ Evaluation procedure and criteria.

9.2. INDICATOR

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

Guiding questions:

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

Substantiating evidence(s):

✓ Monitoring information.

9.3. INDICATOR

During the monitoring process, the participation of employers, students, parents, graduates, and sector specialists is ensured in a systematic manner**

Guiding questions:

❖ What steps are taken to ensure the participation of employers, students, parents, alumni, and industry experts in the monitoring process?

Substantiating evidence(s):

✓ Monitoring information.

9.4. INDICATOR

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

Guiding questions:

❖ How are monitoring results analyzed?

❖ How is the effectiveness of the educational program and its compliance with the expected learning outcomes assessed?

❖ What tasks are reflected in the action plan to eliminate the identified problems and shortcomings?

Substantiating evidence(s):

✓ Action plan.

9.5. INDICATOR

The implementation of the tasks defined in the action plan is analyzed, and necessary changes are introduced to the content of subjects (modules) and practical training sessions within the educational program, as well as to the evaluation procedures and criteria**

Guiding questions:

❖ How is the implementation of the tasks set out in the action plan analyzed?

❖ What changes are made to the content, assessment procedures, and criteria of subjects (modules) and practical training?

Substantiating evidence(s):

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

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

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

CRITERIA 10. Development of the working curriculum and programs in accordance with established requirements*

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

10.1. INDICATOR

The working curriculum and subject (module) and practical training programs have been developed based on standard curricula and programs

Guiding questions:

- ❖ What documents are used to develop the working curriculum and subject (module) and internship programs?
- ❖ How is the approval process for the working curriculum and subject (module), internship programs carried out?

Substantiating evidence(s):

- ✓ Working curriculum and programs.

10.2. INDICATOR

In accordance with the requirements of the SES, the working curriculum and programs have been developed based on proposals provided by local employers*

Guiding questions:

- ❖ How are SES requirements analyzed when developing working curricula and programs?

❖ How are the suggestions made by representatives of employing enterprises (organizations) in the regions taken into account when developing working curricula and programs?

Substantiating evidence(s):

- ✓ Information on suggestions and feedback;
- ✓ Working curriculum and programs.

10.3. INDICATOR

In the study loads of the working curriculum, a balance is ensured between theoretical and practical components, as well as between educational and industrial internships

Guiding questions:

❖ How is the balance between theoretical and practical components, as well as educational and production practices, ensured in the curriculum?

Substantiating evidence(s):

- ✓ Working curriculum and programs.

10.4. INDICATOR

The working curriculum and programs are aligned with the labour market, sectoral, and seasonal requirements

Guiding questions:

❖ How is the analysis of the regional labour market and seasonal demands of the profession (specialty) carried out when developing work curricula and programs?

❖ How are job curricula and programs aligned with labour market, industry, and seasonality requirements?

Substantiating evidence(s):

- ✓ Working curriculum and programs.

CRITERIA 11. Orientation of the educational process towards achieving the expected learning outcomes defined in the educational program*

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

11.1. INDICATOR

The educational process is planned in cooperation with employers, taking into account current labour market needs and sector-specific characteristics

Guiding questions:

❖ How are modern labour market needs studied in collaboration with employers when planning the training process?

❖ How is the learning process planned based on the characteristics of the field?

Substantiating evidence(s):

✓ Information on labour market and industry analysis.

11.2. INDICATOR

Based on the working curriculum, the schedule of training sessions has been developed in accordance with the academic calendar, approved, and implemented**

Guiding questions:

❖ How is compatibility ensured when developing a training schedule and a learning process graph?

❖ What work is done to implement the training schedule?

Substantiating evidence(s):

✓ Training schedule;

✓ Learning process schedule.

11.3. INDICATOR

In organizing the educational process in accordance with the working curriculum, the coherence and continuity of subjects (modules) and educational and industrial internships are ensured**

Guiding questions:

❖ How is the coherence and continuity of subjects (modules), educational and production practices in the working curriculum ensured?

Substantiating evidence(s):

✓ Working curriculum.

11.4. INDICATOR

Educational-methodological resources and information and communication technologies (hereinafter referred to in the text as ICT) necessary for organizing the educational process are used**

Guiding questions:

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

Substantiating evidence(s):

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

11.5. INDICATOR

Practical training bases for the educational program are available*

Guiding questions:

- ❖ What internships are available for the training program?

Substantiating evidence(s):

- ✓ Agreement or memorandum;
- ✓ Information on practice databases.

11.6. INDICATOR

The vocational education institution ensures the achievement of the expected learning outcomes of the educational program, and the level of achievement of the expected learning outcomes is analyzed**

Guiding questions:

❖ How is the educational institution ensure that the educational program achieved the expected learning outcomes?

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

Substantiating evidence(s):

- ✓ Analysis information.

CRITERIA 12. Continuous assessment and improvement of the educational process

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

12.1. INDICATOR

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

Guiding questions:

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

Substantiating evidence(s):

- ✓ Order (regulation).

12.2. INDICATOR

In accordance with the frequency specified in the procedure for assessing, analyzing, and improving the educational process (monthly, semester-based, annual), assessment and analysis of the educational process are carried out**

Guiding questions:

❖ How are educational process evaluations organized and carried out at the intervals established in the Procedure for Evaluation, Analysis, and Improvement of the Educational Process?

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

Substantiating evidence(s):

✓ Information on evaluating and analyzing the learning process.

12.3. INDICATOR

Employers, students, graduates, teachers, and sector specialists are regularly involved in the assessment process of the educational process, and their proposals and feedback are analyzed in a documented manner**

Guiding questions:

❖ How are employers, students, graduates, educators, and industry experts involved in the learning process?

❖ How are suggestions and feedback from employers, students, graduates, educators, and industry experts formalized?

❖ How are suggestions and feedback from employers, students, graduates, educators, and industry experts analyzed?

Substantiating evidence(s):

✓ Information on the analysis of the evaluation process.

12.4. INDICATOR

Based on the assessment results, an action plan to eliminate identified problems and shortcomings is systematically developed, implementation monitoring is conducted, and within the frequency specified in the procedure for assessing, analyzing, and improving the educational process (monthly, semester-based, annual), the educational process is improved**

Guiding questions:

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

- ❖ How is the implementation of the action plan be monitored, and the learning process evaluated, monitored, and analyzed?
- ❖ How often is the action plan updated?

Substantiating evidence(s):

- ✓ Action plan;
- ✓ Improvement information.

CRITERIA 13. Use of advanced pedagogical technologies in the educational process for existing educational programs and achievement of appropriate effectiveness

Note: *It is assessed that modern pedagogical technologies have been introduced into the educational process based on the educational program and that their use has improved the quality of education and increased the knowledge and skills of students.*

13.1. INDICATOR

Advanced pedagogical and innovative educational technologies are continuously used in the educational program in such a way that the teaching methods, pedagogical technologies, content of subjects (modules), and practical training are oriented toward achieving the expected learning outcomes defined in the educational program**

Guiding questions:

- ❖ How are the teaching methods, pedagogical technologies, subjects (modules), and practical training content specified in the curriculum directed towards achieving the expected learning outcomes?
- ❖ How is the continuous use of advanced pedagogical and innovative educational technologies ensured?

Substantiating evidence(s):

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

13.2. INDICATOR

The scope, implementation trends, and level of complexity of teaching methods and pedagogical technologies are determined in accordance with the level of the educational program, the form of education, and the needs of students**

Guiding questions:

❖ How are the curriculum levels, teaching methods, and learning styles adapted to the needs of students?

❖ To what extent did pedagogical technologies cover the level of the educational program, the form of education, and the needs of students?

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

Substantiating evidence(s):

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

13.3. INDICATOR

Monitoring and analysis of the effectiveness of the use of advanced teaching methods and pedagogical technologies are carried out, and based on the shortcomings identified as a result of monitoring and analysis, the professional capacity of teachers is enhanced**

Guiding questions:

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

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

Substantiating evidence(s):

✓ Information on improving the professional capacity of educators.

13.4. INDICATOR

Based on the results of monitoring, analysis, and enhancement of teachers' professional capacity, pedagogical technologies are continuously updated and improved**

Guiding questions:

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

Substantiating evidence(s):

✓ Information on updating and improving pedagogical technologies.

13.5. INDICATOR

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

Guiding questions:

- ❖ What issues are covered in an annual analytical report on the use of advanced pedagogical technologies and their effectiveness?
- ❖ What issues are considered in the annual analytical report by the pedagogical (methodological) council?

Substantiating evidence(s):

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

CRITERIA 14. Transparent and impartial assessment of students' learning within the educational program and compliance of assessment processes with learning outcomes

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

14.1. INDICATOR

A procedure, rules, criteria, and methods for assessing students' knowledge, skills, and competencies within the educational program (hereinafter referred to in the text as the assessment procedure) have been developed

Guiding questions:

- ❖ What tasks of the assessment procedure is developed to include in the assessment processes of students' knowledge, skills, and competencies?

Substantiating evidence(s):

- ✓ Evaluation procedure.

14.2. INDICATOR

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

Guiding questions:

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

Substantiating evidence(s):

- ✓ The disclosed materials (screenshot or link).

14.3. INDICATOR

Teachers and specialists from employer organizations, as well as parents, graduates, and (or) representatives of the public in the capacity of observers, are involved in the assessment processes**

Guiding questions:

- ❖ How are experts from employing organizations and educators involved in the assessment processes?
- ❖ Through what means are parents, alumni, and/or members of the public involved as observers?

Substantiating evidence(s):

- ✓ Information on the involvement of stakeholders in the assessment processes.

14.4. INDICATOR

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

Guiding questions:

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

Substantiating evidence(s):

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

14.5. INDICATOR

Assessment results are systematically recorded, maintained, and stored in digital platforms, students' practical training logs, and the evaluation statements of the final state attestation commission**

Guiding questions:

- ❖ How are assessment results ensured to record, maintain, and store completely and error-free on digital platforms?
- ❖ What work is done to reflect, maintain, and store the assessment results in students' practice diaries and in the assessment protocols of the final state attestation commission?

Substantiating evidence(s):

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

14.6. INDICATOR

The compliance of assessment processes with the educational program is systematically and regularly monitored and analyzed, and the results of monitoring and analysis are presented to students and parents**

Guiding questions:

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

Substantiating evidence(s):

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

CRITERIA 15. Availability of mechanisms for receiving students' feedback on assessment results

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

15.1. INDICATOR

A procedure for collecting, reviewing, and analyzing students' proposals, feedback, and complaints regarding assessment results has been developed, and responsible executors have been designated

Guiding questions:

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

Substantiating evidence(s):

- ✓ Information according to the established procedure;
- ✓ List of responsible executors.

15.2. INDICATOR

Within the developed procedure, the forms and deadlines for submitting complaints, the procedure for reviewing them, and the decision-making mechanism are clearly defined

Guiding questions:

- ❖ How are the forms, deadlines, and procedure for considering complaints reflected in the developed procedure?
- ❖ On what basis are the decision-making mechanisms in the developed procedure formed?

Substantiating evidence(s):

- ✓ Information on the developed procedure.

15.3. INDICATOR

Proposals, feedback, and complaints are accepted through channels convenient for students and in forms appropriate to their needs, and the review process is carried out based on the principles of openness, accountability, transparency, and avoidance of conflicts of interest**

Guiding questions:

- ❖ What steps are being taken to ensure that suggestions, feedback, and complaints are received in a manner that is convenient for students and in a format that meets their needs?
- ❖ How is the process of considering proposals, feedback, and complaints ensured to achieve the principles of openness, accountability, transparency, and avoidance of conflicts of interest?

Substantiating evidence(s):

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

15.4. INDICATOR

Students' complaints regarding the assessment process and results are reviewed by the appeal commission of the vocational education institution and are systematically analyzed**

Guiding questions:

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

Substantiating evidence(s):

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

15.5. INDICATOR

Based on the analysis results, reports are regularly prepared and an action plan to improve the assessment process is developed, and necessary changes are introduced to the assessment procedure and criteria**

Guiding questions:

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

Substantiating evidence(s):

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

SECTION 4. AREA OF STUDENT ACTIVITIES

Note: *The educational program assesses the suitability of admission parameters to the resources and capabilities of the educational organization, the compliance of student admission criteria with the level of the educational program, the transparency and clarity of admission processes, the existence of mechanisms for transferring students, transferring (dropping) them from one course to another, expelling them from study and resuming their studies, as well as the establishment of a system of social, academic and psychological support for students.*

CRITERIA 16. Clear definition of admission requirements for the educational program and ensuring transparency in the admission process

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

16.1. INDICATOR

The procedure for admission to study under the educational program is defined and documented, and openness of information on the admission process for applicants and their parents is ensured**

Guiding questions:

- ❖ What documents defined and documented the procedure for admission to an educational program?

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

Substantiating evidence(s):

- ✓ Admission documents (order, regulations, etc.);
- ✓ Published admission information (screenshot or link).

16.2. INDICATOR

In determining the admission requirements for the educational program, information on the regional labor market, (school) graduates, and unemployed persons in the relevant region is available

Guiding questions:

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

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

Substantiating evidence(s):

- ✓ Information on educational and labour market needs;
- ✓ Information on the analysis of alumni interests.

16.3. INDICATOR

The composition of the admission and appeal commissions is approved, tools ensuring transparency in the admission process are used, and special facilities are organized (online registration, open selection commissions, and others)

Guiding questions:

❖ How is the composition of the admissions and appeals committees formed and approved?

❖ What tools are used to ensure transparency in the admissions process?

❖ How are special rooms, online registration, open selection committees, and other amenities provided to effectively organize the admission process?

Substantiating evidence(s):

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

16.4. INDICATOR

During the admission process, the principles of fairness and equality are ensured, and the lists of admitted applicants are made public and communicated to the general public**

Guiding questions:

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

Substantiating evidence(s):

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

16.5. INDICATOR

A mechanism for reviewing applications and complaints related to the admission process is available

Guiding questions:

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

Substantiating evidence(s):

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

CRITERIA 17. Alignment of admission parameters with the resources and capacities of the educational institution*

Note: It is assessed whether the admission parameters are set in accordance with the educational organization's existing material and technical base, human resources, and financial resources.

17.1. INDICATOR

Admission parameter(s) for the educational program are defined in accordance with the infrastructure, financial capacities, classrooms, laboratories, practical training bases, and SES requirements of the vocational education institution

Guiding questions:

- ❖ How the infrastructure, financial capabilities, auditorium, laboratory, and practice facilities of the educational institution are studied and taken into account when forming admission parameters?
- ❖ How is compliance with the requirements of the SES ensured when formulating admission parameters?

Substantiating evidence(s):

- ✓ Admission parameter(s);
- ✓ Information on the availability of the admission parameter(s) at the educational institution and compliance with SES requirements.

17.2. INDICATOR

Admission parameter(s) for the educational program are aligned with the regional labour market, the strategic plan (mission, strategy) of the vocational education institution, the number and composition of teachers, and their workload (teaching load)

Guiding questions:

- ❖ How are the admission parameters aligned with the labour market needs of the region and the strategic plans of the educational institution?
- ❖ How are the number and composition of teachers in an educational institution taken into account when forming admission parameters?
- ❖ How is the number and composition of teachers, and their workload, aligned with admission parameters?

Substantiating evidence(s):

- ✓ Admission parameters;
- ✓ Analytical information on the labour market;
- ✓ Information on the number and composition of teachers and their workload.

17.3. INDICATOR

Annual analyzes of the implementation status of the admission parameter(s) for the educational program are carried out, and based on the results of the analysis, necessary changes are introduced to the admission parameters**

Guiding questions:

- ❖ What necessary changes are made to admission parameters based on the annual review?

Substantiating evidence(s):

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

CRITERIA 18. Establishment of procedures for student transfer, progression (retention), dismissal, and reinstatement within the educational program (hereinafter referred to in the text as student movement)*

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

18.1. INDICATOR

Student movement at the vocational education institution—including admission to study, transfer, reinstatement, and dismissal—is carried out in accordance with the procedures established in regulatory legal documents, and a responsible commission (or working group) for managing student movement has been established**

Guiding questions:

- ❖ What are regulatory and legal documents defined students movement and how is it organized?
- ❖ How is the commission (or working group) responsible for implementing the student movement organized?

Substantiating evidence(s):

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

18.2. INDICATOR

Based on orders, commission minutes, and other relevant documents related to student movement, decisions are properly formalized in a fair and transparent manner, and regular reporting and monitoring of student movement are conducted**

Guiding questions:

- ❖ How are orders, commission reports, and other relevant documents issued regarding student movement?
- ❖ How is fairness and transparency ensured in the decision-making process related to student movement?
- ❖ How is student activity reporting and monitoring conducted?

Substantiating evidence(s):

- ✓ Student movement orders;
- ✓ Extract from orders and minutes of the pedagogical council;
- ✓ Information on reporting and monitoring documents.

18.3. INDICATOR

Students' rights are ensured in matters related to student movement, students and their parents are informed about the processes, and all changes are timely and fully recorded in education management information systems (EMIS PT)**

Guiding questions:

- ❖ How are students' rights ensured regarding student movement?
- ❖ How are students and their parents informed about processes, procedures, and decisions made regarding student behaviour?
- ❖ How are all changes in student movement reflected in educational process management information systems (EMIS PT, etc.)?

Substantiating evidence(s):

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

18.4. INDICATOR

An open and convenient system for submitting complaints related to student movement has been established, and procedures for reviewing such complaints are defined**

Guiding questions:

- ❖ How is openness and accessibility ensured for complaints about student behaviour?
- ❖ How is the process for reviewing student behaviour complaints organized?

Substantiating evidence(s):

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

CRITERIA 19. Establishment of procedures for the recognition of non-formal and informal skills and qualifications

Note:*The procedure for recognizing skills and qualifications acquired through non-formal and informal means, criteria and assessment tools, and appeal processes are documented and assessed for compliance with the NQF.*

19.1. INDICATOR

Procedures for the recognition of non-formal and informal skills and qualifications have been established

Guiding questions:

- ❖ What is the procedure, mechanism, and assessment criteria for recognizing informal and acquired skills and qualifications?

Substantiating evidence(s):

- ✓ Information on the establishment of recognition of non-formal and informal skills and qualifications.

19.2. INDICATOR

In cooperation with sector councils for professional qualifications development, activities for the recognition of non-formal and informal skills and qualifications have been organized

Guiding questions:

❖ How is cooperation with sector councils established for the recognition of non-formal and informal skills and qualifications?

Substantiating evidence(s):

✓ Agreements or memoranda.

19.3. INDICATOR

Measures have been taken to ensure the participation of teachers of the vocational education institution in the process of assessing non-formal and informal skills and qualifications

Guiding questions:

❖ What measures are taken to ensure the participation of educators in the process of assessing non-formal and informal skills and competencies?

❖ What documents defined the role and responsibilities of educators in this assessment process?

Substantiating evidence(s):

✓ Information on work have done.

19.4. INDICATOR

Measures to prevent conflicts of interest in the recognition of applicants' non-formal and informal skills and qualifications have been implemented

Guiding questions:

❖ What measures are taken to prevent conflicts of interest in the process of recognizing informal and non-formal skills and qualifications?

Substantiating evidence(s):

✓ Information on work have done.

CRITERIA 20. Availability of mechanisms for supporting students and providing them with guidance and counseling

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

20.1. INDICATOR

A system for supporting students under the educational program, including academic, psychological, social, and career guidance counseling, has been planned

Guiding questions:

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

Substantiating evidence(s):

- ✓ Information about the support and advice system.

20.2. INDICATOR

Information on student support and counseling services is publicly available (through the website, brochures, notice boards, and other means)

Guiding questions:

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

Substantiating evidence(s):

- ✓ Demonstrated information (screenshot or link).

20.3. INDICATOR

After students are admitted to study, activities aimed at familiarizing them with the developed action plans, the educational environment, and the educational program are systematically organized**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Action plans;
- ✓ Minutes of events.

20.4. INDICATOR

The career center of the vocational education institution regularly provides methodological and informational support on counseling, graduate employment, and job placement**

Guiding questions:

❖ How often is the career center of a vocational education institution provide counseling, methodological and informational support on graduate employment and job placement?

Substantiating evidence(s):

✓ Information about the methodological and informational support provided to graduate students.

20.5. INDICATOR

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

Guiding questions:

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

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

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

Substantiating evidence(s):

✓ Information on using student support and counseling services.

SECTION 5. AREA OF HUMAN RESOURCES

Note:*The number, professional qualifications, continuous development of teaching staff, as well as the status of work aimed at supporting and motivating them, are assessed in order to achieve the effectiveness and quality of the educational program.*

CRITERIA 21. Availability of teaching staff, as well as administrative and support personnel in accordance with the requirements established for the educational program, and compliance of their qualitative composition, qualifications, and expertise with the established requirements*

Note:*To effectively implement the educational program, the involvement of teachers, management and teaching assistants, the suitability of their qualifications and specializations for the subjects (modules) and practical training taught, and the provision of a stable personnel policy are assessed.*

21.1. INDICATOR

Administrative staff have work experience in the education sector and an established strategic plan

Guiding questions:

❖ What documents reflect the management staff's work experience and strategic plan in the field of education?

Substantiating evidence(s):

- ✓ A document confirming the work experience of employees (extract from the electronic work experience via my.mehnat.uz);
- ✓ Strategic plan of management staff.

21.2. INDICATOR

Participation of administrative staff in professional development courses within the established timeframe is organized, and obtaining relevant certificates is ensured**

Guiding questions:

- ❖ How is the participation of management staff in advanced training courses organized?
- ❖ How is the availability of relevant certificates of management personnel monitored and registered?

Substantiating evidence(s):

- ✓ List of management staff with professional development courses certificate;
- ✓ Management staff certificates.

21.3. INDICATOR

The number of teaching staff is ensured in accordance with the subjects (modules) and practical training sessions they teach

Guiding questions:

- ❖ What work is done to ensure that the number of teaching staff corresponds to the subjects (modules) and practical training they teach?

Substantiating evidence(s):

- ✓ Staffing and workload distribution;
- ✓ Diplomas and certificates of educators.

21.4. INDICATOR

Measures have been taken to ensure an adequate number of support staff necessary for the effective organization of the educational program

Guiding questions:

- ❖ What work is done to recruit and develop teaching and support staff?

❖ How is the number of teaching and support staff ensured to be sufficient to effectively organize the educational program?

Substantiating evidence(s):

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

21.5. INDICATOR

Requests submitted to higher education institutions and to the regional departments of the Ministry of Poverty Reduction and Employment of the Republic of Uzbekistan regarding staffing needs (vacant positions) for the educational program are available**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Letters of application;
- ✓ Announcements link.

CRITERIA 22. Provision of teaching staff possessing relevant professional, pedagogical, and academic competencies corresponding to the subjects included in the curriculum of existing educational programs*

Note: Subjects (modules) and practical classes are provided with the necessary professional, pedagogical and competent specialists, production training masters are involved, and personnel potential is assessed

22.1. INDICATOR

Existing educational programs are delivered by teachers who correspond to the subjects (modules) and practical training sessions and whose diplomas (certificates), qualification categories, and sectoral experience are relevant to the field of education**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Teacher's information (CV);
- ✓ Diploma (certificate) of educators.

22.2. INDICATOR

Within the educational program, teachers with higher education and industrial training masters possessing practical skills are available**

Questions:

- ❖ How is the educational program equipped with highly educated teachers and practical training masters?

Substantiating evidence(s):

- ✓ Teacher's information (CV).

22.3. INDICATOR

The number of teaching staff is formed in accordance with the teaching load required by the educational program**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Study load;
- ✓ Staffing and workload distribution.

22.4. INDICATOR

Non-specialist (non-pedagogical) staff delivering instruction under the educational program undergo retraining**

Guiding questions:

- ❖ How is the retraining process for non-teaching staff organized?

Substantiating evidence(s):

- ✓ Diplomas and certificates.

22.5. INDICATOR

A mechanism for attesting teaching staff is in place, and teaching staff undergo attestation**

Guiding questions:

- ❖ What procedure is developed for certifying teaching staff?

- ❖ What work is done to certify teaching staff?

Substantiating evidence(s):

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

22.6. INDICATOR

Practical measures aimed at strengthening staffing and improving its qualitative composition (selection, training, internships, and others) are implemented**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Information on practical activities

CRITERIA 23. Availability of a clear plan for staffing new educational programs with teaching staff possessing relevant professional, pedagogical, and academic competencies corresponding to the subjects included in the curriculum*

Note: The availability of plans to attract teachers with professional and pedagogical competence is assessed, taking into account the scope of disciplines (modules), practical training, educational and industrial practice.

23.1. INDICATOR

An analysis of staffing needs for the new educational program has been conducted, and a plan for staffing with teaching personnel has been developed*

Guiding questions:

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

Substantiating evidence(s):

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

23.2. INDICATOR

Measures have been taken to send teaching staff to retraining and professional development courses for the new educational program

Guiding questions:

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

Substantiating evidence(s):

✓ Schedule;

✓ Order(s).

23.3. INDICATOR

The staffing plan for the new educational program stipulates involvement of teaching staff of educational institutions who have academic degrees or practical experience in delivering training sessions

Guiding questions:

❖ What tasks are included in the teacher training plan to attract teachers with academic degrees to teaching classes?

❖ How is the issue of involving teaching staff with practical experience in classroom activities reflected in the plan for providing teaching staff?

Substantiating evidence(s):

✓ Teacher recruitment plan.

23.4. INDICATOR

A monitoring mechanism has been developed to oversee, analyze, and evaluate the implementation of the staffing plan for the new educational program

Guiding questions:

❖ What work is done to monitor, analyze, and evaluate the implementation of the plan to provide pedagogical personnel under the new educational program?

Substantiating evidence(s):

✓ Information on monitoring, analyzing, and evaluating the implementation of the pedagogical personnel plan.

CRITERIA 24. Creation of conditions for the professional development and advanced training of staff, and availability of a system of material and non-material incentives

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

24.1. INDICATOR

Schedules for teachers' participation in professional development courses and internships at employer enterprises and organizations have been developed

Guiding questions:

- ❖ What work is done to ensure that teachers participate in advanced training courses?
- ❖ How is the process of teachers completing internships at their employer's enterprises (organizations) organized?

Substantiating evidence(s):

- ✓ Training schedules;
- ✓ Internship plans.

24.2. INDICATOR

Measures have been taken to send teachers to scientific and practical conferences, webinars, seminars, trainings, and forums in accordance with the professional development system of the vocational education institution (ensuring participation and organization)

Guiding questions:

- ❖ How are scientific and practical conferences, webinars, seminars, trainings, and forums identified that are appropriate for the activities of an educational organization?
- ❖ What work is done to send teaching staff to scientific and practical conferences, webinars, training seminars, and forums?
- ❖ What scientific and practical conferences, webinars, seminars, trainings, and forums are organized at the educational institution?

Substantiating evidence(s):

- ✓ Documents on sending teaching staff to events (order, letter);
- ✓ Information about events at the educational institution.

24.3. INDICATOR

Teachers' participation in professional development and internship courses is carried out in accordance with the established schedules**

Guiding questions:

- ❖ How is the participation of teaching staff in advanced training courses and internships ensured according to the schedules?

Substantiating evidence(s):

- ✓ Training and internship schedule;
- ✓ Orders on the participation of teaching staff in advanced training and internships.

24.4. INDICATOR

A mechanism for material and non-material incentives for teachers who have achieved positive results has been developed and is implemented by the vocational education institution in accordance with the established procedure**

Guiding questions:

- ❖ What documents are developed to provide material and moral incentives to teaching staff who had achieved positive results?
- ❖ How are teaching staff who had achieved positive results identified and financially and morally encouraged?

Substantiating evidence(s):

- ✓ Procedure for material and moral encouragement of teaching staff;
- ✓ Protocols and orders on material and moral encouragement of teaching staff.

24.5. INDICATOR

The principles of transparency and fairness are consistently applied in the processes of material and non-material incentives**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Protocols and orders on material and moral encouragement of teaching staff.

24.6. INDICATOR

Measures aimed at the professional development of teaching staff are implemented, and analytical reports on the effectiveness of these measures are regularly prepared**

Guiding questions:

- ❖ What measures are taken to promote the professional development of teaching staff?
- ❖ What work is done to regularly maintain analytical reports on the effectiveness of the measures taken?

Substantiating evidence(s):

- ✓ Analytical report on effectiveness.

SECTION 6. AREA OF MATERIAL AND TECHNICAL RESOURCES

Note: The educational program assesses the infrastructure and resource supply system, which includes practices, buildings, equipment, laboratories, ICT and educational resources, as well as the processes of their maintenance, operation, repair and modernization.

CRITERIA 25. Availability of the necessary equipment, furniture, inventory, technical means, raw materials, and other resources for conducting practical and laboratory training under the educational program, as well as provision with methodological manuals (manuals)*

Note: The availability of necessary equipment, tools, inventory, machinery, raw materials and (or) fuels and lubricants for practical and laboratory exercises, as well as the level of provision with methodological manuals (instructions) for their use, are assessed.

25.1. INDICATOR

For the implementation of the educational program, the necessary infrastructure, equipment, furniture, and inventory required for practical and laboratory training are available and comply with the requirements of the educational program

Guiding questions:

❖ To what extent is the educational program equipped with the necessary equipment, facilities, and inventory for infrastructure, practical, and laboratory training?

❖ How is the infrastructure, equipment, and inventory necessary for practical and laboratory training ensured to meet the requirements of the educational program?

Substantiating evidence(s):

- ✓ Educational institution passport;
- ✓ Inventory documents.

25.2. INDICATOR

The number of furniture and technical equipment under the educational program is ensured based on the student contingent (group size)**

Guiding questions:

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

Substantiating evidence(s):

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

25.3. INDICATOR

Equipment has technical passports, undergoes technical inspection, and the provision of technical services (repair, preventive maintenance) is documented**

Guiding questions:

- ❖ How is it ensured that equipment has technical passports?
- ❖ How often are equipment and tools subject to technical inspections?
- ❖ How are repairs, preventive maintenance, and other maintenance activities documented?

Substantiating evidence(s):

- ✓ Technical passport of equipment;
- ✓ Technical inspection documents (act or registration journal).

25.4. INDICATOR

In accordance with the educational program and the number of students, the quantity (volume) of raw materials and (or) consumable materials required for practical training is determined and stocked**

Guiding questions:

- ❖ How is the quantity (volume) of raw materials and (or) fuels and lubricants required for practical training determined?
- ❖ How are the necessary raw materials and/or fuels and lubricants for practical training be stocked?

Substantiating evidence(s):

- ✓ List and stock of raw materials and/or fuels and lubricants.

25.5. INDICATOR

Procedures for the use and accounting of raw materials and (or) consumable materials are available, and their use is recorded (documented)**

Guiding questions:

- ❖ What documents determined the procedure for using raw materials and (or) fuels and lubricants and their write-off, and how is it maintained?

Substantiating evidence(s):

- ✓ Procedure for the use and write-off of raw materials and (or) fuels and lubricants (order);
- ✓ Information on the use of raw materials and (or) fuels and lubricants.

25.6. INDICATOR

Methodological manuals, technological maps, manuals, and instructions (including safety instructions) for the use of furniture and equipment are available

Guiding questions:

❖ How is the development of methodological manuals, guided technological maps, instructions and manuals for the use of equipment and tools organized and approved?

Substantiating evidence(s):

✓ Methodological guides, guided technological maps, instructions and manuals.

CRITERIA 26. Provision of learning and teaching materials, as well as electronic educational resources by subjects in accordance with established requirements*

***Note:**The availability, quality, and program suitability of textbooks, teaching aids, sets of teaching materials, multimedia, and electronic learning resources for subjects (modules) are assessed.*

26.1. INDICATOR

For the subjects (modules) and practical training included in the educational program, textbooks, learning materials, methodological manuals, and electronic educational resources are available

Guiding questions:

❖ What work is done to provide textbooks, educational literature, and methodological guides for the subjects (modules) and practical exercises in the educational program?

❖ What tasks are completed regarding subscription, access, and updating of e-learning resources?

Substantiating evidence(s):

✓ Information on textbooks, educational literature, and methodological guides for the subject (module) and practical exercises in the educational program;

✓ Electronic learning resources.

26.2. INDICATOR

The number of textbooks, learning materials, methodological manuals, and electronic educational resources for the subjects (modules) and practical training included in the educational program is provided in proportion to the student contingent

Guiding questions:

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

Substantiating evidence(s):

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

26.3. INDICATOR

Textbooks, learning materials, methodological manuals, and electronic educational resources for subjects (modules) and practical training are continuously developed, and openness of access for their use is ensured**

Guiding questions:

❖ What measures are taken to develop textbooks, educational literature, methodological guides, and electronic educational resources for subjects (modules) and practical exercises?

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

Substantiating evidence(s):

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

26.4. INDICATOR

Learning materials and methodological manuals are regularly updated, and a mechanism for adapting them to the content of the subject (module) and practical training is implemented**

Guiding questions:

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

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

Substantiating evidence(s):

✓ List of new literature and manuals;

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

26.5. INDICATOR

Opportunities are created to use modern (including foreign) literature and additional materials corresponding to the content of subjects (modules) and practical training included in the educational program

Guiding questions:

- ❖ What work is done to identify the needs for modern (foreign) literature and additional materials?
- ❖ What opportunities are created to use modern (foreign) literature and additional materials that are appropriate for the content of subjects (modules) and practical exercises?

Substantiating evidence(s):

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

26.6. INDICATOR

Learning manuals under the educational program are continuously updated and improved in accordance with the latest requirements for subjects (modules) and practical training**

Guiding questions:

- ❖ How is the need to update textbooks identified and implemented?
- ❖ What work is done to improve textbooks to meet the latest requirements for subjects (modules) and practical exercises?

Substantiating evidence(s):

- ✓ Information on updating textbooks.

CRITERIA 27. Provision of classrooms, laboratories, and workshops (training grounds) with equipment and information and communication technologies in accordance with the number of students and educational programs, and compliance with safety requirements*

***Note:** Training, laboratory and workshop facilities (training grounds) are assessed for their provision with the necessary equipment and ICT tools according to the educational program, in accordance with the number of students, and for their compliance with safety regulations.*

27.1. INDICATOR

Based on the number of students, classrooms and equipment under the educational program are provided*

Guiding questions:

- ❖ What criteria are used to determine the need for classrooms appropriate to the number of students?
- ❖ How is the level of equipment in classrooms and the list of necessary equipment formed?

Substantiating evidence(s):

- ✓ List of classrooms;
- ✓ Inventory of classroom equipment.

27.2. INDICATOR

Classrooms, laboratories, and workshops (training grounds) are equipped with information and communication technology (ICT) tools and devices

Guiding questions:

- ❖ How is the need for necessary ICT tools and devices for classrooms, laboratories, and workshops determined?
- ❖ What work is done to provide classrooms, laboratories, and workshops with the necessary ICT tools and devices?

Substantiating evidence(s):

- ✓ List of ICT tools and devices.

27.3. INDICATOR

In classrooms, laboratories, and workshops (training grounds), the necessary seating and workstations are available in accordance with the number of students

Guiding questions:

- ❖ How is the need for seats and workstations appropriate to the number of students determined?
- ❖ How are classrooms, laboratories, and workshops (at training grounds) equipped with adequate seating and work spaces for the number of students?

Substantiating evidence(s):

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

27.4. INDICATOR

In classrooms, laboratories, and workshops (training grounds), safety rules, instructions on occupational safety and fire safety, first aid equipment, safety logs, and evacuation routes (schemes) are available and clearly designated

Guiding questions:

❖ How are safety rules, technical and fire safety instructions provided in classrooms, laboratories and workshops (ranges)?

❖ How are classrooms, laboratories, and workshops (training grounds) equipped with first aid supplies?

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

Substantiating evidence(s):

✓ Instructions and evacuation plans (photograph);

✓ First aid supplies (list and photo);

✓ Security magazine.

27.5. INDICATOR

Workshops (training grounds) are equipped with equipment, tools, and technical means in accordance with the educational program, and this equipment, tools, and technical means are maintained in continuous working condition

Guiding questions:

❖ What indicators are used to determine the need for necessary equipment, tools, and techniques for workshops (training grounds)?

❖ How are the technical condition, safety, and operability of existing equipment and machinery checked?

❖ What mechanisms are implemented and monitored to repair, replace, or upgrade equipment and machinery when defects are detected?

Substantiating evidence(s):

✓ Inventory list of equipment and tools.

✓ Technical inspection reports.

CRITERIA 28. Adaptation of buildings and facilities for inclusive education, availability of special learning materials, and creation of opportunities for using information and communication technologies

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

28.1. INDICATOR

The buildings and classrooms of the vocational education institution, including corridors, ramps, doors, and sanitary facilities (restrooms), are adapted for persons (students) with disabilities

Guiding questions:

- ❖ What facilities are provided for persons with disabilities in buildings and classrooms?
- ❖ What measures are taken to improve existing infrastructure and create accessible opportunities for students with disabilities?

Substantiating evidence(s):

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

28.2. INDICATOR

Special learning materials for the educational program (books in Braille, visual materials), special equipment, and assistive technical devices are available

Guiding questions:

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

Substantiating evidence(s):

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

28.3. INDICATOR

Opportunities have been created to use ICT, electronic educational resources, and software for inclusive education (audio-video resources, Braille alphabet, subtitles, and others)

Guiding questions:

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

Substantiating evidence(s):

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

28.4. INDICATOR

Teacher(s) trained in inclusive education methodology and possessing the necessary competencies and (or) a psychologist are available

Guiding questions:

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

Substantiating evidence(s):

- ✓ Information on capacity building for educators and psychologists.

28.5. INDICATOR

A system of pedagogical and psychological support for inclusive education during the educational process is available**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Approved procedure.

28.6. INDICATOR

Monitoring of the practical application and effectiveness of inclusive education conditions is carried out**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Monitoring data.

CRITERIA 29. Availability of an information and resource center (library) (hereinafter referred to in the text as IRC) with learning materials corresponding to educational programs, computers, a reading room, and an electronic library*

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

29.1. INDICATOR

Textbooks, learning materials, and fiction literature corresponding to the educational program are available in the IRC*

Guiding questions:

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

Substantiating evidence(s):

- ✓ List of literature in the IRC.

29.2. INDICATOR

The IRC is equipped with modern ICT and electronic devices, and students are regularly provided with guidance on their use**

Guiding questions:

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

Substantiating evidence(s):

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

29.3. INDICATOR

Opportunities have been created to use the IRC reading room, the electronic library, and to access the Internet

Guiding questions:

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

Substantiating evidence(s):

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

29.4. INDICATOR

Within the information and library collection of the electronic library, textbooks, learning materials, teaching resources, electronic educational resources, and multimedia content related to the educational program are placed in digital format

Guiding questions:

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

Substantiating evidence(s):

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

29.5. INDICATOR

The procedure for using the IRC and electronic educational resources is convenient and transparent, free access to electronic information databases is ensured, and monitoring of the effectiveness of library services is conducted**

Guiding questions:

- ❖ How is the use of IRC and e-learning resources be implemented?
- ❖ What technical and organizational measures are taken to ensure free access to the electronic database?
- ❖ How is monitoring conducted to assess the effectiveness of using IRC services?

Substantiating evidence(s):

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

29.6. INDICATOR

The results of IRC activities are regularly discussed at the pedagogical (methodological) council; action plans for improving IRC activities and for providing the necessary educational, methodological, and financial resources are developed, and reporting is carried out**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Action plan;
- ✓ Extract from the minutes of the Council;
- ✓ Information on the activities of the IRC.

29.7. INDICATOR

The library collection is regularly updated**

Guiding questions:

- ❖ How often is the library stock updated?

Substantiating evidence(s):

- ✓ Updated funding information.

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

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

30.1. INDICATOR

For the educational program, stable Internet access, Wi-Fi zones, and opportunities for using digital devices (computer classrooms, VR systems, tablets, and others) have been created for students and teachers

Guiding questions:

- ❖ What work is done to ensure that students and teachers have access to stable internet and Wi-Fi zones?
- ❖ What opportunities are created for students and educators to use digital devices?

Substantiating evidence(s):

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

30.2. INDICATOR

Dedicated responsible staff member(s) (administrator) for managing electronic educational resources under the educational program are available

Questions:

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

Substantiating evidence(s):

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

30.3. INDICATOR

Online courses, video lessons, online tests, and other digital content under the educational program are available and are actively used**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Digital content link.

30.4. INDICATOR

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

Guiding questions:

- ❖ What necessary technical and methodological conditions are created for conducting webinars and online training?
- ❖ What work is done to regularly organize webinars and online seminars?

Substantiating evidence(s):

- ✓ Information on the necessary technical and methodological conditions for webinars and online training;
- ✓ Minutes of webinars and online seminars held.

30.5. INDICATOR

The number of teachers and students participating in distance learning under the educational program is recorded, and monitoring of their participation is carried out**

Guiding questions:

- ❖ How is the number of teachers and students participating in distance learning counted?
- ❖ How are the results of monitoring participation in distance learning recorded?

Substantiating evidence(s):

- ✓ List of distance learning participants;
- ✓ Monitoring results (table, report).

30.6. INDICATOR

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

Guiding questions:

- ❖ What training seminars is organized for teachers and students on the use of LMS and EMIS PT and digital platforms?

Substantiating evidence(s):

- ✓ Minutes of training seminars (trainings, webinars).

30.7. INDICATOR

Through LMS and (or) education management information systems (EMIS PT), opportunities are available to organize the educational process, conduct assessment, and carry out monitoring of the educational process

Guiding questions:

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

Substantiating evidence(s):

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

CRITERIA 31. Availability of special rooms or buildings and facilities (sports hall, stadium, music room, and others) based on the specifics of the educational program

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

31.1. INDICATOR

In accordance with the number of students in the existing group(s) under the educational program, a buffet (canteen) is available, it operates in compliance with sanitary rules, standards, and hygiene requirements, and recommendations on healthy nutrition and a balanced menu are established at the buffet (canteen)

Guiding questions:

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

Substantiating evidence(s):

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

31.2. INDICATOR

Within the educational program, taking into account the number of admitted students, seating areas (benches) and resting places are available for recreation

Guiding questions:

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

Substantiating evidence(s):

✓ Recreation areas (photo evidence).

31.3. INDICATOR

Based on the number of students under the educational program, sports halls, sports grounds, and health-improving facilities for physical education and sports activities are available

Guiding questions:

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

Substantiating evidence(s):

✓ Gym or playgrounds (photo evidence).

31.4. INDICATOR

Sports halls, sports grounds, and health-improving facilities are operational; their equipment is maintained in proper technical condition and is regularly updated **

Guiding questions:

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

❖ What work is done to ensure the technical condition and up-to-dateness of their equipment?

Substantiating evidence(s):

✓ Equipment inventory list.

31.5. INDICATOR

An equipped assembly hall is available under the educational program**

Guiding questions:

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

❖ What equipment is provided in the activity hall?

Substantiating evidence(s):

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

31.6. INDICATOR

Buildings (facilities) comply with safety requirements**

Guiding questions:

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

Substantiating evidence(s):

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

31.7. INDICATOR

The condition and effectiveness of infrastructure use are assessed, and annual monitoring and reporting on the technical condition of buildings (facilities) are carried out**

Guiding questions:

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

Substantiating evidence(s):

- ✓ Infrastructure utilization report.

CONCLUSION BASED ON THE RESULTS OF SELF-ASSESSMENT

The conclusion on the results of the self-assessment clearly and concisely expresses the activity of the educational program in accordance with state educational standards, special state accreditation criteria, the national qualification framework and professional standards.

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

The strengths identified in the educational program are the accuracy of educational outcomes, orientation to the labour market, cooperation with employers, international relations, graduate employment and the potential of teachers.

Identified weaknesses and risks (Weaknesses/Risks), i.e. aspects in which education does not fully meet standards or indicators, problems with resources, personnel or infrastructure, discrepancies between educational results and practice, problems in finding suitable employment for graduates, are clearly indicated with reasons.

The level of achievement of educational results, analysis of assessment results, information on the employment of graduates or their transition to further education are briefly indicated in figures.

A general conclusion is given in figures on the summarized results of the opinions of stakeholders (students, teachers, employers, graduates).

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

Based on the results of the self-assessment, a general decision (conclusion statement), that is, an official statement of the educational institution, is issued, recommending the educational institution for program state accreditation, recommending it with the elimination of deficiencies, or revising it with the requirement for improvement. The units responsible for the improvement work, the terms of subsequent internal monitoring, and the reassessment plan are briefly noted.

SAMPLE TABLES FOR THE SELF-ASSESSMENT REPORT

Appendix: An self-assessment report for an educational institution is formed in the following sequence:

- 1.** Title page (automatically generated via the platform);
- 2.** Table of Contents (automatically generated via the platform);
- 3.** Composition of the Self-assessment Commission members (approved based on the provided sample table 1 and uploaded to the platform);
- 4.** General information about the educational institution (automatically generated via the platform based on the provided sample table 2);
- 5.** Information about the educational buildings and student dormitories (approved based on the provided sample table 3 and uploaded to the platform);
- 6.** Information about educational programs (sample table 4 is automatically generated via the platform);
- 7.** Information about current educational programs (sample table 5 is automatically generated via the platform);
- 8.** Information on teaching staff in the educational organization (cited sample table 6 is approved and uploaded to the platform);
- 9.** Information about the student contingent (confirmed based on the provided sample table 7 and uploaded to the platform);
- 10.** Information about graduates of the last 3 years (cited sample table 8 is approved and uploaded to the platform);
- 11.** Information on the fulfillment of admission parameters at the educational organization over the last 3 years (confirmed based on the provided sample table 9 and uploaded to the platform);
- 12.** Information on the composition of the teaching staff (confirmed based on the 10th sample table provided and uploaded to the platform);
- 13.** Information on literature available in information resource centers (confirmed based on sample table 11 and uploaded to the platform);
- 14.** Information on electronic resources available in information resource centers (confirmed based on the provided sample table 12 and uploaded to the platform);
- 15.** Information on operational bases (confirmed based on the provided sample table 13 and uploaded to the platform);
- 16.** Information about the buildings and facilities of the educational organization (to be confirmed based on the 14th sample table provided and uploaded to the platform).

17. Action plan for improving the educational program (approved based on the provided sample table 15 and uploaded to the platform).

"APPROVED"

_____ Full name.
" ____ " _____ 202__-y.

" _____
_____ "

on program state accreditation of the educational program

SELF-ASSESSMENT REPORT

Region -20__

Sample table 1:

"APPROVED"

_____ Full name.

" ____ " ____ 20__.

COMPOSITION of members of the self-assessment commission

T/r	Full name	Position
1.		
2.		
3.		
4.		
5.		
6.		

Sample table 2:

GENERAL INFORMATION about the educational organization

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

3- sample table:

INFORMATION about educational institutions' educational buildings and student accommodation

N	Object name	Existing educational buildings		Coefficient	Existing student accommodation		Coefficient
		<i>number</i>	<i>power</i>		<i>number</i>	<i>power</i>	
1							
2							
3							
4							
5							
...							

4- sample table:

Regarding the curriculum

INFORMATION

1.	Field of study:	
2.	NQF level:	
3.	Curriculum code:	
4.	Name of the educational program:	
5.	Name of qualification(s):	
6.	Duration of training (for the full period, year):	
7.	Credit/hour amount:	
8.	Language of instruction:	
9.	Teaching method:	
10.	Reception plan:	

5- sample table:

INFORMATION
about current educational programs

N	Profession and specialty		Level	Education type (Full-time/Dual)	Type of educational program (international/joint/local)	Duration of training
	code	name				
1						
2						
3						
4						
5						

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

Sample table 6:

INFORMATION
on teaching staff in an educational organization

Status	Academic level	Total	Number of general education, general vocational, and special subject teachers			Industrial training masters			Number of teachers with academic degrees
			<i>total</i>	<i>local</i>	<i>foreign</i>	<i>total</i>	<i>local</i>	<i>foreign</i>	
Full-time and Internal part-time teacher	Senior teacher								
	Lead teacher/industrial training masters with professional certificates								
	Head teacher								
	Teacher with higher education (uncategorized)								
	Teacher with secondary specialized education								
	Others								
	Total:								
External part-time teacher /hourly	Senior teacher								
	Lead teacher								
	Head teacher								
	Teacher with higher education								
	Teacher with secondary specialized education								
	Others								
	Total:								
Total:									

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

Sample table 7:

**INFORMATION
about the student contingent***

By forms of education	Total number of students	In the course section								In the civil section	
		1st year	girls	2nd year	girls	3rd year	girls	4th year	girls	Local	Foreign
Daytime											
Dual											
Evening											
Part time											
Distance											
Joint program											
International program											
Others											
Total:											

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

Sample table 8:

INFORMATION
about graduates from the last 3 years

Academic year	Occupation and specialty code	Name of profession and specialty	Total number of students (A)	Number of students who dropped out (B)	Completion rate (%) (B/A)*100	Number of people with employment in 12 months	from that		Employment rate (%)
							<i>self-employed</i>	<i>Continued studies at OTT</i>	

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

Sample table 9:

INFORMATION
on the fulfillment of admission parameters in the educational organization
over the last 3 years

N	Code of professions and specialties	Name of profession and specialty	Form of education	Approved admission plan	Number of students admitted	Acceptance based on plan completion (%)
20__-20__ academic year						
1.						
2.						
						
20__-20__ academic year						
1.						
2.						
						
20__-20__ academic year						
1.						
2.						
						

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

Sample table 10:

**INFORMATION
about the teaching staff**

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

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

Sample table 11:

INFORMATION
about literature available in information resource centers

N	Professions and specialties		Educational literature				Educational material kits	
			General subjects		General and special subjects			
	Code	Name	In the name	Number (piece)	In the name	Number (piece)	In the name	Number (piece)
1.								
2.								
...								

Sample table 12:

INFORMATION
about electronic resources available in information resource centers

N	Professions and specialties		Educational literature				Educational material kits	
			General subjects		General and special subjects			
	code	name	in the name	number (piece)	in the name	number (piece)	in the name	number (piece)
1.								
2.								
...								

Sample table 13:

INFORMATION
about operational bases

N	Professions and specialties		Form of education	Course	Total number of students	Place of internship (name of enterprise and organization)	Number of students undergoing and/or undergoing internships	Note
	code	name						
1								
2								
3								
...			...	...				
			Total					

Sample table 14:

INFORMATION about the buildings and structures of the educational organization

N	Hall of Activists	Number of training workshops	Area of the training ground (ha)	Number of gyms	Number of sports fields
1					
2					

Sample table 15:

PLAN of measures to improve the educational program

N	Identified deficiency/improvement initiative	Implementation mechanism	Deadline	Responsible department or person	Expected result
1.					
2.					
3.					
4.					

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