



*Registered at the Ministry of  
Justice of the Republic of  
Uzbekistan on 1 December  
2025, Registration No. 3716*

ORDER  
OF THE DIRECTOR OF THE NATIONAL QUALITY ASSURANCE  
AGENCY FOR EDUCATION UNDER THE ADMINISTRATION OF THE  
PRESIDENT OF THE REPUBLIC OF UZBEKISTAN

**On approval of indicators under the evaluation criteria for conducting  
program state accreditation of educational programs of higher education  
institutions**

Pursuant to Presidential Decree of the Republic of Uzbekistan No. PD-76 dated 5 May 2025 “On Additional Measures to Ensure the Quality of Education and Improve the System of Educational Service Provision”, as well as Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 498 dated 6 August 2025 “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”, I hereby **order**:

1. To approve the indicators under the evaluation criteria for conducting program state accreditation of educational programs of higher education institutions in accordance with the annex.
2. This Order has been agreed with the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan.
3. This Order shall enter into force from the date of its official publication.

Director  
14 November 2025  
No.2

YULDASHEV BAXTIYOR  
GAYRADJANOVICH

Minister  
9 November 2025

Agreed upon by:  
SHARIPOV KONGRATBAY  
AVEZIMBETOVICH

**INDICATORS**  
**under the evaluation criteria for conducting program state accreditation of**  
**educational programs of higher education institutions**

T/r	Criteria	Indicator
<b>Chapter 1. Governance and Quality Assurance</b>		
1.	Existence of a structural unit for the implementation of the educational program and mechanisms for its effective operation *	<p>Availability of clear plans for establishing a structural unit (a department or unit) responsible for the implementation of the educational program (hereinafter referred to as the structural unit), and for providing it with material, technical and financial resources*</p> <p>The powers, responsibilities, and functions of the structural unit are clearly defined, aligned with the objectives of the educational program, and aimed at ensuring its effective implementation</p> <p>Availability of material and technical infrastructure, financial and human resources required for the effective implementation of the educational program by the responsible structural unit, as well as developed work plans**</p> <p>Alignment of the activities of the structural unit with the goals of the higher education institution and the educational program, as well as the intended learning outcomes**</p> <p>An evaluation of the compliance of the educational program with labor market requirements and its effectiveness is conducted, and analytical materials are prepared on a regular basis**</p> <p>The activities of the structural unit are systematically reviewed and analyzed through regular monitoring**</p> <p>Measures aimed at improving the activities of the structural unit are implemented based on the results of monitoring and analysis**</p>
2.	Availability of a five-year prospective plan for the development of the	Availability of a developed prospective plan aligned with the strategic plan (mission and strategy) of the higher education institution.

	<p>educational program and ensuring its financial sustainability (hereinafter referred to as the prospective plan).</p>	<p>Availability of areas in the prospective plan covering education quality, human resource capacity, infrastructure, digitalization, international cooperation, and financial sustainability</p> <p>Availability of clearly defined goals, objectives, and criteria for assessing the achievement of these objectives for each area of the prospective plan</p> <p>Availability of clearly defined responsible parties and implementation timelines within the prospective plan</p> <p>Availability of material and technical infrastructure, financial and human resources required for the implementation of the prospective plan.</p> <p>Availability of a risk analysis affecting the implementation of the tasks set out in the prospective plan, as well as defined alternative measures to mitigate these risks</p> <p>Availability of a monitoring and analysis system for the implementation of the prospective plan**</p> <p>Availability of a defined procedure for introducing amendments to the prospective plan based on the results of monitoring and analysis**</p>
3.	<p>Availability of an internal quality assurance mechanism within the educational program, with the participation of stakeholders in the relevant processes</p>	<p>Availability of quality assurance documentation for the educational program, including regulations (rules), developed and approved in line with the objectives set out in the strategic plan (mission and strategy) of the higher education institution and its institutional quality assurance policy, and made publicly accessible</p> <p>Availability of an established procedure (rules) for the regular monitoring, analysis, and review of the educational program</p> <p>Availability of a mechanism for stakeholder feedback, including students, academic staff, employers, industry experts, graduates, parents, and legal guardians, integrated into the development and enhancement of the educational program</p> <p>Processes for the implementation, coordination, and continuous improvement of internal quality assurance mechanisms are</p>

		systematically integrated into strategic management**
		Regular analysis of stakeholder feedback is conducted to evaluate the quality of the educational program**
		Definition of measures aimed at improving the educational program based on stakeholder feedback**
		Availability of regular evaluation of the effectiveness of measures implemented within the internal quality assurance system**
4.	Availability of a monitoring system for identifying labor market needs, educational needs, and the latest trends in research activities.	Availability of an established procedure for the regular collection, analysis, and monitoring of information on labor market needs, educational needs, and the latest trends in research activities, as well as clearly defined responsibilities and functions of the structural unit in these areas
		Established processes for the collection, analysis, and monitoring of information on labor market needs, educational needs, and the latest trends in research activities, as well as the provision of the educational program with the material and technical base, financial, and human resources necessary for their systematic and consistent implementation.
		Availability of the practice of using collected data in the planning and development of the educational program
		Availability of defined measures for improving the educational program based on the results of analysis and monitoring**
		Necessary revisions to the educational program are made based on the results of analysis and monitoring, as well as the outcomes of the implementation of previously defined improvement measures**
		Availability of a mechanism for informing students about available labor market opportunities**
		Provision of open access for stakeholders to data on educational needs and the latest trends in research activities**
5.	Student surveys on existing educational programs are conducted in	Availability of an established procedure for conducting student surveys on educational programs (including questionnaires, interviews,

<p>accordance with an established procedure, and the results of such surveys are systematically used to improve educational programs.</p>	<p>discussions, and other activities aimed at collecting student feedback) **</p> <p>The surveys cover questions related to the organizational and managerial aspects of the educational program and the quality of the learning process**</p> <p>Survey questions (items) and the procedures for their administration are scientifically and methodologically grounded**</p> <p>Regular conduct of surveys in accordance with the periodicity established by the higher education institution and systematic analysis of survey results**</p> <p>Establishment of measures to address identified issues based on survey results**</p> <p>Introduction of necessary changes to the educational program based on the results of analysis and the outcomes of implemented measures**</p> <p>Provision of information to students on survey results and measures taken based on those results**</p>
<p><b>Chapter 2. Educational Programs</b></p>	
<p>6. The educational program is developed in accordance with an established procedure, with documented stakeholder involvement, and includes clearly defined program objectives and intended learning outcomes, ensuring alignment with labor market needs, the State Educational Standard (hereinafter — SES), and the National Qualifications Framework (hereinafter — NQF) *</p>	<p>Availability of an established procedure for the development and approval of the educational program</p> <p>Ensuring the involvement of employers, industry experts, and academic staff in the development of the educational program through a systematically established process*</p> <p>The objectives of the educational program, intended learning outcomes, and competencies are clearly defined and coherently aligned.</p> <p>The objectives of the educational program and intended learning outcomes are developed in accordance with the NQF, the SES, professional standard(s), and/or international educational standards</p> <p>The qualification(s) to be awarded upon completion of the educational program are specified in the educational program</p> <p>The objectives of the educational program and intended learning outcomes are developed in alignment with the higher education institution’s</p>

		strategic plan (mission and strategy) and its academic profile
		Availability of access for the public, prospective students, and enrolled students to accurate and objective information about the educational program**
7.	The educational program is developed on the basis of priority areas of the national education system and international standards.	The educational program is developed in accordance with the country's sustainable development goals, as well as the strategic goals and priority areas for the development of the higher education system.
		International educational standards and/or the SES are taken into account in the development of the educational program.
		Availability of relevant and up-to-date scientific, theoretical, and practical knowledge reflected in the educational program
		The objectives of the educational program and intended learning outcomes are defined in accordance with national human capital development priorities and the needs of the domestic and international labor markets
		Availability of an official decision (accreditation) issued by authorized international experts or organizations confirming the educational program's compliance with international educational standards
8.	The normative duration of the educational program, as well as the coherence and continuity of academic disciplines, are ensured	The duration of the educational program (total credits (hours), period of study) is defined in accordance with the programme objectives and the intended learning outcomes*
		Logical coherence and alignment of all components of the educational program, including courses (modules), theoretical and practical learning, research activities, internship, and assessment, are ensured
		Courses (modules) included in the educational program are designed to achieve the program's intended learning outcomes
		Logical coherence and continuity with other levels of education are ensured within the educational program
		Academic workload is appropriately and measurably distributed by courses (modules)

		<p>The theoretical, practical, and research components of courses (modules) are integrated</p> <p>Types of instructional activities (theoretical, practical, laboratory, and others) are defined in accordance with the content of the educational program</p>
9.	<p>Systematic monitoring of ongoing educational programs is conducted, and measures are implemented to enhance their effectiveness and ensure continuous improvement*</p>	<p>Procedures and criteria for evaluating the effectiveness of the educational program have been developed**</p> <p>Systematic monitoring and analysis of the educational program are conducted on a regular basis at intervals established by the higher education institution**</p> <p>Stakeholder engagement, including the involvement of employers, students, and industry experts, is systematically ensured as part of the educational program monitoring process**</p> <p>Based on the results of monitoring and analysis, measures to address identified issues and shortcomings are systematically developed, and the implementation status of these measures is monitored**</p> <p>Open access to the results of monitoring and analysis of the educational program is provided**</p> <p>Based on the results of monitoring and analysis, necessary changes are systematically introduced into the educational program, including the content of courses (modules), teaching methods, and the assessment system **</p>
<p><b>Chapter 3. Organization of the Educational Process and Assessment of Learning Outcomes</b></p>		
10.	<p>The curriculum and course syllabi are developed in compliance with established requirements*</p>	<p>The curriculum and course syllabi are developed with the involvement of stakeholders, including employers, students, and industry experts, and reflect their input</p> <p>The curriculum and course syllabi are developed in compliance with the NQF, SES, professional standards, qualification requirements, and/or international education standards*</p> <p>The curriculum and course syllabi are aligned with the objectives of the educational program and the intended learning outcomes</p> <p>Course syllabi incorporate relevant legislative changes and international experience</p>

		<p>Course syllabi are designed to develop students' hard and soft skills and to support their personal development and competitiveness in the labor market</p>
		<p>Assessment criteria for each course (module) are clearly defined, fully aligned with the course (module) objectives and intended learning outcomes, and ensure a transparent, fair, and objective assessment procedure for evaluating students' knowledge, skills, and competencies</p>
11.	<p>The educational process is aligned with the achievement of the learning outcomes defined in the educational program*</p>	<p>The educational process is aligned with the objectives of the educational program and the intended learning outcomes</p>
		<p>Practice placement sites are available for the educational program*</p>
		<p>The educational process is planned in collaboration with employers and industry experts, in alignment with current labor market needs, recent trends in science, sector-specific characteristics, and the availability of the higher education institution's practice placement sites</p>
		<p>The educational process provides for practical learning activities that enable the application of theoretical knowledge (seminars, applied projects, laboratory work, and others), as well as work-based practice and research activities**</p>
		<p>Mechanisms for the systematic collection and analysis of stakeholder feedback on internship outcomes are in place**</p>
		<p>Based on the results of the analysis, the effectiveness of internships is evaluated, and internship programs are systematically improved**</p>
12.	<p>The educational process is continuously evaluated and systematically improved.</p>	<p>A procedure for evaluating, analyzing, and improving the quality of the educational process has been developed</p>
		<p>The quality of the educational process is evaluated and analyzed on a regular basis, in line with the periodicity established by the higher education institution**</p>
		<p>Stakeholder participation in the assessment process is systematically ensured**</p>
		<p>Based on the results of evaluation and analysis, measures to address identified issues and shortcomings are systematically defined**</p>

		Based on the results of evaluation and analysis of the educational process, as well as the measures implemented, the educational program and the higher education institution's methodological documentation are systematically improved**
13.	Advanced pedagogical technologies are applied in the delivery of current educational programs, resulting in appropriate effectiveness.	<p>In the teaching process, new teaching methods and advanced pedagogical and innovative technologies (hereinafter referred to as advanced pedagogical approaches) are regularly applied**</p> <p>Advanced pedagogical approaches are applied to ensure in-depth mastery of course (module) content, develop students' independent learning and analytical, critical and creative thinking, as well as collaboration skills, and enable the effective achievement of the learning outcomes defined in the educational program**</p> <p>Advanced pedagogical approaches are determined in accordance with the mode of study and students' needs**</p> <p>Regular monitoring and analysis of the effectiveness of advanced pedagogical approaches are conducted**</p> <p>Based on the results of monitoring and analysis, identified shortcomings are addressed through the systematic development of the professional capacity of academic staff in the application of advanced pedagogical approaches**</p> <p>Based on the results of monitoring and analysis, the curriculum, course syllabi, and methodological materials are updated, and methodological guidelines and instructional materials related to advanced pedagogical approaches are regularly developed and introduced into educational practice**</p> <p>An annual analytical report on the effectiveness of advanced pedagogical approaches is prepared and reviewed by the council of the higher education institution**</p>
14.	Within the educational program, transparency and objectivity of student assessment are ensured, and assessment processes are	<p>Procedures and mechanisms have been developed to ensure the effective organization of assessment processes</p> <p>The assessment procedures and regulations, criteria, methods, and approaches are</p>

	aligned with the learning outcomes	<p>communicated to students before the start of each course (module) **</p> <p>Within the educational program, approaches and assessment tools are applied to ensure formative (ongoing) and summative (final) assessment**</p> <p>Assessment criteria are based on the expected learning outcomes of the course (module) and the educational program and are communicated to students in a clear and understandable manner**</p> <p>In the assessment process, the principles of fairness, transparency, and academic integrity are strictly observed**</p>
15.	Availability of opportunities for students to receive feedback on their assessment results	<p>Procedures have been developed for collecting, reviewing, and analyzing students' proposals, feedback, and complaints related to assessment results, as well as for designating responsible staff for the implementation of these procedures</p> <p>The established procedure clearly specifies the forms and timelines for lodging complaints, the complaint review process, and the decision-making mechanism</p> <p>Proposals, feedback, and complaints are received under conditions convenient for students and through formats aligned with their needs, and the review process is conducted in accordance with the principles of transparency, accountability, and avoidance of conflicts of interest**</p> <p>Students' complaints regarding the assessment process and assessment results are reviewed by the higher education institution's appeals committee and are systematically analyzed**</p> <p>Based on the results of the analysis, reports are prepared, measures are defined to improve the assessment process, and necessary changes are systematically introduced to the assessment procedures and criteria**</p>
16.	The educational program establishes rules of academic integrity and ensures the existence of an effective system for preventing violations of these rules*	<p>The higher education institution has established procedures (regulations) and/or guidelines on academic integrity, ethics, and professional responsibility</p> <p>The principles of academic integrity are systematically integrated into the processes of</p>

		educational program development, teaching and learning, assessment, and research activities**
		An anti-plagiarism system and organizational measures are systematically implemented to prevent, detect, and address plagiarism and other violations of academic integrity**
		A transparent procedure is in place for reviewing cases of violations of academic integrity rules and determining accountability measures**
		Students and academic staff have been informed of the rules of academic integrity and ethics**
		Regular training activities (seminars, lectures) are organized for students and academic staff on academic integrity, ethics, plagiarism, the appropriate use of artificial intelligence, copyright, and conflicts of interest**
		The rights to scientific works, innovative ideas, inventions, and other intellectual property objects created by students and academic staff are protected**
<b>Chapter 4. Student Activities</b>		
17.	Admission requirements for the educational program are clearly defined, and the admission process is conducted in a transparent manner	Admission criteria and requirements for the educational program are clearly defined, and an established mechanism exists to provide open access to this information for all applicants and stakeholders
		Admission processes, requirements, and criteria comply with applicable legislation
		Admission requirements for the educational program comply with the higher education institution's internal regulations, including regulations on student mobility, credit recognition, and recognition of prior learning outcomes
		Applicants are provided with timely and open access to information on admission results
		An established complaints mechanism exists concerning the admission process and its outcomes
		For admission to educational programs delivered in a foreign language, applicants are required to meet national or international foreign language proficiency requirements**

		(Applicants' compliance with the required level of foreign language proficiency prior to admission to the program is confirmed by a document certifying foreign language proficiency)
		Admission requirements for the educational program are systematically reviewed based on the formative and summative assessment results of students admitted in previous years, and necessary revisions are made**
18.	Admission parameters are aligned with the resources and capacity of the educational institution*	Admission parameters (including the number of students, quotas by fields of study, and other indicators) are established in accordance with the capacity of the higher education institution's infrastructure, including classrooms, laboratories, practical training bases, and technical facilities — sufficient to achieve the educational program's objectives in educational, research, spiritual and educational, and health-promoting activities.
		Admission parameters are established taking into account the capacity of the information and resource center (library) (hereinafter referred to as the IRC).
		Admission parameters are established based on an analysis of the number and composition of academic staff, as well as their workload
		Admission parameters are formed based on available financial resources, including budgetary funds, grants, and contract-based tuition revenues
		Admission parameters are aligned with the higher education institution's strategic plan (mission and strategy) and academic profile
		Admission parameters are established based on an analysis of the relevant labor market and the needs and proposals of employers
		The implementation of admission parameters is subject to annual analysis, and, based on the results of this analysis, necessary amendments to the admission parameters are introduced**
19.	Established procedures are in place for student transfer, year-to-year progression (including retention), dismissal, and reinstatement	Internal documents (rules, procedures, and/or regulations) governing student status changes are developed in accordance with applicable regulatory and legal acts on admission, transfer, reinstatement, and dismissal

	(hereinafter referred to as student status changes) *	<p>A complaints mechanism is in place for processes and decisions related to student status changes</p>
		<p>Students and their parents are informed about internal documents (rules, procedures, and/or regulations) related to student status changes, as well as about the processes and outcomes of such changes**</p>
		<p>Decisions related to student status changes are substantiated and documented in accordance with established requirements**</p>
20.	<p>Institutional mechanisms for student support and advising are established</p>	<p>As part of the educational program, a system of student support, including academic, psychological, social, and career advising, is established or planned</p> <p>Mentoring support, including the “mentor-mentee” model, is provided to students to support informed course (module) selection, understanding of the assessment system, and the determination of individual personal development pathways**</p> <p>A psychological counseling and support center have been established**</p> <p>Procedures for addressing academic arrears among students are established**</p> <p>An individual educational trajectory is formed based on students’ educational needs and career objectives, and methodological and informational support for its implementation is provided**</p> <p>Information on the utilization and effectiveness of advising services is systematically collected and analyzed; students’ satisfaction with these services is subject to regular assessment; and the advising system is improved on an ongoing basis based on the assessment results**</p>
<b>Chapter 5. Human Resources</b>		
21.	<p>The availability of academic staff, as well as administrative, technical, service, and instructional support personnel, in accordance with the standards established for the educational program, and the compliance of their</p>	<p>The number of academic staff is sufficient to ensure the effective implementation of the educational program (the proportion of full-time academic staff within the educational program constitutes at least 70 percent of the total number of academic staff involved in the implementation of the educational program).</p> <p>For a newly established educational program, actual staffing with teaching staff is not required,</p>

	<p>qualitative composition, qualifications, and fields of specialization with the established requirements*</p>	<p>provided that a clear academic staffing plan for the composition of teaching staff has been submitted</p>
		<p>The educational program is delivered by a sufficient number of academic staff holding academic degrees and academic titles to ensure its effective implementation (the proportion of academic staff holding academic degrees and academic titles, relative to the total number of full-time academic staff assigned to the educational program and employed at the primary place of employment, constitutes at least 35 percent for the bachelor’s program and at least 70 percent for the master’s program)</p> <p>For a newly established educational program, actual provision of academic staff holding academic degrees and academic titles is not required, provided that a clear academic staffing plan has been submitted</p>
		<p>The number of administrative, technical, service, and instructional support staff is determined in accordance with the standard staffing norms for administrative, technical, service, and instructional support staff of higher education institutions (Registration No. 2859, dated February 21, 2017).</p> <p>For a newly established educational program, actual provision of instructional support staff is not required, provided that a clear plan for the composition of instructional support staff has been submitted</p>
		<p>A system of social support and financial incentives for staff has been implemented**</p>
<p>22.</p>	<p>Teaching staff assigned to the educational programs currently in operation possess professional, pedagogical, and academic competencies relevant to and aligned with the disciplines specified in the approved curriculum*</p>	<p>The number and composition of academic staff assigned to the educational program have been determined based on the program objectives, intended learning outcomes, and the need for the effective implementation of the curriculum**</p> <p>The academic specialization of teaching staff is aligned with the disciplines (modules) delivered under the educational program**</p> <p>Indicators for assessing the achievements of teaching staff have been established, covering state and sectoral awards, honorary titles, and</p>

		prizes awarded in international and national competitions**
		The educational and methodological, and research activities of teaching staff are evidenced by participation in fundamental, applied, and other research projects; the development of textbooks, study guides, and instructional and methodological materials; publications in national and international outlets; and articles published in impact-factor journals indexed in Scopus, Web of Science, or other internationally recognized indexing databases**
		A system for the continuous assignment of teaching staff to internal and external advanced training courses has been established**
23.	The existence of a clear plan for staffing new educational programs with teaching staff possessing professional, pedagogical, and academic competencies relevant to the disciplines specified in the curriculum*	An analysis of staffing needs for new educational programs has been conducted*
		The required specializations and competencies for academic disciplines (modules) are defined
		Strategies for the attraction of new staff (through selection, competitive procedures, grants, and other mechanisms) are defined
		A mechanism for recruitment and the establishment of a staff reserve has been defined
		Opportunities for engaging foreign specialists and practitioners are envisaged
		Measures have been taken to prepare highly qualified staff with advanced academic degrees for new educational programs and to ensure their targeted placement in doctoral studies
24.	Conditions have been created for staff professional development and continuing training, and a system of financial and non-financial incentives is in place	Programs for retraining and continuing professional development for academic staff and other staff have been developed
		A system of financial and non-financial incentives is in place to encourage the publication of scientific articles, contributions to innovative ideas, and active participation in international or national projects
		Incentive criteria are transparent and results-oriented, serving the development of the scientific capacity of the higher education institution
		An established practice exists for staff participation in international internships and conferences in relevant fields of specialization**

		A mechanism is in place for the assessment and recognition of professional development outcomes
<b>Chapter 6. Material and Technical Resources</b>		
25.	The availability of the necessary tools, equipment, instruments, technical facilities, raw materials, and other resources for conducting practical and laboratory classes and for completing course papers (projects), as well as the provision of methodological guidelines (instructions), is ensured for the implementation of the educational program*	The necessary tools, equipment, instruments, technical facilities, and raw materials for practical and laboratory classes under the educational program are available and aligned with the program objectives and the intended learning outcomes
		The higher education institution is equipped with tools, equipment, and technical facilities in accordance with the size and composition of the student cohort
		Technical passports for tools, equipment, and technical facilities are available; technical inspections have been conducted; and records of technical maintenance (repairs and preventive maintenance) are systematically documented**
		Methodological guidelines, instructional technological maps, instructions, and manuals (including safety instructions) for the use of tools, equipment, and technical facilities are available**
		The organization of trainings (master classes) on the use of tools and equipment for academic staff and students, conducted in cooperation with industry specialists or employers, has been established**
		An annual plan has been developed for the modernization and equipping of classrooms used for practical and laboratory classes with innovative technologies**
26.	Provision of educational and instructional-methodological literature and electronic learning resources by disciplines is ensured in accordance with the established requirements*	The educational literature and methodological guides specified in the syllabus of each discipline (module) are available
		The literature is selected in accordance with the content and learning objectives of the disciplines (modules)
		Collections of teaching materials and digital learning resources developed for disciplines (modules) are made available in the electronic library
		Continuous access to electronic resources is available for academic staff and students**

		Educational literature and methodological guides are regularly updated and aligned with contemporary disciplines (modules) and trends in scientific and technological development**
		Contemporary foreign literature relevant to the content of the discipline (module) is used**
27.	Classrooms and laboratories, as well as workshops (training sites), are equipped with appropriate equipment and information and communication technologies, commensurate with the number of students and in compliance with safety regulations*	The higher education institution is provided with classrooms commensurate with the size and composition of the student cohort*
		Classrooms used for practical and laboratory classes and the material and technical base comply with occupational health and safety regulations, sanitary and hygiene standards, urban planning norms and regulations, as well as fire and technical safety requirements
		Laboratories and workshops (training sites) are equipped with tools, equipment, and technical facilities appropriate to the educational program; first-aid supplies are available; evacuation routes (schemes) are designated; and the maintenance of safety logs has been established
		Classrooms are equipped with information and communication technologies (projectors, computers, and other equipment) in line with the needs of disciplines (modules), and an IT infrastructure has been established
		Seating and workstations for students are available in classrooms, laboratories, and workshops (training sites)
28.	Adaptation of buildings and equipment for inclusive education, availability of specialized learning materials, and access to information and communication technologies (hereinafter referred to as ICT)	Adaptation of buildings and classrooms of the higher education institution, including corridors, ramps, elevators, doors, and sanitary facilities, for persons with disabilities (students)
		Availability of specialized learning materials (including Braille books and visual materials), specialized equipment, and assistive technical devices for the educational program
		Availability of access to ICT, electronic resources, and software for inclusive education (including audio and video resources, Braille script, subtitles, and others)
		Availability of a pedagogical and psychological support system for inclusive education within the educational process**

		Availability of pedagogical staff and/or a psychologist trained in inclusive education methodology and possessing the required competencies**
		Monitoring of the implementation and effectiveness of inclusive education conditions**
29.	Availability of educational literature aligned with the educational programs and computers at the information and resource center (library), as well as a reading room and an electronic library*	Availability of textbooks, study guides and educational literature aligned with the educational program, as well as fiction literature, at the IRC*
		Equipping of the IRC with modern ICT and electronic devices, availability of access to the Internet, and provision of guidance to students on the use of ICT and electronic devices
		Placement of textbooks, study guides and educational literature, teaching material collections, digital learning resources, and multimedia content in digital format within the information and library collection of the electronic library for the educational program
		Availability of a reading room at the IRC providing comfortable conditions for students
		Regular updating of the library collection**
30.	Availability of a digital learning environment (LMS, Wi-Fi zones, online courses, webinars, and distance learning opportunities)	Provision of teaching activities and learning materials in electronic format through HEMIS and/or LMS, as well as integration of online courses and video lectures into the educational process
		Availability of opportunities to participate in the educational process through distance learning platforms
		Availability of a system for monitoring and analysis of academic performance, electronic assessment, and provision of feedback
		Protection of the digital learning environment in compliance with information security requirements
		Regular organization of webinars and online seminars**
		Establishment of a communication channel among students, academic staff, and administration through the Education Management Information System (HEMIS) and/or the LMS (Learning Management System)**

		Availability of technical support services for the use of electronic learning resources**
31.	Availability of specialized rooms or buildings and facilities (such as a sports hall, stadium, music room, and others) relevant to the educational program	<p>Availability of access to a sports hall, stadium, and sports grounds, as well as availability of necessary equipment for physical education and sports activities</p> <p>Availability of specialized rooms equipped for music, arts, and culture classes in accordance with the educational program requirements, as well as availability of equipment for creative activities</p> <p>Availability of specialized laboratories, studios, or other specialized rooms relevant to the educational program</p> <p>Continuous operation of buildings (facilities) throughout the educational process</p> <p>Availability of buildings (facilities) with capacity and size commensurate with the number of students</p>

*Notes:*

1) *The classification of criteria into mandatory and general types is carried out in accordance with Resolution No. 498 of the Cabinet of Ministers of the Republic of Uzbekistan dated August 6, 2025, "On the introduction of a system for complex and special state accreditation of secondary specialized, vocational, higher and postgraduate education institutions, as well as institutions for retraining and advanced training of personnel";*

2) *Mandatory and general indicators are assessed as "compliant" or "non-compliant";*

3) *Assessment of a criterion based on mandatory and general indicators is determined in the following manner, taking into account the requirements of subparagraph 4 of these notes:*

*if 70 percent or more of the indicators are assessed as "compliant" – the criterion is assessed as "compliant";*

*if from 50 percent to 60 percent of the indicators are assessed as "compliant" – the criterion is assessed as "partially compliant";*

*if less than 50 percent of the indicators are assessed as "compliant" – the criterion is assessed as "non-compliant";*

4) *If any mandatory indicator included in a criterion (one of the mandatory indicators) is found to be "non-compliant," regardless of the overall result, the criterion shall be assessed as "non-compliant";*

5) *The internal documents of a vocational education institution envisaged by the indicators (procedures, regulations, rules, action plans, monitoring and analysis results) may be unified (consolidated);*

6) \* – *mandatory indicators;*

\*\* – *general indicators used only for existing educational programs.*