



*Registered at the Ministry of
Justice of the Republic of
Uzbekistan on 23 December
2025, Registration No. 3732*

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
institutional 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 institutional 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

2 December 2025

No.5

YULDASHEV BAXTIYOR

GAYRADJANOVICH

Agreed upon by:

Minister

19 November 2025

SHARIPOV KONGRATBAY

AVEZIMBETOVICH

Indicators under the evaluation criteria for conducting institutional state accreditation of educational programs of higher education institutions

T/r	Criteria	Indicator
Chapter 1. Organizational and Managerial Activities		
1	Establishment of a Governing (Supervisory, Board of Trustees) Board in the educational institution (hereinafter referred to as the Governing Board) and the effectiveness of its activities*	<p>The Governing Board is established pursuant to Resolution No. 129 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 23, 2014, “On Approval of the Model Regulation on the Board of Trustees of a Higher Education Institution.”</p> <p>The powers, responsibilities, functions, and operating procedures of the Governing Board are defined</p> <p>Meetings of the Governing Board are held on a regular basis, and action plans are developed based on the decisions adopted</p> <p>Decisions adopted by the Governing Board are aimed at improving the quality of education, supporting academic staff, ensuring the effective use of material and technical infrastructure, financial and human resources, and the strategic development of the higher education institution*</p> <p>Collegial bodies (the council of the higher education institution, the Public Council, and others) are established within the higher education institution; their legal basis, purposes, functions, and role in the quality assurance system are clearly defined</p> <p>The decision-making process of the Governing Board and collegial bodies takes into account the proposals and feedback of students, academic staff, employers, industry experts, graduates, parents, and</p>

		<p>their legal representatives (hereinafter referred to as stakeholders)</p> <p>The unified monitoring system for the implementation of decisions of the Governing Board and collegial bodies, as well as action plans adopted pursuant to such decisions, is established, and the results of monitoring are subject to regular analysis</p>
2	<p>Financial resources are allocated on a targeted basis in accordance with the objectives of effective institutional management, planning, and the quality assurance system*</p>	<p>The system for the management and allocation of financial resources is established in accordance with the higher education institution's development plan (strategic plan, mission, strategy) to ensure effective institutional operations and quality assurance</p> <p>Financial resources are allocated in accordance with the priorities of the educational process, the material and technical base, and infrastructure</p> <p>The annual financial plan is approved, and its implementation is ensured</p> <p>Expenditures provided for in the annual financial plan and allocated to the educational process are used in a targeted and effective manner</p> <p>Regular monitoring and analysis of financial resources and implementation of the annual financial plan are conducted, and decisions on the effective use of financial resources are adopted based on their results</p>
3	<p>The existence of an institutional strategic plan, the availability of resources for its implementation, as well as its public accessibility and monitoring</p>	<p>The strategic plan of the higher education institution (strategic plan, mission, strategy) (hereinafter referred to as the "strategic plan") is approved and sets out the goals and objectives of institutional development, the mechanisms for their implementation, specified timeframes, and responsible units*</p> <p>The annual operational plans of all structural units of the higher education institution (faculties, departments, divisions, and other units) are approved to</p>

		<p>ensure the effective implementation of the strategic plan</p> <p>Material and technical infrastructure, financial resources, and human resources are allocated for the implementation of the strategic plan, and their distribution is aligned with the goals and objectives of the strategic plan</p> <p>The implementation and results of the strategic plan are published on a regular basis in accordance with the principles of openness and transparency</p> <p>The results of monitoring and analysis of the strategic plan, as well as proposals and feedback from stakeholders, are taken into account, and measures are adopted for the improvement of the strategic plan</p>
4	<p>Contribution of the educational organization to the development of the social, economic, and cultural spheres of the territory and the Republic, as well as to the development of affiliated educational institutions</p>	<p>Cooperative relationships with organizations, enterprises, and institutions in the field of social, economic, and cultural development are established</p> <p>Participation of the higher education institution in projects aimed at the development of the social, economic, and cultural sectors of the territory and the Republic, including contribution to or organization of such projects</p> <p>Cultural and enlightenment as well as scientific events, including festivals, exhibitions, conferences, and other similar events, are organized</p> <p>Cooperation relations are established between the higher education institution and assigned general secondary as well as secondary specialized and vocational education institutions, and other educational institutions</p> <p>Analysis of the results of social, cultural-educational, and scientific events implemented in cooperation with the public</p>
5	<p>Availability of an information system for managing educational processes and monitoring</p>	<p>Implementation of an information system for the management, monitoring, and control of educational processes within the</p>

	<p>education quality (hereinafter referred to as the “information system”), and integration of this system with the information systems of authorized state bodies in the field of education</p>	<p>higher education institution (HEMIS, LMS, electronic journal, management platform, or other systems) *</p> <p>Availability of functionality within the information system to maintain data on students and academic staff, as well as to maintain class schedules, assessment data, and student attendance records</p> <p>The information system is integrated with the information systems of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan and the National Agency for Quality Assurance in Education under the Administration of the President of the Republic of Uzbekistan to ensure mutual data exchange</p> <p>Implementation of measures for technical support and information security of the information system, as well as ensuring conditions for its effective and user-friendly operation</p> <p>Ensuring the accuracy of data contained in the information system, timely updating of the system, implementation of monitoring activities, and preparation of annual analytical reports based on these data</p> <p>Consideration of the prepared analytical reports at meetings of the Council of the higher education institution (hereinafter referred to as the “HEI Council”), as well as implementation of measures to eliminate the identified problems and shortcomings</p>
6	<p>International cooperation relations are established at the educational institution</p>	<p>Mutually beneficial cooperation relations are established with foreign educational and research organizations, as well as reputable international institutions</p> <p>Conditions are created for academic staff to participate, in their respective fields, in professional development, experience exchange, and internship programs at leading foreign educational and research organizations</p>

		Engagement of highly qualified foreign experts in fields related to the educational process, whose participation serves to enhance the quality of education
		Improvement of educational processes, research activities, and the content of educational programs as a result of international cooperation
		Conduct of analyses of the results of international events, grants, and projects, and preparation of analytical reports
		Identification of performance indicators as a result of analyses, review of international cooperation activities, and further development of international cooperation in priority areas
Chapter 2. Quality Assurance in Education		
7	Establishment of internal quality assurance in education in cooperation with relevant stakeholders*	Establishment and implementation of an evaluation procedure for determining the effectiveness of the internal quality assurance system with the participation of relevant stakeholders
		Ensuring the participation of stakeholders in the internal quality assurance process, including the regular organization of events with their participation (meetings, seminars and training sessions, discussions, conferences, surveys, interviews, focus groups, and other forms)
		Development of a plan of measures aimed at improving the internal quality assurance system, based on proposals and feedback from relevant stakeholders
		Based on collected data, including proposals and feedback from stakeholders and/or a developed plan of measures, amendments are made to the internal quality assurance system, educational programs, and the educational process, followed by subsequent improvement
		Information on improvements to the internal quality assurance system is made publicly available through the official

		website and official social media channels of the higher education institution
8	Existence and application of mechanisms for the regular analysis of the effectiveness of the internal quality assurance system and the implementation of improvement measures based on the results of such analysis	<p>Existence of a structural unit responsible for internal quality assurance within the higher education institution (including an internal quality control unit or a quality assurance unit) *</p> <p>Existence and application of an established evaluation procedure for determining the effectiveness of the internal quality assurance system</p> <p>Existence and application of established procedures for the regular (annual or semi-annual) monitoring and evaluation of the functioning of the internal quality assurance system, based on analytical materials</p> <p>Existence and application of procedures for the consideration of monitoring and analysis results at meetings of the HEI Council and for communicating such results to the public and relevant stakeholders</p> <p>Existence of a plan of measures for addressing identified gaps and shortcomings and for improving the internal quality assurance system, developed on the basis of monitoring and analysis results</p> <p>Ensuring the elimination of identified gaps and shortcomings in accordance with the approved plan of measures</p>
9	Existence and application of established procedures for student assessment and their alignment with defined learning outcomes	<p>Approval of procedures, rules, criteria, and methods for the assessment of students' knowledge, skills, and competencies (hereinafter referred to as the "assessment procedures"), and ensuring their compliance with the intended learning outcomes of educational programs and the objectives of courses (modules)</p> <p>Existence of established procedures for informing students and academic staff of the assessment procedures prior to the commencement of the educational process</p> <p>Existence and application of established procedures ensuring the effective use of</p>

		<p>digital technologies in the assessment process and the observance of objectivity, transparency, and academic integrity in the assessment of students' knowledge, skills, and competencies</p>
		<p>Existence and application of established procedures ensuring the systematic recording, maintenance, and storage of assessment results on digital platforms, in students' internship logs, and in the assessment records of the State Final Attestation Commission (hereinafter referred to as the "SFAC")</p>
		<p>Existence and application of an established appeal and/or review mechanism for the consideration of students' complaints related to assessment procedures and outcomes</p>
		<p>The effectiveness of the assessment system is subject to regular monitoring, and the assessment procedures are revised and improved on the basis of monitoring results</p>
10	<p>Establishment of academic integrity rules within the educational institution and the existence of an effective system for preventing violations of such rules</p>	<p>Existence of regulations (rules) and/or guidelines on academic integrity, ethics, and professional responsibility within the higher education institution</p>
		<p>The principles of academic integrity are embedded in the processes of educational program development, teaching, assessment, and research activities</p>
		<p>Existence and application of anti-plagiarism systems and organizational measures for the prevention, detection, and elimination of violations of academic integrity rules*</p>
		<p>Existence of transparent procedures for the review of cases of academic integrity violations and the determination and application of disciplinary measures</p>
		<p>Existence of established procedures for familiarizing students and academic staff with the rules of academic integrity and ethics</p>

		<p>Existence and regular organization of training activities (seminars, lectures) for students and academic staff on academic integrity, ethics, plagiarism, responsible use of artificial intelligence, intellectual property, and conflicts of interest</p>
		<p>Ensuring the protection of rights to scientific works, innovative ideas, inventions, and other intellectual property objects created by students and academic staff</p>
		<p>The effectiveness of the academic integrity system is subject to regular analysis, and practical measures are taken to improve the system</p>
11	<p>Existence of established procedures for monitoring graduate employment and analyzing employers' feedback on graduates</p>	<p>Established operation of a Career Center or a Graduate Relations Unit, with tasks set out in its approved annual work plan duly implemented</p> <p>Existence of proposals and recommendations for the development of students' knowledge, skills, and competencies, formulated on the basis of labor market trends</p> <p>Existence of an established system for obtaining employers' feedback on graduates' professional preparedness, practical skills, and workplace performance*</p> <p>Existence of a unified graduate employment database subject to regular monitoring</p> <p>Existence of established procedures for the analysis of graduate employment monitoring results, their consideration at meetings of the Governing Board and the HEI Council, and the adoption of relevant management decisions</p> <p>Existence of established procedures for improving the educational process, reviewing workforce training policy and admission parameters on the basis of graduate employment monitoring results</p>

		and employers' feedback, and ensuring public disclosure of updated information
Chapter 3. Student Activities		
12	Alignment of admission parameters with the human, financial, material, and infrastructural resources and institutional capacity of the educational institution*	Admission parameters (including the number of students admitted, quotas by fields of study, and other indicators) are established based on the availability and capacity of classrooms, specialized facilities, laboratories, practical training bases, technical equipment, as well as the infrastructural capacity necessary to ensure the achievement of the objectives defined in the educational programs*
		The capacity of the Information and Resource Center (library) (hereinafter referred to as the IRC) is considered in the determination of admission parameters
		Admission parameters are established on the basis of an analysis of the number, composition, and teaching workload of academic staff
		Admission parameters are established on the basis of financial resources (budgetary funds, grants, tuition fee revenues, or other sources)
		Admission parameters are aligned with the development plan of the higher education institution (strategic plan, mission, strategy) and its academic profile
		Admission parameters are formed in alignment with labor market needs, priority fields of education, and scientific capacity
		Admission parameters are subject to annual analysis in terms of their implementation, and necessary amendments to admission parameters are made based on the results of the analysis
13	Student admission is organized in accordance with established procedures and complies with the principles of transparency and equity*	The procedure for admission, selection criteria, assessment methods, and the operating procedures of the admission committee are established*
		Compliance of the procedure for admission, selection criteria, assessment

		<p>methods, and the operation of the admission committee with Resolution No. 578 of the Cabinet of Ministers of the Republic of Uzbekistan dated 13 September 2025 “On Approval of Regulatory Legal Acts Governing Admission Processes to Higher Education Institutions” is ensured</p>
		<p>Existence of a digitalized system ensuring prevention of corruption, reduction of conflict of interest risks, and objectivity of assessment procedures</p>
		<p>Equal opportunities for applicants are ensured in the admission process, and all stages of admission (submission of applications, administration of entrance examinations and publication of examination results, publication of lists of applicants recommended or not recommended for enrolment on a competitive basis, and other stages) are implemented in an open and transparent manner</p>
		<p>Applications submitted to the appeals commission regarding admission results are documented, reviewed, and subject to implementation control</p>
		<p>The admission process is subject to continuous internal monitoring and analysis, and measures to improve the admission process are taken based on the results of internal monitoring and analysis</p>
14	<p>Processes of student transfer, progression from course to course (including retention), dismissal from studies, and reinstatement of studies (hereinafter referred to as “student movement”) are carried out in accordance with established procedures*</p>	<p>Internal document(s) on student movement (rules, procedures, regulations) have been developed in compliance with applicable regulatory acts governing admission to studies, student transfer, reinstatement of studies, and dismissal from studies*</p> <p>Orders, commission minutes, and other documents related to student movement are formalized on the basis of reasoned, fair, and transparent decisions; accountability for</p>

		such documents is ensured, and regular monitoring is conducted
		Clear criteria for progression from course to course or retention are established, and decisions on progression or retention are based on academic performance indicators
		Students' rights in relation to student movement are ensured; students and their parents are informed of the relevant procedures; and all changes related to student movement are timely reflected in education management information systems (HEMIS, LMS)
		Existence of open and accessible complaint submission systems related to student movement and complaint review processes
15	Academic mobility with educational institutions in the Republic and foreign countries is established and implemented in accordance with institutional arrangements	Existence of agreements for implementation of academic mobility with educational institutions in the Republic and foreign countries (contracts, memoranda, and cooperation agreements)
		Existence of an established procedure for organizing academic mobility processes, selection, and financing
		Existence of a structural unit for supporting academic mobility and/or designated responsible officer(s)
		Implementation of academic mobility processes in accordance with national and international academic mobility requirements
		Equal opportunities are ensured for academic staff and students to participate in academic mobility projects, including projects implemented within cooperation programs
		Systematic analysis of the contribution of academic staff and students who participated in academic mobility to the internal quality assurance system, educational programs, and the learning process

16	Establishment of an effective system for the export of educational services	Existence of internal documents regulating the procedure for admission of foreign citizens to studies, approved in accordance with established requirements
		Establishment and regular implementation of promotional activities and international cooperation aimed at attracting foreign citizens
		Organization of educational programs, language courses, and special modules and services for foreign students, including visa support, visa extension, registration at the place of residence, and other related services
		Organization of systematic collection and analysis of feedback and suggestions from foreign students on their adaptation to new conditions (the educational process, living conditions, cultural environment, and others), and implementation of measures to improve the educational process and social conditions based on the analysis results
		Modernization of educational technologies, research activities, and infrastructure financed through foreign investment
		Conduct of annual analysis and maintenance of reporting on indicators of the export of educational services, international student flows, and financial and academic outcomes
Chapter 4. Organization of the Educational Process		
17	Development and approval, in accordance with established procedures, of documents for planning the educational process*	Development and publication, prior to the beginning of the academic year, of the academic calendar (including the duration of semesters, vacation periods, timelines for interim and final assessments, and other relevant components) *
		Approval of documents for planning the educational process (the academic calendar, curricula, educational programs (syllabi), class schedules, and examination schedules) following discussion at meetings of the relevant structural units of the higher

		<p>education institution (faculties, departments, units, and others)</p> <p>Formation of class schedules in accordance with the volume of credits (hours) stipulated in the curriculum, the sequence of courses (modules), group capacity, and academic staff workload, with no conflicts in room allocation or scheduling</p> <p>Existence of documented distribution of weekly and semester workloads for lectures, practical classes, laboratory work, seminars, and independent study</p> <p>Existence of planning, within an information system, of educational process planning documents, occupancy of classrooms, laboratories, and specialized facilities, as well as group-based class schedules, and establishment of an online monitoring mechanism</p> <p>Existence of documented changes made to curricula and class schedules during the academic year, and timely communication of such changes to academic staff and students</p>
18	<p>Development and maintenance of academic staff instructional and regulatory documents in accordance with established requirements*</p>	<p>Existence of clearly specified course (module) aims and objectives, intended learning outcomes, required and recommended literature, assessment criteria and methods, and educational technologies within educational programs (syllabi)</p> <p>Existence of documented academic staff instructional and regulatory documents (course syllabi, teaching materials, and individual annual work plans) developed in accordance with the aims and objectives of the course (module) and approved following discussion at meetings of the relevant structural units of the higher education institution</p> <p>Existence of documented evidence of the implementation of developed instructional and regulatory documents in practice, as</p>

		<p>well as documented results of regular monitoring and analysis of their application</p> <p>Existence of documented measures defined and implemented to address issues and deficiencies identified through monitoring and analysis of the application of instructional and regulatory documents (course syllabi, teaching materials, and individual annual work plans), and evidence of their subsequent improvement based on the results</p>
19	Teaching workloads of academic staff are allocated in compliance with established workload norms	<p>Existence of academic staff teaching (work) workloads developed in accordance with international standards and/or established time norms for calculating teaching workload and the staffing schedule</p> <p>Existence of proportional distribution of teaching (work) workloads among academic staff based on their specialization, academic degree, and academic title</p> <p>Existence of established procedures ensuring open and transparent distribution of teaching (work) workloads among academic staff</p> <p>Existence of documented notification of academic staff on teaching (work) workloads prior to the beginning of the academic year</p> <p>Existence of a dedicated section in individual annual work plans for conducting research activities and developing practical skills</p>
20	Enhancement and updating of educational programs based on the needs of the economy, industry, and relevant sectors.	<p>Existence of an established mechanism for regular monitoring and analysis of educational programs, including ongoing assessment of the level of achievement of intended learning outcomes</p> <p>Existence of regular review of educational programs based on labor market needs, industry requirements, trends in economic development, and relevant sector needs</p>

		Existence of integration of digital technologies, modern competencies, and innovative approaches into the content of educational programs
		Existence of established procedures for collecting, reviewing, and taking into account proposals and feedback from stakeholders in the process of educational program improvement
		Existence of established procedures ensuring open and transparent communication of changes made to educational programs to stakeholders
21	Systematic analysis of teaching sessions is conducted within the educational institution, followed by structured discussion of the results	Existence of established procedures, criteria, and assessment indicators for conducting teaching session analysis, as defined in the internal documents of the higher education institution
		Existence of regular teaching session analyses conducted by managerial staff and academic staff in accordance with an approved plan and schedule
		Existence of regular discussion of the results of teaching session analyses at meetings of the relevant structural units of the higher education institution (faculties, departments, divisions, and others)
		Existence of systematically developed methodological recommendations aimed at addressing issues and deficiencies identified during teaching session analyses
		Existence of a mentoring and “mentor–mentee” (ustoz–shogird) system under which early-career academic staff are assigned to experienced academic staff for the purpose of enhancing pedagogical competence
Chapter 5. Human Resources		
22	Availability of academic staff with adequate research capacity	Existence of compliance with established student–staff ratio standards and minimum requirements for academic staff, including a requirement that full-time academic staff

	<p>in compliance with established requirements and standards*</p>	<p>constitute at least 70 percent of the total number of academic staff *</p> <p>Availability of academic staff holding academic degrees and academic titles, with full-time academic staff holding academic degrees and titles constituting at least 35 percent of those teaching in bachelor's degree programs and at least 70 percent of those teaching in master's degree programs, relative to the total number of full-time academic staff teaching at the respective level of study*</p> <p>Academic and teaching staff actively participate in research activities, and their scientific works and results are subject to ongoing analysis</p> <p>Targeted training of academic and teaching staff to ensure staffing of the higher education institution with faculty possessing research capacity is implemented</p> <p>Performance effectiveness evaluation of academic and teaching staff is implemented, and social support and financial incentive systems for staff with research capacity exist</p>
23	<p>Alignment of the academic qualifications (specialization) of teaching staff with the subjects taught within the education institution*</p>	<p>Academic and teaching staff possess relevant higher education qualifications, specialization, and professional training relevant to the subjects (modules) they teach*</p> <p>Engagement of qualified specialists in the relevant field in the introduction of new fields of study or interdisciplinary (inter-modular) courses</p> <p>Alignment with the subject (module) profile is defined as the primary criterion in the selection and recruitment of academic and teaching staff</p> <p>Fair and justified distribution of teaching (work) workload in accordance with the specialization, research focus, and professional competence of academic and teaching staff</p>

		Established mechanisms for systematic professional development and retraining aimed at enhancing the professional competencies of academic and teaching staff
24	Organization of the recruitment and dismissal of teaching staff in accordance with established procedures, as well as implementation of measures to prevent staff turnover within the education institution	Recruitment and termination of employment contracts for academic and teaching staff are conducted in accordance with labor legislation and the internal policies of the higher education institution, with documentation related to these processes available (competition documents, interview records, applications, orders, or other documents) *
		Recruitment of academic and teaching staff is conducted based on the principles of transparency, objectivity, and fairness through competitive selection (examination, interview)
		Regular monitoring and analysis of academic and teaching staff turnover and the effectiveness of personnel policy are conducted, including analysis of changes in staff composition dynamics and the reasons for termination of employment contracts
		Availability of an action plan and an annual report developed based on the results of monitoring and analysis, consideration of these results in management decision-making, and implementation of the action plan
		Availability of mentoring and adaptation programs for newly recruited academic and teaching staff
25	Professional development and professional training of teaching staff in accordance with established requirements*	Availability of approved mid-term and long-term strategies and implementation schedules for the professional development of academic and teaching staff and administrative personnel, including retraining and advanced training
		Availability of a structural unit established or designated responsible staff for coordinating retraining and professional

		development activities of academic and teaching staff and administrative personnel
		Availability of established cooperation with domestic and international organizations in the areas of retraining and professional development
		Availability of retraining and professional development courses aligned with the specialization of academic and teaching staff and the subject (module) areas
		Availability of a system for assessing and monitoring the professional development of academic and teaching staff, with the results of retraining and professional development taken into account in personnel policy
		Existence of a stable upward trend over the last three years in the proportion of academic and teaching staff participating in retraining and professional development courses
26	Professional development and/or internships of teaching staff organized abroad and/or at industrial enterprises	Availability of cooperation agreements with domestic and international educational institutions, research centers, and industrial enterprises for professional development and/or internships
		Availability of allocated financial resources and established organizational conditions for internships, retraining, and professional development activities
		Availability of internship tracks aligned with the specialization of academic and teaching staff and the subject (module) areas*
		Availability of reports on internship outcomes and implementation of the acquired knowledge and skills into the educational process
		Availability of a system for assessment and monitoring of the effectiveness of the internship process and consideration of internship outcomes in personnel policy
		Existence of a stable upward trend over the last three years in the proportion of

		academic and teaching staff participating in internships
27	Performance evaluation system (KPI) for managerial and teaching staff, and material and non-material incentives for employees based on the results of such evaluation	Availability of approved regulations governing the performance evaluation system (KPI) for managerial and academic and teaching staff
		Inclusion of teaching, academic-methodological, research, spiritual and educational, and social activity areas in the KPI system
		Defined KPI indicators and assessment criteria, and assessment processes conducted in accordance with the principles of transparency, objectivity, and fairness
		Periodic analysis of the effectiveness of the KPI system and formulation of proposals based on the results of such analysis
		Application of material and non-material incentive mechanisms for managerial and academic and teaching staff based on KPI assessment results, in compliance with the principles of transparency, objectivity, and fairness
Chapter 6. Research Activities		
28	Availability of institutional conditions to support academic and teaching staff in conducting research activities and participating in international mobility*	Availability of laboratories and material and technical infrastructure required for conducting research activities
		Availability of financial resources mobilized for the funding of research activities, including international and domestic grants, budgetary funds, donor support, or other sources
		Participation of academic and teaching staff in international research projects and grant-funded activities
		Availability of opportunities for international internships through international mobility programs
		Availability of established procedures and mechanisms for the commercialization of research outputs

		Availability of annual reports on research activities
		Availability of analysis of research activity outcomes and defined measures for the development of research activities
		Availability of mechanisms ensuring the protection of intellectual property rights related to research outputs, innovative ideas, inventions, and other intellectual property objects created by students and academic and teaching staff
29	Implementation of an information system for plagiarism detection in research and publishing activities and systematic maintenance of regular reporting	Implementation of an anti-plagiarism system in research and publishing activities*
		Availability of approved internal procedures (guidelines) for plagiarism detection
		Availability of procedures ensuring mandatory plagiarism checks of all dissertations, monographs, scientific articles, and theses through an anti-plagiarism system
		Availability of reports generated based on verification results and maintenance of a relevant database
		Availability of an action plan for the analysis and prevention of plagiarism cases
		Availability of annual reports on the average similarity rate and related trends of research works
30	Organization of international and national scientific-methodological and practical conferences	Organization of practical conferences by the higher education institution in accordance with an annual plan
		Conduct of practical conferences in accordance with the priority research areas of the higher education institution
		Participation of students, doctoral candidates, academic and teaching staff, employees, and partner domestic and international organizations in practical conferences

		<p>Availability of published materials of practical conferences, including abstracts, collections of articles, or other materials</p> <p>Existence of agreements aimed at strengthening research collaboration resulting from practical conferences, including memoranda, contracts, joint projects, or other forms of cooperation</p> <p>Availability of published information on practical conference activities on the official website of the higher education institution and in mass media</p> <p>Availability of documented analysis of the impact of practical conferences on the effectiveness of the higher education institution's activities and relevant reporting</p>
31	Cooperation with enterprises and organizations in the implementation of research activities	<p>Existence of signed cooperation agreements (contracts) with organizations, enterprises, and institutions for the implementation of research activities, with confirmed validity periods</p> <p>Existence of completed and ongoing research and innovation projects implemented with the participation of partner organizations, enterprises, and institutions</p> <p>Existence of scientific solutions and technologies developed based on research outcomes and implemented in production and/or educational processes</p> <p>Existence of acts, minutes, or other supporting documents confirming the implementation of research outcomes in production and/or educational processes</p> <p>Conduct of analyses and maintenance of reports on the economic, technological, or social effectiveness of research outcomes implemented in production and/or educational processes</p>
32	Ensuring access to national and international information and data resources, including	Availability of access to indexed databases at the higher education institution*

	<p>journals indexed in Scopus, Web of Science, or other internationally recognized indexed databases (hereinafter referred to as “indexed databases”)</p>	<p>Availability of developed guidelines for the use of information resources, including indexed databases, as well as conducted training seminars and workshops</p> <p>Access to indexed databases for students, research staff, and academic staff is provided through IP addresses, logins, corporate accounts, or other access mechanisms</p> <p>Existence of publications in indexed databases and documented analyses of published scientific articles and their citation indicators by students, research staff, and academic staff</p> <p>Existence of documented analyses of research staff and academic staff with a Hirsch index (h-index) of five or higher, reflecting international recognition of research outcomes, as well as an implemented system of financial incentives</p> <p>Existence of documented analyses and reports on the effectiveness of the use of information resources, including indexed databases</p>
33	<p>Systematic monitoring of research activity outcomes</p>	<p>Availability of an established responsible unit or working group at the higher education institution tasked with analyzing and consolidating research outcomes</p> <p>Existence of defined criteria and indicators for the evaluation of research activity effectiveness</p> <p>Existence of functioning specialized information systems used for the digital analysis and monitoring of research activity outcomes</p> <p>Existence of regularly prepared analytical reports and statistical data on research activity outcomes</p> <p>Existence of patents for inventions, utility models, industrial designs, and plant breeding achievements; copyright certificates for creative works (including</p>

		works in the field of arts); and certificates for computer programs or databases
		Regular review of the effectiveness and outcomes of research activities by the governing council of the higher education institution
34	Student participation in national and international research programs through startup projects and rationalization ideas, as well as the effectiveness of such participation	Existence of organized competitions, acceleration programs, and incubation processes for student startup projects and rationalization ideas
		Existence of established internal support mechanisms for student startups and rationalization ideas, including grants, financial support, advisory services, mentoring, or other forms of support
		Conduct of training seminars, workshops, and master classes aimed at the development of students' scientific and innovative activities
		Student participation in national and international scientific competitions, grant programs, and startup programs
		Existence of publications covering students' innovative ideas and startup projects on the official website of the higher education institution and in mass media
		Existence of analytical reports and performance indicators on the effectiveness of student participation in national and international scientific competitions, grant programs, and startup programs, including breakdowns by years and educational programs (number of projects, participants and winners, financial support provided, implemented solutions, and other indicators)
35	Commercialization of the outcomes of scientific and scientific-technical activities of students and academic staff of the educational institution	Existence of an internal policy (regulation) governing research activities, including the commercialization of scientific developments
		Existence of a structural unit for commercialization (technology transfer center, innovation unit) at the higher

		education institution or designated responsible staff
		Existence of commercial agreements (contracts) concluded for the implementation of research activities
		Existence of reports on financial revenues generated from commercialization activities
		Existence of a register of commercialized research activities and conducted analyses of their economic effectiveness
Chapter 7. Student Support		
36	Operation of a student feedback monitoring system and implementation of improvement actions based on the results obtained*	Existence of developed and approved internal guidelines for collecting student feedback, as well as approved survey questionnaires and methodologies for assessing student satisfaction with the quality of education and the conditions provided
		Regular conduct of surveys, interviews, discussions, and other activities aimed at collecting student feedback, at least once per semester
		Existence of a monitoring system for collecting student feedback (online survey platform)
		Existence of discussions of student feedback results at meetings of relevant structural units of the higher education institution and a developed action plan for the improvement of the educational process
		Consideration of student feedback results in improving the educational process and ensured implementation of the action plan
		Existence of published results of student feedback analysis on the official website of the higher education institution and/or in the internal information system
37	Operation of an academic advising and student support system, as well as a career services system	Existence of a functioning counseling system for students covering social, academic, and psychological support
		Existence of a structural unit or designated responsible staff for providing social, academic, and psychological support to students

		Existence of an effectively functioning career center (graduate relations unit) and implemented measures to support student employment
		Regular conduct of career fairs, employer meetings, and workshops aimed at supporting student employment
		Existence of developed proposals and implemented practical measures aimed at enhancing the effectiveness of psychological and career services
38	Establishment of conditions and implementation of support mechanisms for socially vulnerable students, students with disabilities, and gifted students	Existence of developed mechanisms for identifying and supporting (incentivizing) socially vulnerable students, students with disabilities, and gifted students
		Existence of established lists of socially vulnerable students, students with disabilities, and gifted students, as well as developed individual learning pathways for these groups
		Existence of conditions enabling students to demonstrate their talents, including scholarships, grants, competitions, and other forms of support, with ensured compliance with the principles of openness, transparency, and fairness in identifying, supporting, and recognizing gifted students
		Existence of monitoring of the effectiveness of mechanisms for identifying and supporting socially vulnerable, gifted students and students with disabilities, and improvement of these mechanisms based on monitoring results and students' needs (suggestions)
		Accommodation of socially vulnerable students, students with disabilities, and gifted students in the student dormitories of the higher education institution
		Established activities in student dormitories aimed at providing educational, cultural, and psychological support, as well as organizing meaningful leisure activities for students

39	Effectiveness of youth engagement activities, as well as the implementation of measures aimed at preventing offences and crimes	Availability of internal regulations governing the coordination of youth policy and educational activities
		Availability of a structural unit responsible for youth engagement and/or the assignment and functioning of designated staff members (curator, tutor, psychologist, legal advisor, and others)
		Implementation of activities aimed at enhancing students' legal awareness and legal culture
		Implementation of measures to promote a healthy lifestyle among students and to ensure the meaningful organization of their leisure time through sports competitions and cultural and educational activities
		Implementation of preventive measures aimed at the prevention of crime and offences among students, in cooperation with law enforcement agencies and other partner organizations
		Implementation of individual preventive work with students prone to offences or belonging to socially dangerous categories, including analysis of its effectiveness and maintenance of relevant reporting
		Availability of incentive mechanisms for tutors who have achieved results in ensuring the effectiveness of work with youth, including students prone to offences or belonging to socially dangerous categories
40	Existence of established procedures for the protection of students' rights and the consideration of their complaints and appeals	Availability of internal procedures for the protection of students' rights and the consideration of their applications and complaints
		Availability of mechanisms for receiving students' applications and complaints under conditions convenient for students and through formats meeting their needs (complaint boxes, electronic channels, psychologist, designated responsible persons, hotline, or others)
		Compliance with established timelines and procedures for the consideration of applications and complaints, based on the

		<p>principles of transparency, accountability, and prevention of conflicts of interest</p> <p>Availability and maintenance of a register of applications and complaints, defined timelines for their consideration, and documented procedures governing the consideration process</p> <p>Analysis of the outcomes of the consideration of applications and complaints, and implementation of systematic measures aimed at improving the system for the protection of students' rights</p>
Chapter 8. Material and Technical Resources		
41	<p>Adequacy of facilities, modern material and technical resources, raw materials, and software for the organization of the educational process, in accordance with the specific features of educational programmes and modes of study, and aligned with the student cohort*</p>	<p>Adequacy of the total area of the higher education institution in terms of buildings and facilities, classrooms, specialized rooms, laboratories, practical training rooms, internship bases, an information resource center, and other infrastructure, aligned with the student cohort</p> <p>Compliance of the buildings, facilities, and material and technical resources of the higher education institution with occupational health and safety requirements, sanitary and hygiene standards, urban planning norms and regulations, as well as fire and technical safety requirements</p> <p>Adequacy of laboratory and practical classes, in accordance with the educational program, in terms of the availability of necessary equipment, instruments, fittings, musical instruments, technical devices, reagents, raw materials, and other resources required for the development of students' practical skills and competencies*</p> <p>Availability of access for students and academic staff to electronic learning platforms (LMS, Zoom, Moodle, Google Classroom, and others) and relevant software</p> <p>Availability and implementation of an approved annual action plan for the modernization of material and technical resources, equipment, and instruments of</p>

		internship bases, laboratories, and workshops required for the educational process, including the introduction of new technologies
		Availability of documented financial reports on the utilization of funds allocated for infrastructure and its development
		Availability of student dormitory facilities of the higher education institution and established regulatory procedures for student accommodation
42	Availability of internship bases and laboratories required for the educational process, or the establishment of formal arrangements for the use of facilities of industry partners and other educational institutions	Availability and functioning of the material and technical resources and infrastructure required for practical training (laboratories, specialized rooms, practical training rooms, and internship bases)
		Availability of laboratories, specialized rooms, practical training rooms, and internship bases that are aligned with the educational program and adequately equipped with the required equipment and instruments
		Maintenance of equipment and instruments in laboratories, specialized rooms, and practical training rooms in operational condition, along with the documented implementation of scheduled maintenance, renewal, and calibration activities
		Availability of cooperation agreements for the use of the facilities of industry partners and other educational institutions, and the organization of training activities and internships for students at these institutions
		Existence of approved regulations and an implementation plan governing the use of internship bases, together with systematic monitoring of plan execution
		Availability of organized internships for students at organizations, enterprises, and institutions, as well as an established system for reporting on the outcomes of students' participation

		Analysis of internship outcomes and the implementation of improvement measures for the educational process and academic programs based on the results of such analysis
43	The information and resource center (library) is equipped with academic and fiction literature appropriate to the student cohort, as well as information and communication technologies; a reading room and an electronic library are available and functioning	Availability of core academic and scientific literature for disciplines (modules) at the higher education institution, in accordance with the student cohort
		Compliance of the composition of the information and resource center (library) collection and its usage indicators, including the ratio of printed and electronic resources to the student population, with the minimum requirements for instructional and methodological support*
		Availability of access for students, research scholars, and academic staff to an electronic library and digital educational resources, including international databases
		Availability of modern information and communication technologies at the information and resource center (library), including computers, internet access, electronic catalogs, and digital devices; provision of internet connectivity; and delivery of user guidance and orientation for students on the use of these resources
		Availability of digital-format educational resources in the electronic library collection, including textbooks, study guides and academic literature, instructional materials, digital learning resources, and multimedia content aligned with educational programs
		Availability of sector-specific academic publications and journals at the information and resource center (library), as well as an established electronic catalog and online access system that is regularly updated
		Implementation of monitoring and maintenance of user statistics on the effectiveness of the use of information and resource center (library) services and

		electronic resources, along with systematic analysis of the collected data
44	Adequacy of the adaptation of buildings and equipment for inclusive education, availability of specialized learning materials, and provision of access to information and communication technologies	Compliance of the buildings and instructional facilities of the higher education institution, including corridors, ramps, doors, and sanitary facilities (toilets), with accessibility adaptation requirements for persons with disabilities (students)
		Availability of specialized learning materials aligned with educational programs (including Braille textbooks and visual aids), ergonomic seating, specialized equipment, and assistive technical devices
		Availability of access to information and communication technologies, electronic learning resources, and software for inclusive education, including audio and video resources, Braille-based materials, subtitles, screen reader systems, and other tools
		Availability of pedagogical staff and/or psychologists trained in inclusive education methodologies and possessing the required competencies, as well as the development and implementation of individual learning trajectories
		Implementation of monitoring of the practical application and effectiveness of inclusive education conditions
45	Compliance of the arrangement of equipment in instructional and laboratory facilities with applicable safety requirements and instructional needs	Compliance of the placement of equipment and instruments in instructional, laboratory, specialized, and practical training facilities with the content of instructional activities, practical training processes, and ergonomic standards
		Compliance of the placement of equipment and instruments in instructional, laboratory, specialized, and practical training facilities with occupational health and safety requirements, sanitary and hygiene standards, urban planning norms and regulations, as well as fire and technical safety requirements

		<p>Compliance of instructional, laboratory, specialized, and practical training facilities with urban planning norms and regulations in terms of provision with heating, ventilation, air conditioning, and lighting systems</p>
		<p>Compliance of instructional, laboratory, specialized, and practical training facilities with requirements for unobstructed movement and clearly designated evacuation exit routes in emergencies</p>
		<p>Implementation of regular inspections and preventive measures to ensure compliance with safety regulations</p>
46	<p>Availability of information and communication technologies in instructional facilities and the establishment of a digital learning environment</p>	<p>Instructional facilities are equipped with modern information and communication technologies</p>
		<p>Implementation of a digital learning environment (LMS, artificial intelligence tools, VR systems, electronic journals, electronic libraries, digital learning resources, or others) and its active use in the educational process</p>
		<p>Effectiveness of the use of the digital learning environment by academic staff in the educational process, including electronic learning platforms, multimedia tools, and interactive equipment</p>
		<p>Availability of technical conditions for conducting online classes and video conferencing</p>
		<p>Compliance with information security and data protection requirements</p>
		<p>Availability of stable and high-speed internet connectivity and established Wi-Fi zones in academic buildings and student dormitories</p>
47	<p>Availability of a cafeteria and/or canteen, seating areas, and sports facilities at the educational institution, appropriate to the student cohort</p>	<p>Availability and operation of cafeteria/canteen facilities at the higher education institution, including student dormitories, appropriate to the student population, in compliance with sanitary and hygiene standards, with the implementation of healthy nutrition guidance and a balanced menu</p>

	<p>Availability of gyms, sports grounds, and wellness facilities for physical education and sports activities at the higher education institution, including student dormitories, in accordance with the student population</p>
	<p>Continuity of operation of gyms, sports grounds, and wellness facilities, and the technical condition and regular updating of equipment</p>
	<p>Availability of designated and adequately equipped spaces for rest and informal communication, including well-lit outdoor areas, canopies, seating, and indoor spaces</p>
	<p>Availability of a student feedback system for infrastructure improvement</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 70 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.*