



*Registered at the Ministry of
Justice of the Republic of
Uzbekistan on 1 December
2025, Registration No. 3717*

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 vocational
educational 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 vocational 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.3

YULDASHEV BAXTIYOR
GAYRADJANOVICH

Minister
10 November 2025

Agreed upon by:

SHARIPOV KONGRATBAY
AVEZIMBETOVICH

Indicators according to the evaluation criteria for conducting program state accreditation of educational programs of vocational educational institutions

No.	Criterion	Indicator
Section 1. Area of Organizational Management and Quality Assurance		
1.	Availability of a structural unit responsible for the implementation of the educational program and mechanisms for its effective functioning	<p>For the implementation of the educational program, there are clear plans for establishing a responsible structural unit (department, division) (hereinafter referred to in the text as the structural unit) and for providing it with material and technical infrastructure and financial resources*</p> <p>The powers, duties, and functions of the structural unit are aimed at the effective implementation of the educational program and are clearly defined in accordance with the objectives established within the framework of the educational program</p> <p>There are mechanisms in place within the structural unit to improve the educational program in line with labor market requirements and technological changes</p> <p>To ensure the effective implementation of the educational program, the structural unit is provided with material and technical infrastructure, financial and human resources, and the structural unit has work plans**</p> <p>The compliance of the educational program with labor market requirements and its effectiveness are reviewed by the structural unit, and analytical information is prepared**</p> <p>Based on the prepared analytical information, the structural unit systematically develops, implements, and monitors the execution of an action plan**</p>
2.	Availability of a three-year prospective plan for the development of the	The prospective plan has been developed and is aligned with the strategic plan (mission, strategy) of the vocational education institution

	<p>educational program and ensuring financial sustainability (hereinafter referred to in the text as the prospective plan)</p>	<p>The prospective plan reflects the material and technical infrastructure, information technologies, human resources, financial sources, and cooperation with employers required for the implementation of the educational program, and the deadlines for fulfilling the tasks set out in this plan as well as the responsible executors are clearly specified</p>
		<p>A risk analysis affecting the implementation of the tasks defined in the prospective plan is available, and appropriate measures to mitigate these risks have been identified</p>
		<p>Mechanisms for monitoring and analyzing the implementation of the tasks defined in the prospective plan have been developed, and measures to eliminate shortcomings identified as a result of monitoring and analysis are implemented**</p>
<p>3.</p>	<p>Availability of an internal quality assurance mechanism within the educational program and ensured participation of stakeholders in these processes</p>	<p>A quality assurance unit for monitoring and analyzing the educational program has been established, or responsible staff member(s) have been appointed</p>
		<p>An internal evaluation procedure for the educational program has been developed and approved following discussion by the pedagogical (methodological) council and employers</p>
		<p>Based on the proposals and feedback of teachers, employers, students, as well as parents and persons substituting them (hereinafter referred to in the text as parents), the educational program is regularly improved, and an action plan on internal quality assurance is developed**</p>
		<p>Monitoring and analysis of the implementation of the tasks defined in the action plan for improving the educational program and ensuring internal quality assurance are carried out, and the educational program is improved**</p>
		<p>Information on the improvement of the educational program is publicly disclosed on the website of the vocational education institution and (or) on social media platforms**</p>
<p>4.</p>	<p>Availability of a monitoring system to identify labor market and educational needs, as well as the latest trends in scientific research</p>	<p>A monitoring plan to study labor market and educational needs, as well as scientific research trends, has been developed and approved</p>
		<p>During the monitoring process, with the participation of teachers, employers, and sector specialists, information related to the labor market</p>

		and the education sector is regularly collected, analyzed, and evaluated**
		Based on the monitoring results, issues and shortcomings necessary for improving the educational program are identified, and appropriate changes are introduced to the subjects (modules) of the educational program and to practical training sessions (topics and content)**
		Based on innovations in scientific research areas and labor market requirements, a continuously updated information database is established**
		Information related to the labor market and the education sector is publicly disclosed for teachers, employers, students, parents, and sector specialists**
5.	Conduct of surveys among students on existing educational programs and improvement of educational programs based on their results	For the evaluation and improvement of the existing educational program, surveys, interviews, and focus groups (hereinafter referred to in the text as surveys) are conducted; their topics, the list of questions (issues), the periods for conducting the surveys, and the responsible executors are determined**
		Students are regularly informed about the conducted surveys, and measures are taken in a systematic manner to ensure their participation**
		Survey processes are organized based on the principles of openness, equality, and impartiality**
		The results of the conducted surveys are analyzed by the responsible executors, and students' proposals and feedback regarding the improvement of the educational program are regularly collected**
		Based on the survey results, an analytical report is prepared and submitted to the pedagogical (methodological) council**
		Based on the prepared analytical report, an action plan for improving the educational program is systematically developed, and necessary changes are introduced into the educational program**
		Information on survey results and the changes implemented based on them is publicly disclosed on the website of the vocational education institution and (or) on social media platforms**
Section 2. Area of Educational Programs		
6.	Development of the educational program in accordance with	There is a procedure for developing the educational program, including the definition of the objectives, competencies, and expected learning

	<p>established procedures with the participation of stakeholders. This includes the definition of the objectives and outcomes of the educational program, and its compliance with labor market requirements, the State Educational Standard (hereinafter referred to in the text as SES), and the National Qualifications Framework (hereinafter referred to in the text as NQF)</p>	<p>outcomes of the educational program, and a working group consisting of teachers, sector specialists, and employers has been established for the development of the educational program*</p> <p>The content of the educational program has been analyzed for compliance with the SES, NQF, professional standard(s) (or qualification requirements), and labor market requirements</p> <p>Based on the results of the analysis, the expected learning outcomes and objectives of the educational program have been clarified, and conclusions regarding identified shortcomings have been prepared</p> <p>The educational program has been discussed with the participation of employers and teachers, and changes have been introduced into the educational program based on their proposals and recommendations</p> <p>The educational program has been developed in compliance with the SES, NQF, and professional standard(s) (or qualification requirements), the qualification(s) awarded upon completion of the educational program are clearly defined, and the program has been approved in agreement with employers</p>
7.	<p>Alignment of the content and structure of the educational program with theory and practice in an appropriate manner</p>	<p>The theoretical and practical components necessary for forming the expected learning outcomes and competencies defined in the educational program are specified in the educational program</p> <p>The credits (hours) allocated for theoretical and practical components in the educational program correspond to the qualification level defined in the SES and the NQF</p> <p>Taking into account the specifics of the profession (specialty), practical training (educational and industrial internships as well as laboratory classes) is provided for in the educational program, and the necessary credits (hours) are allocated</p> <p>Cooperation with employer enterprises and practical training bases has been established to ensure coherence between theoretical and practical subjects (modules)</p>

		Based on the results of the evaluation of the educational program, theoretical subjects (modules) and practical training are improved, and credits (hours) are systematically reviewed**
8.	Ensuring the continuity, coherence, and consistency of the educational program and its subjects	The continuity of the educational program (total credits (hours), duration of study) is determined in accordance with the objectives of this program and the expected learning outcomes*
		The sequence of subjects (modules) in the curriculum and their alignment with the continuous education system (primary, secondary and secondary specialized vocational education levels, as well as higher education) are ensured
		The syllabi of subjects (modules) and the sequence of theoretical and practical training sessions are developed in accordance with the requirements for continuity, consistency, and expected learning outcomes
		Mutual integration between theoretical and practical training sessions within subjects (modules) is ensured
		During the process of reviewing the educational program, the coherence and continuity of theoretical and practical training sessions within subjects (modules) are continuously analyzed and improved**
9.	Systematic monitoring of existing educational programs and implementation of measures to enhance and improve their effectiveness	Procedures and criteria for evaluating the effectiveness of the educational program have been developed**
		Systematic monitoring and analysis processes for the educational program are carried out**
		During the monitoring process, the participation of employers, students, parents, graduates, and sector specialists is ensured in a systematic manner**
		The monitoring results are analyzed, the effectiveness of the educational program and its compliance with the expected learning outcomes are assessed, and an action plan is developed to eliminate identified problems and shortcomings**
		The implementation of the tasks defined in the action plan is analyzed, and necessary changes are introduced to the content of subjects (modules) and practical training sessions within the educational program, as well as to the evaluation procedures and criteria**

Section 3. Area of Organization of the Educational Process and Assessment of Expected Learning Outcomes

10.	Development of the working curriculum and programs in accordance with established requirements	The working curriculum and subject (module) and practical training programs have been developed based on standard curricula and programs
		In accordance with the requirements of the SES, the working curriculum and programs have been developed based on proposals provided by local employers*
		In the study loads of the working curriculum, a balance is ensured between theoretical and practical components, as well as between educational and industrial internships
		The working curriculum and programs are aligned with labor market, sectoral, and seasonal requirements
11.	Orientation of the educational process toward achieving the expected learning outcomes defined in the educational program	The educational process is planned in cooperation with employers, taking into account current labor market needs and sector-specific characteristics
		Based on the working curriculum, the schedule of training sessions has been developed in accordance with the academic calendar, approved, and implemented**
		In organizing the educational process in accordance with the working curriculum, the coherence and continuity of subjects (modules) and educational and industrial internships are ensured**
		Educational-methodological resources and information and communication technologies (hereinafter referred to in the text as ICT) necessary for organizing the educational process are used**
		Practical training bases for the educational program are available*
		The vocational education institution ensures the achievement of the expected learning outcomes of the educational program, and the level of achievement of the expected learning outcomes is analyzed**
12.	Continuous assessment and improvement of the educational process	A procedure for assessing, analyzing, and improving the educational process has been developed
		In accordance with the frequency specified in the procedure for assessing, analyzing, and improving the educational process (monthly, semester-based,

		<p>annual), assessment and analysis of the educational process are carried out**</p> <p>Employers, students, graduates, teachers, and sector specialists are regularly involved in the assessment process of the educational process, and their proposals and feedback are analyzed in a documented manner**</p> <p>Based on the assessment results, an action plan to eliminate identified problems and shortcomings is systematically developed, implementation monitoring is conducted, and within the frequency specified in the procedure for assessing, analyzing, and improving the educational process (monthly, semester-based, annual), the educational process is improved**</p>
13.	Use of advanced pedagogical technologies in the educational process for existing educational programs and achievement of appropriate effectiveness	<p>Advanced pedagogical and innovative educational technologies are continuously used in the educational program in such a way that the teaching methods, pedagogical technologies, content of subjects (modules), and practical training are oriented toward achieving the expected learning outcomes defined in the educational program**</p> <p>The scope, implementation trends, and level of complexity of teaching methods and pedagogical technologies are determined in accordance with the level of the educational program, the form of education, and the needs of students**</p> <p>Monitoring and analysis of the effectiveness of the use of advanced teaching methods and pedagogical technologies are carried out, and based on the shortcomings identified as a result of monitoring and analysis, the professional capacity of teachers is enhanced**</p> <p>Based on the results of monitoring, analysis, and enhancement of teachers' professional capacity, pedagogical technologies are continuously updated and improved**</p> <p>An annual analytical report on the use of advanced pedagogical technologies and their effectiveness is prepared and reviewed by the pedagogical (methodological) council**</p>
14.	Transparent and impartial assessment of students' learning within	<p>A procedure, rules, criteria, and methods for assessing students' knowledge, skills, and competencies within the educational program</p>

	<p>the educational program and compliance of assessment processes with learning outcomes</p>	<p>(hereinafter referred to in the text as the assessment procedure) have been developed</p> <p>The assessment procedure is communicated to students before the start of the educational process**</p> <p>Teachers and specialists from employer organizations, as well as parents, graduates, and (or) representatives of the public in the capacity of observers, are involved in the assessment processes**</p> <p>Impartiality, transparency, and academic integrity are ensured in the process of assessing students' knowledge, skills, and competencies within the educational program**</p> <p>Assessment results are systematically recorded, maintained, and stored in digital platforms, students' practical training logs, and the evaluation statements of the final state attestation commission**</p> <p>The compliance of assessment processes with the educational program is systematically and regularly monitored and analyzed, and the results of monitoring and analysis are presented to students and parents**</p>
15.	<p>Availability of mechanisms for receiving students' feedback on assessment results</p>	<p>A procedure for collecting, reviewing, and analyzing students' proposals, feedback, and complaints regarding assessment results has been developed, and responsible executors have been designated</p> <p>Within the developed procedure, the forms and deadlines for submitting complaints, the procedure for reviewing them, and the decision-making mechanism are clearly defined</p> <p>Proposals, feedback, and complaints are accepted through channels convenient for students and in forms appropriate to their needs, and the review process is carried out based on the principles of openness, accountability, transparency, and avoidance of conflicts of interest**</p> <p>Students' complaints regarding the assessment process and results are reviewed by the appeal commission of the vocational education institution and are systematically analyzed**</p> <p>Based on the analysis results, reports are regularly prepared and an action plan to improve the assessment process is developed, and necessary</p>

		changes are introduced to the assessment procedure and criteria**
Section 4. Area of Student Activities		
16.	Clear definition of admission requirements for the educational program and ensuring transparency in the admission process	The procedure for admission to study under the educational program is defined and documented, and openness of information on the admission process for applicants and their parents is ensured**
		In determining the admission requirements for the educational program, information on the regional labor market, (school) graduates, and unemployed persons in the relevant region is available
		The composition of the admission and appeal commissions is approved, tools ensuring transparency in the admission process are used, and special facilities are organized (online registration, open selection commissions, and others)
		During the admission process, the principles of fairness and equality are ensured, and the lists of admitted applicants are made public and communicated to the general public**
		A mechanism for reviewing applications and complaints related to the admission process is available
17.	Alignment of admission parameters with the resources and capacities of the educational institution	Admission parameter(s) for the educational program are defined in accordance with the infrastructure, financial capacities, classrooms, laboratories, practical training bases, and SES requirements of the vocational education institution
		Admission parameter(s) for the educational program are aligned with the regional labor market, the strategic plan (mission, strategy) of the vocational education institution, the number and composition of teachers, and their workload (teaching load)
		Annual analyses of the implementation status of the admission parameter(s) for the educational program are carried out, and based on the results of the analysis, necessary changes are introduced to the admission parameters**
18.	Establishment of procedures for student transfer, progression (retention), dismissal, and reinstatement within the	Student movement at the vocational education institution—including admission to study, transfer, reinstatement, and dismissal—is carried out in accordance with the procedures established in regulatory legal documents, and a responsible

	<p>educational program (hereinafter referred to in the text as student movement)</p>	<p>commission (or working group) for managing student movement has been established**</p> <p>Based on orders, commission minutes, and other relevant documents related to student movement, decisions are properly formalized in a fair and transparent manner, and regular reporting and monitoring of student movement are conducted**</p> <p>Students' rights are ensured in matters related to student movement, students and their parents are informed about the processes, and all changes are timely and fully recorded in education management information systems (EMIS PT)**</p> <p>An open and convenient system for submitting complaints related to student movement has been established, and procedures for reviewing such complaints are defined**</p>
19.	<p>Establishment of procedures for the recognition of non-formal and informal skills and qualifications</p>	<p>Procedures for the recognition of non-formal and informal skills and qualifications have been established</p> <p>In cooperation with sector councils for professional qualifications development, activities for the recognition of non-formal and informal skills and qualifications have been organized</p> <p>Measures have been taken to ensure the participation of teachers of the vocational education institution in the process of assessing non-formal and informal skills and qualifications</p> <p>Measures to prevent conflicts of interest in the recognition of applicants' non-formal and informal skills and qualifications have been implemented</p>
20.	<p>Availability of mechanisms for supporting students and providing them with guidance and counseling</p>	<p>A system for supporting students under the educational program, including academic, psychological, social, and career guidance counseling, has been planned</p> <p>Information on student support and counseling services is publicly available (through the website, brochures, notice boards, and other means)</p> <p>After students are admitted to study, activities aimed at familiarizing them with the developed action plans, the educational environment, and the educational program are systematically organized**</p> <p>The career center of the vocational education institution regularly provides methodological and</p>

		informational support on counseling, graduate employment, and job placement**
		Information on the use of student support and counseling services is systematically collected and analyzed, the level of satisfaction with the services is studied, and the effectiveness of the counseling system is improved**
Section 5. Area of Human Resources		
21.	Availability of teaching staff, as well as administrative and support personnel in accordance with the requirements established for the educational program, and compliance of their qualitative composition, qualifications, and expertise with the established requirements	Administrative staff have work experience in the education sector and an established strategic plan
		Participation of administrative staff in professional development courses within the established timeframe is organized, and obtaining relevant certificates is ensured**
		The number of teaching staff is ensured in accordance with the subjects (modules) and practical training sessions they teach
		Measures have been taken to ensure an adequate number of support staff necessary for the effective organization of the educational program
		Requests submitted to higher education institutions and to the regional departments of the Ministry of Poverty Reduction and Employment of the Republic of Uzbekistan regarding staffing needs (vacant positions) for the educational program are available**
22.	Provision of teaching staff possessing relevant professional, pedagogical, and academic competencies corresponding to the subjects included in the curriculum of existing educational programs	Existing educational programs are delivered by teachers who correspond to the subjects (modules) and practical training sessions and whose diplomas (certificates), qualification categories, and sectoral experience are relevant to the field of education**
		Within the educational program, teachers with higher education and industrial training masters possessing practical skills are available**
		The number of teaching staff is formed in accordance with the teaching load required by the educational program**
		Non-specialist (non-pedagogical) staff delivering instruction under the educational program undergo retraining**
		A mechanism for attesting teaching staff is in place, and teaching staff undergo attestation**
		Practical measures aimed at strengthening staffing and improving its qualitative composition

		(selection, training, internships, and others) are implemented**
23.	Availability of a clear plan for staffing new educational programs with teaching staff possessing relevant professional, pedagogical, and academic competencies corresponding to the subjects included in the curriculum	An analysis of staffing needs for the new educational program has been conducted, and a plan for staffing with teaching personnel has been developed*
		Measures have been taken to send teaching staff to retraining and professional development courses for the new educational program
		The staffing plan for the new educational program stipulates involvement of teaching staff of educational institutions who have academic degrees or practical experience in delivering training sessions
		A monitoring mechanism has been developed to oversee, analyze, and evaluate the implementation of the staffing plan for the new educational program
24.	Creation of conditions for the professional development and advanced training of staff, and availability of a system of material and non-material incentives	Schedules for teachers' participation in professional development courses and internships at employer enterprises and organizations have been developed
		Measures have been taken to send teachers to scientific and practical conferences, webinars, seminars, trainings, and forums in accordance with the professional development system of the vocational education institution (ensuring participation and organization)
		Teachers' participation in professional development and internship courses is carried out in accordance with the established schedules**
		A mechanism for material and non-material incentives for teachers who have achieved positive results has been developed and is implemented by the vocational education institution in accordance with the established procedure**
		The principles of transparency and fairness are consistently applied in the processes of material and non-material incentives**
		Measures aimed at the professional development of teaching staff are implemented, and analytical reports on the effectiveness of these measures are regularly prepared**
Section 6. Area of Material and Technical Resources		
25.	Availability of the necessary equipment, furniture, inventory,	For the implementation of the educational program, the necessary infrastructure, equipment, furniture, and inventory required for practical and

	technical means, raw materials, and other resources for conducting practical and laboratory training under the educational program, as well as provision with methodological guidelines (manuals)	laboratory training are available and comply with the requirements of the educational program
		The number of furniture and technical equipment under the educational program is ensured based on the student contingent (group size)**
		Equipment has technical passports, undergoes technical inspection, and the provision of technical services (repair, preventive maintenance) is documented**
		In accordance with the educational program and the number of students, the quantity (volume) of raw materials and (or) consumable materials required for practical training is determined and stocked**
		Procedures for the use and accounting of raw materials and (or) consumable materials are available, and their use is recorded (documented)**
		Methodological guidelines, technological maps, manuals, and instructions (including safety instructions) for the use of furniture and equipment are available**
26.	Provision of learning and teaching materials, as well as electronic educational resources by subjects in accordance with established requirements	For the subjects (modules) and practical training included in the educational program, textbooks, learning materials, methodological manuals, and electronic educational resources are available
		The number of textbooks, learning materials, methodological manuals, and electronic educational resources for the subjects (modules) and practical training included in the educational program is provided in proportion to the student contingent
		Textbooks, learning materials, methodological manuals, and electronic educational resources for subjects (modules) and practical training are continuously developed, and openness of access for their use is ensured**
		Learning materials and methodological manuals are regularly updated, and a mechanism for adapting them to the content of the subject (module) and practical training is implemented**
		Opportunities are created to use modern (including foreign) literature and additional materials corresponding to the content of subjects (modules) and practical training included in the educational program

		Learning manuals under the educational program are continuously updated and improved in accordance with the latest requirements for subjects (modules) and practical training**
27.	Provision of classrooms, laboratories, and workshops (training grounds) with equipment and information and communication technologies in accordance with the number of students and educational programs, and compliance with safety requirements	Based on the number of students, classrooms and equipment under the educational program are provided*
		Classrooms, laboratories, and workshops (training grounds) are equipped with information and communication technology (ICT) tools and devices
		In classrooms, laboratories, and workshops (training grounds), the necessary seating and workstations are available in accordance with the number of students
		In classrooms, laboratories, and workshops (training grounds), safety rules, instructions on occupational safety and fire safety, first aid equipment, safety logs, and evacuation routes (schemes) are available and clearly designated
		Workshops (training grounds) are equipped with equipment, tools, and technical means in accordance with the educational program, and this equipment, tools, and technical means are maintained in continuous working condition
28.	Adaptation of buildings and facilities for inclusive education, availability of special learning materials, and creation of opportunities for using information and communication technologies	The buildings and classrooms of the vocational education institution, including corridors, ramps, doors, and sanitary facilities (restrooms), are adapted for persons (students) with disabilities
		Special learning materials for the educational program (books in Braille, visual materials), special equipment, and assistive technical devices are available
		Opportunities have been created to use ICT, electronic educational resources, and software for inclusive education (audio-video resources, Braille alphabet, subtitles, and others)
		Teacher(s) trained in inclusive education methodology and possessing the necessary competencies and (or) a psychologist are available
		A system of pedagogical and psychological support for inclusive education during the educational process is available**
		Monitoring of the practical application and effectiveness of inclusive education conditions is carried out**

29.	Availability of an information and resource center (library) (hereinafter referred to in the text as IRC) with learning materials corresponding to educational programs, computers, a reading room, and an electronic library	<p>Textbooks, learning materials, and fiction literature corresponding to the educational program are available in the IRC*</p> <p>The IRC is equipped with modern ICT and electronic devices, and students are regularly provided with guidance on their use**</p> <p>Opportunities have been created to use the IRC reading room, the electronic library, and to access the Internet</p> <p>Within the information and library collection of the electronic library, textbooks, learning materials, teaching resources, electronic educational resources, and multimedia content related to the educational program are placed in digital format</p> <p>The procedure for using the IRC and electronic educational resources is convenient and transparent, free access to electronic information databases is ensured, and monitoring of the effectiveness of library services is conducted**</p> <p>The results of IRC activities are regularly discussed at the pedagogical (methodological) council; action plans for improving IRC activities and for providing the necessary educational, methodological, and financial resources are developed, and reporting is carried out**</p> <p>The library collection is regularly updated**</p>
30.	Establishment of a digital learning environment (LMS, Wi-Fi zones, online courses, webinars, and opportunities for distance learning)	<p>For the educational program, stable Internet access, Wi-Fi zones, and opportunities for using digital devices (computer classrooms, VR systems, tablets, and others) have been created for students and teachers</p> <p>Dedicated responsible staff member(s) (administrator) for managing electronic educational resources under the educational program are available</p> <p>Online courses, video lessons, online tests, and other digital content under the educational program are available and are actively used**</p> <p>The necessary technical and methodological conditions for conducting webinars and online classes have been created, and webinars and online seminars are regularly organized**</p> <p>The number of teachers and students participating in distance learning under the</p>

		educational program is recorded, and monitoring of their participation is carried out**
		Training seminars (trainings, webinars) for teachers and students on the use of LMS (learning management system) and (or) education management information systems (EMIS PT) and digital platforms are organized**
		Through LMS and (or) education management information systems (EMIS PT), opportunities are available to organize the educational process, conduct assessment, and carry out monitoring of the educational process
31.	Availability of special rooms or buildings and facilities (sports hall, stadium, music room, and others) based on the specifics of the educational program	In accordance with the number of students in the existing group(s) under the educational program, a buffet (canteen) is available, it operates in compliance with sanitary rules, standards, and hygiene requirements, and recommendations on healthy nutrition and a balanced menu are established at the buffet (canteen)
		Within the educational program, taking into account the number of admitted students, seating areas (benches) and resting places are available for recreation
		Based on the number of students under the educational program, sports halls, sports grounds, and health-improving facilities for physical education and sports activities are available
		Sports halls, sports grounds, and health-improving facilities are operational; their equipment is maintained in proper technical condition and is regularly updated**
		An equipped assembly hall is available under the educational program**
		Buildings (facilities) comply with safety requirements**
		The condition and effectiveness of infrastructure use are assessed, and annual monitoring and reporting on the technical condition of buildings (facilities) are carried out**

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 60 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.*