



*Registered at the Ministry of
Justice of the Republic of
Uzbekistan on 07 January
2026, Registration No. 3747*

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 of assessment criteria for the institutional and
program state accreditation of organizations for retraining and professional
development of personnel**

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 of assessment criteria for the institutional and program state accreditation of organizations for retraining and professional development of personnel 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
22 December 2025
No.8

YULDASHEV BAXTIYOR
GAYRADJANOVICH

Minister
9 December 2025

Agreed upon by:

SHARIPOV KONGRATBAY
AVEZIMBETOVICH

Indicators of assessment criteria for the institutional and program state accreditation of organizations for retraining and professional development of personnel.

**Section I. INDICATORS
for the evaluation criteria for the program state accreditation of the educational programs of organizations for retraining and professional development of personnel**

O/n	Criteria	Indicators
Chapter 1. Organizational Management and Quality Assurance		
1	Availability of an organizational structure for the implementation of the education program and effective mechanisms for its efficient operation	<p>Clear plans are in place to ensure the provision of the necessary material and technical infrastructure, financial resources, and human resources required to establish the structural unit (institute, center, faculty, department, or division) responsible for the implementation of the education program (hereinafter referred to as the structural unit).*</p> <p>The powers, responsibilities, and functions of the structural unit are clearly defined, aligned with the objectives set within the education program, and aimed at ensuring the effective implementation of the education program.</p> <p>For the effective implementation of the education program, the structural unit is provided with adequate material and technical infrastructure, financial resources, and human resources, and the operational work plans of the structural unit have been developed.</p> <p>Mechanisms have been established by the structural unit to ensure the regular improvement of the education program in accordance with labor market demands and technological developments. **</p>
2	Existence of a three-year prospective plan for the development of the education program and for ensuring its financial sustainability (hereinafter referred to as the prospective plan)	<p>The prospective plan has been developed in alignment with the objectives (mission and strategy) of the professional retraining and advanced training organization (hereinafter referred to as the education organization) and has been approved by the head of the education organization.</p> <p>The prospective plan covers key areas including education quality, development of the education program, human resource capacity, digitalization, international cooperation, and financial sustainability.</p> <p>For each area defined in the prospective plan, specific objectives, tasks, implementation mechanisms, financial sources, responsible parties, and timelines for execution are clearly specified.</p> <p>Mechanisms are in place to ensure continuous monitoring of the implementation of the tasks set out in the prospective plan, and</p>

		corrective measures are taken to address any identified deficiencies. **
3	Existence of internal quality assurance mechanisms within the education program, with ensured participation of stakeholders in these processes	An internal monitoring and quality assurance system for the education program has been established, and monitoring is conducted on a regular basis (annually/semi-annually)
		Feedback is regularly collected from pedagogical staff, employers, commissioning entities, industry experts, and attendees (hereinafter referred to as stakeholders), analyzed, and used as a basis for improving the education program**
		The improved education programs are publicly published on the education organization's website and/or social media platforms **
4	Existence of a monitoring system for identifying labor market and education needs	A system for the regular study, forecasting, and analysis of labor market and education sector needs has been implemented
		Systematic participation of stakeholders in the monitoring process is ensured **
		The monitoring results are analyzed, and specific measures to update education programs and align their content with labor market requirements are defined and implemented **
		Based on the monitoring results, the organizational management and quality assurance areas have been improved **
Chapter 2. Education Programs		
5	Development of the education program in accordance with the established procedure with the participation of stakeholders, including the definition of its objectives and learning outcomes, and its compliance with labor market needs, state education requirements, and the National Qualifications Framework	The working group includes employers, industry experts, pedagogical staff, and, where necessary, attendees
		The content of the education program has been developed in accordance with state education requirements, the National Qualifications Framework, relevant professional standards (qualification requirements), and labor market analysis *
		The relevant education programs have been approved in coordination with stakeholders, and the education programs clearly define their objectives and learning outcomes (competencies), as well as specific requirements for knowledge, skills, and abilities
		Decisions adopted regarding the development and review of the education program, as well as records of discussions, are duly documented
		Key information about the education program (objectives, learning outcomes, admission requirements, and study conditions) is publicly available to the general public and attendees and is regularly updated **
6	Development of the education program based on the priority areas of the national education system and international standards	The content of the education program has been analyzed for compliance with the priority areas of the national education system (National Qualifications Framework) and the Sustainable Development Goals
		The education program has been developed based on advanced international practices and/or international standards
		An official conclusion issued by foreign and/or national experts confirming that the education program has been developed based on advanced international practices is available
7	Ensured duration of the education program, as well as	The duration of the education program (total credits (hours) and study period) is determined in accordance with the objectives of the program and the expected learning outcomes

	coherence and continuity of its modules	<p>Logical sequencing and coherence among subjects (modules) are ensured within the education program, and the subjects (modules) are oriented toward achieving the learning outcomes expected upon completion of the education program</p> <p>Integration between practical and theoretical sessions within subjects (modules) is ensured</p> <p>Types of learning sessions (theoretical, practical, and others) are determined in accordance with the content of the education program</p>
8	Compliance of the education content with modern andragogical approaches, with modules structured on the basis of problem-based cases	<p>The education content has been developed based on modern andragogical principles, including consideration of the needs of adult learners, experience-based learning, orientation toward self-directed learning, motivational approaches, and other relevant principles</p> <p>Subjects (modules) are competency-oriented, based on practical activities, and developed with reference to problem situations encountered in real work environments</p> <p>Problem-based cases, examples from real sectors, and situational tasks derived from production practice are systematically used in the education process **</p> <p>Monitoring of the effectiveness of the application of problem-based cases is conducted **</p>
9	Systematic monitoring of current education programs is conducted, and measures to enhance their effectiveness and ensure continuous improvement are implemented	<p>Attendees' performance indicators across subjects (modules) of the education programs are continuously monitored **</p> <p>Based on the monitoring results, measures to improve subjects (modules) of the education programs have been developed **</p> <p>Based on the monitoring results, necessary changes are made, as required, to the education program, including the content of subjects (modules) and teaching methods **</p>
Chapter 3. Organization of the Learning Process and Assessment of Learning Outcomes		
10	Orientation of the learning process toward achieving the learning outcomes defined in the education program and implementation of alternative forms of advanced training	<p>Curricula and syllabi (working curricula and syllabi) have been developed and approved based on state education requirements (qualification requirements) *</p> <p>Methodological materials for alternative forms of advanced training (distance and blended formats) have been developed</p> <p>Learning sessions are organized in accordance with the curricula, syllabi, and class schedules **</p> <p>An assessment system for learning outcomes has been implemented, with assessment tools designed to measure learning outcomes and subject to regular analysis **</p> <p>An internal monitoring mechanism for the quality of the learning process is in place, and the learning process is improved based on the monitoring results **</p>
11	Proper organization of the learning process, its continuous evaluation, and its orientation toward improvement	<p>Class schedules have been developed based on the curriculum</p> <p>Learning sessions are organized in accordance with the class schedule in a continuous and systematic manner **</p> <p>Activities to assess, analyze, and improve the quality of the learning process have been carried out **</p>
12	Advanced pedagogical technologies are applied in the learning process of current education programs,	<p>Advanced pedagogical approaches are applied on a regular basis during instructional sessions **</p> <p>Advanced pedagogical approaches are aimed at ensuring in-depth mastery of the content of subjects (modules) and effective</p>

	and the corresponding effectiveness has been achieved	achievement of the learning outcomes defined in the education program ** Advanced pedagogical approaches are aimed at developing attendees' skills in independent learning, analytical, critical and creative thinking, as well as collaborative work ** Regular monitoring and analysis of the effectiveness of advanced pedagogical approaches are conducted ** Based on the results of monitoring and analysis, the capacity of pedagogical staff in the application of advanced pedagogical approaches is regularly enhanced in order to address identified shortcomings **
13	Existence of mechanisms for obtaining feedback from attendees on entry and exit tests and assessment results	Test questions are developed in accordance with the curriculum A system for the regular collection and analysis of attendees' feedback on assessment results and tests through anonymous surveys and LMS/online forms has been established The results of entry and exit tests are analyzed by subjects (modules), and changes in attendees' knowledge and skills are identified ** Attendees' feedback and test results are discussed at meetings of scientific and methodological councils or department meetings **
14	Existence of defined academic integrity rules within the education program and an effective system for preventing violations of these rules	The education organization has established regulations (rules) and guidelines on academic integrity, ethics, and professional responsibility An anti-plagiarism system and organizational measures are implemented to prevent, detect, and eliminate plagiarism and other violations of academic integrity rules ** A transparent procedure is in place for reviewing cases of violations of academic integrity rules and determining liability measures **
Chapter 4. Attendee Activities		
15	Clear admission requirements for the education program are defined, and the admission process is conducted in a transparent manner	A mechanism is in place for forming the attendee contingent for professional retraining and advanced training courses The procedure for admitting attendees to professional retraining and advanced training courses has been approved Admission processes are organized in accordance with applicable legislation ** Admission processes are documented, and the relevant orders have been issued ** The processes for submitting applications for advanced training courses and admitting attendees have been digitalized
16	The advanced training schedule is aligned with the resources and capacities of the education organization and is sufficient to ensure the effective implementation of education programs	The frequency, formats, and duration of advanced training courses are defined Admission parameters for the education program are defined in accordance with the infrastructure, financial capacity, classrooms, laboratories, practical training bases of the education organization, and state education requirements Admission parameters for the education program are aligned with the regional labor market, the objectives (mission and strategy) of the education organization, the number and composition of pedagogical staff, and their teaching (learning) workload

		<p>Relevant documents approving the schedule of advanced training courses and the attendee contingent are available</p> <p>Annual analyses are conducted on the implementation status of the admission parameters for the education program, and adjustments are made to the admission plan for the following year based on the analysis results **</p>
17	Existence of mechanisms for supporting attendees and providing them with guidance and counseling	<p>A system for supporting attendees under the education program, including academic, social, and career guidance and counseling, has been implemented</p> <p>Information on attendee support and counseling services is publicly available through the website, brochures, and information boards</p> <p>Information on the use of attendee support and counseling services is systematically collected and analyzed, satisfaction levels are assessed, and the effectiveness of the counseling system is improved**</p>
Chapter 5. Human Resources		
18	Availability of pedagogical staff in accordance with the standards established for the education program, as well as managerial, technical, service, and academic support staff, and compliance of their qualitative composition, qualifications, and professional specializations with the established requirements	<p>The number and qualifications of managerial staff comply with established staffing standards, responsibilities are allocated, and job descriptions (professional standards) are approved</p> <p>The number of pedagogical staff corresponds to the requirements of the education program and the attendee-to-staff ratio</p> <p>The specialization of pedagogical staff corresponds to the subjects (modules) taught, or they possess relevant practical work experience in the respective field, and their diplomas/certificates and qualification credentials are duly documented</p> <p>The level of academic qualifications (PhD, DSc, professor, associate professor, and others) complies with legislative requirements</p>
19	Provision of pedagogical staff possessing relevant professional, pedagogical, and academic competencies corresponding to the modules specified in the curricula of current education programs	<p>The specialization, length of service, and professional experience of pedagogical staff correspond to the subject (module) profiles of advanced training courses **</p> <p>Advanced training courses are staffed with pedagogical personnel who possess the relevant higher education and professional training for the respective subjects (modules) **</p> <p>Pedagogical staff actively participate in scientific articles, academic publications, and scientific and technical projects and research **</p> <p>Pedagogical staff periodically participate in advanced training and professional retraining courses, seminars and training sessions, or internships **</p> <p>Pedagogical staff possess sufficient qualifications to conduct the practical (laboratory) components of subjects (modules) **</p>
20	Existence of a clear plan to ensure the provision of pedagogical staff possessing relevant professional, pedagogical, and academic competencies corresponding to the modules of curricula for new education programs	<p>The demand for pedagogical staff under the new education program has been analyzed *</p> <p>A strategy for recruiting pedagogical staff for new education programs (through selection, competitive procedures, and grants) has been defined</p> <p>A mechanism is in place for recruiting pedagogical staff possessing professional skills aligned with the content of subjects (modules) and for establishing a personnel reserve</p>

		Opportunities are предусмотрены to involve specialists possessing pedagogical expertise and professional competence in the learning process
21	Existence of opportunities to engage practitioners and foreign specialists	Cooperation memoranda (legal frameworks) are in place for engaging practitioner specialists from international and national organizations in the learning process
		Financial sources for engaging practitioners and foreign specialists (budgetary and extra-budgetary funds and other sources) are defined
		Adequate conditions have been created for engaging practitioners and foreign specialists relevant to the content of education programs and for the delivery of master classes or training sessions by them
22	Creation of conditions for the professional development and advanced training of staff, and existence of a system of material and non-material incentives	Measures for the professional development and advanced training of pedagogical staff and employees have been developed
		A system of material incentives (bonuses, career advancement) for pedagogical staff and employees has been implemented
		A system of non-material incentives (certificates of honor, letters of appreciation, diplomas, and others) for pedagogical staff and employees has been established
23	Involvement of professors and teaching staff who have completed advanced training abroad in the learning process	A comprehensive database of pedagogical staff who have completed advanced training or internships abroad is available
		Pedagogical staff who have completed advanced training or internships abroad are engaged in teaching within education programs and subjects (modules) **
		Master classes have been conducted at the education organization by pedagogical staff who have completed advanced training or internships abroad **
Chapter 6. Material and Technical Resources		
24	Availability of the necessary equipment, tools, inventory, machinery, raw materials, and other resources required for conducting practical and laboratory sessions under the education program, as well as provision with methodological guidelines (instructions)	Infrastructure, as well as the equipment, tools, raw materials, and inventory required for conducting practical and laboratory sessions under the education program, are available and comply with the requirements of the education program*
		The quantity of equipment and technical resources under the education program is provided in accordance with the attendee contingent (group size)
		Cooperation agreements or contracts with enterprises, organizations, and education institutions for conducting practical and laboratory sessions under the education program are in place
		Methodological guidelines and instructions for the use of the necessary equipment and technical resources during training sessions are available
		Procedures for the use and write-off of raw materials and/or fuels and lubricants are in place and are properly maintained and documented **
		Training sessions on working with equipment and technical resources are organized for pedagogical staff and attendees in cooperation with industry specialists or employers **
25	Provision of learning and teaching materials, as well as	Learning materials, manuals, and teaching and methodological packages are available for each subject (module) *

	<p>electronic learning resources, by modules in accordance with established requirements</p>	<p>Learning materials, manuals, and teaching and methodological packages are aligned with the content and learning objectives of the subject (module)</p> <p>Digital learning resources for subjects (modules) have been developed and made available in the electronic library **</p> <p>Continuous access to electronic learning resources is available for pedagogical staff and attendees **</p> <p>The effectiveness of the use of literature and electronic resources in the learning process is regularly analyzed and updated, including through analysis of attendee engagement and learning outcomes **</p> <p>Opportunities have been created to use up-to-date foreign literature and supplementary materials aligned with the content of the subject (module) **</p>
26	<p>Teaching and laboratory rooms, as well as workshops (training sites), are equipped with facilities and information and communication technologies appropriate to the number of attendees and the education programs, and compliance with safety regulations is ensured</p>	<p>The education organization is provided with teaching rooms based on the attendee contingent *</p> <p>Teaching rooms and material and technical facilities used for practical and laboratory sessions comply with occupational safety regulations, sanitary rules and hygiene standards, urban planning norms and regulations, as well as fire safety and technical safety requirements</p> <p>Laboratories and workshops (training sites) are equipped with tools, equipment, and technical resources appropriate to the education program, first aid facilities are available, evacuation routes (schemes) are designated, and safety logs are properly maintained</p> <p>Information and communication technologies (projectors, computers, and others) are installed in teaching rooms in accordance with the needs of subjects (modules), and IT infrastructure has been established</p> <p>Teaching rooms, laboratories, and workshops (training sites) are provided with a sufficient number of seats and workstations for attendees</p>
27	<p>Adaptation of buildings and equipment for inclusive education, availability of specialized learning materials, and provision of access to information and communication technologies</p>	<p>Buildings and teaching rooms of the education organization, including corridors, ramps, elevators, doors, and sanitary facilities, are adapted for persons with disabilities (attendees)</p> <p>Access to information and communication technologies (hereinafter referred to as ICT), electronic learning resources, and software for inclusive education has been ensured</p> <p>A support system involving pedagogical staff and a psychologist to support inclusive education is in place within the learning process **</p>
28	<p>Provision of the Information Resource Center (library) (hereinafter referred to as the IRC) with learning materials aligned with education programs, computers, and the availability of a reading room and an electronic library</p>	<p>The IRC contains textbooks and learning materials aligned with the education program, as well as fiction literature, and a library collection has been established</p> <p>The IRC provides a reading room, access to the electronic library, and connectivity to the internet</p> <p>The IRC is equipped with computer equipment and electronic devices connected to the internet, and Wi-Fi zones have been established</p> <p>The electronic library system contains textbooks and learning materials related to the education program, collections of teaching</p>

		materials, digital learning resources, and multimedia content in digital format
		The procedures for using the IRC are convenient and transparent, free access to electronic databases is ensured, and monitoring of the effectiveness of library services usage is conducted **
29	Creation of a digital learning environment (LMS, Wi-Fi zones, online courses, webinars, and distance learning opportunities)	Stable internet connectivity, Wi-Fi zones, and access to necessary digital devices (computers, tablets, and others) have been provided for attendees and pedagogical staff under the education program
		Learning Management Systems (LMS) and/or educational process management information systems have been implemented and are actively used for organizing, assessing, and monitoring the learning process under the education program
		Online courses, video lessons, tests, and other digital learning resources are available under the education program; they are aligned with the curriculum and learning outcomes and are regularly updated
		Opportunities to participate in the learning process via distance learning platforms are provided; monitoring of the number of pedagogical staff and attendees participating in distance learning is conducted, and the results are analyzed
		Responsible personnel and technical support mechanisms are in place for managing the use of digital learning resources and the LMS.
		Regular training sessions, workshops, and webinars are organized for pedagogical staff and attendees on the use of LMS, distance learning platforms, and digital learning technologies**

Note:

1) 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 implementation of a system for institutional and program state accreditation of secondary specialized, vocational, higher and postgraduate education, as well as organizations for professional retraining and advanced training of personnel";

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

3) Assessment of criteria based on mandatory and general indicators is determined in the following manner, taking into account the requirements of subparagraph 4 of this note:

If 60 percent or more of the indicators are assessed as "compliant" – the criterion is considered "compliant"

If 50 to 60 percent of the indicators are assessed as "compliant" – the criterion is considered "partially compliant"

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

4) If any mandatory indicator within the criterion is assessed as "non-compliant," the criterion is considered "non-compliant" regardless of the overall result;

5) Internal documents of the organization for professional retraining and advanced training of personnel (regulations, rules, procedures, action plans, monitoring and analysis results) can be consolidated (standardized) in relation to the indicators;

6)* Mandatory indicators;

** General indicators used only for current education programs.

Section II. INDICATORS
for assessment criteria in the institutional state accreditation of Organizations
for Professional Retraining and Advanced Training of Personnel

No.	Criteria	Indicators
Chapter 1. Organizational Management Activities		
1	Establishment of the Scientific and Pedagogical (Methodological) Council (hereinafter referred to as the Council) within the education organization and the effectiveness of its activities	The Council has been established and holds its position within the management structure of the education organization
		The composition, powers, functions, and responsibilities of the Council are clearly defined in internal regulations, and the qualifications of its members enable the adoption of well-founded decisions regarding education quality
		The annual work plan of the Council has been approved, and meetings conducted according to the plan, the issues considered, and the decisions adopted are duly documented in minutes
		Decisions made by the Council are aimed at improving education quality, strategic development, financial management, and effective use of resources
		Responsible persons and timelines for the implementation of Council decisions are defined, and the decisions impact the improvement of the learning process, scientific and methodological activities, material and technical resources, and management processes
		A monitoring system for the implementation and effectiveness of Council decisions has been established, results are regularly analyzed, and corrective measures are taken as necessary
2	Targeted allocation of financial resources to ensure the effective organization and planning of the education organization's activities and to maintain education quality	The education organization's prospective development plan, annual work plan, and financial plan (budget) have been developed in a coordinated manner, aimed at improving education quality indicators, and have been approved
		Sources for forming financial resources have been identified, and the procedures and priority directions for their use are documented to ensure education quality
		The financial plan specifies expenditures aimed at enhancing education quality, modernizing the learning process, developing the capacity of pedagogical staff, and updating the material and technical base; funds are allocated in a targeted and efficient manner
		Internal audit and financial control processes are established to ensure the targeted and efficient use of funds in designated areas, and corrective and improvement measures are taken based on audit results
3	The development plan of the education organization has been developed and resources for its implementation are available; furthermore, the plan is publicly accessible and subject to monitoring	The development plan of the education organization has been developed and approved in alignment with the priority areas of the sector, labor market analysis, and professional development of personnel*
		The development plan specifies objectives, priority areas, timelines, responsible executors, and expected outcomes
		Necessary financial, material, and human resources have been allocated for the implementation of the development plan, and their distribution is aligned with the priority areas

		Mechanisms have been established to communicate the implementation status and results of the development plan to the public in an open and transparent manner
4	The contribution of the education organization to the development of social, economic, and cultural sectors at the provincial and national levels	Collaborative relationships with organizations, enterprises, and institutions have been established
		The organization's participation and contribution to the development of social and economic sectors at regional and national levels
		Cultural, educational, or scientific events (conferences, seminars, roundtable discussions, festivals, exhibitions, and other gatherings) have been organized
5	Existence of an information system for managing the learning process and monitoring education quality, integrated with the information systems of competent state authorities in the education sector	A digital information system supporting the management of learning processes and education quality has been implemented in the education organization
		The information system is integrated with the information systems of competent state authorities and other organizations in the education sector, enabling automatic data exchange
		The information system is user-friendly, ensuring data security and confidentiality
		The information system is used for planning, monitoring, and reporting of learning processes; annual analytical reports are prepared based on the data and discussed at meetings of the collegial body
		A continuous monitoring system has been established to assess the effectiveness of the information system, data processing operations, and integration status, and corrective measures have been taken to address identified issues
6	Internationalization of the education organization and establishment of international cooperation relations	Cooperation relations have been established with foreign educational, scientific, and reputable international organizations
		Pedagogical staff have participated in advanced training and internships at reputable foreign organizations in their field
		Qualified foreign specialists have been engaged in the learning process
		Through international cooperation, progress has been achieved in the learning process, scientific capacity, and development of education programs
Chapter 2. Quality Assurance in Education		
7	Establishment of internal quality assurance in collaboration with stakeholders	An internal quality assurance system for education has been established, with its main objectives and tasks defined
		Appropriate criteria for determining the effectiveness of education quality have been developed and implemented in the education organization
		Systematic surveys and analyses of stakeholder feedback have been conducted
8	The effectiveness of the internal quality assurance system for education is regularly analyzed, and improvement measures are implemented based on the analysis results	The effectiveness of the internal quality assurance system for education is discussed at Council meetings
		Based on the analysis results, issues identified in the advanced training system and proposals for their elimination and improvement are obtained
		Relevant changes are made to education programs and processes based on analyses and stakeholder recommendations

9	Internal evaluation has been conducted, and measures have been implemented based on the evaluation results	The internal evaluation process has been conducted in accordance with the approved procedure of the education organization
		A clear action plan has been developed to address issues and areas for development identified based on the internal evaluation results
		Items in the action plan are implemented within specified timelines, and a system of regular monitoring and accountability for execution is in place
10	Assessment of attendees' knowledge is conducted in accordance with the established procedure and aligned with the defined learning outcomes	Procedures and guidelines for the system and criteria of assessing attendees' knowledge have been developed
		The assessment system is designed in alignment with the learning outcomes and objectives of subjects (modules) within the education programs
		Pedagogical staff are familiar with the assessment criteria and are able to apply them in practice
		Digital technologies are effectively used in the assessment process, which is organized based on the principles of openness and transparency
		An appeal or reassessment mechanism is available for assessment results
		Assessment results are continuously monitored and discussed in collaboration with stakeholders
11	Existence of defined academic integrity rules within the education organization and an effective system to prevent violations of these rules	Academic integrity rules are officially approved through the internal documents of the education organization
		A responsible body (commission or department) has been designated to ensure academic integrity; its powers and functions are documented and it operates regularly
		Regular awareness-raising activities on academic integrity rules are conducted for attendees, and informational materials are prepared
		An electronic verification system has been implemented to prevent plagiarism and falsification in scientific and educational work, with open access provided to attendees and pedagogical staff
12	Analysis of feedback from employers regarding attendees who have completed advanced training	A practice for collecting employers' feedback (surveys, interviews, online platforms) has been established in the education organization
		Regular cooperation and communication mechanisms with employers have been implemented
		Based on employers' feedback, there is a possibility to make adjustments to the education programs
Chapter 3. Attendee Activities		
13	Alignment of Admission Parameters with the Education Organization's Resources and Capabilities	Admission of attendees is determined based on the capacity of the education organization, the capacity of its buildings and facilities, financial resources, and the capabilities of its material and technical base*
		There are established limits on the ratio of attendees to instructors
		Didactic facilities aimed at ensuring the integration of academic, educational, and production activities are available

		Monitoring of the admission parameters for attendees has been conducted
		Based on the monitoring results, necessary adjustments are made to the admission plan
14	Proper organization of attendee admissions in accordance with the established rules and procedures	Admission rules, criteria, and the activities of the admissions commission are defined in the internal documents of the education organization and are implemented in accordance with current regulatory and legal requirements
		A digital system has been implemented to prevent corruption, reduce the risk of conflicts of interest, and ensure the fairness of assessments
		Clear regulations, responsible persons, and timelines are defined for receiving and verifying attendees' documents
		Continuous monitoring of the attendee admission process is conducted
Chapter 4. Organization of the Learning Process		
15	Development and Approval of Learning Planning Documents	Curricula and syllabi have been developed and approved based on state education requirements (qualification requirements)*
		Working curricula and syllabi are developed in alignment with the education programs
		Class schedules are prepared and approved based on the credit/hour load in the curriculum and the sequence of subjects (modules), and are published prior to the start of the course
		Weekly workload distribution for lectures, practicals, laboratory sessions, seminars, trainings, fieldwork, and independent learning is documented
		Key documents for learning planning (class schedules, examination timetables, and others) are made publicly available to attendees, pedagogical staff, and stakeholders via the website or information system
16	Development, approval, and maintenance of professors' and teachers' teaching and regulatory documents in accordance with established requirements	Education programs specify the objectives and tasks of subjects (modules), learning outcomes, core and supplementary literature, and educational technologies
		The curriculum of each subject (module) is developed in accordance with state education requirements and the objectives and outcomes of the education program*
		Teaching and regulatory documents are provided to pedagogical staff before the start of sessions and are also made accessible to attendees
		The quality, content, and practical relevance of teaching and regulatory documents are regularly monitored by the relevant departments
17	Allocation of teaching workloads to professors and teachers in accordance with established norms	Rules for determining the volume of educational, methodological, research, organizational-methodological, and moral-educational work of professors and instructors are established and approved
		Professors' and instructors' specializations fully correspond to the subjects (modules) taught or they possess practical work experience in the relevant field
		Teaching workloads are distributed proportionally among pedagogical staff based on their work rates and, if necessary, their academic degrees and titles

		Information on teaching workloads is communicated to pedagogical staff in a timely manner prior to the start of the academic year
		Teaching workload distribution is conducted openly and transparently for all pedagogical staff
18	Improvement and updating of education programs based on economic, industrial, and sectoral needs	During the process of improving education programs, feedback from employers, commissioning entities, and industry experts is considered
		Education programs are developed in accordance with labor market needs, sectoral requirements, and economic development trends
		Digital technologies, modern competencies, and innovative approaches are integrated into the program content
		Changes introduced to education programs are communicated to attendees, pedagogical staff, and employers in an open and transparent manner
19	Conducting class analyses and discussing their results within the education organization	Procedures, criteria, and assessment indicators for conducting class analyses are defined in internal documents
		A schedule for conducting class analyses has been developed and approved
		Class analyses are conducted regularly according to the approved schedule
		Results of class analyses are discussed at meetings of the department, faculty, or relevant unit
		Methodological recommendations are developed based on identified shortcomings and opportunities for improvement
Chapter 5. Human Resources		
20	Availability of pedagogical staff with academic qualifications in accordance with established requirements and standards	Experienced professors and qualified specialists from the field are engaged in professional retraining and advanced training courses
		Sufficient pedagogical staff with academic degrees and titles are engaged based on the specific areas of professional retraining and advanced training
		Pedagogical staff actively participate in research activities, and their scholarly work and results are regularly analyzed
21	Alignment of pedagogical staff specializations and professional activities with the subject(s) they teach	Pedagogical staff possess the relevant higher education, specialization, and professional training for the subjects they teach
		Pedagogical staff specializations correspond to the profiles and content of the subjects taught
		Pedagogical staff involved in the learning process have completed advanced training or short-term workshops corresponding to the subjects (modules) they teach
22	Proper organization of the recruitment and dismissal of pedagogical staff in accordance with established procedures, with measures to prevent staff turnover	Recruitment of pedagogical staff is conducted based on current legislation and internal documents
		Recruitment is organized through an open and transparent selection process, applying objective evaluation criteria
		Employment contracts with recruited pedagogical staff are formalized in accordance with labor legislation
		Dismissal of pedagogical staff is carried out in strict compliance with labor legislation

23	Professional development and internships of pedagogical staff abroad and/or in industrial enterprises	The education organization has cooperation agreements with foreign educational institutions, research centers, and industrial enterprises for professional development and internships
		Over the last three years, the proportion of pedagogical staff participating in internships and professional development has shown an increasing trend
		Necessary financial and organizational conditions for professional development and internships have been established
		Knowledge and skills acquired through professional development or internships are applied in the learning process
24	Implementation of an employee performance assessment system (KPI) and material and non-material incentives based on its results	A system for assessing the performance of management, staff, and pedagogical personnel (KPI) has been developed in the education organization
		KPI indicators and evaluation criteria are clearly defined
		The KPI assessment process is conducted based on the principles of transparency and objectivity
		Based on KPI assessment results, practices for providing material and non-material incentives to staff have been implemented
		The effectiveness of the KPI system is periodically analyzed, and recommendations are developed based on the results
Chapter 6. Attendee Support		
25	Monitoring of Attendees' Feedback on Educational Services and Implementation of Improvement Measures Based on the Results	Mechanisms for collecting attendees' feedback have been established
		A survey (questionnaire) format and methodology for assessing attendees' satisfaction have been developed
		A monitoring system for collecting feedback is in place (online survey platform)
		Overall results of attendees' feedback are discussed at meetings of the department, unit, or Council
26	Provision of Adequate Educational Support, Counseling, and Career Services for Attendees	A system for providing social, academic, and psychological support and counseling to attendees has been established
		Qualified specialists are engaged to provide social, academic, and psychological support to attendees
		Based on feedback from attendees, the services' activities have been improved
27	Establishment of conditions and implementation of support mechanisms for socially vulnerable and attendees with disabilities	Privileges are established for socially protected attendees when organizing advanced training courses
		Educational and infrastructure conditions are created for attendees with disabilities
		The education organization provides a student residence (dormitory), and its activities are organized
		Cultural and educational activities, as well as structured leisure activities for attendees, are organized at the student residence
28	Protection of Attendees' Rights and Mechanism for Handling Complaints	Internal documents regulating the protection of attendees' rights and the process for reviewing complaints and appeals are in place
		An information system for receiving complaints and appeals has been implemented
		Timeframes and procedures for reviewing attendees' appeals are observed
		Decisions on complaints and appeals are formally documented

		Results of appeals are analyzed, and systematic measures are taken
Chapter 7. Material and Technical Resources		
29	Based on the characteristics of the education program, necessary buildings and facilities, a modern material-technical base, raw materials, and software have been provided for organizing the learning process in accordance with the attendee contingent	Based on the characteristics of the education program, necessary buildings and facilities, a modern material-technical base, raw materials, and software have been provided for organizing the learning process according to the attendee contingent
		The total area of the education institution, taking into account the number of attendees, is equipped with classrooms, laboratories, practical training rooms, an Information Resource Center, and other infrastructure
		Buildings, facilities, and the material-technical base comply with occupational safety rules, sanitary standards and hygiene norms, urban planning regulations, as well as fire and technical safety requirements
		Laboratories and practical training rooms are adequately equipped with tools, equipment, inventories, musical instruments, technical devices, and raw materials necessary for forming attendees' practical skills and competencies
		Attendees and pedagogical staff have access to electronic learning platforms and software
30	Availability of practice bases, workshops, and laboratories necessary for the learning process, or access to such bases through industry partners and other educational institutions	The necessary material-technical base and infrastructure (laboratories, workshops, practical rooms) for practical training are available and operational
		Laboratories and practical bases aligned with the education program are established and equipped with necessary devices
		Laboratory equipment and tools are in working condition, with scheduled maintenance and replacement conducted
31	The Information Resource Center (library) is provided with necessary educational and fiction literature, information and communication technologies, and contains a reading room and an electronic library	The composition of the library collection and usage indicators, including the ratio of books (electronic resources) to attendees, comply with minimum requirements for educational and methodological support
		Sufficient quantities of necessary educational, scientific literature, and teaching-methodological packages are available for subjects (modules)
		Electronic library and databases (including international) are open for use
		Information and communication technologies (computers, internet, electronic catalog) are implemented
		An electronic catalog and online access system have been created and are regularly updated
		The Information Resource Center is provided with sector-specific scientific sources and journals
		Effectiveness of library and electronic resource usage is analyzed and reported
32	Buildings and facilities are adapted for inclusive education, specialized learning materials are available, and access to information and	Buildings and classrooms, including corridors, ramps, elevators, doors, and sanitary facilities, are adapted for persons with disabilities (attendees)
		Special educational materials (Braille books, visual aids), ergonomic seating, special equipment, and assistive devices are available for inclusive education

	communication technologies has been provided	<p>Access to ICT, electronic learning resources, and software (audio-video resources, Braille, subtitles, etc.) for inclusive education is provided</p> <p>Individual learning plans are developed and implemented</p> <p>Effectiveness of inclusive education processes is regularly analyzed and reported</p>
33	Equipment in classrooms and laboratories is arranged in accordance with safety regulations and educational requirements	<p>Equipment and tools in classrooms and laboratories are arranged according to the content and practical processes of lessons</p> <p>Free movement is ensured, and emergency evacuation routes are designated</p> <p>Laboratory tools are installed at safe distances with user manuals available</p> <p>Electrical equipment is safely connected and regularly inspected</p> <p>Ventilation and lighting systems comply with sanitary and hygienic requirements</p> <p>Shelving and storage areas are arranged in accordance with safety requirements</p>
34	Classrooms are equipped with information and communication technologies, and a digital learning environment has been established	<p>Classrooms are equipped with ICT tools (computers, electronic boards, projectors, etc.)</p> <p>A digital learning environment (LMS, electronic journal, electronic library, digital learning resources) has been implemented and is actively used in the learning process</p> <p>Pedagogical staff effectively use electronic learning platforms, multimedia tools, and interactive devices during the learning process</p> <p>Full technical conditions are provided for online classes and video conferences</p> <p>Safety procedures and regulations for using ICT tools have been developed</p> <p>Stable and high-speed internet connectivity is provided in educational buildings, and Wi-Fi coverage is adequately organized</p>

Note:

1) 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 implementation of a system for institutional and program state accreditation of secondary specialized, vocational, higher and postgraduate education, as well as organizations for professional retraining and advanced training of personnel"

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

3) Assessment of criteria based on mandatory and general indicators is determined as follows, taking into account the requirements of subparagraph 4 of this note:

If 60 percent or more of the indicators are "compliant" – the criterion is considered "compliant"

If 50 to 60 percent of the indicators are "compliant" – the criterion is considered "partially compliant"

If less than 50 percent of the indicators are "compliant" – the criterion is considered "non-compliant"

4) If any mandatory indicator within the criterion is found to be "non-compliant," the criterion is considered "non-compliant" regardless of the overall result

5) Internal documents of the organization for professional retraining and advanced training of personnel (regulations, rules, procedures, action plans, monitoring, and analysis results) may be consolidated (standardized) in relation to the indicators

6) *Mandatory indicators