



UNDER THE ADMINISTRATION OF THE PRESIDENT OF THE REPUBLIC OF UZBEKISTAN

EDUCATION QUALITY ASSURANCE ECO SYSTEM OF UZBEKISTAN

EDUCATION QUALITY ASSURANCE STANDARDS

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INTRODUCTION

In recent decades, the issue of Educational Quality and its Assurance has become one of the central themes of global education policy. In the context of an emerging knowledge-based economy, the socio-economic development, innovative capacity, and global competitiveness of countries are largely determined by the effectiveness of their education systems. Therefore, the modernization of education systems, ensuring the quality and sustainability of learning outcomes, and supporting the institutional development of educational institutions have become key priorities of state policy. Educational quality plays a crucial role in developing human capital, preparing a workforce that meets labor market demands, and ensuring sustainable economic growth.

The concept of “Quality Assurance in Education” refers to a set of institutional, organizational, and methodological mechanisms aimed at planning, organizing, implementing, evaluating, and continuously improving the educational process in accordance with established standards and requirements. This concept encompasses all stages of the educational process, including curriculum development, improvement of teaching methodologies, assessment of learning outcomes, enhancement of institutional governance, and ensuring transparency of educational services. According to modern approaches, Quality Assurance (QA) is not merely a control mechanism, but also a strategic management tool that fosters a culture of quality and supports sustainable development within educational institutions.

Today, global trends in QA in education have clearly emerged. In many countries, education systems are evolving based on competency-based approaches, outcome-based education, stronger integration between education and the labor market, and the use of digital technologies. International organizations, including UNESCO, OECD, and other reputable institutions, have developed international standards and guidelines for QA, providing a strong methodological foundation for improving national education systems. At the same time, ensuring transparency, accountability, and stakeholder participation has become one of the key principles of global education policy.

Within the global education landscape, the process of QA is implemented through a comprehensive system known as the “Global Quality Assurance Ecosystem”. This ecosystem is based on collaboration among government authorities, independent QA agencies, educational institutions, employers, students, and civil society. It integrates tools such as educational standards, accreditation mechanisms, monitoring and evaluation systems, analysis of learning outcomes, and international rankings. These interconnected elements contribute to the sustainable development of education systems, enhance trust in educational services, and strengthen the international competitiveness of educational institutions.

In modern education systems, the principle of accountability holds particular importance. Educational institutions are required to provide transparent and open reporting on their performance to the state, society, and employers. Accountability is reflected through indicators such as strategic management effectiveness, financial efficiency, learning outcomes, and graduates’ success in the labor market. This, in turn, encourages institutions to continuously analyze their performance and make evidence-based decisions aimed at improving quality.

QA systems in education operate through a combination of internal and external evaluation mechanisms. Internal quality assurance (IQA) focuses on self-assessment, continuous improvement of educational programs, and enhancing the effectiveness of educational processes within institutions. It is based on principles such as self-evaluation, monitoring of learning outcomes, and continuous improvement. External quality assurance (EQA), on the other hand, is carried out by state bodies or independent accreditation agencies and aims to assess compliance with established standards.

One of the key instruments of EQA is state accreditation of educational institutions. The accreditation process involves a comprehensive evaluation of institutional performance, analysis of program quality and governance effectiveness, and verification of compliance with established standards. The outcomes of accreditation play an important role in improving educational quality, strengthening trust in the education market, and promoting international cooperation of educational institutions.

In many countries, national QA systems are being developed based on international standards and best practices. These systems include educational standards, accreditation processes, monitoring of learning outcomes, ranking of institutions, and mechanisms for continuous quality improvement. They operate on the principles of autonomy, accountability, and transparency within educational institutions.

In the Republic of Uzbekistan, large-scale institutional reforms are also being implemented in the field of QA in education. To modernize the education system, integrate it into the global education space, and enhance trust in educational services, a national QA system is being gradually established. Particular attention is being paid to evaluating educational institutions, conducting state accreditation, improving educational programs, and aligning learning outcomes with labor market requirements.

In accordance with the Presidential Decree of the Republic of Uzbekistan DP-76 dated May 5, 2025 “On additional measures to ensure the quality of education and to improve the system of providing educational services” the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan (hereinafter – the Agency) was established. This Agency is a specially authorized state body responsible for ensuring independent and systematic EQA in education. Its establishment contributes to strengthening transparency, accountability, and QA mechanisms within the education system.

The Agency carries out EQA in secondary specialized, vocational, higher, and postgraduate education, as well as in the areas of retraining, professional development, and qualifications assessment. It is also responsible for conducting state accreditation of educational institutions, monitoring educational quality, and aligning the national education system with international standards.

Thus, the national QA system being formed in Uzbekistan is developing in alignment with globally recognized principles and advanced international practices within the global education space.

1. ROLE AND FUNCTIONS OF THE QUALITY ASSURANCE AGENCY

Establishment of the Agency and Its Institutional Significance

In the Republic of Uzbekistan, new institutional mechanisms are being formed to further improve the system of QA in education, introduce independent and objective external evaluation mechanisms for educational institutions, and align the national education system with international standards. As an important stage of these reforms, the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan has been established.

The Agency operates as a specially authorized state body responsible for conducting independent and systematic EQA in the country. Its main functions include assessing the quality and effectiveness of educational institutions, ensuring the alignment of educational programs with labor market demands, and developing institutional mechanisms that support the sustainable development of the education system.

The Agency carries out its activities in accordance with the Constitution of the Republic of Uzbekistan, relevant laws, Presidential decrees and resolutions, and other legal acts. The establishment of this institution represents an important milestone in the formation of a national model of QA in education.

Mission of the Agency

In the Republic of Uzbekistan, new institutional mechanisms are being formed to further improve the system of QA in education, introduce independent and objective external evaluation mechanisms for educational institutions, and align the national education system with international standards. As an important stage of these reforms, the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan has been established.

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Vision of the Agency

The strategic vision of the Agency is to establish a modern, transparent, and sustainable ecosystem of educational quality in Uzbekistan that aligns with international standards.

In the long term, the Agency aims to develop institutional mechanisms that enhance the global competitiveness of educational institutions in the country. In this process, educational quality, academic autonomy, innovative development, and integration with the labor market are identified as key priorities.

According to the Agency's strategic vision, educational quality should be ensured not only through state oversight but also through the IQA systems of educational institutions. Therefore, the Agency places particular emphasis on fostering a culture of quality within institutions.

In the long-term perspective, the Agency envisions integrating Uzbekistan's education system into international education rankings, international accreditation frameworks, and the global academic cooperation system.

Main Functions of the Agency

The main functions of the Agency consist of carrying out systematic EQA and evaluating the performance of educational institutions.

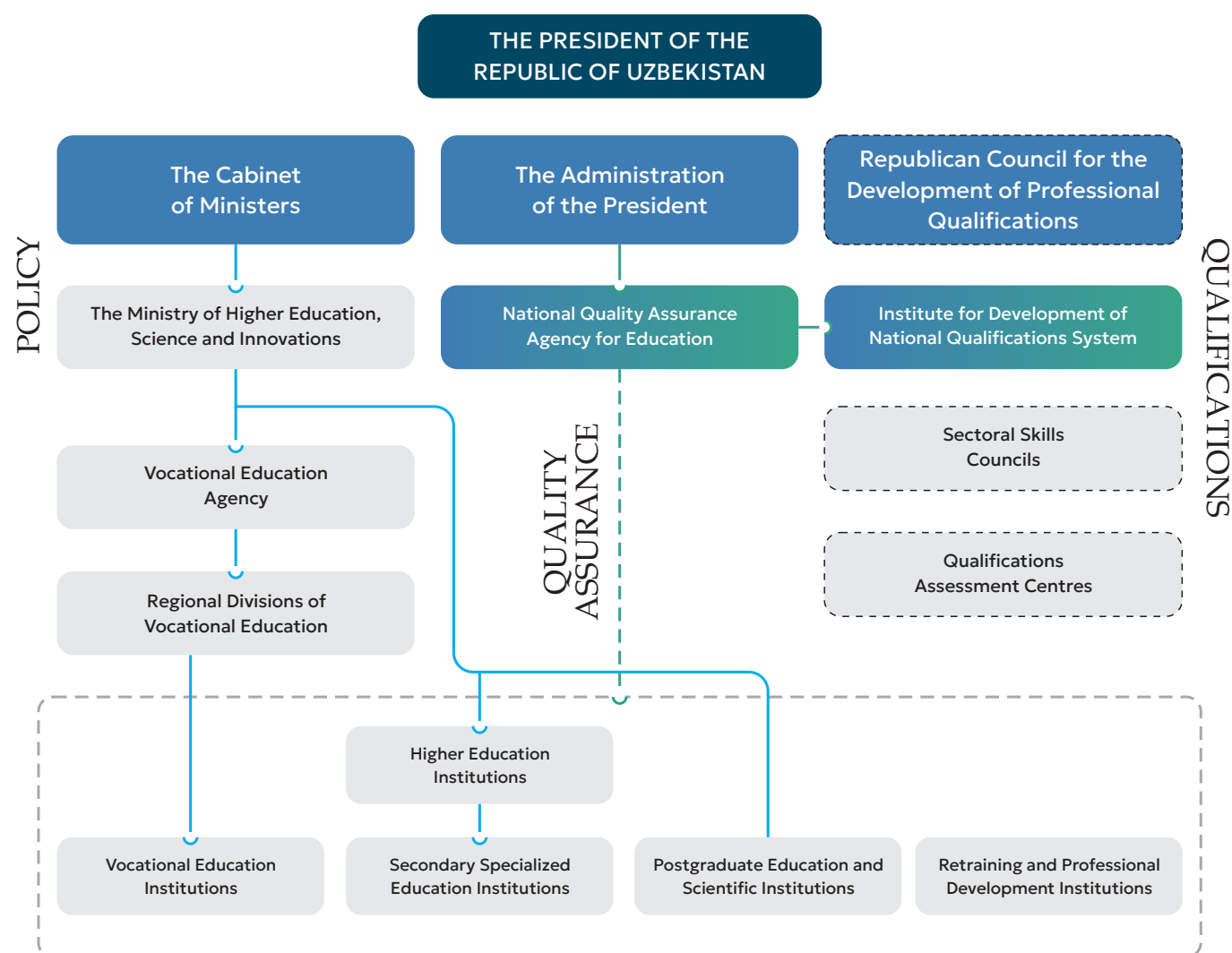
The Agency assesses the quality of educational services by conducting both comprehensive (institutional) and special (program) state accreditation of educational institutions. The accreditation process includes a comprehensive evaluation of educational programs, human resource capacity, educational infrastructure, and governance systems.

In addition, the Agency conducts continuous monitoring of educational quality and develops analytical data on the performance of educational institutions. Based on this data, evidence-based recommendations are formulated to improve the education system.

Another important function of the Agency is the introduction and alignment of national and international standards within the education system. This is achieved by harmonizing educational standards, accreditation requirements, and evaluation mechanisms with international best practices.

Furthermore, the Agency ensures transparency in the activities of educational institutions, strengthens public oversight, and promotes openness and accessibility of information regarding the quality of educational services.

State Quality Assurance Governance Structure QUALITY ASSURANCE ECOSYSTEM



The Strategic Role of the Agency in the Education System

The establishment of the Agency has elevated the QA system in Uzbekistan to a new stage of development. This institution plays a key role in evaluating the performance of educational institutions, strengthening public trust in the quality of educational services, and ensuring the sustainable development of the education system.

Through the Agency's activities, modern mechanisms of quality management are being introduced within educational institutions. This contributes to their institutional development and leads to a continuous improvement in the quality of educational services.

Thus, the National Quality Assurance Agency for Education functions as a central institutional mechanism for ensuring quality within Uzbekistan's education system, while also enhancing the country's reputation in the global education landscape.

STATE ACCREDITATION

Content of State Accreditation

Within the national system of QA in education, state accreditation serves as a key instrument for evaluating the performance of educational institutions and determining their compliance with established state requirements and international standards. Through state accreditation, a comprehensive assessment is conducted covering educational processes, human resource capacity, curricula, research activities, material and technical infrastructure, and governance systems. This process enables a systematic analysis of institutional performance, supports the improvement of development strategies, and contributes to the continuous enhancement of educational quality.

In modern education systems, accreditation is viewed not only as a regulatory mechanism but also as a strategic management tool aimed at improving quality. It provides educational institutions with the opportunity to reassess their activities, strengthen IQA systems, and introduce educational programs aligned with labor market demands. In this regard, the accreditation process plays a crucial role in fostering a culture of quality within educational institutions.

In Uzbekistan, the mechanisms of state accreditation have been fundamentally revised and modernized in line with international standards as part of broader efforts to improve the national QA system. This transformation is aimed at ensuring transparency, strengthening accountability, and enhancing the overall quality of educational services.

Legal Framework of State Accreditation

In the Republic of Uzbekistan, the legal framework for conducting state accreditation of educational institutions is defined by national legal acts in the field of education. In particular, the Law of the Republic of Uzbekistan “On Education” (No. LRU-637, dated September 23, 2020), the Presidential Decree “On additional measures to ensure the quality of education and to improve the system of providing educational services” (No. DP-76, dated May 5, 2025), the Presidential Resolution “On the organization of the activities of the National Agency for quality assurance in Education under the administration of the President of the Republic of Uzbekistan” (No. RP-275, dated September 8, 2025), and the Resolution of the Cabinet of Ministers “On the introduction of a system of complex and special state accreditation of organizations for secondary specialized, professional, higher and postgraduate education, as well as for the retraining and advanced training of personnel” (No. 498, dated August 6, 2025) regulate the external evaluation system of educational institutions.

In accordance with these legal acts, the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan is designated as a specially authorized state body responsible for conducting EQA in secondary specialized, vocational, higher, and postgraduate education, as well as in retraining, professional development, and qualifications assessment.

Under the current framework, the Agency evaluates the activities of educational institutions through comprehensive (institutional) and special (program) state accreditation. This mechanism ensures independent and objective assessment of both institutional performance and program-level quality.

Types of State Accreditation

In the Republic of Uzbekistan, state accreditation is carried out in two main types: comprehensive (institutional) state accreditation and special (program) state accreditation.

These two mechanisms serve to evaluate different levels of activity of educational institutions.

Comprehensive State Accreditation and its Standards

Comprehensive (institutional) state accreditation covers the entire institutional activity of an educational organization. It involves a holistic evaluation of governance systems, educational programs, academic staff, research activities, material and technical infrastructure, student support services, and other key areas.

According to the current framework, comprehensive accreditation is conducted once every five years. This process is aimed at assessing the sustainable development of the institution and its compliance with established quality standards. The results of accreditation serve as an important source of information for future planning and strategic decision-making.

According to the current framework, comprehensive state accreditation is carried out based on the following areas (standards) and their respective criteria:

- » Organizational and Governance Activities
- » Human Resources
- » Quality Assurance in Education
- » Research Activities
(applicable only to higher education institutions)
- » Student Activities
- » Student Support Services
- » Organization of the Educational Process
- » Material and Technical Resources

These areas form the core evaluation framework, ensuring a comprehensive and systematic assessment of institutional performance and educational quality.

The indicators for evaluation criteria used in comprehensive state accreditation of educational institutions are detailed in Annexes 1–4.

Special State Accreditation and its Standards

Special (program) state accreditation is conducted at the level of individual educational programs. It focuses on evaluating the content of programs, curricula, learning outcomes, and their alignment with labor market requirements. This type of accreditation is usually carried out prior to the launch of new educational programs, ensuring that they comply with established state standards before student enrollment begins.

This mechanism plays a crucial role in ensuring the quality of educational programs, protecting students' rights, and preparing competitive professionals for the labor market.

According to the current framework, special state accreditation is carried out based on the following areas (standards) and their respective criteria:

- » Organizational Governance and Quality Assurance
- » Student Activities
- » Educational Programs
- » Human Resources
- » Organization of the Educational Process and Assessment of Learning Outcomes
- » Material and Technical Resources

These areas provide a structured basis for evaluating the quality, relevance, and effectiveness of individual educational programs.

The indicators for evaluation criteria used in special state accreditation of educational programs are detailed in Annexes 5–8.

Significance of State Accreditation

Ensuring Educational Quality and Standards

State accreditation ensures that the activities of educational institutions are organized in accordance with national and international standards. During the accreditation process, curricula, teaching methodologies, and assessment systems are thoroughly evaluated. This contributes to maintaining high quality standards in the educational process.

B Protection of Learners' Rights

The state accreditation system ensures the right of learners to receive quality education. If an educational program has not been accredited, it is not permitted to admit applicants to such a program. This mechanism protects citizens from low-quality educational services.

C Strengthening the Accountability of Educational Institutions

The accreditation process ensures the accountability of educational institutions to the state and the public. Institutions are required to provide transparent information on their performance and to take responsibility for the quality of education they deliver.

D Fostering a Competitive Environment in the Education System

The state accreditation promotes a healthy competitive environment among educational institutions. The drive to provide high-quality educational services encourages institutions to continuously improve their performance and enhance their overall effectiveness.

E Ensuring International Recognition

The state accreditation system contributes to the international recognition of the national education system. Accreditation carried out in accordance with international standards plays an important role in integrating the national education system into the global education space.

F Strengthening Monitoring of Educational Quality

The state accreditation process enables systematic monitoring within the education system. This allows for the early identification of challenges in the education sector and the implementation of timely measures to address them.

3. NATIONAL QUALITY ASSURANCE FRAMEWORK

The National QA Framework represents a unified system of institutional and methodological mechanisms aimed at ensuring, managing, and continuously improving the quality of education within the country's education system. This system serves to ensure the alignment of learning outcomes with labor market demands, enhance transparency and accountability in educational processes, and increase the competitiveness of the national education system in the global education landscape.

The primary objective of the framework is to establish unified requirements and evaluation criteria for educational quality, thereby ensuring coordination and consistency in the activities of educational institutions at all levels.

The structural components of this system include the National Qualifications Framework (NQF), State Educational Standards, and State Requirements. The NQF systematizes learning outcomes by qualification levels and ensures the continuity of knowledge, skills, and competencies. State Educational Standards and Requirements define the content of education, academic workload, learning outcomes, and assessment criteria, thereby establishing minimum and mandatory quality requirements. These documents serve to organize the educational process based on a unified approach and to ensure its effectiveness.

At the same time, Accreditation Standards—comprising evaluation areas, criteria, and their indicators—occupy a central place within the national QA system. Based on these standards, the activities of educational institutions are assessed at both institutional and program levels. Through these processes, EQA is maintained, while supporting the continuous development of educational institutions and their alignment with international standards.

4. STAGES OF STATE ACCREDITATION

The State accreditation process typically consists of several stages. At the initial stage, the educational institution prepares a self-assessment report based on its internal analysis. At the next stage, an independent panel of experts conducts a site visit, reviews documentation, observes educational processes, and interviews stakeholders. At the final stage, accreditation decisions are made based on the expert evaluation. This process ensures transparency and accountability in the activities of educational institutions.

Main Accreditation Flow

The state accreditation process of educational institutions is implemented through a consistent and systematic sequence of stages, each of which plays a critical role in ensuring the objectivity, transparency, and effectiveness of quality assurance.

The state accreditation process in Uzbekistan is carried out in four main stages and a post-accreditation stage, with clearly defined procedures, timelines, and responsibilities.

STAGE **Application Submission**

01

At the initial stage, the educational institution formally submits an application for accreditation to the Agency. This application confirms the institution's readiness to undergo external evaluation and provides basic information about its activities, programs, and compliance with established requirements.



Actions:

- » The educational institution submits an application via the accreditation.nqaae.uz digital platform.

Required documents are attached (license, previous accreditation certificate, payment confirmation, responsible person, etc.).
- » A bilateral contract between the Agency and the institution is signed.



Deadlines:

- » Special (program) accreditation:
Applications are accepted annually from October 1 to January 31.
- » Comprehensive (institutional) accreditation:
Applications must be submitted by September 15 of the academic year preceding accreditation.
- » Application review by the Agency:
within 15 working days.
- » Contract signing: within 10 working days after application acceptance.

STAGE

02

Self-Assessment (Internal Quality Assessment)

Internal (self-) assessment — the process by which an educational institution monitors, analyzes, and evaluates the effectiveness of its activities based on established IQA criteria, and implements measures for their improvement.



Actions:

- » The institution conducts an internal evaluation and prepares a Self-Assessment Report (SAR).
- » The report includes:
 - Institutional profile
 - Analysis against accreditation criteria
 - Identified gaps and improvement plan
 - Supporting evidence
- » IQA units organize and ensure the process.



Deadlines:

- » SAR submission:
 - At least 1 month before external evaluation (special accreditation)
 - At least 2 months before external evaluation (comprehensive accreditation)

External Evaluation (Expert Review)

External evaluation — the process carried out by the Agency to assess the activities of an educational institution, including the content, level, and quality of training, in terms of their compliance with state educational standards (requirements) and accreditation criteria.

The Agency forms an expert panel (including academics, employers, government representatives, and possibly international experts) for the External evaluation.



Actions:



External evaluation includes:

Review of SAR

Site visit (or remote format if applicable)

Interviews with stakeholders

Verification of compliance with standards



Deadlines:



Special accreditation: up to 5 working days



Comprehensive accreditation:

VET / CPD institutions: up to 5 working days

Higher education institutions: up to 10 working days

NOTE:

The reporting timeline of the external evaluation process is structured to ensure both thorough expert analysis and institutional feedback, while maintaining procedural efficiency and transparency.

Following the completion of the external evaluation, the expert panel prepares a draft report within 15 working days. This report contains preliminary findings, assessments against accreditation criteria, identified strengths and weaknesses, and initial recommendations. It serves as a provisional document for validation rather than a final judgment.

Once the draft report is submitted, the educational institution is granted 3 working days to review the document and provide formal feedback. During this period, the institution may submit justified comments, clarifications, or objections, particularly in cases where additional evidence or corrections are necessary. This step ensures fairness, accuracy, and the opportunity for the institution to participate in the evaluation process.

After considering the institution's feedback, the expert panel finalizes the report within 3 working days. The final report reflects validated findings and incorporates any justified revisions. This document serves as the official basis for the subsequent accreditation decision by the Accreditation Commission.

Overall, this timeline ensures a balanced approach between expert judgment and institutional input, reinforcing transparency, objectivity, and evidence-based decision-making in the accreditation process. accreditation covers performance of last 2 years + current academic year.

Accreditation Decision (Final Decision Making)

For the purpose of reviewing the conclusion prepared on the basis of the final report of the Expert panel and making a final decision on granting state accreditation to an educational institution (or program), a permanent Accreditation Commission is established within the Agency

The Accreditation Commission includes representatives of ministries, government agencies, and organizations, as well as employers, learners, and international experts. The Director of the Agency serves as the Chairperson of the Accreditation Commission.



Actions:

- » Final report is reviewed by the Accreditation Commission.
- » Decision is made based on compliance with criteria:

Accredited

Not accredited



Deadlines:

- » Decision is taken within 1 month after receiving the final report

NOTE:

Following the accreditation decision, an official accreditation certificate is issued to the educational institution or program within one week. This certificate formally confirms that the institution or program has successfully met the established accreditation standards and is authorized to carry out educational activities.

At the same time, information on the accreditation outcome is published in the State Accreditation Register, which is publicly accessible. This ensures transparency, allows stakeholders to verify accreditation status, and strengthens public trust in the education system.

STAGE

05

Post-Accreditation Monitoring and Follow-up

Post-accreditation monitoring and follow-up constitute an essential phase of the QA cycle, ensuring that accreditation is not treated as a one-time evaluation but as a continuous improvement process. After an educational institution or program has been granted accreditation, it is required to maintain compliance with established standards and systematically enhance the quality of its activities.

In this stage, the educational institution is responsible for implementing the improvement measures identified during the accreditation process. Based on the recommendations of the expert panel and the accreditation decision, the institution develops and executes a quality enhancement action plan, addressing identified weaknesses and strengthening its IQA system. Progress on these measures must be regularly documented and reported through the designated digital platform.

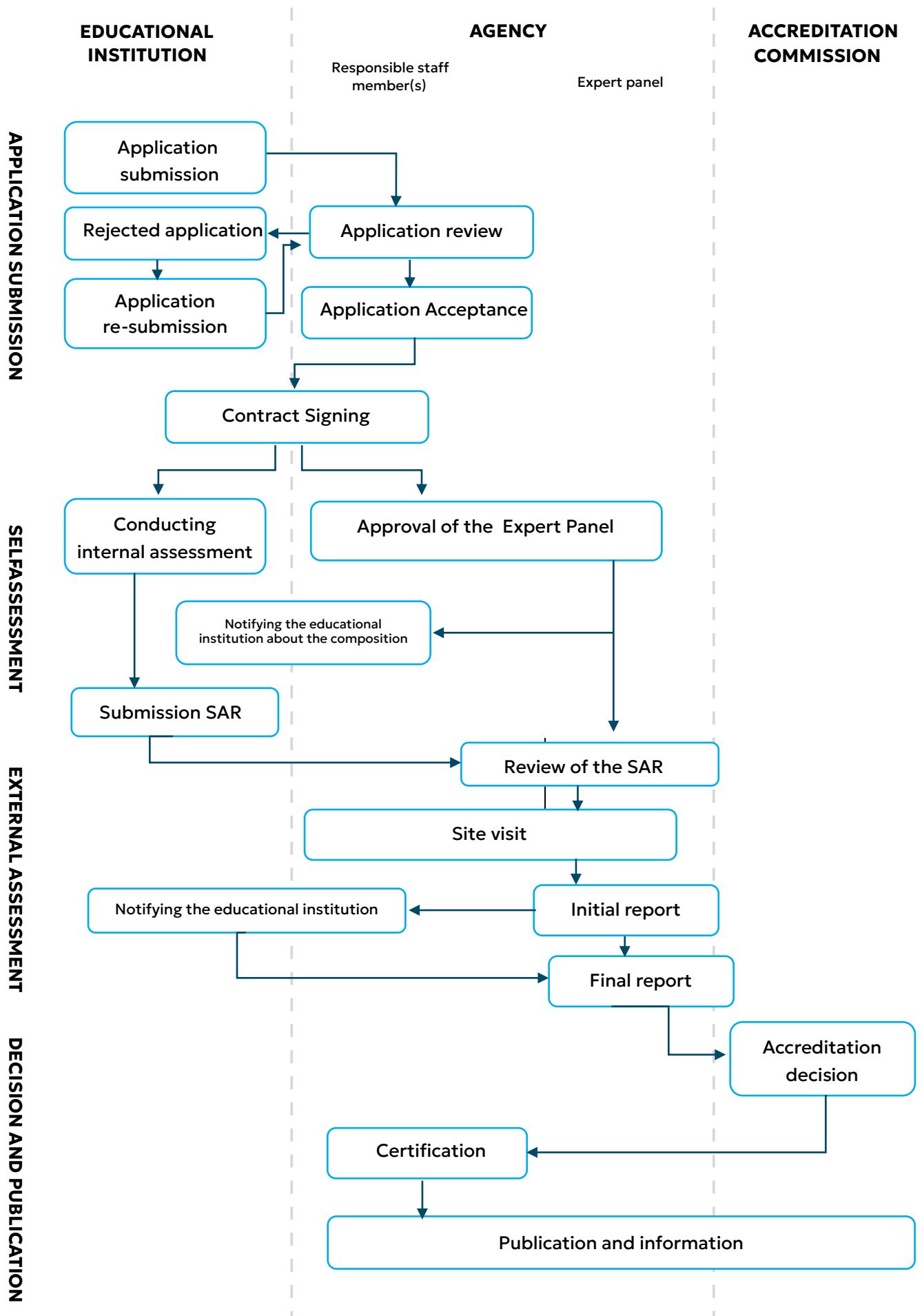
The Agency, in turn, conducts ongoing monitoring of accredited institutions. This includes:

- Analysis of periodic reports submitted by institutions
- Risk-based monitoring and targeted inspections
- Collection of feedback through national surveys of students and employers
- Evaluation of learning outcomes and labor market integration of graduates

This continuous oversight allows for the early identification of potential risks or declines in quality. Where significant deficiencies are detected and not addressed within set time limit, the Agency may initiate corrective actions, including re-evaluation, suspension of specific programs, or, in severe cases, revocation of accreditation or license.

Overall, post-accreditation monitoring ensures the sustainability of quality, institutional accountability, and continuous alignment with national and international standards, thereby reinforcing trust in the education system and supporting its long-term development.

State Accreditation Process Flow Chart



5. EXPERT PANELS

General Provisions

Expert panels (external evaluation teams) are established by the Agency to conduct independent, objective, and evidence-based external evaluation of educational institutions and programs within the framework of state accreditation.

The expert panel acts as a key operational mechanism of EQA, ensuring compliance of educational institutions with accreditation standards, criteria, and indicators.

Composition of the Expert Panel

The composition of the expert panel is approved by the Agency and is formed based on the principle of professional competence, independence, and stakeholder representation.

The expert panel typically includes:

- Academic experts (professors, teachers, researchers)
- Representatives of employers (industry specialists)
- Representatives of relevant ministries and sectoral organizations
- Experts in quality assurance and accreditation
- International experts (where applicable)
- Other specialists depending on the profile of the institution/program

The composition of the expert panel must ensure:

- Sectoral relevance
- Absence of conflict of interest
- Balanced representation of expertise

The educational institution is officially notified about the composition of the expert panel prior to the site visit.

Principles of Expert Panel Activities

The expert panel operates based on the following principles:

- Objectivity and impartiality
- Transparency and accountability
- Evidence-based evaluation
- Confidentiality of information
- Professional ethics and integrity

Experts must avoid any direct or indirect conflict of interest and act independently throughout the evaluation process.

Main Functions of the Expert Panel

The expert panel performs the following key functions:

Analytical Review

- Review of the self-assessment report (SAR)
- Analysis of submitted documents and evidence
- Assessment of compliance with accreditation standards

External Evaluation (Site Visit)

- Conducting on-site or remote evaluation
- Observing teaching and learning processes
- Reviewing infrastructure and resources
- Interviewing stakeholders (management, staff, students, employers)

Interviewing stakeholders (management, staff, students, employers)

- Verifying the accuracy and reliability of information provided by the educational institution
- Identifying strengths, weaknesses, risks, and good practices

Reporting

- Preparing a draft expert report
- Formulating findings, conclusions, and recommendations
- Finalizing the report after institutional feedback

Expert Panel Workflow

The activities of the expert panel are carried out in the following sequence:

- Appointment and approval of the panel
- Review of documentation and SAR
- Conduct of external evaluation (site visit)
- Preparation of draft report (within 15 working days)
- Consideration of institutional feedback (3 working days)
- Finalization of report (within 3 working days)

The final expert report serves as the main analytical basis for accreditation decision-making.

Responsibilities of Expert Panel Members

Each expert is responsible for:

- Conducting evaluation within assigned area/standard
- Providing justified and evidence-based conclusions
- Maintaining professional ethics and confidentiality
- Participating in discussions and consensus-building

The chair of the expert panel coordinates the evaluation process and ensures consistency of findings.

Outcomes of Expert Panel Activities

The key output of the expert panel is the final evaluation report, which includes:

- Assessment of compliance with standards
- Identified strengths and areas for improvement
- Risk analysis
- Recommendations for quality enhancement

This report is submitted to the Agency and serves as the basis for:

- Accreditation decision
- Post-accreditation monitoring
- Institutional development planning

6. EVALUATION CRITERIA AND SCORING SYSTEM

General Framework of Evaluation Criteria

The evaluation of educational institutions and educational programs within the framework of state accreditation is conducted based on a structured system of evaluation areas (standards), criteria, and indicators, approved by the authorized Agency. This system ensures objectivity, transparency, and consistency of assessment, while aligning with national education policies and international QA principles.

Evaluation areas represent the key domains of institutional performance, each consisting of criteria that define expected requirements, which are further operationalized through measurable indicators. The methodology integrates both internal (self-assessment) and external evaluation, ensuring a continuous quality assurance cycle and evidence-based decision-making.

Indicator-Based Scoring Methodology

The scoring system is based on an indicator-driven and threshold-based model, where each indicator is assessed as either “compliant” or “non-compliant”. Indicators are divided into mandatory and general types, reflecting minimum requirements and quality development aspects respectively. The evaluation of each criterion is determined by the proportion of compliant indicators:

Compliance Level	Indicator Threshold	
	<i>for HEIs and Research Institutions</i>	<i>for other types of institutions</i>
Compliant	≥ 70%	≥ 60%
Partially Compliant	50% – 70%	50% – 60%
Non-compliant	≤ 50%	≤ 50%

A critical rule applies: if any mandatory indicator is non-compliant, the entire criterion is automatically rated as non-compliant, regardless of overall performance. This ensures strict adherence to minimum quality standards and prevents superficial compliance.

Evidence-Based Evaluation and Aggregation Rules

The evaluation process is strictly evidence-based, relying on verifiable documentation such as institutional policies, academic records, statistical data, monitoring reports, and findings from site visits and stakeholder interviews.

External evaluation is conducted by expert panels, which assess each criterion using both quantitative indicator results and qualitative professional judgment.

At the aggregation level, criteria results determine compliance of evaluation areas (standards).

According to the regulatory framework:

Condition	Requirement for “Compliant” Status
Mandatory criteria	All must be compliant
General criteria	No more than 2 partially compliant
Non-compliance	No criterion rated “non-compliant”

Only when all conditions are satisfied is an evaluation area recognized as “compliant.” This ensures a balanced approach combining strict compliance requirements with flexibility for institutional development.

Final Decision Logic and System-Level Impact

The final accreditation decision is based on the evaluation outcomes across all areas. If all evaluation areas are assessed as compliant, the institution or program is granted accreditation; however, if at least one area is non-compliant, accreditation is denied.

This introduces a zero-tolerance approach to critical deficiencies, ensuring the integrity and credibility of the system.

Additionally, the framework incorporates risk-based monitoring and continuous quality improvement mechanisms, including:

- Post-accreditation monitoring
- National student and employer surveys
- Mandatory improvement action plans
- Possibility of program closure if deficiencies are not addressed

Thus, the evaluation and scoring system functions not only as a regulatory instrument but also as a strategic management tool, promoting accountability, transparency, and continuous enhancement of educational quality. It supports the development of a sustainable quality culture within institutions and facilitates their integration into the global education space.

CONCLUSION

The development of the Education Quality Assurance Ecosystem in Uzbekistan represents a comprehensive and strategically aligned reform aimed at transforming the national education system into a modern, transparent, and internationally competitive model. As outlined in the document, the establishment of the National Quality Assurance Agency for Education under the Administration of the President marks a significant institutional milestone, ensuring the implementation of independent, systematic, and evidence-based EQA across all levels of education. This institutional framework reflects a shift from traditional control-oriented approaches toward a more holistic, development-focused QA model.

The introduction of a structured National Quality Assurance Framework, integrating elements such as the National Qualifications Framework, State Educational Standards, accreditation mechanisms, and monitoring systems, provides a unified methodological foundation for ensuring consistency and comparability of educational outcomes. This system not only defines minimum quality requirements but also supports the continuous improvement of educational institutions by promoting internal QA mechanisms, fostering a culture of quality, and encouraging data-driven decision-making.

A central component of this ecosystem is the state accreditation system, which functions as both a regulatory and strategic tool. Through comprehensive (institutional) and special (program) accreditation, educational institutions are evaluated against clearly defined standards, criteria, and indicators. The multi-stage accreditation process—comprising application, self-assessment, external evaluation, decision-making, and post-accreditation monitoring—ensures transparency, accountability, and objectivity. Importantly, the integration of expert panels, stakeholder participation, and evidence-based evaluation strengthens the credibility and reliability of the system.

The evaluation criteria and scoring system further enhance the robustness of the framework by introducing clear thresholds, mandatory requirements, and aggregation rules. This ensures that accreditation decisions are based on measurable performance while maintaining strict compliance with minimum quality standards. At the same time, the inclusion of post-accreditation monitoring mechanisms transforms accreditation into a continuous process rather than a one-time assessment, thereby supporting sustainable institutional development.

Another important dimension of the system is its alignment with international QA practices. By incorporating global principles such as transparency, accountability, stakeholder engagement, and outcome-based evaluation, Uzbekistan's QA system is increasingly positioned within the global education space. This alignment facilitates international recognition of qualifications, enhances academic mobility, and strengthens the global competitiveness of national educational institutions.

Furthermore, the integration of digital technologies, including the development of a digital accreditation platform, represents a forward-looking approach that enhances efficiency, accessibility, and data management within the QA process. This digital transformation supports real-time monitoring, improves communication between stakeholders, and contributes to the overall modernization of the education system.

In conclusion, the national education QA system of Uzbekistan, as presented in this document, constitutes a comprehensive, multi-level, and dynamic ecosystem that balances regulation with development. It ensures the protection of learners' rights, strengthens public trust, and promotes a culture of continuous improvement within educational institutions. At the same time, it serves as a strategic instrument for aligning the education system with labor market demands and international standards, thereby contributing to the country's long-term socio-economic development and global integration.

ANNEX 1. Standards, criteria, and indicators for conducting comprehensive state accreditation of HEIs

Higher Education Institutions are evaluated under comprehensive state accreditation across 8 standard, 47 criteria, and 272 indicators.

Mandatory criteria and indicators are marked with an asterisk (*).

Standard (Area)	Criterion	Indicator
1. Organizational and Governance Activities	1.1. Establishment of a Governing (Supervisory, Board of Trustees) Board in the educational institution (hereinafter referred to as the Governing Board) and the effectiveness of its activities*	1.1.1. The Governing Board is established pursuant to Resolution No. 129 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 23, 2014, "On Approval of the Model Regulation on the Board of Trustees of a HEI."
		1.1.2. The powers, responsibilities, functions, and operating procedures of the Governing Board are defined
		1.1.3. Meetings of the Governing Board are held on a regular basis, and action plans are developed based on the decisions adopted
		1.1.4. Decisions adopted by the Governing Board are aimed at improving the quality of education, supporting academic staff, ensuring the effective use of material and technical infrastructure, financial and human resources, and the strategic development of the higher education institution*
		1.1.5. Collegial bodies (the council of the higher education institution, the Public Council, and others) are established within the higher education institution; their legal basis, purposes, functions, and role in the quality assurance system are clearly defined
		1.1.6. The decision-making process of the Governing Board and collegial bodies takes into account the proposals and feedback of students, academic staff, employers, industry experts, graduates, parents, and their legal representatives (hereinafter referred to as stakeholders)
		1.1.7. The unified monitoring system for the implementation of decisions of the Governing Board and collegial bodies, as well as action plans adopted pursuant to such decisions, is established, and the results of monitoring are subject to regular analysis
	1.2. Financial resources are allocated on a targeted basis in accordance with the objectives of effective institutional management, planning, and the	1.2.1. The system for the management and allocation of financial resources is established in accordance with the higher education institution's development plan (strategic plan, mission, strategy) to ensure effective institutional operations and quality assurance

	quality assurance system*	1.2.2.	Financial resources are allocated in accordance with the priorities of the educational process, the material and technical base, and infrastructure
		1.2.3.	The annual financial plan is approved, and its implementation is ensured
		1.2.4.	Expenditures provided for in the annual financial plan and allocated to the educational process are used in a targeted and effective manner
		1.2.5.	Regular monitoring and analysis of financial resources and implementation of the annual financial plan are conducted, and decisions on the effective use of financial resources are adopted based on their results
	1.3. The existence of an institutional strategic plan, the availability of resources for its implementation, as well as its public accessibility and monitoring	1.3.1.	The strategic plan of the higher education institution (strategic plan, mission, strategy) (hereinafter referred to as the “strategic plan”) is approved and sets out the goals and objectives of institutional development, the mechanisms for their implementation, specified timeframes, and responsible units*
		1.3.2.	The annual operational plans of all structural units of the higher education institution (faculties, departments, divisions, and other units) are approved to ensure the effective implementation of the strategic plan
		1.3.3.	Material and technical infrastructure, financial resources, and human resources are allocated for the implementation of the strategic plan, and their distribution is aligned with the goals and objectives of the strategic plan
		1.3.4.	The implementation and results of the strategic plan are published on a regular basis in accordance with the principles of openness and transparency
		1.3.5.	The results of monitoring and analysis of the strategic plan, as well as proposals and feedback from stakeholders, are taken into account, and measures are adopted for the improvement of the strategic plan
	1.4. Contribution of the educational organization to the development of the social, economic, and cultural spheres of the territory and the Republic, as well as to the development of affiliated educational institutions	1.4.1.	Cooperative relationships with organizations, enterprises, and institutions in the field of social, economic, and cultural development are established
		1.4.2.	Participation of the higher education institution in projects aimed at the development of the social, economic, and cultural sectors of the territory and the Republic, including contribution to or organization of such projects
		1.4.3.	Cultural and enlightenment as well as scientific events, including festivals,

		exhibitions, conferences, and other similar events, are organized
		1.4.4. Cooperation relations are established between the higher education institution and assigned general secondary as well as secondary specialized and vocational education institutions, and other educational institutions
		1.4.5. Analysis of the results of social, cultural-educational, and scientific events implemented in cooperation with the public
	1.5. Availability of an information system for managing educational processes and monitoring education quality (hereinafter referred to as the “information system”), and integration of this system with the information systems of authorized state bodies in the field of education	1.5.1. Implementation of an information system for the management, monitoring, and control of educational processes within the higher education institution (HEMIS, LMS, electronic journal, management platform, or other systems) *
		1.5.2. Availability of functionality within the information system to maintain data on students and academic staff, as well as to maintain class schedules, assessment data, and student attendance records
		1.5.3. The information system is integrated with the information systems of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan and the National Agency for Quality Assurance in Education under the Administration of the President of the Republic of Uzbekistan to ensure mutual data exchange
		1.5.4. Implementation of measures for technical support and information security of the information system, as well as ensuring conditions for its effective and user-friendly operation
		1.5.5. Ensuring the accuracy of data contained in the information system, timely updating of the system, implementation of monitoring activities, and preparation of annual analytical reports based on these data
		1.5.6. Consideration of the prepared analytical reports at meetings of the Council of the higher education institution (hereinafter referred to as the “HEI Council”), as well as implementation of measures to eliminate the identified problems and shortcomings
	1.6. International cooperation relations are established at the educational institution	1.6.1. Mutually beneficial cooperation relations are established with foreign educational and research organizations, as well as reputable international institutions
		1.6.2. Conditions are created for academic staff to participate, in their respective fields, in professional development, experience exchange, and internship programs at leading foreign educational and research organizations

2. Quality Assurance in Education		1.6.3. Engagement of highly qualified foreign experts in fields related to the educational process, whose participation serves to enhance the quality of education
		1.6.4. Improvement of educational processes, research activities, and the content of educational programs as a result of international cooperation
		1.6.5. Conduct of analyses of the results of international events, grants, and projects, and preparation of analytical reports
		1.6.6. Identification of performance indicators as a result of analyses, review of international cooperation activities, and further development of international cooperation in priority areas
	2.1. Establishment of internal quality assurance in education in cooperation with relevant stakeholders*	2.1.1. Establishment and implementation of an evaluation procedure for determining the effectiveness of the internal quality assurance system with the participation of relevant stakeholders
		2.1.2. Ensuring the participation of stakeholders in the internal quality assurance process, including the regular organization of events with their participation (meetings, seminars and training sessions, discussions, conferences, surveys, interviews, focus groups, and other forms)
		2.1.3. Development of a plan of measures aimed at improving the internal quality assurance system, based on proposals and feedback from relevant stakeholders
		2.1.4. Based on collected data, including proposals and feedback from stakeholders and/or a developed plan of measures, amendments are made to the internal quality assurance system, educational programs, and the educational process, followed by subsequent improvement
		2.1.5. Information on improvements to the internal quality assurance system is made publicly available through the official website and official social media channels of the higher education institution
	2.2. Existence and application of mechanisms for the regular analysis of the effectiveness of the internal quality assurance system and the implementation of improvement measures based on the results of such analysis	2.2.1. Existence of a structural unit responsible for internal quality assurance within the higher education institution (including an internal quality control unit or a quality assurance unit) *
		2.2.2. Existence and application of an established evaluation procedure for determining the effectiveness of the internal quality assurance system
		2.2.3. Existence and application of established procedures for the regular (annual or semi-annual) monitoring and evaluation of the functioning of the internal quality

		assurance system, based on analytical materials
		2.2.4. Existence and application of procedures for the consideration of monitoring and analysis results at meetings of the HEI Council and for communicating such results to the public and relevant stakeholders
		2.2.5. Existence of a plan of measures for addressing identified gaps and shortcomings and for improving the internal quality assurance system, developed on the basis of monitoring and analysis results
		2.2.6. Ensuring the elimination of identified gaps and shortcomings in accordance with the approved plan of measures
2.3.	Existence and application of established procedures for student assessment and their alignment with defined learning outcomes	2.3.1. Approval of procedures, rules, criteria, and methods for the assessment of students' knowledge, skills, and competencies (hereinafter referred to as the "assessment procedures"), and ensuring their compliance with the intended learning outcomes of educational programs and the objectives of courses (modules)
		2.3.2. Existence of established procedures for informing students and academic staff of the assessment procedures prior to the commencement of the educational process
		2.3.3. Existence and application of established procedures ensuring the effective use of digital technologies in the assessment process and the observance of objectivity, transparency, and academic integrity in the assessment of students' knowledge, skills, and competencies
		2.3.4. Existence and application of established procedures ensuring the systematic recording, maintenance, and storage of assessment results on digital platforms, in students' internship logs, and in the assessment records of the State Final Attestation Commission (hereinafter referred to as the "SFAC")
		2.3.5. Existence and application of an established appeal and/or review mechanism for the consideration of students' complaints related to assessment procedures and outcomes
		2.3.6. The effectiveness of the assessment system is subject to regular monitoring, and the assessment procedures are revised and improved on the basis of monitoring results
2.4.	Establishment of academic integrity rules within the educational institution	2.4.1. Existence of regulations (rules) and/or guidelines on academic integrity, ethics, and professional responsibility within the higher education institution

	and the existence of an effective system for preventing violations of such rules	2.4.2. The principles of academic integrity are embedded in the processes of educational program development, teaching, assessment, and research activities
		2.4.3. Existence and application of anti-plagiarism systems and organizational measures for the prevention, detection, and elimination of violations of academic integrity rules*
		2.4.4. Existence of transparent procedures for the review of cases of academic integrity violations and the determination and application of disciplinary measures
		2.4.5. Existence of established procedures for familiarizing students and academic staff with the rules of academic integrity and ethics
		2.4.6. Existence and regular organization of training activities (seminars, lectures) for students and academic staff on academic integrity, ethics, plagiarism, responsible use of artificial intelligence, intellectual property, and conflicts of interest
		2.4.7. Ensuring the protection of rights to scientific works, innovative ideas, inventions, and other intellectual property objects created by students and academic staff
		2.4.8. The effectiveness of the academic integrity system is subject to regular analysis, and practical measures are taken to improve the system
2.5.	Existence of established procedures for monitoring graduate employment and analyzing employers' feedback on graduates	2.5.1. Established operation of a Career Center or a Graduate Relations Unit, with tasks set out in its approved annual work plan duly implemented
		2.5.2. Existence of proposals and recommendations for the development of students' knowledge, skills, and competencies, formulated on the basis of labor market trends
		2.5.3. Existence of an established system for obtaining employers' feedback on graduates' professional preparedness, practical skills, and workplace performance*
		2.5.4. Existence of a unified graduate employment database subject to regular monitoring
		2.5.5. Existence of established procedures for the analysis of graduate employment monitoring results, their consideration at meetings of the Governing Board and the HEI Council, and the adoption of relevant management decisions
		2.5.6. Existence of established procedures for improving the educational process, reviewing workforce training policy and

		admission parameters on the basis of graduate employment monitoring results and employers' feedback, and ensuring public disclosure of updated information
3. Student Activities	3.1. Alignment of admission parameters with the human, financial, material, and infrastructural resources and institutional capacity of the educational institution*	3.1.1. Admission parameters (including the number of students admitted, quotas by fields of study, and other indicators) are established based on the availability and capacity of classrooms, specialized facilities, laboratories, practical training bases, technical equipment, as well as the infrastructural capacity necessary to ensure the achievement of the objectives defined in the educational programs*
		3.1.2. The capacity of the Information and Resource Center (library) (hereinafter referred to as the IRC) is considered in the determination of admission parameters
		3.1.3. Admission parameters are established on the basis of an analysis of the number, composition, and teaching workload of academic staff
		3.1.4. Admission parameters are established on the basis of financial resources (budgetary funds, grants, tuition fee revenues, or other sources)
		3.1.5. Admission parameters are aligned with the development plan of the higher education institution (strategic plan, mission, strategy) and its academic profile
		3.1.6. Admission parameters are formed in alignment with labor market needs, priority fields of education, and scientific capacity
		3.1.7. Admission parameters are subject to annual analysis in terms of their implementation, and necessary amendments to admission parameters are made based on the results of the analysis
	3.2. Student admission is organized in accordance with established procedures and complies with the principles of transparency and equity*	3.2.1. The procedure for admission, selection criteria, assessment methods, and the operating procedures of the admission committee are established*
		3.2.2. Compliance of the procedure for admission, selection criteria, assessment methods, and the operation of the admission committee with Resolution No. 578 of the Cabinet of Ministers of the Republic of Uzbekistan dated 13 September 2025 "On Approval of Regulatory Legal Acts Governing Admission Processes to Higher Education Institutions" is ensured
		3.2.3. Existence of a digitalized system ensuring prevention of corruption, reduction of conflict of interest risks, and objectivity of assessment procedures

		3.2.4. Equal opportunities for applicants are ensured in the admission process, and all stages of admission (submission of applications, administration of entrance examinations and publication of examination results, publication of lists of applicants recommended or not recommended for enrolment on a competitive basis, and other stages) are implemented in an open and transparent manner
		3.2.5. Applications submitted to the appeals commission regarding admission results are documented, reviewed, and subject to implementation control
		3.2.6. The admission process is subject to continuous internal monitoring and analysis, and measures to improve the admission process are taken based on the results of internal monitoring and analysis
	3.3. Processes of student transfer, progression from course to course (including retention), dismissal from studies, and reinstatement of studies (hereinafter referred to as “student movement”) are carried out in accordance with established procedures*	3.3.1. Internal document(s) on student movement (rules, procedures, regulations) have been developed in compliance with applicable regulatory acts governing admission to studies, student transfer, reinstatement of studies, and dismissal from studies*
		3.3.2. Orders, commission minutes, and other documents related to student movement are formalized on the basis of reasoned, fair, and transparent decisions; accountability for such documents is ensured, and regular monitoring is conducted
		3.3.3. Clear criteria for progression from course to course or retention are established, and decisions on progression or retention are based on academic performance indicators
		3.3.4. Students’ rights in relation to student movement are ensured; students and their parents are informed of the relevant procedures; and all changes related to student movement are timely reflected in education management information systems (HEMIS, LMS)
		3.3.5. Existence of open and accessible complaint submission systems related to student movement and complaint review processes
	3.4. Academic mobility with educational institutions in the Republic and foreign countries is established and implemented in accordance with	3.4.1. Existence of agreements for implementation of academic mobility with educational institutions in the Republic and foreign countries (contracts, memoranda, and cooperation agreements)
		3.4.2. Existence of an established procedure for organizing academic mobility processes, selection, and financing

	institutional arrangements	3.4.3.	Existence of a structural unit for supporting academic mobility and/or designated responsible officer(s)
		3.4.4.	Implementation of academic mobility processes in accordance with national and international academic mobility requirements
		3.4.5.	Equal opportunities are ensured for academic staff and students to participate in academic mobility projects, including projects implemented within cooperation programs
		3.4.6.	Systematic analysis of the contribution of academic staff and students who participated in academic mobility to the internal quality assurance system, educational programs, and the learning process
	3.5. Establishment of an effective system for the export of educational services	3.5.1.	Existence of internal documents regulating the procedure for admission of foreign citizens to studies, approved in accordance with established requirements
		3.5.2.	Establishment and regular implementation of promotional activities and international cooperation aimed at attracting foreign citizens
		3.5.3.	Organization of educational programs, language courses, and special modules and services for foreign students, including visa support, visa extension, registration at the place of residence, and other related services
		3.5.4.	Organization of systematic collection and analysis of feedback and suggestions from foreign students on their adaptation to new conditions (the educational process, living conditions, cultural environment, and others), and implementation of measures to improve the educational process and social conditions based on the analysis results
		3.5.5.	Modernization of educational technologies, research activities, and infrastructure financed through foreign investment
		3.5.6.	Conduct of annual analysis and maintenance of reporting on indicators of the export of educational services, international student flows, and financial and academic outcomes
4. Organization of the Educational Process	4.1. Development and approval, in accordance with established procedures, documents for planning the educational process*	4.1.1.	Development and publication, prior to the beginning of the academic year, of the academic calendar (including the duration of semesters, vacation periods, timelines for interim and final assessments, and other relevant components) *
		4.1.2.	Approval of documents for planning the educational process (the academic

		calendar, curricula, educational programs (syllabi), class schedules, and examination schedules) following discussion at meetings of the relevant structural units of the higher education institution (faculties, departments, units, and others)
		4.1.3. Formation of class schedules in accordance with the volume of credits (hours) stipulated in the curriculum, the sequence of courses (modules), group capacity, and academic staff workload, with no conflicts in room allocation or scheduling
		4.1.4. Existence of documented distribution of weekly and semester workloads for lectures, practical classes, laboratory work, seminars, and independent study
		4.1.5. Existence of planning, within an information system, of educational process planning documents, occupancy of classrooms, laboratories, and specialized facilities, as well as group-based class schedules, and establishment of an online monitoring mechanism
		4.1.6. Existence of documented changes made to curricula and class schedules during the academic year, and timely communication of such changes to academic staff and students
	4.2. Development and maintenance of academic staff instructional and regulatory documents in accordance with established requirements*	4.2.1. Existence of clearly specified course (module) aims and objectives, intended learning outcomes, required and recommended literature, assessment criteria and methods, and educational technologies within educational programs (syllabi)
		4.2.2. Existence of documented academic staff instructional and regulatory documents (course syllabi, teaching materials, and individual annual work plans) developed in accordance with the aims and objectives of the course (module) and approved following discussion at meetings of the relevant structural units of the higher education institution
		4.2.3. Existence of documented evidence of the implementation of developed instructional and regulatory documents in practice, as well as documented results of regular monitoring and analysis of their application
		4.2.4. Existence of documented measures defined and implemented to address issues and deficiencies identified through monitoring and analysis of the application of instructional and regulatory documents (course syllabi, teaching materials, and individual annual work plans), and evidence of their subsequent improvement based on the results

	4.3. Teaching workloads of academic staff are allocated in compliance with established workload norms	4.3.1. Existence of academic staff teaching (work) workloads developed in accordance with international standards and/or established time norms for calculating teaching workload and the staffing schedule
		4.3.2. Existence of proportional distribution of teaching (work) workloads among academic staff based on their specialization, academic degree, and academic title
		4.3.3. Existence of established procedures ensuring open and transparent distribution of teaching (work) workloads among academic staff
		4.3.4. Existence of documented notification of academic staff on teaching (work) workloads prior to the beginning of the academic year
		4.3.5. Existence of a dedicated section in individual annual work plans for conducting research activities and developing practical skills
	4.4. Enhancement and updating of educational programs based on the needs of the economy, industry, and relevant sectors.	4.4.1. Existence of an established mechanism for regular monitoring and analysis of educational programs, including ongoing assessment of the level of achievement of intended learning outcomes
		4.4.2. Existence of regular review of educational programs based on labor market needs, industry requirements, trends in economic development, and relevant sector needs
		4.4.3. Existence of integration of digital technologies, modern competencies, and innovative approaches into the content of educational programs
		4.4.4. Existence of established procedures for collecting, reviewing, and taking into account proposals and feedback from stakeholders in the process of educational program improvement
		4.4.5. Existence of established procedures ensuring open and transparent communication of changes made to educational programs to stakeholders
	4.5. Systematic analysis of teaching sessions is conducted within the educational institution, followed by structured discussion of the results	4.5.1. Existence of established procedures, criteria, and assessment indicators for conducting teaching session analysis, as defined in the internal documents of the higher education institution
		4.5.2. Existence of regular teaching session analyses conducted by managerial staff and academic staff in accordance with an approved plan and schedule
		4.5.3. Existence of regular discussion of the results of teaching session analyses at meetings of the relevant structural units of

		the higher education institution (faculties, departments, divisions, and others)
		4.5.4. Existence of systematically developed methodological recommendations aimed at addressing issues and deficiencies identified during teaching session analyses
		4.5.5. Existence of a mentoring and “mentor-mentee” (ustoz-shogird) system under which early-career academic staff are assigned to experienced academic staff for the purpose of enhancing pedagogical competence
5. Human Resources	5.1. Availability of academic staff with adequate research capacity in compliance with established requirements and standards*	5.1.1. Existence of compliance with established student-staff ratio standards and minimum requirements for academic staff, including a requirement that full-time academic staff constitute at least 70 percent of the total number of academic staff *
		5.1.2. Availability of academic staff holding academic degrees and academic titles, with full-time academic staff holding academic degrees and titles constituting at least 35 percent of those teaching in bachelor’s degree programs and at least 70 percent of those teaching in master’s degree programs, relative to the total number of full-time academic staff teaching at the respective level of study*
		5.1.3. Academic and teaching staff actively participate in research activities, and their scientific works and results are subject to ongoing analysis
		5.1.4. Targeted training of academic and teaching staff to ensure staffing of the higher education institution with faculty possessing research capacity is implemented
		5.1.5. Performance effectiveness evaluation of academic and teaching staff is implemented, and social support and financial incentive systems for staff with research capacity exist
	5.2. Alignment of the academic qualifications (specialization) of teaching staff with the subjects taught within the education institution*	5.2.1. Academic and teaching staff possess relevant higher education qualifications, specialization, and professional training relevant to the subjects (modules) they teach*
		5.2.2. Engagement of qualified specialists in the relevant field in the introduction of new fields of study or interdisciplinary (inter-modular) courses
		5.2.3. Alignment with the subject (module) profile is defined as the primary criterion in the selection and recruitment of academic and teaching staff
		5.2.4. Fair and justified distribution of teaching (work) workload in accordance with the specialization, research focus, and

		professional competence of academic and teaching staff
		5.2.5. Established mechanisms for systematic professional development and retraining aimed at enhancing the professional competencies of academic and teaching staff
5.3.	Organization of the recruitment and dismissal of teaching staff in accordance with established procedures, as well as implementation of measures to prevent staff turnover within the education institution	5.3.1. Recruitment and termination of employment contracts for academic and teaching staff are conducted in accordance with labor legislation and the internal policies of the higher education institution, with documentation related to these processes available (competition documents, interview records, applications, orders, or other documents) * 5.3.2. Recruitment of academic and teaching staff is conducted based on the principles of transparency, objectivity, and fairness through competitive selection (examination, interview) 5.3.3. Regular monitoring and analysis of academic and teaching staff turnover and the effectiveness of personnel policy are conducted, including analysis of changes in staff composition dynamics and the reasons for termination of employment contracts 5.3.4. Availability of an action plan and an annual report developed based on the results of monitoring and analysis, consideration of these results in management decision-making, and implementation of the action plan 5.3.5. Availability of mentoring and adaptation programs for newly recruited academic and teaching staff
5.4.	Professional development and professional training of teaching staff in accordance with established requirements*	5.4.1. Availability of approved mid-term and long-term strategies and implementation schedules for the professional development of academic and teaching staff and administrative personnel, including retraining and advanced training 5.4.2. Availability of a structural unit established or designated responsible staff for coordinating retraining and professional development activities of academic and teaching staff and administrative personnel 5.4.3. Availability of established cooperation with domestic and international organizations in the areas of retraining and professional development 5.4.4. Availability of retraining and professional development courses aligned with the specialization of academic and teaching staff and the subject (module) areas

		5.4.5. Availability of a system for assessing and monitoring the professional development of academic and teaching staff, with the results of retraining and professional development taken into account in personnel policy
		5.4.6. Existence of a stable upward trend over the last three years in the proportion of academic and teaching staff participating in retraining and professional development courses
	5.5. Professional development and/or internships of teaching staff organized abroad and/or at industrial enterprises	5.5.1. Availability of cooperation agreements with domestic and international educational institutions, research centers, and industrial enterprises for professional development and/or internships
		5.5.2. Availability of allocated financial resources and established organizational conditions for internships, retraining, and professional development activities
		5.5.3. Availability of internship tracks aligned with the specialization of academic and teaching staff and the subject (module) areas*
		5.5.4. Availability of reports on internship outcomes and implementation of the acquired knowledge and skills into the educational process
		5.5.5. Availability of a system for assessment and monitoring of the effectiveness of the internship process and consideration of internship outcomes in personnel policy
		5.5.6. Existence of a stable upward trend over the last three years in the proportion of academic and teaching staff participating in internships
	5.6. Performance evaluation system (KPI) for managerial and teaching staff, and material and non-material incentives for employees based on the results of such evaluation	5.6.1. Availability of approved regulations governing the performance evaluation system (KPI) for managerial and academic and teaching staff
		5.6.2. Inclusion of teaching, academic-methodological, research, spiritual and educational, and social activity areas in the KPI system
		5.6.3. Defined KPI indicators and assessment criteria, and assessment processes conducted in accordance with the principles of transparency, objectivity, and fairness
		5.6.4. Periodic analysis of the effectiveness of the KPI system and formulation of proposals based on the results of such analysis
		5.6.5. Application of material and non-material incentive mechanisms for managerial and academic and teaching staff based on KPI assessment results, in compliance with the principles of transparency, objectivity, and fairness

6. Research Activities	6.1. Availability of institutional conditions to support academic and teaching staff in conducting research activities and participating in international mobility*	6.1.1. Availability of laboratories and material and technical infrastructure required for conducting research activities
		6.1.2. Availability of financial resources mobilized for the funding of research activities, including international and domestic grants, budgetary funds, donor support, or other sources
		6.1.3. Participation of academic and teaching staff in international research projects and grant-funded activities
		6.1.4. Availability of opportunities for international internships through international mobility programs
		6.1.5. Availability of established procedures and mechanisms for the commercialization of research outputs
		6.1.6. Availability of annual reports on research activities
		6.1.7. Availability of analysis of research activity outcomes and defined measures for the development of research activities
		6.1.8. Availability of mechanisms ensuring the protection of intellectual property rights related to research outputs, innovative ideas, inventions, and other intellectual property objects created by students and academic and teaching staff
	6.2. Implementation of an information system for plagiarism detection in research and publishing activities and systematic maintenance of regular reporting	6.2.1. Implementation of an anti-plagiarism system in research and publishing activities*
		6.2.2. Availability of approved internal procedures (guidelines) for plagiarism detection
		6.2.3. Availability of procedures ensuring mandatory plagiarism checks of all dissertations, monographs, scientific articles, and theses through an anti-plagiarism system
		6.2.4. Availability of reports generated based on verification results and maintenance of a relevant database
		6.2.5. Availability of an action plan for the analysis and prevention of plagiarism cases
		6.2.6. Availability of annual reports on the average similarity rate and related trends of research works
	6.3. Organization of international and national scientific-methodological and practical conferences	6.3.1. Organization of practical conferences by the higher education institution in accordance with an annual plan
		6.3.2. Conduct of practical conferences in accordance with the priority research areas of the higher education institution
		6.3.3. Participation of students, doctoral candidates, academic and teaching staff, employees, and partner domestic and international organizations in practical conferences

		6.3.4. Availability of published materials of practical conferences, including abstracts, collections of articles, or other materials
		6.3.5. Existence of agreements aimed at strengthening research collaboration resulting from practical conferences, including memoranda, contracts, joint projects, or other forms of cooperation
		6.3.6. Availability of published information on practical conference activities on the official website of the higher education institution and in mass media
		6.3.7. Availability of documented analysis of the impact of practical conferences on the effectiveness of the higher education institution's activities and relevant reporting
	6.4. Cooperation with enterprises and organizations in the implementation of research activities	6.4.1. Existence of signed cooperation agreements (contracts) with organizations, enterprises, and institutions for the implementation of research activities, with confirmed validity periods
		6.4.2. Existence of completed and ongoing research and innovation projects implemented with the participation of partner organizations, enterprises, and institutions
		6.4.3. Existence of scientific solutions and technologies developed based on research outcomes and implemented in production and/or educational processes
		6.4.4. Existence of acts, minutes, or other supporting documents confirming the implementation of research outcomes in production and/or educational processes
		6.4.5. Conduct of analyses and maintenance of reports on the economic, technological, or social effectiveness of research outcomes implemented in production and/or educational processes
	6.5. Ensuring access to national and international information and data resources, including journals indexed in Scopus, Web of Science, or other internationally recognized indexed databases (hereinafter referred to as "indexed databases")	6.5.1. Availability of access to indexed databases at the higher education institution*
		6.5.2. Availability of developed guidelines for the use of information resources, including indexed databases, as well as conducted training seminars and workshops
		6.5.3. Access to indexed databases for students, research staff, and academic staff is provided through IP addresses, logins, corporate accounts, or other access mechanisms
		6.5.4. Existence of publications in indexed databases and documented analyses of published scientific articles and their citation indicators by students, research staff, and academic staff
		6.5.5. Existence of documented analyses of research staff and academic staff with a

		Hirsch index (h-index) of five or higher, reflecting international recognition of research outcomes, as well as an implemented system of financial incentives
		6.5.6. Existence of documented analyses and reports on the effectiveness of the use of information resources, including indexed databases
	6.6. Systematic monitoring of research activity outcomes	6.6.1. Availability of an established responsible unit or working group at the higher education institution tasked with analyzing and consolidating research outcomes
		6.6.2. Existence of defined criteria and indicators for the evaluation of research activity effectiveness
		6.6.3. Existence of functioning specialized information systems used for the digital analysis and monitoring of research activity outcomes
		6.6.4. Existence of regularly prepared analytical reports and statistical data on research activity outcomes
		6.6.5. Existence of patents for inventions, utility models, industrial designs, and plant breeding achievements; copyright certificates for creative works (including works in the field of arts); and certificates for computer programs or databases
		6.6.6. Regular review of the effectiveness and outcomes of research activities by the governing council of the higher education institution
	6.7. Student participation in national and international research programs through startup projects and rationalization ideas, as well as the effectiveness of such participation	6.7.1. Existence of organized competitions, acceleration programs, and incubation processes for student startup projects and rationalization ideas
		6.7.2. Existence of established internal support mechanisms for student startups and rationalization ideas, including grants, financial support, advisory services, mentoring, or other forms of support
		6.7.3. Conduct of training seminars, workshops, and master classes aimed at the development of students' scientific and innovative activities
		6.7.4. Student participation in national and international scientific competitions, grant programs, and startup programs
		6.7.5. Existence of publications covering students' innovative ideas and startup projects on the official website of the higher education institution and in mass media
		6.7.6. Existence of analytical reports and performance indicators on the effectiveness of student participation in national and international scientific

		competitions, grant programs, and startup programs, including breakdowns by years and educational programs (number of projects, participants and winners, financial support provided, implemented solutions, and other indicators)
	6.8. Commercialization of the outcomes of scientific and scientific-technical activities of students and academic staff of the educational institution	6.8.1. Existence of an internal policy (regulation) governing research activities, including the commercialization of scientific developments 6.8.2. Existence of a structural unit for commercialization (technology transfer center, innovation unit) at the higher education institution or designated responsible staff 6.8.3. Existence of commercial agreements (contracts) concluded for the implementation of research activities 6.8.4. Existence of reports on financial revenues generated from commercialization activities 6.8.5. Existence of a register of commercialized research activities and conducted analyses of their economic effectiveness
7. Student Support	7.1. Operation of a student feedback monitoring system and implementation of improvement actions based on the results obtained*	7.1.1. Existence of developed and approved internal guidelines for collecting student feedback, as well as approved survey questionnaires and methodologies for assessing student satisfaction with the quality of education and the conditions provided 7.1.2. Regular conduct of surveys, interviews, discussions, and other activities aimed at collecting student feedback, at least once per semester 7.1.3. Existence of a monitoring system for collecting student feedback (online survey platform) 7.1.4. Existence of discussions of student feedback results at meetings of relevant structural units of the higher education institution and a developed action plan for the improvement of the educational process 7.1.5. Consideration of student feedback results in improving the educational process and ensured implementation of the action plan 7.1.6. Existence of published results of student feedback analysis on the official website of the higher education institution and/or in the internal information system
	7.2. Operation of an academic advising and student support system, as well as a career services system	7.2.1. Existence of a functioning counseling system for students covering social, academic, and psychological support 7.2.2. Existence of a structural unit or designated responsible staff for providing social, academic, and psychological support to students

		7.2.3. Existence of an effectively functioning career center (graduate relations unit) and implemented measures to support student employment
		7.2.4. Regular conduct of career fairs, employer meetings, and workshops aimed at supporting student employment
		7.2.5. Existence of developed proposals and implemented practical measures aimed at enhancing the effectiveness of psychological and career services
	7.3. Establishment of conditions and implementation of support mechanisms for socially vulnerable students, students with disabilities, and gifted students	7.3.1. Existence of developed mechanisms for identifying and supporting (incentivizing) socially vulnerable students, students with disabilities, and gifted students
		7.3.2. Existence of established lists of socially vulnerable students, students with disabilities, and gifted students, as well as developed individual learning pathways for these groups
		7.3.3. Existence of conditions enabling students to demonstrate their talents, including scholarships, grants, competitions, and other forms of support, with ensured compliance with the principles of openness, transparency, and fairness in identifying, supporting, and recognizing gifted students
		7.3.4. Existence of monitoring of the effectiveness of mechanisms for identifying and supporting socially vulnerable, gifted students and students with disabilities, and improvement of these mechanisms based on monitoring results and students' needs (suggestions)
		7.3.5. Accommodation of socially vulnerable students, students with disabilities, and gifted students in the student dormitories of the higher education institution
		7.3.6. Established activities in student dormitories aimed at providing educational, cultural, and psychological support, as well as organizing meaningful leisure activities for students
	7.4. Effectiveness of youth engagement activities, as well as the implementation of measures aimed at preventing offences and crimes	7.4.1. Availability of internal regulations governing the coordination of youth policy and educational activities
		7.4.2. Availability of a structural unit responsible for youth engagement and/or the assignment and functioning of designated staff members (curator, tutor, psychologist, legal advisor, and others)
		7.4.3. Implementation of activities aimed at enhancing students' legal awareness and legal culture
		7.4.4. Implementation of measures to promote a healthy lifestyle among students and to ensure the meaningful organization of

		their leisure time through sports competitions and cultural and educational activities
		7.4.5. Implementation of preventive measures aimed at the prevention of crime and offences among students, in cooperation with law enforcement agencies and other partner organizations
		7.4.6. Implementation of individual preventive work with students prone to offences or belonging to socially dangerous categories, including analysis of its effectiveness and maintenance of relevant reporting
		7.4.7. Availability of incentive mechanisms for tutors who have achieved results in ensuring the effectiveness of work with youth, including students prone to offences or belonging to socially dangerous categories
	7.5. Existence of established procedures for the protection of students' rights and the consideration of their complaints and appeals	7.5.1. Availability of internal procedures for the protection of students' rights and the consideration of their applications and complaints
		7.5.2. Availability of mechanisms for receiving students' applications and complaints under conditions convenient for students and through formats meeting their needs (complaint boxes, electronic channels, psychologist, designated responsible persons, hotline, or others)
		7.5.3. Compliance with established timelines and procedures for the consideration of applications and complaints, based on the principles of transparency, accountability, and prevention of conflicts of interest
		7.5.4. Availability and maintenance of a register of applications and complaints, defined timelines for their consideration, and documented procedures governing the consideration process
		7.5.5. Analysis of the outcomes of the consideration of applications and complaints, and implementation of systematic measures aimed at improving the system for the protection of students' rights
8. Material and Technical Resources	8.1. Adequacy of facilities, modern material and technical resources, raw materials, and software for the organization of the educational process, in accordance with the specific features of educational programmes and modes of study, and	8.1.1. Adequacy of the total area of the higher education institution in terms of buildings and facilities, classrooms, specialized rooms, laboratories, practical training rooms, internship bases, an information resource center, and other infrastructure, aligned with the student cohort
		8.1.2. Compliance of the buildings, facilities, and material and technical resources of the higher education institution with occupational health and safety requirements, sanitary and hygiene

	aligned with the student cohort*	standards, urban planning norms and regulations, as well as fire and technical safety requirements
		8.1.3. Adequacy of laboratory and practical classes, in accordance with the educational program, in terms of the availability of necessary equipment, instruments, fittings, musical instruments, technical devices, reagents, raw materials, and other resources required for the development of students' practical skills and competencies*
		8.1.4. Availability of access for students and academic staff to electronic learning platforms (LMS, Zoom, Moodle, Google Classroom, and others) and relevant software
		8.1.5. Availability and implementation of an approved annual action plan for the modernization of material and technical resources, equipment, and instruments of internship bases, laboratories, and workshops required for the educational process, including the introduction of new technologies
		8.1.6. Availability of documented financial reports on the utilization of funds allocated for infrastructure and its development
		8.1.7. Availability of student dormitory facilities of the higher education institution and established regulatory procedures for student accommodation
	8.2. Availability of internship bases and laboratories required for the educational process, or the establishment of formal arrangements for the use of facilities of industry partners and other educational institutions	8.2.1. Availability and functioning of the material and technical resources and infrastructure required for practical training (laboratories, specialized rooms, practical training rooms, and internship bases)
		8.2.2. Availability of laboratories, specialized rooms, practical training rooms, and internship bases that are aligned with the educational program and adequately equipped with the required equipment and instruments
		8.2.3. Maintenance of equipment and instruments in laboratories, specialized rooms, and practical training rooms in operational condition, along with the documented implementation of scheduled maintenance, renewal, and calibration activities
		8.2.4. Availability of cooperation agreements for the use of the facilities of industry partners and other educational institutions, and the organization of training activities and internships for students at these institutions
		8.2.5. Existence of approved regulations and an implementation plan governing the use of

		internship bases, together with systematic monitoring of plan execution
		8.2.6. Availability of organized internships for students at organizations, enterprises, and institutions, as well as an established system for reporting on the outcomes of students' participation
		8.2.7. Analysis of internship outcomes and the implementation of improvement measures for the educational process and academic programs based on the results of such analysis
	8.3. The information and resource center (library) is equipped with academic and fiction literature appropriate to the student cohort, as well as information and communication technologies; a reading room and an electronic library are available and functioning	8.3.1. Availability of core academic and scientific literature for disciplines (modules) at the higher education institution, in accordance with the student cohort
		8.3.2. Compliance of the composition of the information and resource center (library) collection and its usage indicators, including the ratio of printed and electronic resources to the student population, with the minimum requirements for instructional and methodological support*
		8.3.3. Availability of access for students, research scholars, and academic staff to an electronic library and digital educational resources, including international databases
		8.3.4. Availability of modern information and communication technologies at the information and resource center (library), including computers, internet access, electronic catalogs, and digital devices; provision of internet connectivity; and delivery of user guidance and orientation for students on the use of these resources
		8.3.5. Availability of digital-format educational resources in the electronic library collection, including textbooks, study guides and academic literature, instructional materials, digital learning resources, and multimedia content aligned with educational programs
		8.3.6. Availability of sector-specific academic publications and journals at the information and resource center (library), as well as an established electronic catalog and online access system that is regularly updated
		8.3.7. Implementation of monitoring and maintenance of user statistics on the effectiveness of the use of information and resource center (library) services and electronic resources, along with systematic analysis of the collected data
	8.4. Adequacy of the adaptation of buildings and	8.4.1. Compliance of the buildings and instructional facilities of the higher education institution, including corridors,

	equipment for inclusive education, availability of specialized learning materials, and provision of access to information and communication technologies	ramps, doors, and sanitary facilities (toilets), with accessibility adaptation requirements for persons with disabilities (students)
		8.4.2. Availability of specialized learning materials aligned with educational programs (including Braille textbooks and visual aids), ergonomic seating, specialized equipment, and assistive technical devices
		8.4.3. Availability of access to information and communication technologies, electronic learning resources, and software for inclusive education, including audio and video resources, Braille-based materials, subtitles, screen reader systems, and other tools
		8.4.4. Availability of pedagogical staff and/or psychologists trained in inclusive education methodologies and possessing the required competencies, as well as the development and implementation of individual learning trajectories
		8.4.5. Implementation of monitoring of the practical application and effectiveness of inclusive education conditions
	8.5. Compliance of the arrangement of equipment in instructional and laboratory facilities with applicable safety requirements and instructional needs	8.5.1. Compliance of the placement of equipment and instruments in instructional, laboratory, specialized, and practical training facilities with the content of instructional activities, practical training processes, and ergonomic standards
		8.5.2. Compliance of the placement of equipment and instruments in instructional, laboratory, specialized, and practical training facilities with occupational health and safety requirements, sanitary and hygiene standards, urban planning norms and regulations, as well as fire and technical safety requirements
		8.5.3. Compliance of instructional, laboratory, specialized, and practical training facilities with urban planning norms and regulations in terms of provision with heating, ventilation, air conditioning, and lighting systems
		8.5.4. Compliance of instructional, laboratory, specialized, and practical training facilities with requirements for unobstructed movement and clearly designated evacuation exit routes in emergencies
		8.5.5. Implementation of regular inspections and preventive measures to ensure compliance with safety regulations
	8.6. Availability of information and communication	8.6.1. Instructional facilities are equipped with modern information and communication technologies

	technologies in instructional facilities and the establishment of a digital learning environment	8.6.2. Implementation of a digital learning environment (LMS, artificial intelligence tools, VR systems, electronic journals, electronic libraries, digital learning resources, or others) and its active use in the educational process
		8.6.3. Effectiveness of the use of the digital learning environment by academic staff in the educational process, including electronic learning platforms, multimedia tools, and interactive equipment
		8.6.4. Availability of technical conditions for conducting online classes and video conferencing
		8.6.5. Compliance with information security and data protection requirements
		8.6.6. Availability of stable and high-speed internet connectivity and established Wi-Fi zones in academic buildings and student dormitories
	8.7. Availability of a cafeteria and/or canteen, seating areas, and sports facilities at the educational institution, appropriate to the student cohort	8.7.1. Availability and operation of cafeteria/canteen facilities at the higher education institution, including student dormitories, appropriate to the student population, in compliance with sanitary and hygiene standards, with the implementation of healthy nutrition guidance and a balanced menu
		8.7.2. Availability of gyms, sports grounds, and wellness facilities for physical education and sports activities at the higher education institution, including student dormitories, in accordance with the student population
		8.7.3. Continuity of operation of gyms, sports grounds, and wellness facilities, and the technical condition and regular updating of equipment
		8.7.4. Availability of designated and adequately equipped spaces for rest and informal communication, including well-lit outdoor areas, canopies, seating, and indoor spaces
		8.7.5. Availability of a student feedback system for infrastructure improvement

ANNEX 2. Standards, criteria, and indicators for conducting comprehensive state accreditation of VET institutions

Vocational education institutions are evaluated under comprehensive state accreditation across 7 standard, 37 criteria, and 203 indicators.

Mandatory criteria and indicators are marked with an asterisk (*).

Standard (Area)	Criterion	Indicator
1. Organizational and Governance Activities	1.1. Development and implementation of the education institution's development plan, availability of resources for its implementation, as well as its openness to the public and monitoring	1.1.1. A development plan of the vocational education institution (strategic plan, mission, strategy) (hereinafter referred to in the text as the development plan) has been developed and approved, and the objectives and tasks of the vocational education institution's development, mechanisms for their implementation, implementation timelines, and responsible executors are defined*
		1.1.2. In order to effectively implement the development plan, all structural units (departments, divisions) of the vocational education institution have systematically developed annual work plans
		1.1.3. To ensure the effective implementation of the development plan, material and technical infrastructure, financial and human resources have been allocated, and their distribution is aligned with the objectives and tasks set out in the development plan
		1.1.4. The monitoring and analysis results of the implementation of the development plan, as well as proposals and feedback from teachers, students, graduates, employers, sector specialists, as well as parents and persons substituting them (hereinafter referred to in the text as stakeholders), have been studied, and measures to improve the development plan have been taken based on them
		1.1.5. The implementation and results of the development plan have been publicly disclosed in an open and transparent manner
	1.2. Effective organization and planning of the education institution's activities, and targeted allocation of financial resources to ensure the quality of education	1.2.1. In order to effectively organize the activities of the vocational education institution and ensure the quality of education, a system for targeted management and allocation of financial resources in accordance with the development plan has been established
		1.2.2. Financial resources are allocated in accordance with the objectives of planning and organizing the educational process, as well as developing the material and technical base and infrastructure
		1.2.3. The financial management process has been established, and the annual financial plan has been approved and implemented

		1.2.4. Funds allocated in the annual financial plan for ensuring the quality of education are spent in a targeted and efficient manner
		1.2.5. Regular monitoring and analysis of the use of financial resources and the implementation of the annual financial plan are carried out, and decisions are made based on the results of such monitoring and analysis
	1.3. Activities of the pedagogical (supervisory) council of the educational institution and its effectiveness	1.3.1. The work plan and regulations of the pedagogical (supervisory) council, including its powers, functions, and procedures for operation, have been approved
		1.3.2. Meetings of the pedagogical (supervisory) council are held regularly, and based on the decisions of the meetings, action plans are developed and their implementation is monitored
		1.3.3. In adopting decisions of the pedagogical (supervisory) council, proposals and feedback from stakeholders are taken into account
		1.3.4. Decisions adopted by the pedagogical (supervisory) council are aimed at improving the quality of education, supporting teachers, ensuring efficient and targeted use of financial resources, and achieving the objectives of developing the vocational education institution
		1.3.5. Information on the activities of the pedagogical (supervisory) council is presented to the public in accordance with the principles of openness, accountability, and transparency
	1.4. Availability of an information system for managing educational processes and monitoring the quality of education (hereinafter referred to in the text as the information system), and integration of this system with the information systems of authorized state bodies in the education sector	1.4.1. An information system (EMIS PT, LMS, electronic journal, management platform, or others) has been implemented in the vocational education institution*
		1.4.2. The information system provides the capability to maintain data on students and teachers, as well as information on class schedules (lesson timetables), assessment, and student attendance
		1.4.3. For the purpose of establishing mutual data exchange, the information system has been integrated with the information systems of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan, the Ministry of Higher Education, Science and Innovation, and the Vocational Education Agency under the Ministry
		1.4.4. Measures to ensure technical support of the information system and information security have been systematically implemented, and effective and user-friendly operation of the information system for users has been ensured
		1.4.5. The accuracy and reliability of data contained in the information system are ensured, the

		information system is updated in a timely manner and monitored, and annual analytical reports are prepared based on these data
		1.4.6. The prepared reports are discussed at meetings of the pedagogical (supervisory) council, and measures are taken to address identified problems and shortcomings
2. Quality Assurance of Education	2.1. Establishment of internal quality assurance of education in cooperation with stakeholders	2.1.1. Participation of stakeholders in the internal quality assurance process of education is ensured, and regular activities (meetings, seminars and trainings, discussions, conferences, surveys, interviews, focus groups, or others) are conducted with their participation
		2.1.2. Based on proposals and feedback from stakeholders, an action plan for improving the internal quality assurance system of education has been developed
		2.1.3. Taking into account stakeholders' proposals and feedback, and based on the developed action plan, the internal quality assurance system of education is regularly improved
		2.1.4. Information on the improvement of the internal quality assurance system of education is publicly disclosed on the website of the vocational education institution and (or) on social media platforms
	2.2. Regular analysis of the effectiveness of the internal quality assurance system of education and implementation of improvement measures based on the analysis results	2.2.1. In the vocational education institution, the internal quality assurance system of education has been formalized (an internal evaluation procedure has been developed), and an internal quality assurance unit has been established or responsible staff member(s) have been designated*
		2.2.2. The internal evaluation procedure of the internal quality assurance system of education has been put into practice
		2.2.3. The effectiveness of the internal quality assurance system of education is continuously monitored and assessed based on periodic (semi-annual and annual) analyses
		2.2.4. Based on the results of monitoring and analysis, an action plan has been developed to eliminate identified problems and shortcomings and to improve the internal quality assurance system of education
		2.2.5. Identified problems and shortcomings are eliminated in a timely manner in accordance with the action plan
		2.2.6. The internal quality assurance system of education is continuously subjected to internal evaluation; the results of internal evaluation are discussed at meetings of the pedagogical (supervisory) council and are submitted in a timely and complete manner to the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan

2.3. Implementation of student assessment in accordance with established procedures and its compliance with learning outcomes	2.3.1. Procedures, rules, criteria, and methods for assessing students' knowledge, skills, and competencies (hereinafter referred to in the text as the assessment procedure) have been developed, and their compliance with the expected learning outcomes (learning outcomes) of educational programs and the objectives of subjects (modules) has been ensured
	2.3.2. The assessment procedure is communicated to students prior to the commencement of the educational process
	2.3.3. During the assessment process, digital technologies are used effectively and continuously, and impartiality, transparency, and academic integrity are ensured in assessing students' knowledge, skills, and competencies
	2.3.4. Assessment results are systematically recorded, maintained, and stored in digital platforms, students' practical training logs, and the assessment records of the Final State Attestation Commission (hereinafter referred to in the text as the FSAC)
	2.3.5. Students' complaints regarding the assessment process and results are reviewed by the appeal commission of the vocational education institution and are systematically analyzed
	2.3.6. Based on the analysis of complaints, reports are regularly prepared and an action plan to improve the assessment process is developed, and necessary changes are introduced to the assessment procedure and criteria
2.4. Monitoring of graduate employment and regular analysis of employers' feedback regarding graduates	2.4.1. A career center or a unit for working with graduates operates, and the implementation of the tasks specified in its annual work plan is ensured
	2.4.2. Based on labor market trends, proposals and recommendations for developing students' knowledge, skills, and competencies have been developed
	2.4.3. A system for collecting proposals and feedback from employers regarding graduates' professional training, practical skills, and workplace performance has been established
	2.4.4. A unified database on graduate employment is available, and monitoring of graduate employment is carried out on a regular basis
	2.4.5. The results of monitoring of graduate employment are analyzed, discussed at meetings of the pedagogical (supervisory) council, decisions are adopted, and based on these analyses the development plan is improved

		2.4.6. Based on the results of monitoring of graduate employment and employers' proposals and feedback, the educational process is systematically improved and admission parameters are reviewed
3. Student Activities	3.1. Compliance of admission parameters with the resources and capacities of the education institution	3.1.1. Admission parameters are determined in accordance with the infrastructure, financial capacities, classrooms and laboratory facilities, practical training bases, state educational standards, and vocational education training areas, occupations and specialties classifier of the vocational education institution*
		3.1.2. Admission parameters are aligned with the labor market of the relevant region, the development plan, the number and composition of teachers, and their teaching (work) load
		3.1.3. Annual analyses of the implementation status of admission parameters are carried out, and based on the analysis results, necessary changes are introduced to the admission parameters
	3.2. Proper organization of student admission in accordance with established procedures and rules, and its transparent and fair implementation	3.2.1. The procedure for admission to study, admission criteria, assessment methods, and the activities of the admission commission have been defined
		3.2.2. Openness of information related to the admission procedure, admission criteria, and assessment methods is ensured
		3.2.3. Equal opportunities for applicants are created during the admission process, and all stages of the admission process (submission of documents, conducting entrance examinations, announcement of results, publication of the list of applicants recommended or not recommended for admission based on selection, and others) are carried out in an open and transparent manner
		3.2.4. Applications and complaints submitted to the appeal commission regarding admission results are formally registered, reviewed, and their implementation is monitored
		3.2.5. A digital system aimed at preventing corruption, reducing the risk of conflicts of interest, and ensuring impartiality in the admission process has been introduced
		3.2.6. The admission process is continuously subject to internal control and analysis, and based on the results of internal control and analysis, measures are taken to improve the admission process
	3.3. Implementation of student mobility processes (transfer, progression from course to course (retention),	3.3.1. Student mobility in vocational education institutions—admission to study, transfer, reinstatement, and suspension from study—is carried out in accordance with the procedures established in regulatory legal documents, and a responsible commission (or working group) for

suspension from study, and reinstatement) in accordance with established procedures	implementing student mobility has been established*
	3.3.2. Orders, commission minutes, and other relevant documents on student mobility are adopted in a fair and transparent manner, properly formalized, and their reporting and monitoring are carried out on a regular basis
	3.3.3. Clear criteria for progression from course to course or retention have been established, and academic performance indicators are taken into account when making decisions on progression from course to course or retention
	3.3.4. Within student mobility processes, students' rights are ensured, students and their parents are informed about the processes, and all changes related to student mobility are timely and fully reflected in education process management information systems (EMIS PT)
	3.3.5. An open and convenient system for submitting complaints regarding student mobility has been established, and procedures for reviewing complaints are effectively organized
3.4. Participation of students in republican and international Olympiads, competitions and contests (hereinafter referred to as contests), and encouragement of students who have achieved winning places	3.4.1. An action plan is available to ensure students' participation in contests
	3.4.2. A unit has been established or responsible staff member(s) have been designated to coordinate students' participation in contests
	3.4.3. Clubs or special courses for preparing students for contests have been organized
	3.4.4. Monitoring of students' participation in contests is carried out, and lists of students who have participated in contests and their results are recorded
	3.4.5. Based on contest results, measures for material and moral encouragement of teachers and students are implemented
	3.4.6. Students' contest results are systematically analyzed, and proposals are developed to improve the processes of preparation for contests
3.5. Organization of career guidance activities for students and provision of reliable information on existing opportunities in the labor market and the next stage of education	3.5.1. An action plan for career guidance activities for students has been developed in the vocational education institution
	3.5.2. Students are provided with information on labor market vacancies, career days, potential employers, and other matters related to career guidance
	3.5.3. Cooperation with employers and higher education institutions on career guidance for students has been established
	3.5.4. The vocational education institution has established a system for conducting career guidance activities involving students (seminars, meetings, consultations, roundtable discussions, or others)

		3.5.5. Information related to the labor market and the education sector is regularly posted and updated on the website of the vocational education institution and (or) on social media platforms
4. Organization of the Educational Process	4.1. Development and approval of educational process planning documents in accordance with the established procedure	4.1.1. Based on model curricula and programs, working curricula and the educational process schedule have been developed in compliance with the requirements of state educational standards and agreed with employers in the regions*
		4.1.2. Educational process planning documents (working curricula, working educational programs, educational process schedule, and class (lesson) timetables) have been approved following discussion at the pedagogical (methodological) council
		4.1.3. Class (lesson) timetables have been developed in accordance with the working curricula and the educational process schedule
		4.1.4. To organize the educational process, teaching and methodological resources and information and communication technologies (hereinafter referred to in the text as ICT) are used effectively and purposefully
	4.2. Allocation of teaching (work) loads to teachers in accordance with established standards	4.2.1. Teaching (work) loads of teachers have been developed in vocational education institutions in accordance with the time norms of teachers' work activities (teaching and pedagogical workload) and the staffing schedule
		4.2.2. In distributing teaching (work) loads, teachers' specialization, the subjects (modules) they teach, types of work, and time norms (hours) are taken into account*
		4.2.3. The implementation status of teaching (work) loads is continuously monitored, and periodic (monthly, semi-annual, and annual) analyses are carried out, with relevant records maintained
		4.2.4. Based on monitoring and analysis, an action plan to eliminate identified problems and shortcomings has been developed and its implementation is ensured
		4.2.5. Information on the monitoring and analysis processes being carried out in an open and fair manner, as well as on ensuring the implementation of the action plan, is submitted to and discussed at the pedagogical (methodological) council
	4.3. Development and implementation of teachers' instructional and methodological documents in accordance with established requirements	4.3.1. Discussions and seminars-trainings have been organized on the development and implementation of teachers' instructional and methodological documents (working curricula, teaching materials)
		4.3.2. Teachers' instructional and methodological documents have been developed in compliance with education legislation and have been formalized following discussion at the pedagogical council (methodological council)

		4.3.3. The developed instructional and methodological documents have been put into practice, and the application of these documents in practice is continuously monitored and analyzed
		4.3.4. Based on the results of monitoring and analysis, measures to eliminate problems and shortcomings identified in the application of instructional and methodological documents have been determined and implemented, and on this basis the instructional and methodological documents have been improved
	4.4. Application of advanced pedagogical technologies in the educational process and achievement of appropriate effectiveness	4.4.1. Advanced pedagogical technologies and innovative teaching methods aimed at achieving the expected learning outcomes are continuously applied in the teaching of subjects (modules) and practical training
		4.4.2. The scope and level of complexity of advanced pedagogical technologies and innovative teaching methods are determined in accordance with the level of the educational program, the form of education, and students' needs
		4.4.3. The effectiveness of applying advanced pedagogical technologies and innovative teaching methods is regularly monitored and analyzed, and based on the identified problems and shortcomings, measures to enhance teachers' professional capacity are implemented
		4.4.4. Based on the results of monitoring, analysis, and enhancement of teachers' professional capacity, the advanced pedagogical technologies applied in the vocational education institution are continuously updated and improved
		4.4.5. An annual analytical report on the effectiveness of applying advanced pedagogical technologies and innovative teaching methods is prepared and reviewed at the pedagogical (methodological) council
	4.5. Conduct of lesson observations in the education institution and discussion of their results	4.5.1. A schedule-plan for conducting lesson observations has been developed by the management and teaching staff
		4.5.2. In lesson observations, advanced pedagogical technologies, innovative teaching methods, and assessment tools are taken into account, and the observation process is carried out using various methods (special forms, checklists, rubrics, or others)
		4.5.3. The results of lesson observations are discussed with teachers individually or in group formats
		4.5.4. The results of lesson observations are included in internal quality assurance reports and reviewed at the pedagogical (methodological) council

		4.5.5. The implementation of decisions adopted at the pedagogical (methodological) council is monitored, and measures to eliminate identified problems and shortcomings are defined, with their implementation being supervised
	4.6. Organization of practical training in cooperation with employers, enterprises and organizations in accordance with the forms of education	4.6.1. Cooperation agreements (contracts, memoranda) with employers are available for organizing practical training in accordance with the forms of education
		4.6.2. Practical training programs appropriate to the form of education (educational and industrial internships as well as laboratory practical classes) have been approved
		4.6.3. Practical training is organized in accordance with the working curricula and the educational process schedule
		4.6.4. Students participating in practical training are provided with briefings on labor protection, road traffic safety, and occupational safety rules, and compliance with these rules is ensured
		4.6.5. Reports on practical training are maintained and recorded in electronic systems or journals
		4.6.6. In cooperation with employers, practical training is analyzed, and based on the analysis results, educational programs, including practical training, are improved*
	4.7. Conduct of the Final State Attestation (hereinafter referred to as FSA) in accordance with learning outcomes with the participation of employers	4.7.1. A procedure for conducting the Final State Attestation is in place, and the composition of the FSA commission and the appeal commission is determined in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 836 dated December 13, 2024, "On measures to organize the final state attestation of graduates of higher and vocational education institutions"
		4.7.2. Within the framework of the FSA, examinations are conducted in classrooms as well as through demonstration and practical examinations at specially organized sites of enterprises and organizations (simulation laboratories) and at practical training bases
		4.7.3. Test assignments within the FSA, the conditions for demonstration and practical examinations, and assessment criteria have been developed and approved based on the expected learning outcomes defined in educational programs
		4.7.4. Assessment processes are organized in accordance with the principles of impartiality, transparency, and academic integrity
		4.7.5. FSA results are formally documented in records, and analytical reports on FSA results are

		reviewed at the pedagogical (methodological) council
		4.7.6. Examination records and examination materials related to the FSA are stored at the vocational education institution, and reporting and disposal measures are implemented in relation to them
		4.7.7. Complaints related to the FSA are reviewed by the appeal commission, and minutes are prepared based on the review results
5. Human Resources	5.1. Compliance of teachers' qualifications, specialization, and educational background with the subjects (modules) they teach	5.1.1. Subjects (modules) and practical training are delivered by full-time teachers, and the diplomas (certificates), qualification categories, and sector-specific experience of these teachers correspond to the field of education*
		5.1.2. To ensure effective organization of the educational process, teachers with higher education and masters of industrial training possessing practical skills are available
		5.1.3. Teachers have completed retraining and/or professional development courses in their specialization and hold relevant diplomas (certificates)
		5.1.4. In the vocational education institution, teachers are informed in advance about the requirement to undergo attestation, and assessment of their pedagogical competence and psychological preparedness is organized
		5.1.5. Monitoring is conducted regarding the alignment between teachers' specialization and the subjects (modules) and practical training they deliver
		5.1.6. Based on monitoring results, it is ensured that subjects (modules) and practical training corresponding to teachers' diplomas (certificates), qualification categories, and sector-specific experience are delivered
	5.2. Proper organization of recruitment and dismissal of teaching staff in accordance with established procedures, and implementation of measures to prevent staff turnover	5.2.1. The processes of recruiting teaching staff and terminating employment contracts are carried out in accordance with labor legislation and the internal documents of the vocational education institution, and relevant documents related to these processes (selection documents, interview minutes, applications, orders, or others) are available
		5.2.2. The recruitment of teaching staff is carried out based on the principles of openness and fairness and through selection procedures (examinations, interviews)
		5.2.3. Electronic or paper-based personal portfolios (files) for teaching staff have been established
		5.2.4. Monitoring and analysis of teaching staff turnover are carried out on a continuous basis, including analysis of the dynamics of changes in the composition of teaching staff and the reasons for termination of employment contracts

		5.2.5. Based on the results of monitoring and analysis, an action plan and an annual report are developed, and the implementation of the action plan is ensured
		5.2.6. Requests regarding the need for teaching staff have been submitted to higher education institutions and to the territorial divisions of the Ministry of Poverty Reduction and Employment of the Republic of Uzbekistan
		5.2.7. A reserve pool of personnel has been formed in order to prevent teaching staff turnover
	5.3. Establishment of a system for assessing the performance effectiveness of management and teaching staff and their material and moral incentivization	5.3.1. Based on the results of assessing the performance effectiveness of management and teaching staff, a mechanism for their material and moral incentivization has been developed and is implemented by the vocational education institution
		5.3.2. The processes for assessing the performance effectiveness of management and teaching staff are conducted at intervals determined by the vocational education institution
		5.3.3. Based on the assessment results, rankings (performance indicators) of management and teaching staff are formed and formally documented
		5.3.4. In the processes of assessing management and teaching staff and providing material and moral incentives, the principles of transparency and fairness are observed
	5.4. Creation of conditions for the professional development of teaching staff, dissemination of experience, and improvement of qualifications	5.4.1. Monitoring is conducted to identify the needs for the professional development of teaching staff
		5.4.2. Based on the monitoring results, schedules are developed for teaching staff to participate in professional development courses and to undertake internships at employing enterprises and organizations
		5.4.3. Participation in professional development and retraining courses, as well as internships, is ensured, and teaching staff are sent for professional development, retraining, and internships in accordance with the approved schedule*
		5.4.4. Measures are taken to send teaching staff, in accordance with the vocational education institution's professional development system, to scientific-practical conferences, webinars, seminars-trainings, and forums (ensuring participation and organizing attendance)
		5.4.5. Within the framework of professional development and retraining courses, as well as internships and the professional development system, seminars-trainings, master classes, and open lessons are organized to disseminate

		competencies and advanced experience acquired by teaching staff, and “mentor-mentee” and mentoring systems are introduced
6. Students Support	6.1. Implementation of club activities to ensure the effective organization of students’ free time and their effectiveness	6.1.1. An annual plan-schedule for organizing club activities is available, club leaders are appointed, and club programs are developed
		6.1.2. Club activities are conducted in accordance with the annual plan-schedule, and attendance records are maintained either through a register or recorded via an electronic system
		6.1.3. Continuous monitoring is carried out regarding the level of students coverage by clubs within the vocational education institution and the participation of enrolled students in club activities
		6.1.4. Within the framework of club activities (competitions, exhibitions, contests, projects, or others), students’ achieved results are recognized and such students are encouraged
		6.1.5. Students’, parents’, and teachers’ proposals and feedback regarding club activities are reviewed, and the effectiveness of the clubs is analyzed
		6.1.6. Based on the analysis results, measures are taken to improve the quality of clubs, expand coverage, or introduce new directions
	6.2. Organization of counseling and career services to ensure learners’ access to quality education and psychological support	6.2.1. Psychological services and a career center for working with students are regularly organized and operate on a systematic basis
		6.2.2. Interviews and trainings are conducted with students on psychological support, personal development, and overcoming difficulties
		6.2.3. Individual counseling sessions are conducted with students experiencing difficulties in learning or requiring additional support
		6.2.4. Counseling services aimed at creating equal opportunities for students are organized and operate on a continuous basis
		6.2.5. Seminars on career services, job fairs, and meetings with employers are organized
		6.2.6. Proposals to improve the effectiveness of psychological and career services are developed, and practical measures are implemented
	6.3. Monitoring of students’ feedback on educational services and implementation of improvement measures based on the results	6.3.1. Surveys, interviews, electronic questionnaires, interviews, and focus groups on educational services provided by a vocational education institution (hereinafter referred to in the text as survey) are conducted, and the survey topics, list of questions (issues), survey timelines, and responsible executors are defined by the institution
		6.3.2. Students are regularly informed about surveys conducted to assess the quality of educational services, and measures are taken to systematically ensure their participation

		6.3.3. Survey processes are organized in accordance with the principles of openness, equality, and impartiality
		6.3.4. The results of the conducted surveys are analyzed by responsible executors, and students' proposals and feedback aimed at improving educational services are regularly collected
		6.3.5. Analytical reports based on survey results are prepared and submitted to the pedagogical (methodological) council
		6.3.6. Based on the proposals and feedback expressed within the framework of the surveys, as well as the prepared analytical reports, measures to improve educational services are implemented
		6.3.7. Information on survey results and changes implemented based on these results is publicly disclosed on the vocational education institution's website and/or social media platforms
6.4. Introduction of mechanisms for creating conditions for and supporting (assisting) learners in need of social protection, learners with limited opportunities, and gifted learners	6.4.1. Mechanisms for identifying and supporting (encouraging) learners in need of social protection, students with limited opportunities, and gifted students have been developed	
	6.4.2. Lists of students in need of social protection, students with limited opportunities, and gifted students have been compiled, and individual learning trajectories have been developed for them	
	6.4.3. Social assistance, psychological support, benefits, and material and moral support services are available	
	6.4.4. Inclusive education conditions have been created for students with limited opportunities (adapted premises, special learning materials and visual aids, books in Braille, special equipment, and assistive technical devices)	
	6.4.5. Conditions have been created for students to demonstrate their abilities, and the principles of openness and transparency are observed in the identification, selection, support, and recognition of gifted students	
	6.4.6. The effectiveness of mechanisms for identifying and supporting students in need of social protection, students with limited opportunities, and gifted students is monitored, and these mechanisms are continuously improved	
6.5. Effectiveness of work with youth and implementation of measures aimed at preventing offences and crimes	6.5.1. A structural unit responsible for work with youth, prevention of offences, and crime prevention has been established, or responsible staff member(s) have been designated, and an action plan has been developed for these areas	
	6.5.2. In accordance with the action plan, educational talks, preventive meetings, roundtable discussions, and psychological trainings have been conducted with students	

		6.5.3. The effectiveness of the action plan has been monitored, problematic situations have been identified, and additional measures have been taken to eliminate them
		6.5.4. Preventive measures have been implemented in cooperation with law enforcement agencies, members of the “Mahalla Seven” (“Mahalla yettiligi”), and other partner organizations
		6.5.5. Individual preventive work has been carried out and documented with learners prone to offences or belonging to socially vulnerable risk groups
		6.5.6. Efforts have been put in place to promote a healthy lifestyle among youth and to meaningfully organize their leisure time through sports competitions and cultural-educational activities
	6.6. Availability of procedures for protecting students’ rights and for reviewing complaints	6.6.1. Internal regulations for protecting students’ rights and for reviewing their applications and complaints have been approved
		6.6.2. A structural unit responsible for reviewing applications and complaints has been established and/or responsible officers have been designated, and reports on their activities have been maintained
		6.6.3. Applications and complaints have been accepted under convenient conditions for students and through formats appropriate to their needs (complaint boxes, online forms, psychologist, responsible officer, helpline, or others)
		6.6.4. A register of applications and complaints has been maintained, deadlines for their review have been established, and review procedures have been documented
		6.6.5. The process of reviewing applications and complaints has been carried out in accordance with the principles of openness, accountability, and prevention of conflicts of interest
		6.6.6. Based on the analysis of applications and complaints, an action plan to improve the system for protecting students’ rights has been developed and implemented
7. Material and Technical Support	7.1. Provision of necessary buildings and facilities, modern material and technical resources, reagents, raw materials, and instructional support in accordance with the	7.1.1. Buildings and facilities appropriate to education forms, the contingent of students, and education programmes, including classrooms and laboratories or practical workshops (training grounds), are available*
		7.1.2. The necessary reagents, raw materials, and fuels and lubricants for practical training sessions and laboratory work are available and are stored in compliance with safety requirements

	characteristics of education programmes/forms and the contingent of students, to ensure the organisation of the educational process	7.1.3. Software appropriate to the educational process, simulators, learning platforms, and computer equipment are operational and in working condition
		7.1.4. Regular monitoring of the condition of the material and technical base is conducted, and based on the monitoring results, measures are taken to eliminate identified problems and shortcomings
		7.1.5. Appropriate measures are implemented to update existing equipment, tools, and laboratory resources in accordance with education forms, the contingent of students, and education programmes
	7.2. Availability of practical training bases, laboratories and workshops (training grounds) necessary for the educational process, or the establishment of the use of bases of industry partners and other educational organizations	7.2.1. Practical training bases, laboratories and (or) workshops (training grounds) appropriate for the educational process are available
		7.2.2. Practical training sessions, laboratory work and the practical components of subjects (modules) are provided with the necessary material and technical base, equipment and tools
		7.2.3. An action plan for the modernization of the material and technical base, equipment and tools of practical training bases, laboratories and workshops required for the educational process, or for the introduction of new technologies, has been developed and implemented
		7.2.4. Cooperation agreements are in place with partner organizations in the fields of industry, production and service provision, as well as with other educational organizations, for the conduct of practical training sessions
		7.2.5. In cooperation with partner organizations in the fields of industry, production and service provision, compliance with labor protection rules, occupational safety rules, technical safety rules, and sanitary rules, standards and hygiene regulations at practical training bases is ensured, and relevant journals (records) are maintained
	7.3. The Information and Resource Center (library) (hereinafter referred to in the text as the IRC) is provided with educational and fiction literature aligned with the needs of the contingent of students, as well as information and communication tools, and is equipped with a	7.3.1. The IRC has textbooks, educational and fiction literature appropriate to the contingent of students*
		7.3.2. The IRC is equipped with modern ICT and electronic devices, and learners are regularly provided with guidance on their use
		7.3.3. Conditions have been created in the IRC for the use of the reading room, the electronic library, and access to the Internet network
		7.3.4. In the information and library collection of the electronic library, textbooks, educational literature, collections of teaching materials, electronic learning resources and multimedia content are placed in digital format
		7.3.5. The procedure for using the IRC and electronic learning resources is convenient and

	reading room and an electronic library.	open, and free access to electronic databases is ensured
		7.3.6. Monitoring of the effectiveness of the use of IRC services is carried out, and user statistics are maintained and analyzed
		7.3.7. The results of the IRC's activities are regularly discussed at meetings of the pedagogical (methodological) council; furthermore, action plans for improving the IRC's activities and ensuring the provision of necessary educational-methodological and financial resources are developed, their implementation is ensured, and reporting is conducted
		7.3.8. The library collection is regularly updated
	7.4. Adaptation of buildings and equipment for inclusive education, availability of special learning materials, and creation of opportunities to use information and communication tools	7.4.1. The buildings and classrooms of the vocational education institution, including corridors, ramps, doors, and sanitary facilities (toilets), are adapted for persons with disabilities (learners)
		7.4.2. Special learning materials under educational programs (including textbooks in Braille, visual materials), special equipment, and assistive technical devices are available
		7.4.3. Opportunities have been created for the use of ICT, electronic learning resources, and software for inclusive education (audio and video resources, Braille alphabet, subtitles, and others)
		7.4.4. Pedagogical staff trained in inclusive education methodology and possessing the necessary competencies, and/or psychologists, are available
		7.4.5. A system of pedagogical and psychological support aimed at supporting inclusive education during the learning process is in place
		7.4.6. Monitoring of the practical application and effectiveness of inclusive education conditions is carried out
	7.5. Placement of equipment in classrooms, laboratories, and workshops in compliance with safety requirements and taking into account learning needs	7.5.1. The placement of equipment and tools in classrooms, laboratories, and workshops (training grounds) corresponds to the content of training sessions and practical processes
		7.5.2. Equipment and tools in classrooms, laboratories, and workshops (training grounds) are placed in accordance with occupational safety, technical safety, fire safety rules, as well as sanitary rules, standards, and hygiene regulations
		7.5.3. Free movement is ensured in classrooms, laboratories, and workshops (training grounds), and evacuation routes for emergency situations are clearly designated
		7.5.4. When placing equipment and tools, learners' age characteristics, physical capabilities, and types of training activities are taken into account
		7.5.5. The placement of equipment and tools in classrooms, laboratories, and workshops

		(training grounds) corresponds to the content of training sessions and practical processes
	7.6. Equipping classrooms with information and communication technologies and establishment of a digital learning environment	7.6.1. Classrooms are equipped with information and communication technology (ICT) tools (computers, interactive whiteboards, projectors, or other devices)
		7.6.2. Internet connectivity, Wi-Fi zones, and local networks necessary for creating a digital learning environment operate in a stable working condition
		7.6.3. Opportunities are provided for teachers and learners to use electronic platforms
		7.6.4. Safety rules and procedures for the use of ICT tools have been developed
		7.6.5. Monitoring of the condition of ICT tools is conducted, and maintenance, upgrading, and repair works are carried out
		7.6.6. Analyses of the effectiveness of using the digital learning environment are conducted, and action plans aimed at improving the learning process are developed
	7.7. Availability of a canteen/buffet, seating areas, and sports facilities appropriate to the contingent of students at the education institution	7.7.1. A canteen (buffet) appropriate to the contingent of students is available at the vocational education institution and is operated in compliance with sanitary rules, standards, and hygiene regulations; furthermore, recommendations on healthy nutrition and a rational menu have been introduced in the canteen (buffet)
		7.7.2. Seating areas (benches) and shaded resting areas are available for learners' rest
		7.7.3. Based on the size and characteristics of the contingent of students, sports halls, sports grounds, and wellness facilities for physical education and sports activities are available at the vocational education institution
		7.7.4. Sports halls, sports grounds, and wellness facilities are operational, their equipment is maintained in proper technical condition, and is regularly updated
		7.7.5. A fully equipped activity hall is available at the vocational education institution

ANNEX 3. Standards, criteria, and indicators for conducting comprehensive state accreditation of Secondary Specialized Institutions

Secondary Specialized education institutions are evaluated under comprehensive state accreditation across 7 standard, 36 criteria, and 193 indicators.

Mandatory criteria and indicators are marked with an asterisk (*).

Standard (Area)	Criterion	Indicator
1 Organizational and Management Activities	1.1. Financial resources are purposefully allocated to ensure effective organization and planning of the activities of the education institution and to ensure the quality of education	1.1.1 For the purpose of effectively organizing the activities of the secondary specialized education institution and ensuring the quality of education, a system for the targeted management and allocation of financial resources has been established in accordance with the development plan of the secondary specialized education institution (strategic plan, mission, strategy) (hereinafter referred to in the text as the development plan)
		1.1.2 Financial resources are allocated in accordance with the objectives of planning and organizing the educational process and developing the material and technical base and infrastructure
		1.1.3 The financial management process has been established, and the annual financial plan has been approved and implemented
		1.1.4 Funds allocated in the annual financial plan for ensuring the quality of education are used in a targeted and efficient manner
		1.1.5 Regular monitoring and analysis of the implementation of the annual financial plan are carried out, and decisions on the use of financial resources are made based on the results of monitoring and analysis
	1.2. The activities of the Pedagogical Council in the education institution are regulated and their effectiveness is ensured	1.2.1 The work plan and regulations of the Pedagogical Council, including its powers, functions, and procedures, have been approved
		1.2.2 Meetings of the Pedagogical Council are held on a regular basis, and based on the decisions of the meetings, action plans are developed and their implementation is monitored
		1.2.3 When adopting decisions of the Pedagogical Council, proposals and opinions of teachers and subject-matter specialists, as well as representatives of the ministry, agency, or higher education institution under whose authority the secondary specialized education institution operates (hereinafter referred to in the text as the supervisory organization) are taken into account
		1.2.4 Decisions adopted by the Pedagogical Council are aimed at improving the quality of education, supporting teachers, ensuring efficient and targeted use of financial

		resources, and achieving the development objectives of the secondary specialized education institution
		1.2.5 Information on the activities of the Pedagogical Council is disclosed to the public in accordance with the principles of openness, accountability, and transparency
	1.3.The development plan of the education institution has been developed, resources for its implementation are available, and its openness to the public and monitoring are ensured	1.3.1 The development plan has been approved, and the goals and objectives of the development of the secondary specialized education institution, mechanisms for their implementation, implementation timeframes, and responsible executors are defined*
		1.3.2 To ensure effective implementation of the development plan, annual work plans of all structural units (departments, divisions) of the secondary specialized education institution have been systematically developed
		1.3.3 For effective implementation of the development plan, material and technical, financial, and human resources have been allocated, and their distribution is aligned with the goals and objectives set out in the development plan
		1.3.4 Based on the results of monitoring of the implementation of the development plan and the proposals and opinions of senior management, teachers, students, graduates, as well as parents and their representatives, measures to improve the development plan have been developed
		1.3.5 The implementation and results of the development plan are disclosed to the public in an open and transparent manner
	1.4.An information system for managing educational processes and monitoring the quality of education is available and integrated with information systems of authorized public bodies	1.4.1 An information system (EMIS AL, LMS, electronic journal, management platform, or others) has been introduced in the secondary specialized education institution*
		1.4.2 The information system provides access to data on students and teachers, as well as the ability to manage lesson schedules, assessment, and information on students' attendance
		1.4.3 For the purpose of ensuring mutual data exchange, the information system is integrated with the information systems of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan and the Ministry of Higher Education, Science and Innovations
		1.4.4 Systematic measures for technical support of the information system and ensuring information security have been implemented, and efficient and convenient use of the information system by users is ensured

		1.4.5 The accuracy and reliability of data in the information system are ensured, the information system is updated in a timely manner, monitoring is conducted, and annual analytical reports are prepared based on these data
		1.4.6 The prepared reports are discussed at meetings of the Pedagogical Council, and measures to address identified problems and shortcomings are developed
2 Quality Assurance of Education	2.1.Internal quality assurance of education is established through cooperation with stakeholders	2.1.1 Participation of senior management, teachers, students, subject-matter specialists, graduates, as well as parents and their representatives (hereinafter referred to in the text as stakeholders) in the internal quality assurance process is ensured
		2.1.2 Regular activities involving stakeholders (discussions, surveys, interviews, focus groups, or others) are conducted, and based on their proposals and feedback, an action plan for improving the internal quality assurance system of education is developed
		2.1.3 The internal quality assurance system of education is regularly improved based on an action plan developed with due consideration of stakeholders' proposals and feedback
		2.1.4 Information on the improvement of the internal quality assurance system of education is openly published on the website and (or) social media of the secondary specialized education institution
	2.2.The effectiveness of the internal quality assurance system of education is regularly analyzed, and measures for improvement are developed based on analysis results	2.2.1 An internal quality assurance system of education (internal evaluation procedure) has been developed in the secondary specialized education institution, and a structural unit responsible for internal quality assurance has been established or responsible staff member(s) have been designated*
		2.2.2 The internal evaluation procedure of the internal quality assurance system of education has been implemented
		2.2.3 The effectiveness of the internal quality assurance system of education is continuously monitored and evaluated based on periodic (semi-annual and annual) analyses
		2.2.4 Based on the results of monitoring and analysis, identified problems and shortcomings are addressed, and an action plan for improving the internal quality assurance system of education is developed
		2.2.5 Identified problems and shortcomings are eliminated in a timely manner in accordance with the action plan
		2.2.6 The internal quality assurance system of education is continuously subject to internal evaluation, and the results of internal evaluation are discussed at meetings of the Pedagogical Council and submitted in a timely and complete manner to the National Quality

		Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan
	2.3.Assessment of students' knowledge is carried out in accordance with the established procedure and is aligned with learning outcomes	2.3.1 Procedures, rules, criteria, and methods for assessing students' knowledge, skills, and competencies (hereinafter referred to in the text as the assessment procedure) have been developed and aligned with the expected learning outcomes of educational programmes and the objectives of subjects 2.3.2 The assessment procedure is communicated to students prior to the commencement of the educational process 2.3.3 Digital technologies are used effectively and on an ongoing basis in the assessment process, and objectivity, transparency, and academic integrity are ensured in assessing students' knowledge, skills, and competencies 2.3.4 Assessment results are systematically recorded and stored in digital platforms, students' practice logs, and assessment records of the Final State Attestation (hereinafter referred to in the text as the FSA) Commission 2.3.5 Students' appeals regarding the assessment process and results are reviewed by the Appeals Commission of the secondary specialized education institution and are systematically analyzed 2.3.6 Based on the results of the analysis of appeals, reports are prepared on a regular basis, an action plan to improve the assessment process is developed, and necessary amendments are introduced to assessment procedures and criteria
	2.4.Monitoring of graduate employment is conducted, and feedback from stakeholders regarding graduates is regularly analyzed	2.4.1 A unit responsible for working with graduates or designated responsible staff member(s) operates, and implementation of tasks specified in its annual work plan is ensured 2.4.2 Based on labour market trends, proposals and recommendations for developing students' knowledge, skills, and competencies are developed 2.4.3 Feedback and proposals from employers are collected based on graduates' preparedness, practical skills, and effectiveness in the workplace 2.4.4 Based on employers' proposals and feedback, the educational process is systematically improved and admission parameters are reviewed
3 Student Activities	3.1.Admission parameters are aligned with the resources and capacities of the education institution	3.1.1 Admission parameters are determined in accordance with the infrastructure, financial capacities, classrooms and laboratories of the secondary specialized education institution, and in compliance with state educational standards*

		3.1.2 Admission parameters are aligned with labour market needs, the development plan, the number and composition of teaching staff, and their teaching (work) workload
		3.1.3 Annual analyses of the implementation of admission parameters are conducted, and based on the results of the analyses, necessary adjustments are introduced to admission parameters
	3.2.Admission of students is properly organized in accordance with established procedures and is carried out in a transparent and fair manner	3.2.1 The admission procedure, the activities of the admission commission, admission criteria, and assessment methods are defined
		3.2.2 Openness of information related to the admission procedure, admission criteria, and assessment methods is ensured
		3.2.3 Equal opportunities for applicants are ensured during the admission process, and all stages of admission (submission of documents, conduct of entrance examinations and publication of results, recommendation for admission on a competitive basis, or publication of the list of applicants not recommended for admission, or others) are carried out in an open and transparent manner
		3.2.4 Applications and complaints submitted to the Appeals Commission regarding admission results are duly registered, reviewed, and their implementation is monitored
		3.2.5 A digitalized system aimed at preventing corruption, reducing the risk of conflicts of interest, and ensuring objectivity in the admission process has been introduced
		3.2.6 The admission process is regularly analyzed, and based on the results of the analysis, measures to improve the admission process are developed
	3.3.Student transfer, progression from course to course, and expulsion processes are carried out in accordance with the established procedure (hereinafter referred to in the text as student progression)	3.3.1 Student progression related to admission to the secondary specialized education institution, transfer, reinstatement, and expulsion is carried out in accordance with the procedures established by regulatory legal acts, and a responsible commission or permanent working body for implementing student movement has been established
		3.3.2 Orders, commission minutes, and other relevant documents related to student progression are adopted on a lawful, fair, and transparent basis, are duly formalized, and reporting and monitoring of student progression are carried out on a regular basis
		3.3.3 Clear criteria for progression from course to course are defined, and academic performance indicators are taken into account when making decisions on

		progression from course to course or expulsion
		3.3.4 Students' rights related to student progression are ensured, students and their parents are informed about student progression procedures, and all changes related to student progression are reflected in a timely and complete manner in education process management information systems (EMIS AL)
		3.3.5 An open and accessible system for submitting complaints regarding student progression has been established, and procedures for reviewing complaints are effectively organized
	3.4.Career guidance activities for students are organized, and they are provided with reliable information on opportunities available in the labor market and at the next stage of education	3.4.1 In the secondary specialized education institution, an action plan for career guidance of students and for their continuation of education at the next stage has been developed
		3.4.2 Students have been provided with information on vacancies in the labor market, career days, potential employers, and opportunities for career guidance and continuation of education at the next stage
		3.4.3 Cooperation with employers and higher education institutions has been established for career guidance of students and for their continuation of education at the next stage
		3.4.4 The secondary specialized education institution has organized activities with student participation aimed at career guidance and continuation of education at the next stage (seminars, meetings, consultations, roundtable discussions, or others)
		3.4.5 Information related to the labor market and the education sector has been regularly published and updated on the website of the secondary specialized education institution and (or) on social media
	3.5.Students' participation in national and international academic Olympiads, competitions, and contests (hereinafter referred to in the text as competitions) is ensured, and students who have won prizes are rewarded	3.5.1 An action plan is in place to ensure students' participation in competitions
		3.5.2 A unit has been established or responsible staff member(s) have been designated to coordinate students' participation in competitions
		3.5.3 Clubs or special courses have been organized to prepare students for competitions
		3.5.4 Monitoring of students' participation in competitions has been conducted, and records of students who participated in competitions and their results have been maintained

		3.5.5	Based on competition results, measures for material and moral encouragement of teachers and students have been implemented
		3.5.6	The results of students' participation in competitions have been systematically analyzed, and proposals have been developed to improve preparation processes for competitions
	3.6. Graduates' admission to higher education institutions	3.6.1	An action plan has been developed to expand students' coverage by higher education
		3.6.2	Courses and clubs have been organized to prepare students for higher education
		3.6.3	Conditions have been created to ensure students' participation in events organized by higher education institutions (seminars, meetings, consultations, roundtable discussions, or others)
3.6.4		Monitoring and analysis of graduates' admission rates to higher education institutions have been conducted, and measures have been implemented to expand graduates' coverage by higher education*	
4 Organization of the Educational Process	4.1. Development and approval of documents for planning the learning process	4.1.1	Internal curricula and subject program, as well as the learning process schedule, comply with the requirements of state education standards*
		4.1.2	Documents for planning the learning process (internal curricula, internal subject program, the learning process schedule, and the timetable of learning activities (classes)) have been discussed at the Pedagogical Council and approved in accordance with the established procedure
		4.1.3	The timetable of learning activities (classes) has been developed in accordance with the internal curricula and the learning process schedule
		4.1.4	Teaching and learning resources and information and communication technologies (hereinafter referred to in the text as ICT) have been used effectively and purposefully to organize the learning process
	4.2. Development and implementation of pedagogical and methodological documents of teachers in accordance with established requirements	4.2.1	Discussions and seminar-training sessions have been organized on the development and implementation of teachers' pedagogical and methodological documents (internal curricula and teaching materials)
		4.2.2	Teachers' pedagogical and methodological documents have been developed in compliance with legislation on education and formally approved following discussion at the Pedagogical Council
		4.2.3	The developed pedagogical and methodological documents have been implemented in practice, and their application has been continuously monitored and analyzed

		4.2.4 Based on the results of monitoring and analysis, measures to address identified problems and shortcomings in the use of pedagogical and methodological documents have been defined and implemented, and the documents have been improved accordingly
	4.3.Allocation of teaching workloads to teachers in accordance with established standards	4.3.1 Teachers' teaching (work) workloads in secondary specialized education institutions have been developed in accordance with the time standards of teaching and pedagogical workloads and the staffing schedule 4.3.2 In distributing teaching (work) workloads, teachers' qualifications, subjects taught, types of work, and time norms (hours) have been taken into account* 4.3.3 The implementation of teaching (work) workloads has been continuously monitored, and periodic (monthly, semi-annual, and annual) analyses have been conducted, with relevant reports prepared 4.3.4 Based on issues and shortcomings identified during monitoring and analysis, an action plan to address them has been developed and its implementation ensured 4.3.5 Information on the transparency and fairness of monitoring and analysis processes, as well as on the implementation of the action plan, has been presented to and discussed at the pedagogical council
	4.4.Use of advanced pedagogical technologies in the learning process and achievement of relevant effectiveness	4.4.1 In the teaching of subjects and laboratory classes, advanced pedagogical technologies and innovative teaching methods aimed at achieving the expected learning outcomes have been continuously applied 4.4.2 The scope and complexity of advanced pedagogical technologies and innovative teaching methods have been determined in accordance with the level of the educational program and the needs of students 4.4.3 The effectiveness of using advanced pedagogical technologies and innovative teaching methods has been regularly monitored and analyzed, and based on identified problems and shortcomings, measures to enhance teachers' professional capacity have been implemented 4.4.4 Based on the results of monitoring, analysis, and enhancement of teachers' professional capacity, the advanced pedagogical technologies applied in the secondary specialized education institution have been continuously updated and improved 4.4.5 An annual analytical report on the effectiveness of using advanced pedagogical technologies and innovative teaching methods has been prepared and reviewed at the pedagogical council

	4.5. Conduct of lesson observations in the education institution and discussion of their results	4.5.1 A schedule (action plan) for conducting lesson observations by the management and teaching staff has been developed
		4.5.2 During lesson observations, advanced pedagogical technologies, innovative teaching methods, and assessment tools have been taken into account, and the observation process has been carried out using various methods (standardized forms, checklists, rubrics, or others)
		4.5.3 The results of lesson observations have been discussed with teachers individually or in group format
		4.5.4 The results of lesson observations have been included in internal quality assurance reports and reviewed at the pedagogical council
		4.5.5 The implementation of decisions adopted by the pedagogical council has been monitored, and measures to eliminate identified problems and shortcomings have been defined, with control over their execution ensured
5 Human Resources	5.1. Availability, qualifications, and subject relevance of teaching staff in the education institution	5.1.1 Core full-time teachers are available for each subject, and their diplomas (certificates) and qualification categories correspond to the relevant field of education*
		5.1.2 To ensure the effective organization of the learning process, teachers with higher education and staff with practical skills are available
		5.1.3 Teaching staff have completed retraining and/or professional development courses in their respective specializations and hold relevant diplomas (certificates)
		5.1.4 Teachers have been informed in advance about the mandatory attestation process, and assessment of their pedagogical skills and psychological readiness has been organized
		5.1.5 Monitoring has been conducted to ensure alignment between teachers' specializations and the subjects they teach
		5.1.6 Based on monitoring results, teaching assignments by subjects have been ensured in accordance with teachers' diplomas (certificates), qualification categories, and sector-specific experience
	5.2. Recruitment and dismissal of teaching staff in accordance with established procedures, and implementation of measures to prevent staff turnover	5.2.1 Recruitment of teaching staff and termination of employment contracts are carried out in accordance with labor legislation and the internal regulations of the secondary specialized education institution, and relevant documents related to these processes (selection documents, interview records, applications, orders, etc.) are duly formalized
		5.2.2 Recruitment processes for teaching staff are conducted in accordance with the principles

		of openness and fairness and are based on competitive selection (examinations, interviews)
		5.2.3 Individual professional portfolios (files) of teaching staff are formed in electronic and/or paper format
		5.2.4 Continuous monitoring and analysis of staff turnover among teaching staff are conducted, including analysis of changes in staff composition and reasons for termination of employment contracts
		5.2.5 Based on monitoring and analysis results, an action plan and an annual report are prepared, and implementation of the action plan is ensured
		5.2.6 There are official requests submitted to higher education institutions and regional units of the Ministry of Employment and Poverty Reduction of the Republic of Uzbekistan regarding staffing needs, or announcements published on social networks
		5.2.7 A staff reserve is formed in order to prevent shortages of teaching staff
	5.3.Establishment of a system for evaluating the performance of management and teaching staff and their material and non-material incentivization	5.3.1 Based on the results of evaluating the performance effectiveness of management and teaching staff, mechanisms for material and non-material incentivization have been developed and implemented by the secondary specialized education institution
		5.3.2 Procedures for evaluating the performance effectiveness of management and teaching staff are conducted at intervals determined by the secondary specialized education institution
		5.3.3 Based on evaluation results, rankings (performance indicators) of management and teaching staff have been formed and formally documented
		5.3.4 In the processes of evaluation and material and non-material incentivization of management and teaching staff, the principles of transparency and fairness are observed
	5.4.Conditions created for the professional development of teaching staff, sharing of experience, and professional upskilling	5.4.1 Monitoring has been conducted to identify the professional development needs of teaching staff
		5.4.2 Based on the monitoring results, schedules have been developed for the participation of teaching staff in professional development and retraining courses
		5.4.3 Participation in professional development and retraining courses has been institutionalized, and teaching staff have been assigned to professional development and retraining in accordance with approved schedules*
		5.4.4 Measures have been taken to ensure the participation (organization and engagement)

		of teaching staff in scientific and practical conferences, webinars, seminars and training sessions, and forums in accordance with the professional development system of the secondary specialized education institution
		5.4.5 Within the framework of professional development and retraining courses and the professional development system, seminars and trainings, master classes, and open lessons have been organized to disseminate competencies and advanced practices acquired by teaching staff, and mentoring systems such as “mentor-mentee” have been introduced
	5.5. Involvement of professors and lecturers from higher education institutions in the teaching and learning process	5.5.1 Cooperation documents (memorandums, agreements) for engaging professors and lecturers from higher education institutions in the teaching and learning process are available
		5.5.2 Procedures related to the involvement of professors and lecturers from higher education institutions in the teaching and learning process have been documented (orders on engagement, employment contracts, and other relevant documents) and duly archived
		5.5.3 Teaching activities delivered by professors and lecturers from higher education institutions are regularly monitored and analyzed
		5.5.4 Based on the results of monitoring and analysis, annual reports have been prepared, and the proposals and feedback of professors and lecturers from higher education institutions have been taken into account in improving the teaching and learning process
6 Students Support	6.1. Organization of extracurricular club activities to ensure the effective use of students’ free time and their effectiveness	6.1.1 An annual action plan for organizing club activities is in place, club leaders have been designated, and club programs have been developed
		6.1.2 Club sessions are conducted in accordance with the annual action plan, and attendance records are maintained either through a logbook or via an electronic system
		6.1.3 The level of student coverage by clubs within the secondary specialized education institution, as well as students’ participation in club activities, is subject to continuous monitoring
		6.1.4 Students’ achievements within club activities (competitions, exhibitions, contests, projects, and others) are recognized, and the participating students are materially and morally encouraged
		6.1.5 Feedback and proposals from students, parents, and teachers regarding club activities are collected, and the effectiveness of club activities is analyzed

		6.1.6 Based on the analysis results, measures are taken to improve the quality of club activities, expand coverage, or introduce new areas of activity
6.2.Provision of adequate learning support, psychological support, counseling, and career guidance services for students	6.2.1 Psychological support and counseling services for working with students are regularly organized and implemented	
	6.2.2 Interviews (trainings) aimed at providing psychological support, personal development, and addressing problems are conducted with students	
	6.2.3 Individual counseling sessions are provided for students experiencing learning difficulties or requiring additional support	
	6.2.4 Counseling services aimed at ensuring equal opportunities for students are organized and operate on a continuous basis	
	6.2.5 Seminars on labor market changes, job vacancy fairs, and meetings with employers are organized, and students' participation in these activities is ensured	
	6.2.6 Proposals are developed and practical measures are implemented to improve the effectiveness of learning support, psychological support, and counseling services provided to students	
6.3.Monitoring of students' feedback on educational services and implementation of improvement measures based on the results	6.3.1 Surveys, interviews, electronic questionnaires, interviews, and focus groups conducted on the educational services provided by the secondary specialized education institution (hereinafter collectively referred to in the text as surveys), including defined topics, lists of questions (issues), survey implementation timelines, and responsible executors	
	6.3.2 Students are regularly informed about surveys conducted to assess the quality of educational services, and systematic measures are taken to ensure their participation	
	6.3.3 Survey processes are organized based on the principles of openness, equality, and impartiality	
	6.3.4 The results of conducted surveys are analyzed by responsible executors, and proposals and feedback from students aimed at improving educational services are regularly collected	
	6.3.5 Analytical reports based on survey results are prepared and submitted to the Pedagogical Council	
	6.3.6 Measures to improve educational services are developed based on proposals and feedback identified through surveys and the prepared analytical reports	
	6.3.7 Information on survey results and changes implemented based on them is openly published on the website and/or social media	

		pages of the secondary specialized education institution
6.4. Creation of conditions and implementation of support mechanisms for students in need of social protection, students with disabilities, and gifted students	6.4.1	Mechanisms for identifying and supporting (encouraging) students in need of social protection, students with disabilities, and gifted students have been developed
	6.4.2	Lists of students in need of social protection, students with disabilities, and gifted students have been formed, and individual learning trajectories have been developed for them
	6.4.3	Social assistance, psychological support, benefits, and material and moral support services are available
	6.4.4	Inclusive education conditions have been created for students with disabilities (adapted classrooms, special learning materials and visual aids, Braille textbooks, special equipment, and assistive technical devices)
	6.4.5	Conditions have been created for students to demonstrate their talents, and the processes of selecting, supporting, and recognizing gifted students are implemented in compliance with the principles of openness and transparency
	6.4.6	The effectiveness of mechanisms for identifying and supporting students in need of social protection, students with disabilities, and gifted students is monitored, and these mechanisms are continuously improved
6.5. Effectiveness of work with youth, and implementation of measures aimed at preventing offences and crimes	6.5.1	A unit has been established or responsible staff member(s) have been designated to work with youth, prevent offences and crimes, and an action plan on these issues has been developed
	6.5.2	In accordance with the action plan, educational talks, preventive meetings, roundtable discussions, and psychological trainings have been conducted with students
	6.5.3	The effectiveness of the action plan has been monitored, problematic situations have been identified, and additional measures have been taken to address them
	6.5.4	Preventive measures have been implemented in cooperation with law enforcement bodies, members of the “Mahalla yettiligi”, and other partner organizations
	6.5.5	Individual preventive work has been carried out with students prone to committing offences or belonging to socially vulnerable groups, and such work has been documented
	6.5.6	Activities aimed at promoting a healthy lifestyle among youth and organizing their free time meaningfully through sports competitions and cultural-educational events have been implemented

	6.6.Availability of procedures for protecting students' rights and reviewing their applications and complaints	6.6.1 Internal documents regulating the protection of students' rights and the review of their applications and complaints have been approved
		6.6.2 A structural unit has been established or responsible officer(s) have been designated to review applications and complaints, and reports on their activities are maintained
		6.6.3 Applications and complaints are accepted from students under convenient conditions and through formats appropriate to their needs (complaint boxes, online forms, psychologist, responsible officer, helpline, or others)
		6.6.4 A register of applications and complaints is maintained, deadlines for their review are defined, and review procedures are formally documented
		6.6.5 Procedures for reviewing applications and complaints are implemented based on the principles of transparency, accountability, and avoidance of conflicts of interest
		6.6.6 Based on the analysis of applications and complaints, an action plan to improve the system for protecting students' rights has been developed and implemented
7Material and Technical Support	1.Availability of buildings, facilities, modern material and technical resources, reagents, and software necessary for organizing the learning process in accordance with the specific characteristics of the field of study and the student cohort	1Buildings and facilities, including classrooms and laboratories, appropriate to the student cohort and educational programmes are available*
		2For laboratory classes, the required material and technical resources, reactive substances, raw and consumable materials, reagents, equipment, and instruments are available, maintained in working condition, and stored in compliance with safety requirements
		3Software, simulators, learning platforms, and computer equipment appropriate to the learning process are available and in working condition
		4Regular monitoring of the condition of the material and technical base is conducted, and based on monitoring results, measures are taken to eliminate identified problems and deficiencies
		5Measures are implemented to update existing equipment, instruments, and laboratory resources in accordance with the student cohort and educational programmes
	2.Availability of textbooks, learning and fiction literature, and information and communication resources in the Information and Resource Center (library) (hereinafter referred to in the text as the IRC), appropriate to the student cohort, including the availability of a reading hall and an electronic library	1The IRC holds textbooks, learning materials, and fiction literature appropriate to the student cohort*
		2The IRC is equipped with modern ICT and electronic devices, and students are regularly provided with guidance on their use
		3The IRC provides access to a reading hall, use of the electronic library, and connection to the Internet
		4The electronic library collection includes textbooks, learning and teaching materials, electronic learning

		resources, and multimedia content available in digital format
		5The procedures for using the IRC and electronic learning resources are convenient and transparent, and free access to electronic databases is ensured
		6Monitoring of the effectiveness of IRC services is conducted, and user statistics are collected and analyzed
		7The results of IRC activities are regularly discussed at pedagogical council meetings; based on these discussions, action plans for improving IRC operations and ensuring necessary learning and financial resources are developed, implemented, and reported on
		8The library collection is regularly updated
	3.Adaptation of buildings and equipment for inclusive education, availability of special learning materials, and opportunities to use information and communication technologies	1The buildings and classrooms of the secondary specialized education institution, including corridors, ramps, doors, and sanitary facilities (toilets), are adapted for persons (students) with disabilities
		2Special learning materials under educational programs (Braille books, visual learning materials), special equipment, and assistive technical devices are available
		3Opportunities are provided to use ICT, electronic learning resources, and software for inclusive education (audio and video resources, Braille alphabet, subtitles, etc.)
		4Teachers trained in inclusive education methodology and possessing the necessary competencies, and/or psychologists, are available
		5A system for providing pedagogical and psychological support to students in the inclusive education process is in place
		6Monitoring of the practical application and effectiveness of inclusive education conditions is conducted
	4.Proper placement of furniture and equipment in all classrooms and laboratories in compliance with safety regulations and taking into account teaching needs	1In classrooms and laboratories, the placement of furniture and equipment corresponds to the content of learning activities and practical processes
		2Furniture and equipment in classrooms and laboratories are arranged in compliance with occupational safety, technical and fire safety rules, as well as sanitary regulations, standards, and hygiene requirements
		3Free movement is ensured in classrooms and laboratories, and evacuation routes for emergency situations are clearly designated
		4When placing furniture and equipment, the age characteristics and physical capabilities of students, as well as the types of learning activities, are taken into account
		5The placement of furniture and equipment in classrooms and laboratories corresponds to the content of learning activities and practical processes
	5.Classrooms are equipped with information and communication	1Classrooms are equipped with ICT tools (computers, interactive whiteboards, projectors, or others)

	technologies and a digital learning environment is established	2Internet network, Wi-Fi zones, and local networks necessary for creating a digital learning environment are stable (operational)
		3Conditions are created for teachers and students to use electronic platforms
		4Safety regulations and procedures for the use of ICT tools are developed
		5Monitoring of the condition of ICT tools is conducted, and servicing, upgrading, and maintenance activities are carried out
		6Analyses of the effectiveness of using the digital learning environment are conducted, and action plans aimed at improving the learning process are developed
5.The availability of a buffet/canteen, seating areas, and sports facilities appropriate to the student contingent in the educational institution		1In the secondary specialized education institution, a buffet (canteen) appropriate to the student contingent is available and operated in compliance with sanitary rules, standards, and hygiene regulations; recommendations on healthy nutrition and a balanced menu are implemented in the buffet (canteen)
		2Seating areas (verandas) and recreational zones for rest are available
		3In the secondary specialized education institution, taking into account the student contingent, sports halls, sports grounds, and recreational facilities for physical education and sports activities are available
		4Sports halls, sports grounds, and recreational facilities are operational; their equipment is maintained in proper technical condition and is regularly upgraded
		5A properly equipped assembly hall is available in the secondary specialized education institution

ANNEX 4. Standards, criteria, and indicators for conducting comprehensive state accreditation of Retraining and Advanced Training Institutions

Retraining and Advanced Training education institutions are evaluated under comprehensive state accreditation across 7 standard, 34 criteria, and 147 indicators.

Mandatory criteria and indicators are marked with an asterisk (*).

Standard (Area)	Criteria	Indicators
1 Organizational Management Activities	1.1 Establishment of the Scientific and Pedagogical (Methodological) Council (hereinafter referred to as the Council) within the education organization and the effectiveness of its activities	1.1.1 The Council has been established and holds its position within the management structure of the education organization
		1.1.2 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
		1.1.3 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
		1.1.4 Decisions made by the Council are aimed at improving education quality, strategic development, financial management, and effective use of resources
		1.1.5 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
		1.1.6 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
	1.2 Targeted allocation of financial resources to ensure the effective organization and planning of the education organization's activities and to maintain education quality	1.2.1 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
		1.2.2 Sources for forming financial resources have been identified, and the procedures and priority directions for their use are documented to ensure education quality
		1.2.3 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
		1.2.4 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
	1.3 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	1.3.1 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*
		1.3.2 The development plan specifies objectives, priority areas, timelines, responsible executors, and expected outcomes
		1.3.3 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
		1.3.4 Mechanisms have been established to communicate the implementation status and results of the development plan to the public in an open and transparent manner
	1.4 The contribution of the education organization to the development of social, economic, and cultural sectors at the provincial and national levels	1.4.1 Collaborative relationships with organizations, enterprises, and institutions have been established
		1.4.2 The organization's participation and contribution to the development of social and economic sectors at regional and national levels
		1.4.3 Cultural, educational, or scientific events (conferences, seminars, roundtable discussions, festivals, exhibitions, and other gatherings) have been organized
	1.5 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	1.5.1 A digital information system supporting the management of learning processes and education quality has been implemented in the education organization
		1.5.2 The information system is integrated with the information systems of competent state authorities and other organizations in the education sector, enabling automatic data exchange
		1.5.3 The information system is user-friendly, ensuring data security and confidentiality
		1.5.4 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

2 Quality Assurance in Education		1.5.5	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
	1.6 Internationalization of the education organization and establishment of international cooperation relations	1.6.1	Cooperation relations have been established with foreign educational, scientific, and reputable international organizations
		1.6.2	Pedagogical staff have participated in advanced training and internships at reputable foreign organizations in their field
		1.6.3	Qualified foreign specialists have been engaged in the learning process
		1.6.4	Through international cooperation, progress has been achieved in the learning process, scientific capacity, and development of education programs
	2.1 Establishment of internal quality assurance in collaboration with stakeholders	2.1.1	An internal quality assurance system for education has been established, with its main objectives and tasks defined
		2.1.2	Appropriate criteria for determining the effectiveness of education quality have been developed and implemented in the education organization
		2.1.3	Systematic surveys and analyses of stakeholder feedback have been conducted
	2.2 The effectiveness of the internal quality assurance system for education is regularly analyzed, and improvement measures are implemented based on the analysis results	2.2.1	The effectiveness of the internal quality assurance system for education is discussed at Council meetings
		2.2.2	Based on the analysis results, issues identified in the advanced training system and proposals for their elimination and improvement are obtained
		2.2.3	Relevant changes are made to education programs and processes based on analyses and stakeholder recommendations
	2.3 Internal evaluation has been conducted, and measures have been implemented based on the evaluation results	2.3.1	The internal evaluation process has been conducted in accordance with the approved procedure of the education organization
		2.3.2	A clear action plan has been developed to address issues and areas for development identified based on the internal evaluation results
		2.3.3	Items in the action plan are implemented within specified timelines, and a system of regular monitoring and accountability for execution is in place
	2.4 Assessment of attendees' knowledge is conducted in accordance with the established procedure and	2.4.1	Procedures and guidelines for the system and criteria of assessing attendees' knowledge have been developed
		2.4.2	The assessment system is designed in alignment with the learning outcomes and

	aligned with the defined learning outcomes	objectives of subjects (modules) within the education programs
		2.4.3 Pedagogical staff are familiar with the assessment criteria and are able to apply them in practice
		2.4.4 Digital technologies are effectively used in the assessment process, which is organized based on the principles of openness and transparency
		2.4.5 An appeal or reassessment mechanism is available for assessment results
		2.4.6 Assessment results are continuously monitored and discussed in collaboration with stakeholders
	2.5 Existence of defined academic integrity rules within the education organization and an effective system to prevent violations of these rules	2.5.1 Academic integrity rules are officially approved through the internal documents of the education organization
		2.5.2 A responsible body (commission or department) has been designated to ensure academic integrity; its powers and functions are documented and it operates regularly
		2.5.3 Regular awareness-raising activities on academic integrity rules are conducted for attendees, and informational materials are prepared
		2.5.4 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
	2.6 Analysis of feedback from employers regarding attendees who have completed advanced training	2.6.1 A practice for collecting employers' feedback (surveys, interviews, online platforms) has been established in the education organization
		2.6.2 Regular cooperation and communication mechanisms with employers have been implemented
		2.6.3 Based on employers' feedback, there is a possibility to make adjustments to the education programs
3 Attendee Activities	3.1 Alignment of Admission Parameters with the Education Organization's Resources and Capabilities	3.1.1 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*
		3.1.2 There are established limits on the ratio of attendees to instructors
		3.1.3 Didactic facilities aimed at ensuring the integration of academic, educational, and production activities are available
		3.1.4 Monitoring of the admission parameters for attendees has been conducted
		3.1.5 Based on the monitoring results, necessary adjustments are made to the admission plan

4 Organization of the Learning Process	3.2	Proper organization of attendee admissions in accordance with the established rules and procedures	3.2.1	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
			3.2.2	A digital system has been implemented to prevent corruption, reduce the risk of conflicts of interest, and ensure the fairness of assessments
			3.2.3	Clear regulations, responsible persons, and timelines are defined for receiving and verifying attendees' documents
			3.2.4	Continuous monitoring of the attendee admission process is conducted
	4.1	Development and Approval of Learning Planning Documents	4.1.1	Curricula and syllabi have been developed and approved based on state education requirements (qualification requirements)*
			4.1.2	Working curricula and syllabi are developed in alignment with the education programs
			4.1.3	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
			4.1.4	Weekly workload distribution for lectures, practicals, laboratory sessions, seminars, trainings, fieldwork, and independent learning is documented
			4.1.5	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
	4.2	Development, approval, and maintenance of professors' and teachers' teaching and regulatory documents in accordance with established requirements	4.2.1	Education programs specify the objectives and tasks of subjects (modules), learning outcomes, core and supplementary literature, and educational technologies
			4.2.2	The curriculum of each subject (module) is developed in accordance with state education requirements and the objectives and outcomes of the education program*
			4.2.3	Teaching and regulatory documents are provided to pedagogical staff before the start of sessions and are also made accessible to attendees
			4.2.4	The quality, content, and practical relevance of teaching and regulatory documents are regularly monitored by the relevant departments
	4.3	Allocation of teaching workloads to professors and	4.3.1	Rules for determining the volume of educational, methodological, research, organizational-methodological, and

	teachers in accordance with established norms	moral-educational work of professors and instructors are established and approved
		4.3.2 Professors' and instructors' specializations fully correspond to the subjects (modules) taught or they possess practical work experience in the relevant field
		4.3.3 Teaching workloads are distributed proportionally among pedagogical staff based on their work rates and, if necessary, their academic degrees and titles
		4.3.4 Information on teaching workloads is communicated to pedagogical staff in a timely manner prior to the start of the academic year
		4.3.5 Teaching workload distribution is conducted openly and transparently for all pedagogical staff
	4.4 Improvement and updating of education programs based on economic, industrial, and sectoral needs	4.4.1 During the process of improving education programs, feedback from employers, commissioning entities, and industry experts is considered
		4.4.2 Education programs are developed in accordance with labor market needs, sectoral requirements, and economic development trends
		4.4.3 Digital technologies, modern competencies, and innovative approaches are integrated into the program content
		4.4.4 Changes introduced to education programs are communicated to attendees, pedagogical staff, and employers in an open and transparent manner
	4.5 Conducting class analyses and discussing their results within the education organization	4.5.1 Procedures, criteria, and assessment indicators for conducting class analyses are defined in internal documents
		4.5.2 A schedule for conducting class analyses has been developed and approved
		4.5.3 Class analyses are conducted regularly according to the approved schedule
		4.5.4 Results of class analyses are discussed at meetings of the department, faculty, or relevant unit
		4.5.5 Methodological recommendations are developed based on identified shortcomings and opportunities for improvement
5 Human Resources	5.1 Availability of pedagogical staff with academic qualifications in accordance with established requirements and standards	5.1.1 Experienced professors and qualified specialists from the field are engaged in professional retraining and advanced training courses
		5.1.2 Sufficient pedagogical staff with academic degrees and titles are engaged based on the specific areas of professional retraining and advanced training

		5.1.3 Pedagogical staff actively participate in research activities, and their scholarly work and results are regularly analyzed
5.2 Alignment of pedagogical staff specializations and professional activities with the subject(s) they teach	5.2.1	Pedagogical staff possess the relevant higher education, specialization, and professional training for the subjects they teach
	5.2.2	Pedagogical staff specializations correspond to the profiles and content of the subjects taught
	5.2.3	Pedagogical staff involved in the learning process have completed advanced training or short-term workshops corresponding to the subjects (modules) they teach
5.3 Proper organization of the recruitment and dismissal of pedagogical staff in accordance with established procedures, with measures to prevent staff turnover	5.3.1	Recruitment of pedagogical staff is conducted based on current legislation and internal documents
	5.3.2	Recruitment is organized through an open and transparent selection process, applying objective evaluation criteria
	5.3.3	Employment contracts with recruited pedagogical staff are formalized in accordance with labor legislation
	5.3.4	Dismissal of pedagogical staff is carried out in strict compliance with labor legislation
5.4 Professional development and internships of pedagogical staff abroad and/or in industrial enterprises	5.4.1	The education organization has cooperation agreements with foreign educational institutions, research centers, and industrial enterprises for professional development and internships
	5.4.2	Over the last three years, the proportion of pedagogical staff participating in internships and professional development has shown an increasing trend
	5.4.3	Necessary financial and organizational conditions for professional development and internships have been established
	5.4.4	Knowledge and skills acquired through professional development or internships are applied in the learning process
5.5 Implementation of an employee performance assessment system (KPI) and material and non-material incentives based on its results	5.5.1	A system for assessing the performance of management, staff, and pedagogical personnel (KPI) has been developed in the education organization
	5.5.2	KPI indicators and evaluation criteria are clearly defined
	5.5.3	The KPI assessment process is conducted based on the principles of transparency and objectivity
	5.5.4	Based on KPI assessment results, practices for providing material and non-material incentives to staff have been implemented
	5.5.5	The effectiveness of the KPI system is periodically analyzed, and

		recommendations are developed based on the results
6 Attendee Support	6.1 Monitoring of Attendees' Feedback on Educational Services and Implementation of Improvement Measures Based on the Results	6.1.1 Mechanisms for collecting attendees' feedback have been established
		6.1.2 A survey (questionnaire) format and methodology for assessing attendees' satisfaction have been developed
		6.1.3 A monitoring system for collecting feedback is in place (online survey platform)
		6.1.4 Overall results of attendees' feedback are discussed at meetings of the department, unit, or Council
	6.2 Provision of Adequate Educational Support, Counseling, and Career Services for Attendees	6.2.1 A system for providing social, academic, and psychological support and counseling to attendees has been established
		6.2.2 Qualified specialists are engaged to provide social, academic, and psychological support to attendees
		6.2.3 Based on feedback from attendees, the services' activities have been improved
	6.3 Establishment of conditions and implementation of support mechanisms for socially vulnerable and attendees with disabilities	6.3.1 Privileges are established for socially protected attendees when organizing advanced training courses
		6.3.2 Educational and infrastructure conditions are created for attendees with disabilities
		6.3.3 The education organization provides a student residence (dormitory), and its activities are organized
		6.3.4 Cultural and educational activities, as well as structured leisure activities for attendees, are organized at the student residence
	6.4 Protection of Attendees' Rights and Mechanism for Handling Complaints	6.4.1 Internal documents regulating the protection of attendees' rights and the process for reviewing complaints and appeals are in place
		6.4.2 An information system for receiving complaints and appeals has been implemented
		6.4.3 Timeframes and procedures for reviewing attendees' appeals are observed
		6.4.4 Decisions on complaints and appeals are formally documented
		6.4.5 Results of appeals are analyzed, and systematic measures are taken
7 Material and Technical Resources	7.1 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	7.1.1 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
		7.1.2 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
		7.1.3 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
		7.1.4 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
		7.1.5 Attendees and pedagogical staff have access to electronic learning platforms and software
7.2	Availability of practice bases, workshops, and laboratories necessary for the learning process, or access to such bases through industry partners and other educational institutions	7.2.1 The necessary material-technical base and infrastructure (laboratories, workshops, practical rooms) for practical training are available and operational
		7.2.2 Laboratories and practical bases aligned with the education program are established and equipped with necessary devices
		7.2.3 Laboratory equipment and tools are in working condition, with scheduled maintenance and replacement conducted
7.3	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	7.3.1 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
		7.3.2 Sufficient quantities of necessary educational, scientific literature, and teaching-methodological packages are available for subjects (modules)
		7.3.3 Electronic library and databases (including international) are open for use
		7.3.4 Information and communication technologies (computers, internet, electronic catalog) are implemented
		7.3.5 An electronic catalog and online access system have been created and are regularly updated
		7.3.6 The Information Resource Center is provided with sector-specific scientific sources and journals
		7.3.7 Effectiveness of library and electronic resource usage is analyzed and reported
7.4	Buildings and facilities are adapted for inclusive education, specialized learning materials are available, and access to information and	7.4.1 Buildings and classrooms, including corridors, ramps, elevators, doors, and sanitary facilities, are adapted for persons with disabilities (attendees)
		7.4.2 Special educational materials (Braille books, visual aids), ergonomic seating,

	communication technologies has been provided	special equipment, and assistive devices are available for inclusive education
		7.4.3 Access to ICT, electronic learning resources, and software (audio-video resources, Braille, subtitles, etc.) for inclusive education is provided
		7.4.4 Individual learning plans are developed and implemented
		7.4.5 Effectiveness of inclusive education processes is regularly analyzed and reported
	7.5 Equipment in classrooms and laboratories is arranged in accordance with safety regulations and educational requirements	7.5.1 Equipment and tools in classrooms and laboratories are arranged according to the content and practical processes of lessons
		7.5.2 Free movement is ensured, and emergency evacuation routes are designated
		7.5.3 Laboratory tools are installed at safe distances with user manuals available
		7.5.4 Electrical equipment is safely connected and regularly inspected
		7.5.5 Ventilation and lighting systems comply with sanitary and hygienic requirements
		7.5.6 Shelving and storage areas are arranged in accordance with safety requirements
	7.6 Classrooms are equipped with information and communication technologies, and a digital learning environment has been established	7.5.7 Classrooms are equipped with ICT tools (computers, electronic boards, projectors, etc.)
		7.6.1 A digital learning environment (LMS, electronic journal, electronic library, digital learning resources) has been implemented and is actively used in the learning process
		7.6.2 Pedagogical staff effectively use electronic learning platforms, multimedia tools, and interactive devices during the learning process
		7.6.3 Full technical conditions are provided for online classes and video conferences
		7.6.4 Safety procedures and regulations for using ICT tools have been developed
		7.6.5 Stable and high-speed internet connectivity is provided in educational buildings, and Wi-Fi coverage is adequately organized

ANNEX 5. Standards, criteria, and indicators for conducting special state accreditation of HEIs

Educational programs are evaluated under special state accreditation based on 6 standard, 31 criteria, and 186 indicators.

Since special accreditation applies to both newly established and existing educational programs, certain indicators are applicable only to existing programs.

Mandatory criteria and indicators are marked with an asterisk (*), while indicators applicable specifically to existing educational programs are marked with a double asterisk (**).

Standard (Area)	Criterion	Indicator
1. Governance and Quality Assurance	1.1. Existence of a structural unit for the implementation of the educational program and mechanisms for its effective operation *	1.1.1. Availability of clear plans for establishing a structural unit (a department or unit) responsible for the implementation of the educational program (hereinafter referred to as the structural unit), and for providing it with material, technical and financial resources*
		1.1.2. The powers, responsibilities, and functions of the structural unit are clearly defined, aligned with the objectives of the educational program, and aimed at ensuring its effective implementation
		1.1.3. Availability of material and technical infrastructure, financial and human resources required for the effective implementation of the educational program by the responsible structural unit, as well as developed work plans**
		1.1.4. Alignment of the activities of the structural unit with the goals of the higher education institution and the educational program, as well as the intended learning outcomes**
		1.1.5. An evaluation of the compliance of the educational program with labor market requirements and its effectiveness is conducted, and analytical materials are prepared on a regular basis**
		1.1.6. The activities of the structural unit are systematically reviewed and analyzed through regular monitoring**
		1.1.7. Measures aimed at improving the activities of the structural unit are implemented based on the results of monitoring and analysis**
	1.2. Availability of a five-year prospective plan for the development of the educational program and ensuring its financial sustainability (hereinafter referred to as the prospective plan).	1.2.1. Availability of a developed prospective plan aligned with the strategic plan (mission and strategy) of the higher education institution.
		1.2.2. Availability of areas in the prospective plan covering education quality, human resource capacity, infrastructure, digitalization, international cooperation, and financial sustainability
		1.2.3. Availability of clearly defined goals, objectives, and criteria for assessing the achievement of these objectives for each area of the prospective plan

		1.2.4. Availability of clearly defined responsible parties and implementation timelines within the prospective plan
		1.2.5. Availability of material and technical infrastructure, financial and human resources required for the implementation of the prospective plan.
		1.2.6. Availability of a risk analysis affecting the implementation of the tasks set out in the prospective plan, as well as defined alternative measures to mitigate these risks
		1.2.7. Availability of a monitoring and analysis system for the implementation of the prospective plan**
		1.2.8. Availability of a defined procedure for introducing amendments to the prospective plan based on the results of monitoring and analysis**
	1.3. Availability of an internal quality assurance mechanism within the educational program, with the participation of stakeholders in the relevant processes	1.3.1. Availability of quality assurance documentation for the educational program, including regulations (rules), developed and approved in line with the objectives set out in the strategic plan (mission and strategy) of the higher education institution and its institutional quality assurance policy, and made publicly accessible
		1.3.2. Availability of an established procedure (rules) for the regular monitoring, analysis, and review of the educational program
		1.3.3. Availability of a mechanism for stakeholder feedback, including students, academic staff, employers, industry experts, graduates, parents, and legal guardians, integrated into the development and enhancement of the educational program
		1.3.4. Processes for the implementation, coordination, and continuous improvement of internal quality assurance mechanisms are systematically integrated into strategic management**
		1.3.5. Regular analysis of stakeholder feedback is conducted to evaluate the quality of the educational program**
		1.3.6. Definition of measures aimed at improving the educational program based on stakeholder feedback**
		1.3.7. Availability of regular evaluation of the effectiveness of measures implemented within the internal quality assurance system**
	1.4. Availability of a monitoring system for identifying labor market needs, educational needs, and the latest trends in research activities.	1.4.1. Availability of an established procedure for the regular collection, analysis, and monitoring of information on labor market needs, educational needs, and the latest trends in research activities, as well as clearly defined responsibilities and functions of the structural unit in these areas

		1.4.2. Established processes for the collection, analysis, and monitoring of information on labor market needs, educational needs, and the latest trends in research activities, as well as the provision of the educational program with the material and technical base, financial, and human resources necessary for their systematic and consistent implementation.
		1.4.3. Availability of the practice of using collected data in the planning and development of the educational program
		1.4.4. Availability of defined measures for improving the educational program based on the results of analysis and monitoring**
		1.4.5. Necessary revisions to the educational program are made based on the results of analysis and monitoring, as well as the outcomes of the implementation of previously defined improvement measures**
		1.4.6. Availability of a mechanism for informing students about available labor market opportunities**
		1.4.7. Provision of open access for stakeholders to data on educational needs and the latest trends in research activities**
	1.5. Student surveys on existing educational programs are conducted in accordance with an established procedure, and the results of such surveys are systematically used to improve educational programs.	1.5.1. Availability of an established procedure for conducting student surveys on educational programs (including questionnaires, interviews, discussions, and other activities aimed at collecting student feedback) **
		1.5.2. The surveys cover questions related to the organizational and managerial aspects of the educational program and the quality of the learning process**
		1.5.3. Survey questions (items) and the procedures for their administration are scientifically and methodologically grounded**
		1.5.4. Regular conduct of surveys in accordance with the periodicity established by the higher education institution and systematic analysis of survey results**
		1.5.5. Establishment of measures to address identified issues based on survey results**
		1.5.6. Introduction of necessary changes to the educational program based on the results of analysis and the outcomes of implemented measures**
		1.5.7. Provision of information to students on survey results and measures taken based on those results**
2. Educational Programs	2.1. The educational program is developed in accordance with an established procedure, with documented stakeholder	2.1.1. Availability of an established procedure for the development and approval of the educational program
		2.1.2. Ensuring the involvement of employers, industry experts, and academic staff in the development of the educational program

	involvement, and includes clearly defined program objectives and intended learning outcomes, ensuring alignment with labor market needs, the State Educational Standard (hereinafter – SES), and the National Qualifications Framework (hereinafter – NQF) *		through a systematically established process*
		2.1.3.	The objectives of the educational program, intended learning outcomes, and competencies are clearly defined and coherently aligned.
		2.1.4.	The objectives of the educational program and intended learning outcomes are developed in accordance with the NQF, the SES, professional standard(s), and/or international educational standards
		2.1.5.	The qualification(s) to be awarded upon completion of the educational program are specified in the educational program
		2.1.6.	The objectives of the educational program and intended learning outcomes are developed in alignment with the higher education institution's strategic plan (mission and strategy) and its academic profile
		2.1.7.	Availability of access for the public, prospective students, and enrolled students to accurate and objective information about the educational program**
2.2. The educational program is developed on the basis of priority areas of the national education system and international standards.		2.2.1.	The educational program is developed in accordance with the country's sustainable development goals, as well as the strategic goals and priority areas for the development of the higher education system.
		2.2.2.	International educational standards and/or the SES are taken into account in the development of the educational program.
		2.2.3.	Availability of relevant and up-to-date scientific, theoretical, and practical knowledge reflected in the educational program
		2.2.4.	The objectives of the educational program and intended learning outcomes are defined in accordance with national human capital development priorities and the needs of the domestic and international labor markets
		2.2.5.	Availability of an official decision (accreditation) issued by authorized international experts or organizations confirming the educational program's compliance with international educational standards
2.3. The normative duration of the educational program, as well as the coherence and continuity of academic disciplines, are ensured		2.3.1.	The duration of the educational program (total credits (hours), period of study) is defined in accordance with the programme objectives and the intended learning outcomes*
		2.3.2.	Logical coherence and alignment of all components of the educational program, including courses (modules), theoretical and practical learning, research activities, internship, and assessment, are ensured

		2.3.3. Courses (modules) included in the educational program are designed to achieve the program's intended learning outcomes
		2.3.4. Logical coherence and continuity with other levels of education are ensured within the educational program
		2.3.5. Academic workload is appropriately and measurably distributed by courses (modules)
		2.3.6. The theoretical, practical, and research components of courses (modules) are integrated
		2.3.7. Types of instructional activities (theoretical, practical, laboratory, and others) are defined in accordance with the content of the educational program
	2.4. Systematic monitoring of ongoing educational programs is conducted, and measures are implemented to enhance their effectiveness and ensure continuous improvement*	2.4.1. Procedures and criteria for evaluating the effectiveness of the educational program have been developed**
		2.4.2. Systematic monitoring and analysis of the educational program are conducted on a regular basis at intervals established by the higher education institution**
		2.4.3. Stakeholder engagement, including the involvement of employers, students, and industry experts, is systematically ensured as part of the educational program monitoring process**
		2.4.4. Based on the results of monitoring and analysis, measures to address identified issues and shortcomings are systematically developed, and the implementation status of these measures is monitored**
		2.4.5. Open access to the results of monitoring and analysis of the educational program is provided**
		2.4.6. Based on the results of monitoring and analysis, necessary changes are systematically introduced into the educational program, including the content of courses (modules), teaching methods, and the assessment system **
3. Organization of the Educational Process and Assessment of Learning Outcomes	3.1. The curriculum and course syllabi are developed in compliance with established requirements*	3.1.1. The curriculum and course syllabi are developed with the involvement of stakeholders, including employers, students, and industry experts, and reflect their input
		3.1.2. The curriculum and course syllabi are developed in compliance with the NQF, SES, professional standards, qualification requirements, and/or international education standards*
		3.1.3. The curriculum and course syllabi are aligned with the objectives of the educational program and the intended learning outcomes
		3.1.4. Course syllabi incorporate relevant legislative changes and international experience

		3.1.5. Course syllabi are designed to develop students' hard and soft skills and to support their personal development and competitiveness in the labor market
		3.1.6. Assessment criteria for each course (module) are clearly defined, fully aligned with the course (module) objectives and intended learning outcomes, and ensure a transparent, fair, and objective assessment procedure for evaluating students' knowledge, skills, and competencies
	3.2. The educational process is aligned with the achievement of the learning outcomes defined in the educational program*	3.2.1. The educational process is aligned with the objectives of the educational program and the intended learning outcomes
		3.2.2. Practice placement sites are available for the educational program*
		3.2.3. The educational process is planned in collaboration with employers and industry experts, in alignment with current labor market needs, recent trends in science, sector-specific characteristics, and the availability of the higher education institution's practice placement sites
		3.2.4. The educational process provides for practical learning activities that enable the application of theoretical knowledge (seminars, applied projects, laboratory work, and others), as well as work-based practice and research activities**
		3.2.5. Mechanisms for the systematic collection and analysis of stakeholder feedback on internship outcomes are in place**
		3.2.6. Based on the results of the analysis, the effectiveness of internships is evaluated, and internship programs are systematically improved**
	3.3. The educational process is continuously evaluated and systematically improved.	3.3.1. A procedure for evaluating, analyzing, and improving the quality of the educational process has been developed
		3.3.2. The quality of the educational process is evaluated and analyzed on a regular basis, in line with the periodicity established by the higher education institution**
		3.3.3. Stakeholder participation in the assessment process is systematically ensured**
		3.3.4. Based on the results of evaluation and analysis, measures to address identified issues and shortcomings are systematically defined**
		3.3.5. Based on the results of evaluation and analysis of the educational process, as well as the measures implemented, the educational program and the higher education institution's methodological documentation are systematically improved**
	3.4. Advanced pedagogical technologies are applied in the delivery of current	3.4.1. In the teaching process, new teaching methods and advanced pedagogical and innovative technologies (hereinafter referred

	educational programs, resulting in appropriate effectiveness.	to as advanced pedagogical approaches) are regularly applied**
		3.4.2. Advanced pedagogical approaches are applied to ensure in-depth mastery of course (module) content, develop students' independent learning and analytical, critical and creative thinking, as well as collaboration skills, and enable the effective achievement of the learning outcomes defined in the educational program**
		3.4.3. Advanced pedagogical approaches are determined in accordance with the mode of study and students' needs**
		3.4.4. Regular monitoring and analysis of the effectiveness of advanced pedagogical approaches are conducted**
		3.4.5. Based on the results of monitoring and analysis, identified shortcomings are addressed through the systematic development of the professional capacity of academic staff in the application of advanced pedagogical approaches**
		3.4.6. Based on the results of monitoring and analysis, the curriculum, course syllabi, and methodological materials are updated, and methodological guidelines and instructional materials related to advanced pedagogical approaches are regularly developed and introduced into educational practice**
		3.4.7. An annual analytical report on the effectiveness of advanced pedagogical approaches is prepared and reviewed by the council of the higher education institution**
	3.5. Within the educational program, transparency and objectivity of student assessment are ensured, and assessment processes are aligned with the learning outcomes	3.5.1. Procedures and mechanisms have been developed to ensure the effective organization of assessment processes
		3.5.2. The assessment procedures and regulations, criteria, methods, and approaches are communicated to students before the start of each course (module) **
		3.5.3. Within the educational program, approaches and assessment tools are applied to ensure formative (ongoing) and summative (final) assessment**
		3.5.4. Assessment criteria are based on the expected learning outcomes of the course (module) and the educational program and are communicated to students in a clear and understandable manner**
		3.5.5. In the assessment process, the principles of fairness, transparency, and academic integrity are strictly observed**
	3.6. Availability of opportunities for students to receive feedback on their assessment results	3.6.1. Procedures have been developed for collecting, reviewing, and analyzing students' proposals, feedback, and complaints related to assessment results, as well as for designating responsible staff for the implementation of these procedures

		3.6.2. The established procedure clearly specifies the forms and timelines for lodging complaints, the complaint review process, and the decision-making mechanism
		3.6.3. Proposals, feedback, and complaints are received under conditions convenient for students and through formats aligned with their needs, and the review process is conducted in accordance with the principles of transparency, accountability, and avoidance of conflicts of interest**
		3.6.4. Students' complaints regarding the assessment process and assessment results are reviewed by the higher education institution's appeals committee and are systematically analyzed**
		3.6.5. Based on the results of the analysis, reports are prepared, measures are defined to improve the assessment process, and necessary changes are systematically introduced to the assessment procedures and criteria**
	3.7. The educational program establishes rules of academic integrity and ensures the existence of an effective system for preventing violations of these rules*	3.7.1. The higher education institution has established procedures (regulations) and/or guidelines on academic integrity, ethics, and professional responsibility
		3.7.2. The principles of academic integrity are systematically integrated into the processes of educational program development, teaching and learning, assessment, and research activities**
		3.7.3. An anti-plagiarism system and organizational measures are systematically implemented to prevent, detect, and address plagiarism and other violations of academic integrity**
		3.7.4. A transparent procedure is in place for reviewing cases of violations of academic integrity rules and determining accountability measures**
		3.7.5. Students and academic staff have been informed of the rules of academic integrity and ethics**
		3.7.6. Regular training activities (seminars, lectures) are organized for students and academic staff on academic integrity, ethics, plagiarism, the appropriate use of artificial intelligence, copyright, and conflicts of interest**
		3.7.7. The rights to scientific works, innovative ideas, inventions, and other intellectual property objects created by students and academic staff are protected**
	4.1. Admission requirements for the educational program are clearly defined, and the admission process is	4.1.1. Admission criteria and requirements for the educational program are clearly defined, and an established mechanism exists to provide open access to this information for all applicants and stakeholders
4. Student Activities		

	conducted in a transparent manner	4.1.2.	Admission processes, requirements, and criteria comply with applicable legislation
		4.1.3.	Admission requirements for the educational program comply with the higher education institution's internal regulations, including regulations on student mobility, credit recognition, and recognition of prior learning outcomes
		4.1.4.	Applicants are provided with timely and open access to information on admission results
		4.1.5.	An established complaints mechanism exists concerning the admission process and its outcomes
		4.1.6.	For admission to educational programs delivered in a foreign language, applicants are required to meet national or international foreign language proficiency requirements** (Applicants' compliance with the required level of foreign language proficiency prior to admission to the program is confirmed by a document certifying foreign language proficiency)
		4.1.7.	Admission requirements for the educational program are systematically reviewed based on the formative and summative assessment results of students admitted in previous years, and necessary revisions are made**
	4.2. Admission parameters are aligned with the resources and capacity of the educational institution*	4.2.1.	Admission parameters (including the number of students, quotas by fields of study, and other indicators) are established in accordance with the capacity of the higher education institution's infrastructure, including classrooms, laboratories, practical training bases, and technical facilities – sufficient to achieve the educational program's objectives in educational, research, spiritual and educational, and health-promoting activities.
		4.2.2.	Admission parameters are established taking into account the capacity of the information and resource center (library) (hereinafter referred to as the IRC).
		4.2.3.	Admission parameters are established based on an analysis of the number and composition of academic staff, as well as their workload
		4.2.4.	Admission parameters are formed based on available financial resources, including budgetary funds, grants, and contract-based tuition revenues
		4.2.5.	Admission parameters are aligned with the higher education institution's strategic plan (mission and strategy) and academic profile
		4.2.6.	Admission parameters are established based on an analysis of the relevant labor market and the needs and proposals of employers

		4.2.7. The implementation of admission parameters is subject to annual analysis, and, based on the results of this analysis, necessary amendments to the admission parameters are introduced**
	4.3. Established procedures are in place for student transfer, year-to-year progression (including retention), dismissal, and reinstatement (hereinafter referred to as student status changes) *	4.3.1. Internal documents (rules, procedures, and/or regulations) governing student status changes are developed in accordance with applicable regulatory and legal acts on admission, transfer, reinstatement, and dismissal 4.3.2. A complaints mechanism is in place for processes and decisions related to student status changes 4.3.3. Students and their parents are informed about internal documents (rules, procedures, and/or regulations) related to student status changes, as well as about the processes and outcomes of such changes** 4.3.4. Decisions related to student status changes are substantiated and documented in accordance with established requirements**
	4.4. Institutional mechanisms for student support and advising are established	4.4.1. As part of the educational program, a system of student support, including academic, psychological, social, and career advising, is established or planned 4.4.2. Mentoring support, including the “mentor-mentee” model, is provided to students to support informed course (module) selection, understanding of the assessment system, and the determination of individual personal development pathways** 4.4.3. A psychological counseling and support center have been established** 4.4.4. Procedures for addressing academic arrears among students are established** 4.4.5. An individual educational trajectory is formed based on students’ educational needs and career objectives, and methodological and informational support for its implementation is provided** 4.4.6. Information on the utilization and effectiveness of advising services is systematically collected and analyzed; students’ satisfaction with these services is subject to regular assessment; and the advising system is improved on an ongoing basis based on the assessment results**
5. Human Resources	5.1. The availability of academic staff, as well as administrative, technical, service, and instructional support personnel, in accordance with the standards established for the educational program, and the	5.1.1. The number of academic staff is sufficient to ensure the effective implementation of the educational program (the proportion of full-time academic staff within the educational program constitutes at least 70 percent of the total number of academic staff involved in the implementation of the educational program). 5.1.2. For a newly established educational program, actual staffing with teaching staff is not

	compliance of their qualitative composition, qualifications, and fields of specialization with the established requirements*	required, provided that a clear academic staffing plan for the composition of teaching staff has been submitted
		5.1.3. The educational program is delivered by a sufficient number of academic staff holding academic degrees and academic titles to ensure its effective implementation (the proportion of academic staff holding academic degrees and academic titles, relative to the total number of full-time academic staff assigned to the educational program and employed at the primary place of employment, constitutes at least 35 percent for the bachelor's program and at least 70 percent for the master's program)
		5.1.4. For a newly established educational program, actual provision of academic staff holding academic degrees and academic titles is not required, provided that a clear academic staffing plan has been submitted
		5.1.5. The number of administrative, technical, service, and instructional support staff is determined in accordance with the standard staffing norms for administrative, technical, service, and instructional support staff of higher education institutions (Registration No. 2859, dated February 21, 2017).
		5.1.6. For a newly established educational program, actual provision of instructional support staff is not required, provided that a clear plan for the composition of instructional support staff has been submitted
		5.1.7. A system of social support and financial incentives for staff has been implemented**
	5.2. Teaching staff assigned to the educational programs currently in operation possess professional, pedagogical, and academic competencies relevant to and aligned with the disciplines specified in the approved curriculum*	5.2.1. The number and composition of academic staff assigned to the educational program have been determined based on the program objectives, intended learning outcomes, and the need for the effective implementation of the curriculum**
		5.2.2. The academic specialization of teaching staff is aligned with the disciplines (modules) delivered under the educational program**
		5.2.3. Indicators for assessing the achievements of teaching staff have been established, covering state and sectoral awards, honorary titles, and prizes awarded in international and national competitions**
		5.2.4. The educational and methodological, and research activities of teaching staff are evidenced by participation in fundamental, applied, and other research projects; the development of textbooks, study guides, and instructional and methodological materials; publications in national and international outlets; and articles published in impact-factor journals indexed in Scopus, Web of Science, or other internationally recognized indexing databases**

	5.3. The existence of a clear plan for staffing new educational programs with teaching staff possessing professional, pedagogical, and academic competencies relevant to the disciplines specified in the curriculum*	5.2.5. A system for the continuous assignment of teaching staff to internal and external advanced training courses has been established**
		5.3.1. An analysis of staffing needs for new educational programs has been conducted*
		5.3.2. The required specializations and competencies for academic disciplines (modules) are defined
		5.3.3. Strategies for the attraction of new staff (through selection, competitive procedures, grants, and other mechanisms) are defined
		5.3.4. A mechanism for recruitment and the establishment of a staff reserve has been defined
		5.3.5. Opportunities for engaging foreign specialists and practitioners are envisaged
		5.3.6. Measures have been taken to prepare highly qualified staff with advanced academic degrees for new educational programs and to ensure their targeted placement in doctoral studies
	5.4. Conditions have been created for staff professional development and continuing training, and a system of financial and non-financial incentives is in place	5.4.1. Programs for retraining and continuing professional development for academic staff and other staff have been developed
		5.4.2. A system of financial and non-financial incentives is in place to encourage the publication of scientific articles, contributions to innovative ideas, and active participation in international or national projects
		5.4.3. Incentive criteria are transparent and results-oriented, serving the development of the scientific capacity of the higher education institution
		5.4.4. An established practice exists for staff participation in international internships and conferences in relevant fields of specialization**
		5.4.5. A mechanism is in place for the assessment and recognition of professional development outcomes
6. Material and Technical Resources	6.1. The availability of the necessary tools, equipment, instruments, technical facilities, raw materials, and other resources for conducting practical and laboratory classes and for completing course papers (projects), as well as the provision of methodological guidelines (instructions), is ensured for the	6.1.1. The necessary tools, equipment, instruments, technical facilities, and raw materials for practical and laboratory classes under the educational program are available and aligned with the program objectives and the intended learning outcomes
		6.1.2. The higher education institution is equipped with tools, equipment, and technical facilities in accordance with the size and composition of the student cohort
		6.1.3. Technical passports for tools, equipment, and technical facilities are available; technical inspections have been conducted; and records of technical maintenance (repairs and preventive maintenance) are systematically documented**

	implementation of the educational program*	6.1.4. Methodological guidelines, instructional technological maps, instructions, and manuals (including safety instructions) for the use of tools, equipment, and technical facilities are available**
		6.1.5. The organization of trainings (master classes) on the use of tools and equipment for academic staff and students, conducted in cooperation with industry specialists or employers, has been established**
		6.1.6. An annual plan has been developed for the modernization and equipping of classrooms used for practical and laboratory classes with innovative technologies**
	6.2. Provision of educational and instructional-methodological literature and electronic learning resources by disciplines is ensured in accordance with the established requirements*	6.2.1. The educational literature and methodological guides specified in the syllabus of each discipline (module) are available
		6.2.2. The literature is selected in accordance with the content and learning objectives of the disciplines (modules)
		6.2.3. Collections of teaching materials and digital learning resources developed for disciplines (modules) are made available in the electronic library
		6.2.4. Continuous access to electronic resources is available for academic staff and students**
		6.2.5. Educational literature and methodological guides are regularly updated and aligned with contemporary disciplines (modules) and trends in scientific and technological development**
		6.2.6. Contemporary foreign literature relevant to the content of the discipline (module) is used**
	6.3. Classrooms and laboratories, as well as workshops (training sites), are equipped with appropriate equipment and information and communication technologies, commensurate with the number of students and in compliance with safety regulations*	6.3.1. The higher education institution is provided with classrooms commensurate with the size and composition of the student cohort*
		6.3.2. Classrooms used for practical and laboratory classes and the material and technical base comply with occupational health and safety regulations, sanitary and hygiene standards, urban planning norms and regulations, as well as fire and technical safety requirements
		6.3.3. Laboratories and workshops (training sites) are equipped with tools, equipment, and technical facilities appropriate to the educational program; first-aid supplies are available; evacuation routes (schemes) are designated; and the maintenance of safety logs has been established
		6.3.4. Classrooms are equipped with information and communication technologies (projectors, computers, and other equipment) in line with the needs of disciplines (modules), and an IT infrastructure has been established

		6.3.5. Seating and workstations for students are available in classrooms, laboratories, and workshops (training sites)
	6.4. Adaptation of buildings and equipment for inclusive education, availability of specialized learning materials, and access to information and communication technologies (hereinafter referred to as ICT)	6.4.1. Adaptation of buildings and classrooms of the higher education institution, including corridors, ramps, elevators, doors, and sanitary facilities, for persons with disabilities (students)
		6.4.2. Availability of specialized learning materials (including Braille books and visual materials), specialized equipment, and assistive technical devices for the educational program
		6.4.3. Availability of access to ICT, electronic resources, and software for inclusive education (including audio and video resources, Braille script, subtitles, and others)
		6.4.4. Availability of a pedagogical and psychological support system for inclusive education within the educational process**
		6.4.5. Availability of pedagogical staff and/or a psychologist trained in inclusive education methodology and possessing the required competencies**
		6.4.6. Monitoring of the implementation and effectiveness of inclusive education conditions**
	6.5. Availability of educational literature aligned with the educational programs and computers at the information and resource center (library), as well as a reading room and an electronic library*	6.5.1. Availability of textbooks, study guides and educational literature aligned with the educational program, as well as fiction literature, at the IRC*
		6.5.2. Equipping of the IRC with modern ICT and electronic devices, availability of access to the Internet, and provision of guidance to students on the use of ICT and electronic devices
		6.5.3. Placement of textbooks, study guides and educational literature, teaching material collections, digital learning resources, and multimedia content in digital format within the information and library collection of the electronic library for the educational program
		6.5.4. Availability of a reading room at the IRC providing comfortable conditions for students
		6.5.5. Regular updating of the library collection**
	6.6. Availability of a digital learning environment (LMS, Wi-Fi zones, online courses, webinars, and distance learning opportunities)	6.6.1. Provision of teaching activities and learning materials in electronic format through HEMIS and/or LMS, as well as integration of online courses and video lectures into the educational process
		6.6.2. Availability of opportunities to participate in the educational process through distance learning platforms
		6.6.3. Availability of a system for monitoring and analysis of academic performance, electronic assessment, and provision of feedback

		6.6.4. Protection of the digital learning environment in compliance with information security requirements
		6.6.5. Regular organization of webinars and online seminars**
		6.6.6. Establishment of a communication channel among students, academic staff, and administration through the Education Management Information System (HEMIS) and/or the LMS (Learning Management System) **
		6.6.7. Availability of technical support services for the use of electronic learning resources**
	6.7. Availability of specialized rooms or buildings and facilities (such as a sports hall, stadium, music room, and others) relevant to the educational program	6.7.1. Availability of access to a sports hall, stadium, and sports grounds, as well as availability of necessary equipment for physical education and sports activities
		6.7.2. Availability of specialized rooms equipped for music, arts, and culture classes in accordance with the educational program requirements, as well as availability of equipment for creative activities
		6.7.3. Availability of specialized laboratories, studios, or other specialized rooms relevant to the educational program
		6.7.4. Continuous operation of buildings (facilities) throughout the educational process
		6.7.5. Availability of buildings (facilities) with capacity and size commensurate with the number of students

ANNEX 6. Standards, criteria, and indicators for conducting special state accreditation of VET Institutions

Educational programs are evaluated under special state accreditation based on 6 standard, 31 criteria, and 163 indicators.

Since special accreditation applies to both newly established and existing educational programs, certain indicators are applicable only to existing programs.

Mandatory criteria and indicators are marked with an asterisk (*), while indicators applicable specifically to existing educational programs are marked with a double asterisk (**).

Standard (Area)	Criterion	Indicator
1. Organizational Management and Quality Assurance	1.1. Availability of a structural unit responsible for the implementation of the educational program and mechanisms for its effective functioning	1.1.1. 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*
		1.1.2. 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
		1.1.3. There are mechanisms in place within the structural unit to improve the educational program in line with labor market requirements and technological changes
		1.1.4. 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**
		1.1.5. The compliance of the educational program with labor market requirements and its effectiveness are reviewed by the structural unit, and analytical information is prepared**
		1.1.6. Based on the prepared analytical information, the structural unit systematically develops, implements, and monitors the execution of an action plan**
	1.2. Availability of a three-year prospective plan for the development of the educational program and ensuring financial sustainability (hereinafter referred to in the text as the prospective plan)	1.2.1. The prospective plan has been developed and is aligned with the strategic plan (mission, strategy) of the vocational education institution
		1.2.2. 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
		1.2.3. 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
		1.2.4. 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**
	1.3. Availability of an internal quality assurance mechanism within the educational program and ensured participation of stakeholders in these processes	1.3.1. A quality assurance unit for monitoring and analyzing the educational program has been established, or responsible staff member(s) have been appointed
		1.3.2. An internal evaluation procedure for the educational program has been developed and approved following discussion by the pedagogical (methodological) council and employers
		1.3.3. 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**
		1.3.4. 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**
		1.3.5. 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**
	1.4. Availability of a monitoring system to identify labor market and educational needs, as well as the latest trends in scientific research	1.4.1. A monitoring plan to study labor market and educational needs, as well as scientific research trends, has been developed and approved
		1.4.2. During the monitoring process, with the participation of teachers, employers, and sector specialists, information related to the labor market and the education sector is regularly collected, analyzed, and evaluated**
		1.4.3. 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)**
		1.4.4. Based on innovations in scientific research areas and labor market requirements, a continuously updated information database is established**
		1.4.5. Information related to the labor market and the education sector is publicly disclosed for teachers, employers, students, parents, and sector specialists**
	1.5. Conduct of surveys among students on existing educational programs and improvement of educational programs based on their results	1.5.1. 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**
		1.5.2. Students are regularly informed about the conducted surveys, and measures are taken in a systematic manner to ensure their participation**
		1.5.3. Survey processes are organized based on the principles of openness, equality, and impartiality**
		1.5.4. 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**
		1.5.5. Based on the survey results, an analytical report is prepared and submitted to the pedagogical (methodological) council**
		1.5.6. 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**
		1.5.7. 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**
2. Educational Programs	2.1. Development of the educational program in accordance with established procedures with the participation of stakeholders. This includes the definition of the objectives and outcomes of the educational program, and its compliance with	2.1.1. There is a procedure for developing the educational program, including the definition of the objectives, competencies, and expected learning outcomes of the educational program, and a working group consisting of teachers, sector specialists, and employers has been established for the development of the educational program*
		2.1.2. The content of the educational program has been analyzed for compliance with the

	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)	SES, NQF, professional standard(s) (or qualification requirements), and labor market requirements
		2.1.3. 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
		2.1.4. 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
		2.1.5. 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
	2.2. Alignment of the content and structure of the educational program with theory and practice in an appropriate manner	2.2.1. 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
		2.2.2. 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
		2.2.3. 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
		2.2.4. Cooperation with employer enterprises and practical training bases has been established to ensure coherence between theoretical and practical subjects (modules)
		2.2.5. 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**
	2.3. Ensuring the continuity, coherence, and consistency of the educational program and its subjects	2.3.1. 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*
		2.3.2. 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
		2.3.3. 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
		2.3.4. Mutual integration between theoretical and practical training sessions within subjects (modules) is ensured
		2.3.5. 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**
	2.4. Systematic monitoring of existing educational programs and implementation of measures to enhance and improve their effectiveness	2.4.1. Procedures and criteria for evaluating the effectiveness of the educational program have been developed**
		2.4.2. Systematic monitoring and analysis processes for the educational program are carried out**
		2.4.3. During the monitoring process, the participation of employers, students, parents, graduates, and sector specialists is ensured in a systematic manner**
		2.4.4. 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**
		2.4.5. 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**
	3. Organization of the Educational Process and Assessment of Expected Learning Outcomes	3.1.1. The working curriculum and subject (module) and practical training programs have been developed based on standard curricula and programs
		3.1.2. In accordance with the requirements of the SES, the working curriculum and programs have been developed based on proposals provided by local employers*
		3.1.3. 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
		3.1.4. The working curriculum and programs are aligned with labor market, sectoral, and seasonal requirements
	3.2. Orientation of the educational process	3.2.1. The educational process is planned in cooperation with employers, taking into

	toward achieving the expected learning outcomes defined in the educational program	account current labor market needs and sector-specific characteristics
		3.2.2. Based on the working curriculum, the schedule of training sessions has been developed in accordance with the academic calendar, approved, and implemented**
		3.2.3. 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**
		3.2.4. Educational-methodological resources and information and communication technologies (hereinafter referred to in the text as ICT) necessary for organizing the educational process are used**
		3.2.5. Practical training bases for the educational program are available*
		3.2.6. 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**
3.3.	Continuous assessment and improvement of the educational process	3.3.1. A procedure for assessing, analyzing, and improving the educational process has been developed
		3.3.2. In accordance with the frequency specified in the procedure for assessing, analyzing, and improving the educational process (monthly, semester-based, annual), assessment and analysis of the educational process are carried out**
		3.3.3. 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**
		3.3.4. 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**
3.4.	Use of advanced pedagogical technologies in the educational process for existing educational programs and achievement of appropriate effectiveness	3.4.1. 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**

		3.4.2. 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**
		3.4.3. 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**
		3.4.4. Based on the results of monitoring, analysis, and enhancement of teachers' professional capacity, pedagogical technologies are continuously updated and improved**
		3.4.5. An annual analytical report on the use of advanced pedagogical technologies and their effectiveness is prepared and reviewed by the pedagogical (methodological) council**
3.5.	Transparent and impartial assessment of students' learning within the educational program and compliance of assessment processes with learning outcomes	3.5.1. A procedure, rules, criteria, and methods for assessing students' knowledge, skills, and competencies within the educational program (hereinafter referred to in the text as the assessment procedure) have been developed
		3.5.2. The assessment procedure is communicated to students before the start of the educational process**
		3.5.3. 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**
		3.5.4. Impartiality, transparency, and academic integrity are ensured in the process of assessing students' knowledge, skills, and competencies within the educational program**
		3.5.5. 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**
		3.5.6. 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**
3.6.	Availability of mechanisms for receiving students'	3.6.1. A procedure for collecting, reviewing, and analyzing students' proposals, feedback, and complaints regarding assessment results has been developed, and

	feedback assessment results on	responsible executors have been designated
		3.6.2. Within the developed procedure, the forms and deadlines for submitting complaints, the procedure for reviewing them, and the decision-making mechanism are clearly defined
		3.6.3. 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**
		3.6.4. Students' complaints regarding the assessment process and results are reviewed by the appeal commission of the vocational education institution and are systematically analyzed**
		3.6.5. Based on the analysis results, reports are regularly prepared and an action plan to improve the assessment process is developed, and necessary changes are introduced to the assessment procedure and criteria**
4. Student Activities	4.1. Clear definition of admission requirements for the educational program and ensuring transparency in the admission process	4.1.1. 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**
		4.1.2. 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
		4.1.3. 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)
		4.1.4. 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**
		4.1.5. A mechanism for reviewing applications and complaints related to the admission process is available
	4.2. Alignment of admission parameters with the resources and capacities of the educational institution	4.2.1. 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

		4.2.2. 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)
		4.2.3. 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**
	4.3. Establishment of procedures for student transfer, progression (retention), dismissal, and reinstatement within the educational program (hereinafter referred to in the text as student movement)	4.3.1. Student movement at the vocational education institution—including admission to study, transfer, reinstatement, and dismissal—is carried out in accordance with the procedures established in regulatory legal documents, and a responsible commission (or working group) for managing student movement has been established**
		4.3.2. 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**
		4.3.3. 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)**
		4.3.4. An open and convenient system for submitting complaints related to student movement has been established, and procedures for reviewing such complaints are defined**
	4.4. Establishment of procedures for the recognition of non-formal and informal skills and qualifications	4.4.1. Procedures for the recognition of non-formal and informal skills and qualifications have been established
		4.4.2. In cooperation with sector councils for professional qualifications development, activities for the recognition of non-formal and informal skills and qualifications have been organized
		4.4.3. 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
		4.4.4. Measures to prevent conflicts of interest in the recognition of applicants' non-formal and informal skills and qualifications have been implemented
	4.5. Availability of mechanisms for	4.5.1. A system for supporting students under the educational program, including

	supporting students and providing them with guidance and counseling	academic, psychological, social, and career guidance counseling, has been planned
		4.5.2. Information on student support and counseling services is publicly available (through the website, brochures, notice boards, and other means)
		4.5.3. 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**
		4.5.4. The career center of the vocational education institution regularly provides methodological and informational support on counseling, graduate employment, and job placement**
		4.5.5. 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**
5. Human Resources	5.1. 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	5.1.1. Administrative staff have work experience in the education sector and an established strategic plan
		5.1.2. Participation of administrative staff in professional development courses within the established timeframe is organized, and obtaining relevant certificates is ensured**
		5.1.3. The number of teaching staff is ensured in accordance with the subjects (modules) and practical training sessions they teach
		5.1.4. Measures have been taken to ensure an adequate number of support staff necessary for the effective organization of the educational program
		5.1.5. 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**
	5.2. Provision of teaching staff possessing relevant professional, pedagogical, and academic competencies corresponding to the subjects included in the curriculum of existing educational programs	5.2.1. 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**
		5.2.2. Within the educational program, teachers with higher education and industrial training masters possessing practical skills are available**

		5.2.3. The number of teaching staff is formed in accordance with the teaching load required by the educational program**
		5.2.4. Non-specialist (non-pedagogical) staff delivering instruction under the educational program undergo retraining**
		5.2.5. A mechanism for attesting teaching staff is in place, and teaching staff undergo attestation**
		5.2.6. Practical measures aimed at strengthening staffing and improving its qualitative composition (selection, training, internships, and others) are implemented**
5.3. 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	5.3.1.	An analysis of staffing needs for the new educational program has been conducted, and a plan for staffing with teaching personnel has been developed*
	5.3.2.	Measures have been taken to send teaching staff to retraining and professional development courses for the new educational program
	5.3.3.	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
	5.3.4.	A monitoring mechanism has been developed to oversee, analyze, and evaluate the implementation of the staffing plan for the new educational program
5.4. Creation of conditions for the professional development and advanced training of staff, and availability of a system of material and non-material incentives	5.4.1.	Schedules for teachers' participation in professional development courses and internships at employer enterprises and organizations have been developed
	5.4.2.	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)
	5.4.3.	Teachers' participation in professional development and internship courses is carried out in accordance with the established schedules**
	5.4.4.	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**
	5.4.5.	The principles of transparency and fairness are consistently applied in the

6. Material and Technical Resources		processes of material and non-material incentives**
		5.4.6. Measures aimed at the professional development of teaching staff are implemented, and analytical reports on the effectiveness of these measures are regularly prepared**
	6.1. Availability of the necessary equipment, furniture, inventory, technical means, raw materials, and other resources for conducting practical and laboratory training under the educational program, as well as provision with methodological guidelines (manuals)	6.1.1. For the implementation of the educational program, the necessary infrastructure, equipment, furniture, and inventory required for practical and laboratory training are available and comply with the requirements of the educational program
		6.1.2. The number of furniture and technical equipment under the educational program is ensured based on the student contingent (group size)**
		6.1.3. Equipment has technical passports, undergoes technical inspection, and the provision of technical services (repair, preventive maintenance) is documented**
		6.1.4. 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**
		6.1.5. Procedures for the use and accounting of raw materials and (or) consumable materials are available, and their use is recorded (documented)**
		6.1.6. Methodological guidelines, technological maps, manuals, and instructions (including safety instructions) for the use of furniture and equipment are available**
	6.2. Provision of learning and teaching materials, as well as electronic educational resources by subjects in accordance with established requirements	1.1.7. For the subjects (modules) and practical training included in the educational program, textbooks, learning materials, methodological manuals, and electronic educational resources are available
		6.2.1. 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
		6.2.2. 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**
		6.2.3. 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**
		6.2.4. 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
		6.2.5. Learning manuals under the educational program are continuously updated and improved in accordance with the latest requirements for subjects (modules) and practical training**
	6.3. 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	6.3.1. Based on the number of students, classrooms and equipment under the educational program are provided*
		6.3.2. Classrooms, laboratories, and workshops (training grounds) are equipped with information and communication technology (ICT) tools and devices
		6.3.3. In classrooms, laboratories, and workshops (training grounds), the necessary seating and workstations are available in accordance with the number of students
		6.3.4. 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
		6.3.5. 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
	6.4. Adaptation of buildings and facilities for inclusive education, availability of special learning materials, and creation of opportunities for using information and communication technologies	6.4.1. The buildings and classrooms of the vocational education institution, including corridors, ramps, doors, and sanitary facilities (restrooms), are adapted for persons (students) with disabilities
		6.4.2. Special learning materials for the educational program (books in Braille, visual materials), special equipment, and assistive technical devices are available
		6.4.3. Opportunities have been created to use ICT, electronic educational resources, and software for inclusive education (audio-video resources, Braille alphabet, subtitles, and others)
		6.4.4. Teacher(s) trained in inclusive education methodology and possessing the necessary competencies and (or) a psychologist are available
		6.4.5. A system of pedagogical and psychological support for inclusive

		education during the educational process is available**
		6.4.6. Monitoring of the practical application and effectiveness of inclusive education conditions is carried out**
	6.5. 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	6.5.1. Textbooks, learning materials, and fiction literature corresponding to the educational program are available in the IRC*
		6.5.2. The IRC is equipped with modern ICT and electronic devices, and students are regularly provided with guidance on their use**
		6.5.3. Opportunities have been created to use the IRC reading room, the electronic library, and to access the Internet
		6.5.4. 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
		6.5.5. 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**
		6.5.6. 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**
		6.5.7. The library collection is regularly updated**
	6.6. Establishment of a digital learning environment (LMS, Wi-Fi zones, online courses, webinars, and opportunities for distance learning)	6.6.1. 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
		6.6.2. Dedicated responsible staff member(s) (administrator) for managing electronic educational resources under the educational program are available
		6.6.3. Online courses, video lessons, online tests, and other digital content under the educational program are available and are actively used**
		6.6.4. The necessary technical and methodological conditions for conducting webinars and online classes have been

		created, and webinars and online seminars are regularly organized**
		6.6.5. The number of teachers and students participating in distance learning under the educational program is recorded, and monitoring of their participation is carried out**
		6.6.6. 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**
		6.6.7. 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
	6.7. Availability of special rooms or buildings and facilities (sports hall, stadium, music room, and others) based on the specifics of the educational program	6.7.1. 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)
		6.7.2. Within the educational program, taking into account the number of admitted students, seating areas (benches) and resting places are available for recreation
		6.7.3. 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
		6.7.4. Sports halls, sports grounds, and health-improving facilities are operational; their equipment is maintained in proper technical condition and is regularly updated**
		6.7.5. An equipped assembly hall is available under the educational program**
		6.7.6. Buildings (facilities) comply with safety requirements**
		6.7.7. The condition and effectiveness of infrastructure use are assessed, and annual monitoring and reporting on the technical condition of buildings (facilities) are carried out**

ANNEX 7. Standards, criteria, and indicators for conducting special state accreditation of Secondary Specialized Institutions

Educational programs are evaluated under special state accreditation based on 6 standard, 31 criteria, and 157 indicators.

Since special accreditation applies to both newly established and existing educational programs, certain indicators are applicable only to existing programs.

Mandatory criteria and indicators are marked with an asterisk (*), while indicators applicable specifically to existing educational programs are marked with a double asterisk (**).

Standard (Area)	Criterion	Indicator
1. Organizational Management and Quality Assurance	1.1 Availability of a structural unit responsible for the implementation of the educational program and mechanisms for its effective functioning	1.1.1. 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 resources and financial resources*
		1.1.2. The powers, duties, and functions of the structural unit are clearly defined and oriented toward the effective implementation of the educational program, in accordance with the objectives established within the educational program
		1.1.3. There are mechanisms in place within the structural unit to ensure the continuity of educational stages and to improve the educational program in line with labor market requirements and technological changes
		1.1.4. To ensure the effective implementation of the educational program, the structural unit is provided with material and technical base, financial and human resources, and the structural unit has work plans**
		1.1.5. The continuity of educational stages of the educational program, its compliance with labor market requirements and technological changes, and its effectiveness are evaluated by the structural unit, and analytical information is prepared**
		1.1.6. Based on the prepared analytical information, the structural unit systematically develops, implements, and monitors the execution of an action plan**
	1.2 Availability of a three-year prospective plan	1.2.1. A prospective plan has been developed and is aligned with the strategic plan (mission,

	for the development of the educational program and ensuring its financial sustainability (hereinafter referred to as the prospective plan)		strategy) of the secondary specialized education institution
		1.2.2.	The prospective plan reflects the material and technical base, infrastructure, information technologies, human resources, financial sources required for the educational program, as well as issues of cooperation with the ministry, agency, or higher education institution under whose authority the secondary specialized education institution operates (hereinafter referred to in the text as the supervisory organization); the timelines for task implementation and responsible executors are clearly specified
		1.2.3.	The prospective plan includes a risk analysis affecting the implementation of the defined tasks, and mitigation measures to address these risks are identified
		1.2.4.	Mechanisms for monitoring and analyzing the implementation of the tasks defined in the prospective plan have been developed, and measures to address identified shortcomings are undertaken based on the results of monitoring and analysis**
	1.3 Availability of an internal quality assurance mechanism within the educational program and involvement of stakeholders in these processes	1.3.1.	A structural unit responsible for internal quality assurance in monitoring and evaluation of the educational program has been established, or responsible staff member(s) have been designated
		1.3.2.	An internal evaluation procedure for the educational program has been developed and approved following discussion by the pedagogical council
		1.3.3.	Based on proposals and feedback from representatives of the supervisory organization, teachers, students, as well as parents and their representatives (hereinafter referred to in the text as parents), an action plan for improving the educational program and ensuring internal quality assurance is developed**
		1.3.4.	The implementation of the tasks defined in the action plan for improving the educational program and ensuring internal quality assurance is monitored and analyzed, and the educational program is improved accordingly**
		1.3.5.	Information on the improvement of the educational program is publicly disclosed on the website and/or social media platforms of the secondary specialized education institution**
	1.4 Availability of a monitoring system for	1.4.1.	A monitoring plan has been developed and approved to study labor market and

	identifying recent trends in labor market and educational needs		educational needs, as well as trends in scientific research
		1.4.2.	During the monitoring process, the participation of teachers, representatives of the supervisory organization, and sector specialists is ensured, and information related to the labor market and the education sector is regularly collected and analyzed**
		1.4.3.	Based on the monitoring results, issues and shortcomings necessary for improving the educational program are identified, and relevant changes are introduced to the subjects of the educational program (subject topic(s) and content)**
		1.4.4.	A continuously updated database is established based on innovations in scientific research areas, labor market requirements, and educational needs**
		1.4.5.	Information related to the labor market and the education sector is publicly disclosed**
	1.5 Conduct of surveys among students on existing educational programs and improvement of the educational program based on the results	1.5.1	Surveys, interviews, and focus groups for assessing and improving the existing educational program (hereinafter referred to in the text as the survey) are conducted; the topics, list of questions (issues), timelines for conducting the survey, and responsible executors are determined**
		1.5.2	Learners are regularly informed about the surveys to be conducted, and measures are taken on a systematic basis to ensure their participation**
		1.5.3	Survey processes are organized based on the principles of openness, equality, and impartiality**
		1.5.4	The results of the conducted surveys are analyzed by responsible executors, and learners' proposals and feedback related to improving the educational program are systematically collected**
		1.5.5	An analytical report based on the survey results is prepared and submitted to the pedagogical council**
		1.5.6	Based on the prepared analytical report, an action plan for improving the educational program is systematically developed, and necessary changes are introduced to the educational program**
		1.5.7	Information on survey results and the changes implemented on their basis is publicly disclosed on the website and/or social media platforms of the secondary specialized education institution**

2. Educational programs	2.1	Definition of the objectives and outcomes of the educational program and their compliance with the State Educational Standard (hereinafter referred to in the text as the SES) and the National Qualifications Framework (hereinafter referred to in the text as the NQF)	2.1.1	For the development of the educational program, a working group consisting of representatives of the supervisory organization, teachers, and sector specialists has been established (hereinafter referred to in the text as the working group).
			2.1.2	By the working group, the objectives, competencies, and intended learning outcomes of the educational program have been defined.
			2.1.3	The educational program has been analyzed for compliance with the SES, the NQF, occupational standard(s) (or qualification requirements), and labor market requirements.
			2.1.4	Based on the results of the analysis, the objectives, competencies, and intended learning outcomes of the educational program have been specified, and conclusions regarding identified issues and shortcomings have been prepared.
			2.1.5	The objectives and outcomes of the educational program are aligned with the requirements of the SES and the NQF.
	2.2	Development and approval of the educational program in accordance with the established procedure with the participation of stakeholders	2.2.1	The draft educational program has been developed by the members of the working group.
			2.2.2	Amendments to the educational program have been introduced based on proposals and feedback from representatives of the supervisory organization, teachers, and sector specialists.
			2.2.3	The educational program has been approved in compliance with the State Educational Standard, the National Qualifications Framework, and occupational standard(s) (or qualification requirements).*
	2.3	Ensuring the duration of the educational program and the coherence and continuity of subjects	2.3.1	The duration of the educational program (total hours, period of study) is defined in accordance with the objectives of the program and the intended learning outcomes
			2.3.2	The sequence of subjects in the curriculum and their compliance with the system of continuous education (secondary specialized and higher education) are ensured
			2.3.3	The hours allocated to subjects, including theoretical, practical, laboratory and seminar classes, as well as independent study (hereinafter referred to in the text as the structural components of subjects), are developed in accordance with sequence,

			duration, continuity, and intended learning outcomes	
		2.3.4	Integration among the structural components of subjects is ensured	
		2.3.5	In the process of reviewing the educational program, the coherence and continuity of the structural components of subjects are continuously analyzed and improved**	
	2.4	Systematic monitoring of existing educational programs and implementation of measures to enhance and improve their effectiveness	2.4.1	Procedures and criteria for assessing the effectiveness of the educational program have been developed**
			2.4.2	Systematic monitoring and analysis processes are carried out for the educational program**
			2.4.3	During the monitoring process, representatives of the supervisory organization, learners, parents, graduates, and sector specialists are systematically involved**
			2.4.4	The monitoring results are analyzed; the effectiveness of the educational program and its compliance with the intended learning outcomes are assessed, and an action plan is developed to address identified issues and shortcomings**
2.4.5			The implementation of tasks specified in the action plan is analyzed, and necessary changes are introduced to the content of the structural components of subjects as well as to assessment procedures and criteria**	
3. Organization of the Educational Process and Assessment of Expected Learning Outcomes	3.1	Development of the working curriculum and program in compliance with established requirements	3.1.1	The working curriculum and program have been developed and approved in accordance with the established procedure*
			3.1.2	In developing the working curriculum (curriculum) (hereinafter referred to in the text as the working curriculum) and program, the requirements of the SES and the proposals and feedback provided by representatives of the supervisory organization have been taken into account
			3.1.3	Proportionality among the structural components of subjects within the teaching (academic) workload specified in the working curriculum is ensured
			3.1.4	The working curriculum and program are aligned with labor market and educational needs
	3.2	Orientation of the educational process towards achieving the expected learning outcomes defined in	3.2.1	The educational process is planned in cooperation with the supervisory organization, taking into account current labor market needs and the specific characteristics of the field

	the educational program	3.2.2	Based on the working curriculum, the schedule of learning activities (class) is developed in accordance with the educational process timetable and implemented in practice**
		3.2.3	In organizing the educational process in accordance with the working curriculum, the coherence and continuity of subjects are ensured**
		3.2.4	The educational process is supported through the use of necessary teaching and learning resources and information and communication technologies (hereinafter referred to in the text as ICT)**
		3.2.5	The secondary specialized education institution ensures achievement of the expected learning outcomes of the educational program, and the level of achievement of the intended learning outcomes is analyzed**
	3.3 Continuous assessment of the educational process and its orientation towards improvement	3.3.1	A procedure for assessing, analyzing, and improving the educational process has been developed
		3.3.2	In accordance with the established procedure for assessing, analyzing, and improving the educational process, assessment and analysis of the educational process are carried out on a regular basis (monthly, semester-based, annually).**
		3.3.3	Representatives of the supervisory organization, students, graduates, teachers, and sector specialists are regularly involved in the assessment of the learning process, and their proposals and feedback are analyzed in a documented manner.**
		3.3.4	Based on the assessment results, an action plan to address identified issues and shortcomings is systematically developed; implementation monitoring is conducted, and the educational process is assessed, analyzed, and improved at the established intervals (monthly, semester-based, annually).**
	3.4 Application of advanced pedagogical technologies in the educational process of existing educational programs and achievement of the relevant effectiveness	3.4.1	Teaching methods, pedagogical technologies, and the content of the structural components of subjects defined in the educational program are oriented towards achieving the intended learning outcomes, and advanced pedagogical and innovative educational technologies are consistently applied**
		3.4.2	The scope of teaching methods and pedagogical technologies, trends in introducing advanced pedagogical technologies, and their level of complexity

		are defined in accordance with the level of the educational program and the needs of students**
		3.4.3 Monitoring and analysis of the effectiveness of applying advanced teaching methods and pedagogical technologies are conducted; based on the results of monitoring and analysis, teachers' professional capacity is enhanced to address identified issues and shortcomings**
		3.4.4 Based on the results of monitoring, analysis, and enhancement of teachers' professional capacity, pedagogical technologies are continuously updated and improved**
		3.4.5 An annual analytical report on the application and effectiveness of advanced pedagogical technologies is prepared and reviewed by the pedagogical council**
	3.5 Transparency and impartiality of the assessment of students' knowledge within the educational program and compliance of assessment processes with learning outcomes	3.5.1 A procedure, rules, criteria, and methods for assessing students' knowledge, skills, and competencies within the educational program (hereinafter referred to in the text as the assessment procedure) have been developed
		3.5.2 The assessment procedure is communicated to students prior to the start of the learning process**
		3.5.3 Representatives of the supervisory organization and teachers, as well as parents, graduates, and/or members of the public as observers, are involved in assessment processes**
		3.5.4 In assessing students' knowledge, skills, and competencies within the educational program, impartiality, transparency, and academic integrity are ensured**
		3.5.5 Assessment results are systematically recorded, maintained, and stored on digital platforms and in the assessment records of the final state attestation commission**
		3.5.6 Compliance of the assessment process with the educational program is systematically and regularly monitored; analysis is conducted, and the results of monitoring and analysis are communicated to students and parents**
	3.6 Availability of mechanisms for collecting, reviewing, and analyzing students' feedback on assessment results	3.6.1 A procedure for collecting, reviewing, and analyzing students' proposals, feedback, and complaints regarding assessment results has been developed, and responsible executors have been designated
		3.6.2 The developed procedure clearly defines the forms and timeframes for submitting

		complaints, the procedure for their review, and the decision-making mechanism	
		3.6.3	Proposals, feedback, and complaints are accepted under convenient conditions for students and through forms aligned with their needs; the review process is carried out in accordance with the principles of openness, accountability, transparency, and prevention of conflicts of interest**
		3.6.4	Students' complaints regarding the assessment process and results are reviewed by the appeal commission of the secondary specialized education institution and are systematically analyzed**
		3.6.5	Based on the results of the analysis, reports are regularly prepared, and an action plan for improving the assessment process is developed; necessary changes are also introduced to assessment procedures and criteria.**
4. Student Activities	4.1 Clear definition of admission requirements for the educational program and transparent implementation of the admission process	4.1.1	The procedure for admission to the educational program has been defined and documented, and transparency of information related to the admission process for applicants and their parents is ensured**
		4.1.2	In determining admission requirements for the educational program, analysis and information regarding educational and labor market needs, as well as applicants' interests, are available
		4.1.3	The composition of admission and appeal commissions has been approved; transparency-ensuring tools are applied during the admission process, and special facilities are organized (online registration, open selection committees, and others)
		4.1.4	The principles of fairness and equality are ensured during the admission process, and lists of admitted applicants are made public and disclosed to the public**
		4.1.5	A mechanism for reviewing applications and complaints related to the admission process is in place
	4.2 Alignment of admission parameters with the resources and capacities of the educational institution	4.2.1	Admission parameter(s) for the educational program are defined in accordance with the infrastructure, financial capacities, classrooms, laboratory facilities, and the requirements of the SES of the secondary specialized education institution
		4.2.2	Admission parameter(s) for the educational program are aligned with labor market needs, the strategic plan (mission and strategy) of the secondary specialized education institution, as well as the number

			and composition of teachers and their teaching (academic) workload
			4.2.3 Annual analyses of the implementation status of the admission parameter(s) for the educational program are conducted, and based on the analysis results, necessary adjustments are introduced to the admission parameters**
	4.3 Regulation of student progression, including transfer, progression between academic years, suspension, and reinstatement of studies (hereinafter referred to in the text as students progression)	4.3.1	Student progression, including admission to the secondary specialized education institution, transfer, reinstatement, suspension, and exclusion from studies, is carried out in accordance with the procedure established by regulatory legal acts; a responsible commission (or working group) for managing student progression has been established**
		4.3.2	Orders, commission minutes, and other relevant documents related to student progression are adopted on a lawful, fair, and transparent basis, are duly formalized, and their reporting and monitoring are conducted on a regular basis**
		4.3.3	Students' rights in relation to student progression are ensured; students and their parents are informed about the processes, and all changes are timely and fully reflected in education management information systems (EMIS AL)**
		4.3.4	An open and accessible system for submitting complaints regarding student progression has been established, and procedures for reviewing complaints are defined**
	5. Human Resources	5.1 Availability of mechanisms for supporting students and providing guidance and counselling	5.1.1 A system for supporting students under the educational program, including academic, psychological, social, and career guidance and counselling, has been planned
			5.1.2 Information on student support and counselling services is publicly available (through the website, brochures, notice boards, and other channels)
			5.1.3 Following admission, activities aimed at familiarizing students with the developed action plans, the educational environment, and the educational program are systematically organized**
			5.1.4 At the secondary specialized education institution, continuous methodological and informational support is provided to expand graduates' access to higher education**
			5.1.5 Information on the use of student support and counselling services is systematically collected and analyzed; the level of

		satisfaction with the services is studied, and the effectiveness of the counselling system is improved.**
	5.2 Availability of teaching staff in compliance with the established requirements for the educational program, as well as availability of management and support staff and compliance of their composition, qualifications, and specialization with defined requirements	5.2.1 Management staff have relevant work experience in the field of education
		5.2.2 Participation of management staff in professional development courses is organized, and possession of the relevant certificates is ensured**
		5.2.3 The number of teaching staff is ensured in accordance with the subjects they teach
		5.2.4 Measures are taken to ensure an adequate number of support staff necessary for the effective implementation of the educational program
		5.2.5 Information on staffing needs (vacant positions) for the educational program is available, including official requests submitted to relevant higher education institutions and territorial divisions of the Ministry of Poverty Reduction and Employment of the Republic of Uzbekistan, or vacancy announcements published on social media platforms**
	5.3 Provision of teaching staff possessing the relevant professional, pedagogical, and academic competencies corresponding to the subjects in the curriculum of existing educational programs	5.3.1 Subjects in the existing educational program are delivered by teachers whose diplomas (certificates), qualification categories, and sector-specific professional experience correspond to the relevant field of education**
		5.3.2 The number of teaching staff in accordance with the educational program is determined based on the teaching (academic) workload**
		5.3.3 A mechanism for the attestation of teaching staff is in place, and teaching staff undergo attestation**
		5.3.4 Practical measures aimed at strengthening staffing provision and improving the qualitative composition of teaching staff (selection, training, internships, and others) are implemented**
		5.3.5 Foreign teachers are engaged in the educational program, including teachers who have received education and completed internships at higher education institutions of foreign countries**
		5.3.6 Core (full-time) teaching staff holding academic degrees and possessing national or international certificates confirming foreign language proficiency and subject knowledge are available within the educational program**

	5.4	Availability of a clear plan for providing teaching staff with the relevant professional, pedagogical, and academic competencies corresponding to the subjects in the curriculum of new educational programs	5.4.1	An analysis of staffing needs for the new educational program has been conducted, and a staffing plan for providing teaching staff has been developed*
			5.4.2	Measures have been taken to retrain teaching staff and to send them to professional development courses for the new educational program
			5.4.3	The staffing plan stipulates engagement of teaching staff with academic degrees or relevant practical experience from educational institutions for conducting classes
			5.4.4	A control mechanism has been developed to monitor and analyze the implementation of the staffing plan for the new educational program
	5.5	Availability of conditions for professional development and upskilling of staff, and existence of a system of material and non-material incentives	5.5.1	Schedules for staff participation in professional development courses and for undertaking internships at higher education institutions have been developed
			5.5.2	Measures are taken to send staff to scientific and practical conferences, webinars, seminar-trainings, and forums in accordance with the professional development system of the secondary specialized education institution (including ensuring participation and organizational support)
			5.5.3	Participation of staff in professional development courses and internships is carried out in accordance with approved schedules**
			5.5.4	A mechanism for providing material and non-material incentives to staff who achieve positive results has been developed and is implemented by the secondary specialized education institution in accordance with the established procedure**
			5.5.5	The principles of transparency and fairness are consistently applied in the processes of providing material and non-material incentives**
			5.5.6	Measures aimed at professional development of staff are implemented, and analytical reports on the effectiveness of these measures are regularly prepared**
6. Material and Technical Support	6.1	Compliance of classrooms and laboratories with the educational program and their equipment with information and	6.1.1	The material and technical base of classrooms and laboratories, including reactive substances, raw materials, reagents, equipment, and instruments, complies with the requirements of the educational program*

	communication technologies (hereinafter referred to in the text as the ICT)	6.1.2	Classrooms are equipped with ICT tools (computers, projectors, interactive whiteboards, internet access, and others)
		6.1.3	Opportunities for using digital learning environments and platforms are available in classrooms and laboratories
		6.1.4	Monitoring of the effectiveness of the use of classrooms and laboratories, as well as the condition of equipment, is conducted**
		6.1.5	Classrooms and laboratories operate in accordance with the requirements of the educational process**
	6.2 Availability of sufficient material and technical resources, equipment, instruments, reactive substances, and methodological guidelines (manual) for the implementation of the educational program	6.2.1	For the implementation of the educational program, the necessary material and technical base, reactive substances, raw materials, reagents, equipment, and instruments are available and in working condition
		6.2.2	Methodological guidelines, instructions, and manuals (safety guidelines and operational instructions) for the use of equipment and instruments are available
		6.2.3	The number of equipment and instruments provided under the educational program corresponds to the student contingent (group size)**
		6.2.4	The quantity (volume) of reactive substances required for laboratory classes is determined and reserved in accordance with the educational program and the number of students**
		6.2.5	Procedures for the use, accounting, and documentation of reactive substances are established and implemented**
	6.3 Provision of textbooks, learning and methodological literature, and electronic learning resources by subjects in accordance with established requirements	6.3.1	Textbooks, learning materials, methodological guidelines, and electronic learning resources for the subjects included in the educational program are available
		6.3.2	The number of textbooks, learning materials, methodological guidelines, and electronic learning resources by subjects corresponds to the student contingent
		6.3.3	Textbooks, learning materials, methodological guidelines, and electronic learning resources by subjects are continuously developed and made openly accessible for use**
		6.3.4	Learning materials and methodological guidelines are regularly updated, and mechanisms for aligning them with the content of the subjects are implemented**

		6.3.5	Opportunities are provided to use up-to-date (including foreign) literature and supplementary materials that correspond to the content of the subjects included in the educational program
		6.3.6	Methodological guidelines under the educational program are continuously updated and improved in line with the latest requirements of the subjects**
	6.4 Compliance of classrooms and laboratories with educational programs, safety requirements, and equipping based on the number of students	6.4.1	Classrooms and laboratories comply with the educational program, and their equipment takes into account the student contingent (group size)*
		6.4.2	Classrooms and laboratories are provided with the necessary seating and workspaces based on the number of students
		6.4.3	Classrooms and laboratories are equipped with safety regulations, occupational safety and fire safety instructions, first aid equipment, safety logs, and clearly marked evacuation routes (schemes)
	6.5 Availability of adapted buildings and equipment for inclusive education, special learning materials, and access to information and communication technologies	6.5.1	The buildings and classrooms of the secondary specialized education institution, including corridors, ramps, doors, and sanitary facilities (toilets), are adapted for persons (students) with disabilities *
		6.5.2	Special learning materials under the educational program (Braille textbooks, visual aids), special equipment, and assistive technical devices are available
		6.5.3	Opportunities are created to use ICT, electronic learning resources, and software for inclusive education (audio and video resources, Braille alphabet, subtitles, and others)
		6.5.4	Teachers and/or psychologists trained in inclusive education methodology and possessing the necessary competencies are available
		6.5.5	A system of pedagogical and psychological support to facilitate inclusive education in the educational process is in place**
		6.5.6	Monitoring of the practical implementation and effectiveness of inclusive education conditions is carried out**
	6.6 Availability of an information and resource center (library) aligned with educational programs, equipped with learning materials, computers, a reading	6.6.1	Textbooks, educational and fiction literature relevant to the educational program are available in the IRC*
		6.6.2	The IRC is equipped with modern ICT and electronic devices, and students are regularly provided with guidance on their use**

	room, and an electronic library	6.6.3	Opportunities are created to use the reading room, the electronic library, and to access the Internet network within the information and resource center
		6.6.4	The electronic library's information and library collection contains textbooks, educational literature, sets of teaching materials, electronic learning resources, and multimedia content related to the educational program in digital format
		6.6.5	The procedure for using the information and resource center and electronic learning resources is convenient and open; free access to electronic databases is ensured, and monitoring of the effectiveness of library services usage is carried out**
		6.6.6	The results of the information and resource center's activities are regularly discussed at Pedagogical Council meetings; based on this, action plans are developed to improve the center's activities and to ensure the provision of necessary educational-methodological and financial resources, and reporting is carried out**
		6.6.7	The library collection is regularly updated**
	6.7 Availability of a digital learning environment (LMS, Wi-Fi zones, online courses, webinars, and distance learning opportunities)	6.7.1	Stable Internet connectivity, Wi-Fi zones, and access to digital devices (computer labs, VR systems, tablets, and others) are provided for students and teachers in accordance with the educational program.
		6.7.2	Dedicated staff member(s) (administrator) responsible for managing electronic learning resources under the educational program are available.
		6.7.3	Online courses, video lectures, online tests, and other digital content related to the educational program are available and actively used.**
		6.7.4	The necessary technical and methodological conditions for conducting webinars and online classes are in place; webinars and online seminars are organized on a regular basis.**
		6.7.5	Training seminars (trainings, webinars) on the use of the LMS (learning management system) and/or education management information systems (EMIS AL), as well as other digital platforms, are organized for teachers and students.**
		6.7.6	The LMS and/or education management information systems (EMIS AL) provide opportunities to organize the educational

		process, conduct assessment, and carry out monitoring through digital platforms.*
6.8	Availability of special premises, buildings, and facilities based on the specifics of the educational program (sports hall, stadium, music room, and others)	6.8.1 A canteen (cafeteria) appropriate to the number of students is available; the canteen (cafeteria) operates in compliance with sanitary rules, standards, and hygiene regulations, and recommendations for healthy nutrition and a balanced menu are implemented. 6.8.2 Seating areas (benches) and shaded resting zones are available for students admitted to study under the educational program, taking into account the number of students. 6.8.3 Based on the number of students enrolled in the educational program, sports halls, sports grounds, and health-improving facilities are available for physical education and sports activities. 6.8.4 Sports halls, sports grounds, and health-improving facilities are operational; their equipment is maintained in proper technical condition and is regularly updated.** 6.8.5 A fully equipped assembly (activity) hall is available at the secondary specialized educational institution.** 6.8.6 Buildings (facilities) comply with safety requirements.** 6.8.7 The condition and efficiency of infrastructure use are assessed, and annual monitoring and reporting on the technical condition of buildings (facilities) are conducted.**

ANNEX 8. Standards, criteria, and indicators for conducting special state accreditation of Retraining and Advanced Training Institutions

Educational programs are evaluated under special state accreditation based on 6 standard, 29 criteria, and 120 indicators.

Since special accreditation applies to both newly established and existing educational programs, certain indicators are applicable only to existing programs.

Mandatory criteria and indicators are marked with an asterisk (*), while indicators applicable specifically to existing educational programs are marked with a double asterisk (**).

Standard (Area)	Criteria	Indicators
1 Organizational Management and Quality Assurance	1.1 Availability of an organizational structure for the implementation of the education program and effective mechanisms for its efficient operation	1.1.1 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).*
		1.1.2 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.
		1.1.3 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.
		1.1.4 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. **
	1.2 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)	1.2.1 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.
		1.2.2 The prospective plan covers key areas including education quality, development of the education program, human resource capacity, digitalization, international cooperation, and financial sustainability.

		1.2.3 For each area defined in the prospective plan, specific objectives, tasks, implementation mechanisms, financial sources, responsible parties, and timelines for execution are clearly specified.
		1.2.4 Mechanisms are in place to ensure continuous monitoring of the implementation of the tasks set out in the prospective plan, and corrective measures are taken to address any identified deficiencies. **
	1.3 Existence of internal quality assurance mechanisms within the education program, with ensured participation of stakeholders in these processes	1.3.1 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)
		1.3.2 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**
		1.3.3 The improved education programs are publicly published on the education organization's website and/or social media platforms **
	1.4 Existence of a monitoring system for identifying labor market and education needs	1.4.1 A system for the regular study, forecasting, and analysis of labor market and education sector needs has been implemented
		1.4.1 Systematic participation of stakeholders in the monitoring process is ensured **
		1.4.2 The monitoring results are analyzed, and specific measures to update education programs and align their content with labor market requirements are defined and implemented **
		1.4.3 Based on the monitoring results, the organizational management and quality assurance areas have been improved **
2 Education Programs	2.1 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	2.1.1 The working group includes employers, industry experts, pedagogical staff, and, where necessary, attendees
		2.1.2 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 *
		2.1.3 The relevant education programs have been approved in coordination with stakeholders, and the education programs

	National Qualifications Framework	clearly define their objectives and learning outcomes (competencies), as well as specific requirements for knowledge, skills, and abilities
		2.1.4 Decisions adopted regarding the development and review of the education program, as well as records of discussions, are duly documented
		2.1.5 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 **
	2.2 Development of the education program based on the priority areas of the national education system and international standards	2.2.1 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
		2.2.2 The education program has been developed based on advanced international practices and/or international standards
		2.2.3 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
	2.3 Ensured duration of the education program, as well as coherence and continuity of its modules	2.3.1 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
		2.3.2 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
		2.3.3 Integration between practical and theoretical sessions within subjects (modules) is ensured
		2.3.4 Types of learning sessions (theoretical, practical, and others) are determined in accordance with the content of the education program
	2.4 Compliance of the education content with modern andragogical approaches, with modules structured on	2.4.1 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,

	the basis of problem-based cases	motivational approaches, and other relevant principles
		2.4.2 Subjects (modules) are competency-oriented, based on practical activities, and developed with reference to problem situations encountered in real work environments
		2.4.3 Problem-based cases, examples from real sectors, and situational tasks derived from production practice are systematically used in the education process **
		2.4.4 Monitoring of the effectiveness of the application of problem-based cases is conducted **
	2.5 Systematic monitoring of current education programs is conducted, and measures to enhance their effectiveness and ensure continuous improvement are implemented	2.5.1 Attendees' performance indicators across subjects (modules) of the education programs are continuously monitored **
		2.5.2 Based on the monitoring results, measures to improve subjects (modules) of the education programs have been developed **
		2.5.3 Based on the monitoring results, necessary changes are made, as required, to the education program, including the content of subjects (modules) and teaching methods **
3 Organization of the Learning Process and Assessment of Learning Outcomes	3.1 Orientation of the learning process toward achieving the learning outcomes defined in the education program and implementation of alternative forms of advanced training	3.1.1 Curricula and syllabi (working curricula and syllabi) have been developed and approved based on state education requirements (qualification requirements) *
		3.1.2 Methodological materials for alternative forms of advanced training (distance and blended formats) have been developed
		3.1.3 Learning sessions are organized in accordance with the curricula, syllabi, and class schedules **
		3.1.4 An assessment system for learning outcomes has been implemented, with assessment tools designed to measure learning outcomes and subject to regular analysis **
		3.1.5 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 **
	3.2 Proper organization of the learning process, its continuous evaluation, and its orientation toward improvement	3.2.1 Class schedules have been developed based on the curriculum
		3.2.2 Learning sessions are organized in accordance with the class schedule in a continuous and systematic manner **

		3.2.3 Activities to assess, analyze, and improve the quality of the learning process have been carried out **
3.3 Advanced pedagogical technologies are applied in the learning process of current education programs, and the corresponding effectiveness has been achieved	3.3.1 Advanced pedagogical approaches are applied on a regular basis during instructional sessions **	
	3.3.2 Advanced pedagogical approaches are aimed at ensuring in-depth mastery of the content of subjects (modules) and effective achievement of the learning outcomes defined in the education program **	
	3.3.3 Advanced pedagogical approaches are aimed at developing attendees' skills in independent learning, analytical, critical and creative thinking, as well as collaborative work **	
	3.3.4 Regular monitoring and analysis of the effectiveness of advanced pedagogical approaches are conducted **	
	3.3.5 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 **	
3.4 Existence of mechanisms for obtaining feedback from attendees on entry and exit tests and assessment results	3.4.1 Test questions are developed in accordance with the curriculum	
	3.4.2 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	
	3.4.3 The results of entry and exit tests are analyzed by subjects (modules), and changes in attendees' knowledge and skills are identified **	
	3.4.4 Attendees' feedback and test results are discussed at meetings of scientific and methodological councils or department meetings **	
3.5 Existence of defined academic integrity rules within the education program and an effective system for preventing violations of these rules	3.5.1 The education organization has established regulations (rules) and guidelines on academic integrity, ethics, and professional responsibility	
	3.5.2 An anti-plagiarism system and organizational measures are implemented to prevent, detect, and eliminate plagiarism and other violations of academic integrity rules **	
	3.5.3 A transparent procedure is in place for reviewing cases of violations of academic	

		integrity rules and determining liability measures **
4 Attendee Activities	4.1 Clear admission requirements for the education program are defined, and the admission process is conducted in a transparent manner	4.1.1 A mechanism is in place for forming the attendee contingent for professional retraining and advanced training courses
		4.1.2 The procedure for admitting attendees to professional retraining and advanced training courses has been approved
		4.1.3 Admission processes are organized in accordance with applicable legislation **
		4.1.4 Admission processes are documented, and the relevant orders have been issued **
		4.1.5 The processes for submitting applications for advanced training courses and admitting attendees have been digitalized
	4.2 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	4.2.1 The frequency, formats, and duration of advanced training courses are defined
		4.2.2 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
		4.2.3 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
		4.2.4 Relevant documents approving the schedule of advanced training courses and the attendee contingent are available
		4.2.5 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 **
	4.3 Existence of mechanisms for supporting attendees and providing them with guidance and counseling	4.3.1 A system for supporting attendees under the education program, including academic, social, and career guidance and counseling, has been implemented
		4.3.2 Information on attendee support and counseling services is publicly available through the website, brochures, and information boards
		4.3.3 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**

5 Human Resources	5.1 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	5.1.1 The number and qualifications of managerial staff comply with established staffing standards, responsibilities are allocated, and job descriptions (professional standards) are approved
		5.1.2 The number of pedagogical staff corresponds to the requirements of the education program and the attendee-to-staff ratio
		5.1.3 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
		5.1.4 The level of academic qualifications (PhD, DSc, professor, associate professor, and others) complies with legislative requirements
	5.2 Provision of pedagogical staff possessing relevant professional, pedagogical, and academic competencies corresponding to the modules specified in the curricula of current education programs	5.2.1 The specialization, length of service, and professional experience of pedagogical staff correspond to the subject (module) profiles of advanced training courses **
		5.2.2 Advanced training courses are staffed with pedagogical personnel who possess the relevant higher education and professional training for the respective subjects (modules) **
		5.2.3 Pedagogical staff actively participate in scientific articles, academic publications, and scientific and technical projects and research **
		5.2.4 Pedagogical staff periodically participate in advanced training and professional retraining courses, seminars and training sessions, or internships **
		5.2.5 Pedagogical staff possess sufficient qualifications to conduct the practical (laboratory) components of subjects (modules) **
	5.3 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	5.3.1 The demand for pedagogical staff under the new education program has been analyzed
		5.3.2 A strategy for recruiting pedagogical staff for new education programs (through selection, competitive procedures, and grants) has been defined
		5.3.3 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

		5.3.4 Opportunities are provided to involve specialists possessing pedagogical expertise and professional competence in the learning process
	5.4 Existence of opportunities to engage practitioners and foreign specialists	5.4.1 Cooperation memoranda (legal frameworks) are in place for engaging practitioner specialists from international and national organizations in the learning process
		5.4.2 Financial sources for engaging practitioners and foreign specialists (budgetary and extra-budgetary funds and other sources) are defined
		5.4.3 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
	5.5 Creation of conditions for the professional development and advanced training of staff, and existence of a system of material and non-material incentives	5.5.1 Measures for the professional development and advanced training of pedagogical staff and employees have been developed
		5.5.2 A system of material incentives (bonuses, career advancement) for pedagogical staff and employees has been implemented
		5.5.3 A system of non-material incentives (certificates of honor, letters of appreciation, diplomas, and others) for pedagogical staff and employees has been established
	5.6 Involvement of professors and teaching staff who have completed advanced training abroad in the learning process	5.6.1 A comprehensive database of pedagogical staff who have completed advanced training or internships abroad is available
		5.6.2 Pedagogical staff who have completed advanced training or internships abroad are engaged in teaching within education programs and subjects (modules) **
		5.6.3 Master classes have been conducted at the education organization by pedagogical staff who have completed advanced training or internships abroad **
6 Material and Technical Resources	6.1 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)	6.1.1 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*
		6.1.2 The quantity of equipment and technical resources under the education program is provided in accordance with the attendee contingent (group size)
		6.1.3 Cooperation agreements or contracts with enterprises, organizations, and education

		institutions for conducting practical and laboratory sessions under the education program are in place
		6.1.4 Methodological guidelines and instructions for the use of the necessary equipment and technical resources during training sessions are available
		6.1.5 Procedures for the use and write-off of raw materials and/or fuels and lubricants are in place and are properly maintained and documented **
		6.1.6 Training sessions on working with equipment and technical resources are organized for pedagogical staff and attendees in cooperation with industry specialists or employers **
6.2 Provision of learning and teaching materials, as well as electronic learning resources, by modules in accordance with established requirements	6.2.1	Learning materials, manuals, and teaching and methodological packages are available for each subject (module) *
	6.2.2	Learning materials, manuals, and teaching and methodological packages are aligned with the content and learning objectives of the subject (module)
	6.2.3	Digital learning resources for subjects (modules) have been developed and made available in the electronic library **
	6.2.4	Continuous access to electronic learning resources is available for pedagogical staff and attendees **
	6.2.5	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 **
	6.2.6	Opportunities have been created to use up-to-date foreign literature and supplementary materials aligned with the content of the subject (module) **
6.3 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	6.3.1	The education organization is provided with teaching rooms based on the attendee contingent *
	6.3.2	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
	6.3.3	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
		6.3.4 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
		6.3.5 Teaching rooms, laboratories, and workshops (training sites) are provided with a sufficient number of seats and workstations for attendees
6.4	Adaptation of buildings and equipment for inclusive education, availability of specialized learning materials, and provision of access to information and communication technologies	6.4.1 Buildings and teaching rooms of the education organization, including corridors, ramps, elevators, doors, and sanitary facilities, are adapted for persons with disabilities (attendees)
		6.4.2 Access to information and communication technologies (hereinafter referred to as ICT), electronic learning resources, and software for inclusive education has been ensured
		6.4.3 A support system involving pedagogical staff and a psychologist to support inclusive education is in place within the learning process **
6.5	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	6.5.1 The IRC contains textbooks and learning materials aligned with the education program, as well as fiction literature, and a library collection has been established
		6.5.2 The IRC provides a reading room, access to the electronic library, and connectivity to the internet
		6.5.3 The IRC is equipped with computer equipment and electronic devices connected to the internet, and Wi-Fi zones have been established
		6.5.4 The electronic library system contains textbooks and learning materials related to the education program, collections of teaching materials, digital learning resources, and multimedia content in digital format
		6.5.5 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 **
6.6	Creation of a digital learning environment (LMS, Wi-Fi zones,	6.6.1 Stable internet connectivity, Wi-Fi zones, and access to necessary digital devices (computers, tablets, and others) have been

	online courses, webinars, and distance learning opportunities)	provided for attendees and pedagogical staff under the education program
		6.6.2 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
		6.6.3 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
		6.6.4 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
		6.6.5 Responsible personnel and technical support mechanisms are in place for managing the use of digital learning resources and the LMS.
		6.6.6 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**



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