

INSTITUTIONAL STATE ACCREDITATION

PROCESS AND
FINAL RESULTS



CENTRAL ASIAN UNIVERSITY

Non-governmental higher
education institution

**INSTITUTIONAL ACCREDITATION OF “CENTRAL ASIAN UNIVERSITY”
LLC: PROCESS AND FINAL RESULTS**

*Analytical review based on Final Report No. 1628 of the Expert Commission dated 2
September 2026*

Tashkent – 2026

GLOSSARY OF ABBREVIATIONS AND TERMS

Accreditation Commission – the body that adopts the final “passed/failed” decision based on the results of the external evaluation

Institutional Accreditation – the process of evaluating and formally recognising the compliance of an education organisation’s activities with state educational standards and requirements

Mandatory criterion (M) – a criterion that must be met for an evaluation area to be rated “Compliant”. There are 17 mandatory criteria in total

Programme Accreditation – the process of evaluating the compliance of an individual education programme with the established requirements.

Evaluation area / criterion / indicator – each indicator is assessed separately; the assessment of the relevant criteria is formed on the basis of indicator-level ratings, and the final rating of each evaluation area is formed on the basis of criterion-level ratings

KPI – Key Performance Indicator – a quantitative indicator established to measure performance

PLO / CLO – the relationship between Programme Learning Outcomes and Course Learning Outcomes, and their alignment with assessment, is demonstrated through a mapping matrix

LMS (EduPlus / CAU App) – a system for managing the educational process, including timetables, syllabi, attendance and assessment results

HEMIS – the state information system designed to collect, maintain and manage information on the activities of higher education institutions

Scopus / Web of Science – international scholarly publication databases in which the number of indexed articles is one of the indicators of research activity

IFRS – International Financial Reporting Standards

PDCA – the Plan–Do–Check–Act continuous improvement cycle

API – Application Programming Interface

IRC – Information Resource Centre

eNPS – Employee Net Promoter Score, an indicator of employees’ willingness to recommend the organisation as a workplace

QS Stars – an international rating system designed to evaluate higher education institutions across a range of criteria (Quacquarelli Symonds Stars)

RUR – an international university ranking that evaluates universities across teaching, research, international cooperation and other areas of performance (Round University Ranking)

TABLE OF CONTENTS

GLOSSARY OF ABBREVIATIONS AND TERMS	2
I. INTRODUCTION	5
1.1. Relevance of the Analysis.....	5
1.2. Purpose and Objectives of the Analysis	6
1.3. Object and Scope of the Analysis	7
1.4. Data Sources and Period of Analysis.....	7
II. KEY ASPECTS OF INSTITUTIONAL ACCREDITATION AND EVALUATION PROCEDURE	9
2.1. Content and Significance of Institutional Accreditation	9
2.2. Legal Basis and Stages.....	9
2.3. State Accreditation Evaluation System	11
2.4. Evaluation Stages and Procedure for Determining the Final Result	12
2.5. Expert Commission and Evaluation Methods	14
III. GENERAL INFORMATION ABOUT THE UNIVERSITY.....	14
3.1. Institutional Profile.....	14
3.2. Dynamics of the Student Population.....	15
3.3. Education Programmes and Schools.....	16
3.4. Academic Staff Capacity.....	17
3.5. Facilities and Resources	18
IV. EXTERNAL EVALUATION RESULTS	20
V. ANALYSIS BY EVALUATION AREA	22
5.1. Organisational and Management Activities	22
5.2. Quality Assurance.....	24
5.3. Student Activities	26
5.4. Organisation of the Educational Process.....	28
5.5. Human Resources.....	29
5.6. Research Activities.....	31
5.7. Student Support.....	34
5.8. Facilities and Resources	36

VI. EVALUATION BY EDUCATION PROGRAMME.....	37
6.1. Approach and Overall Results.....	37
6.2. Education Programmes with Indicators Rated “Non-compliant”	40
6.3. General Recommendations for All Programmes.....	42
VII. STRENGTHS AND AREAS FOR IMPROVEMENT: OVERALL ANALYSIS	42
7.1. Strengths	42
7.2. Overall Analysis of Deficiencies	43
VIII. ACTION PLAN FOR IMPROVING EDUCATION QUALITY	46
IX. FINAL CONCLUSION OF THE EXPERT COMMISSION AND ADOPTION OF THE FINAL ACCREDITATION DECISION	48
X. SIGNIFICANCE OF THE ACCREDITATION RESULTS FOR THE PUBLIC ..	49
10.1. Significance of the Accreditation Results for Students and Their Parents	49
10.2. Key Considerations for Applicants.....	49
10.3. Key Considerations for Employers and Industry Partners.....	50
10.4. Key Considerations for the Academic Community and Education Policy	50
XI. CONCLUSION	52
REFERENCES.....	53

I. INTRODUCTION

1.1. Relevance of the Analysis

The number of organisations providing higher education services, as well as the share of non-state higher education institutions and institutions established through international cooperation, is increasing. This development heightens the need for an impartial evaluation of education quality and transparent communication of the results to the public. Students, parents, applicants and employers rely on reliable and verified information on education quality when choosing a higher education institution.

State accreditation is the principal mechanism for confirming, through an independent external evaluation, that an education organisation's activities comply with state educational standards, state educational requirements and education programmes. Its results enable the education organisation to review and improve its activities from an external perspective and provide the public with official information on education quality.

In international practice, transparency of external evaluation results is regarded as an integral principle of quality assurance systems.

In particular, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), adopted in 2015, require reports prepared by experts to be published in full and presented in a clear and comprehensible form for the academic community, external partners and other stakeholders.¹

The state accreditation system in Uzbekistan has also been fundamentally renewed. Presidential Decree No. PD-76 of 5 May 2025 and Resolution No. 498 of the Cabinet of Ministers of 6 August 2025 introduced a new procedure for Institutional and Programme Accreditation.

Under the new procedure, accreditation results are set out in extensive and structurally complex reports. These reports are prepared for decision-making by the Accreditation Commission; therefore, the wider public may find their content difficult to interpret. Analytical reviews that present official results in a systematic, visual and accessible manner are intended to address this need.

¹ Standards and Guidelines for Quality Assurance in the European Higher Education Area. URL: https://www.eqar.eu/assets/uploads/2018/04/ESG_2015.pdf

This review examines the practical application of the new procedure using Central Asian University (hereinafter – CAU or the University) as a case study.

The University is a non-state higher education institution and the legal successor of AKFA University, established in 2019. In the 2025/2026 academic year, **1,956 students** are enrolled in **14 bachelor's degree** programmes. Of all students, **45.5%** study in the **General Medicine** and **Dentistry** programmes. Because the quality of training in medical fields has a direct impact on public health, the accreditation results for these programmes are of particular importance to the wider public.

According to the external evaluation results, **271** of **272** indicators, or **99.6%**, were rated “Compliant”, and all **8** evaluation areas were recognised as “Compliant”.

At the same time, the report records that the student population decreased by **22.4%** over the last two years, the student dismissal rate reached **29.7%** in the 2024/2025 academic year, and graduate employment declined from **79.1% to 72.2%**.

To interpret the high overall result fully, it is necessary to examine the strengths, deficiencies and areas for improvement identified by the Expert Commission. Accordingly, the accreditation results are analysed not only by the final rating, but also by evaluation areas, criteria, indicators and education programmes.

1.2. Purpose and Objectives of the Analysis

The purpose of this review is to systematise the key results, indicators and conclusions contained in the Expert Commission's final report on the Institutional Accreditation of the University and to present them in a clear and visual form for students and their parents, applicants, employers, the academic community and the media.

To achieve this purpose, the following objectives were defined:

to explain the legal basis, stages and evaluation logic of Institutional Accreditation;

to analyse the dynamics of key indicators relating to the University's activities, including the student population, education programmes, academic staff capacity and facilities and resources;

to summarise the external evaluation results by evaluation area, criterion and indicator;

to compare the evaluation results of 14 education programmes against the Programme Accreditation criteria;

to systematise the strengths and deficiencies identified by the Expert Commission according to their level of risk;

to summarise recommendations for improving education quality and explain the significance of the accreditation results for stakeholders.

1.3. Object and Scope of the Analysis

The object of the analysis is the University's activities evaluated within the framework of Institutional Accreditation.

The analysis examines compliance results by evaluation area, criterion and indicator; programme-level evaluation results; strengths and deficiencies identified by the Expert Commission; recommendations for addressing them; and quantitative indicators characterising the University's activities.

The analysis covers evaluation results at two levels:

institutional level – the University's activities across 8 evaluation areas, 47 criteria, including 17 mandatory criteria, and 272 indicators;

programme level – each of the 14 bachelor's degree programmes across 6 evaluation areas, 31 criteria and 94 indicators (the General Medicine, Dentistry and Biomedical Engineering programmes were evaluated jointly).

The scope of the analysis includes information on the University's **6 schools** (faculties), **14 bachelor's degree programmes**, **1,956 students** and **206 academic staff**, as well as the activities of its **main and additional campuses in Tashkent**. This coverage enables comparison of institutional- and programme-level results across areas ranging from governance systems to facilities and resources.

1.4. Data Sources and Period of Analysis

The primary source for the analysis is Final Report No. 1628 dated 2 September 2026, prepared by the Expert Commission established by the National Quality Assurance Agency for Education (hereinafter – the National Agency) for the Institutional Accreditation of the University. The report was prepared under Application No. KAO260027.

Additional sources included the University's internal (self-) evaluation report and the information and documents uploaded to the National Agency's Accreditation Platform. The analysis also relied on the evaluation criteria and indicators approved by Resolution No. 498 of the Cabinet of Ministers dated 6 August 2025 and by Order No. 5 of the Director of the National Agency dated 2 December 2025, registered by the Ministry of Justice under No. 3732 on 23 December 2025.

The Expert Commission's conclusions are based on documents uploaded to the platform, the on-site visit conducted on 28–30 July 2026, interviews with founders, management, academic staff, employees, students, graduates and employers, and current data from the EduPlus/CAU App system.

The external evaluation was conducted from **22 May to 22 July 2026**. Indicators relating to the student population were analysed for the 2023/2024–2025/2026 academic years, while indicators relating to academic staff capacity were analysed for the 2024/2025–2025/2026 academic years.

The following analytical methods were used to process the data:

systematisation and synthesis of report data;

calculation of compliance rates by evaluation area, criterion and indicator;

comparative analysis of indicator dynamics by academic year;

comparison of evaluation results across education programmes;

grouping of identified deficiencies by level of risk (major and minor) and by the relevant criteria and indicators;

presentation of results in tables, charts and infographics.

This review is not an independent evaluation document; all figures, ratings and conclusions contained herein are taken from the Expert Commission's final report.

The analysis reflects the position as of 2 September 2026. The final accreditation decision is adopted by the Accreditation Commission under the National Agency.

II. KEY ASPECTS OF INSTITUTIONAL ACCREDITATION AND EVALUATION PROCEDURE

2.1. Content and Significance of Institutional Accreditation

State accreditation is the process by which the state formally recognises that an education organisation's activities comply with state educational standards, state educational requirements and education programmes. Its results demonstrate to students and their parents that education quality has undergone independent review and provide employers with information on the reliability of the qualification. Based on the external evaluation, the University can identify its strengths and weaknesses and improve its activities.

Institutional Accreditation provides a holistic evaluation of the education organisation's entire activities, from governance to facilities and resources. Each education programme is separately evaluated against the Programme Accreditation criteria. At CAU, the evaluation was conducted at both institutional and programme levels.

2.2. Legal Basis and Stages

Institutional and Programme Accreditation are carried out on the basis of the following regulatory legal acts:

the Law of the Republic of Uzbekistan "On Education"²;

Presidential Decree No. PD-76 of 5 May 2025 "On Additional Measures to Ensure the Quality of Education and Improve the System for the Provision of Educational Services"³;

the Regulation on the Procedure for Institutional and Programme Accreditation of Organisations of Secondary Specialised, Vocational, Higher and Postgraduate Education, as well as Retraining and Professional Development Organisations, approved by Resolution No. 498 of the Cabinet of Ministers dated 6 August 2025⁴;

² Law of the Republic of Uzbekistan "On Education", No. LRU-637 dated 23 September 2020.

URL: <https://lex.uz/docs/-5013007>

³ Presidential Decree No. PD-76 dated 5 May 2025 "On Additional Measures to Ensure the Quality of Education and Improve the System for the Provision of Educational Services".

URL: <https://lex.uz/uz/docs/-7513052>

⁴ Resolution No. 498 of the Cabinet of Ministers of the Republic of Uzbekistan dated 6 August 2025 "On the Introduction of a System for Institutional and Programme Accreditation of Organisations of Secondary Specialised, Vocational, Higher and Postgraduate Education, as well as Retraining and Professional Development Organisations".

URL: <https://lex.uz/uz/docs/-7671324>

the evaluation areas, criteria and indicators approved by Order No. 2 of the Director of the National Agency dated 14 November 2025⁵, registered under No. 3716, and Order No. 5 dated 2 December 2025, registered under No. 3732.⁶

State accreditation consists of **4 stages: submission and processing of the application, internal (self-) evaluation of education quality, external evaluation of education quality, and adoption of the final decision.**

The process for the University commenced on the basis of Application No. KAO260027.

The internal evaluation report was submitted on 22 May 2026.

The external evaluation was conducted from 22 May to 22 July 2026 through analysis of information and documents uploaded to the National Agency's electronic platform. The Expert Commission conducted an on-site visit on 28–30 July 2026. The final report was registered as No. 1628 on 2 September 2026.

Decision-making will be considered at the next meeting of the Accreditation Commission.



Figure 1. Stages of Institutional Accreditation and the Timelines Established for the University

⁵ Order No. 2 of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan dated 14 November 2025 “On Approval of Indicators for Evaluation Criteria Used in Programme Accreditation of Education Programmes of Higher Education Institutions”, registered on 1 December 2025 under No. 3716.

URL: <https://lex.uz/docs/7869407>

⁶ Order No. 5 of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan dated 2 December 2025 “On Approval of Indicators for Evaluation Criteria Used in Institutional Accreditation of Higher Education Institutions”, registered on 23 December 2025 under No. 3732.

URL: <https://lex.uz/docs/-7937311>

2.3. State Accreditation Evaluation System

Institutional Accreditation covers **8 evaluation areas**. Each evaluation area consists of several criteria, and each criterion consists of several indicators.

No.	Evaluation area	No. of criteria	of which mandatory	No. of indicators
1	Organisational and Management Activities	6	3	34
2	Quality Assurance	5	1	31
3	Student Activities	5	3	30
4	Organisation of the Educational Process	5	2	25
5	Human Resources	6	3	32
6	Research Activities	8	2	49
7	Student Support	5	1	29
8	Facilities and Resources	7	2	42
	TOTAL	47	17	272

Table 1. Number of Criteria and Indicators by Evaluation Area

Source: Order No.5 of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan dated 2 December 2025 (state-registered by the Ministry of Justice under No. 3732 on 23 December 2025). <https://lex.uz/docs/-7937311>

Some criteria are designated as “mandatory” (M), and their fulfilment is a prerequisite for an evaluation area to be rated “Compliant”. The Research Activities area contains the highest number of indicators, at **49**, followed by Facilities and Resources with **42**, indicating broader indicator coverage in these areas of the evaluation system. The highest number of mandatory criteria—three each—is established in Organisational and Management Activities, Student Activities and Human Resources.

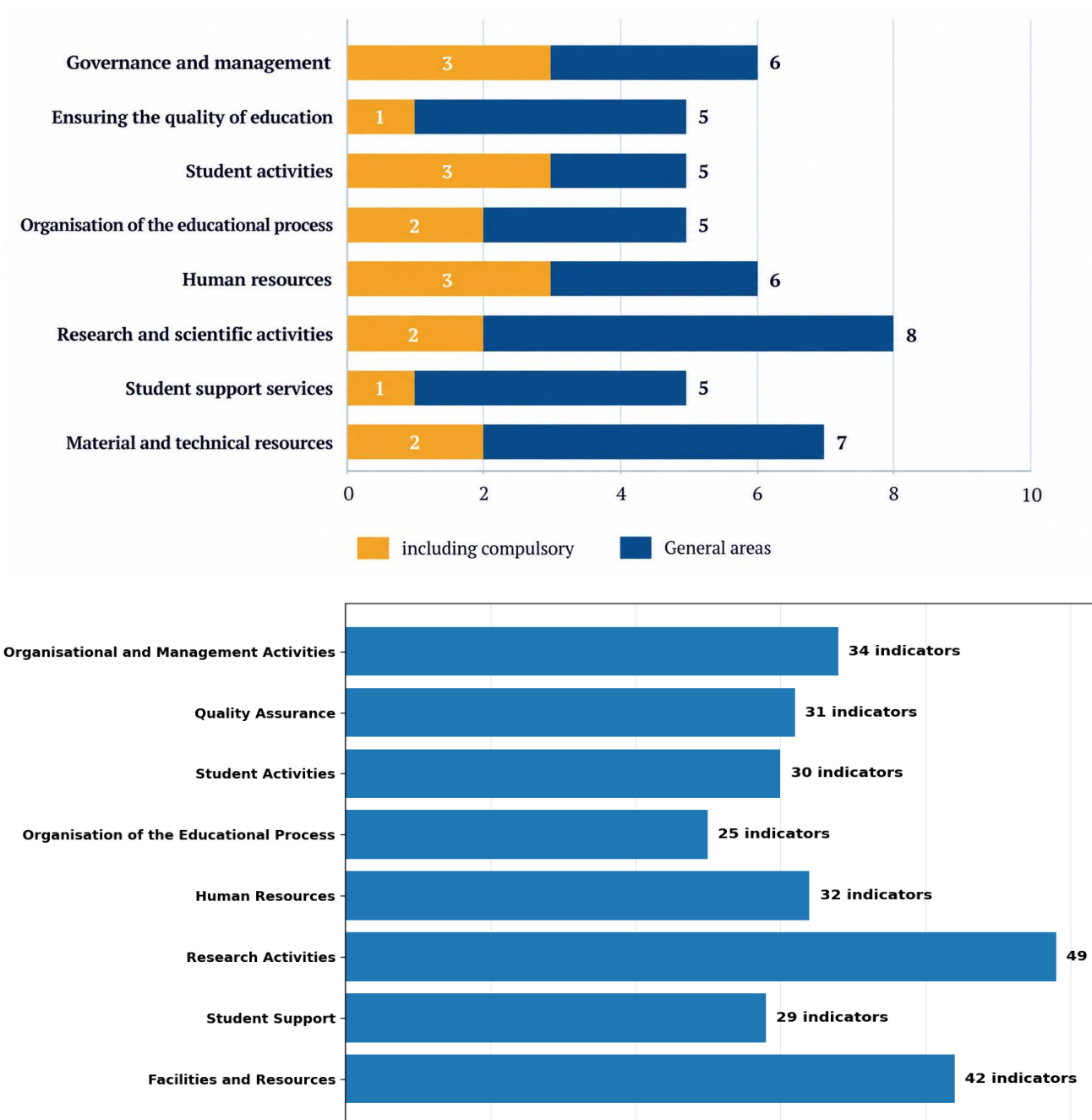


Figure 2. Number of Criteria, Mandatory Criteria and Indicators by Evaluation Area

Source: Order No.5 of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan dated 2 December 2025 (state-registered by the Ministry of Justice under No. 3732 on 23 December 2025). <https://lex.uz/docs/-7937311>

2.4. Evaluation Stages and Procedure for Determining the Final Result

The evaluation is structured according to a “bottom-up” principle.

First, each indicator is rated “Compliant” or “Non-compliant” on the basis of documents, on-site observations, interviews and system data.

The proportion of “Compliant” indicators within each criterion is then calculated: a criterion is rated “Compliant” where 70% or more of its indicators are compliant, “Partially Compliant” where the rate is from 50% to below 70%, and “Non-compliant” where it is below 50%.

If any mandatory indicator within a criterion is rated “Non-compliant”, the criterion is rated “Non-compliant” regardless of the overall result. For an evaluation area to be rated “Compliant”, all mandatory criteria must be “Compliant”, no more than two general criteria may be “Partially Compliant”, and there must be no “Non-compliant” criterion.

An education organisation is considered to have “passed” accreditation when all 8 evaluation areas are recognised as “Compliant”; if at least one evaluation area is rated “Non-compliant”, it is considered to have “failed”.

EDUCATION ORGANISATION	“Passed accreditation” – all 8 evaluation areas are “Compliant”; if at least one area is “Non-compliant” – “failed”
EVALUATION AREA (8)	“Compliant” – all mandatory criteria are “Compliant”, no more than 2 general criteria are “Partially Compliant”, and there is no “Non-compliant” criterion
CRITERION (47)	“Compliant” – ≥70% of indicators compliant; 50–<70% “Partially Compliant”; <50% “Non-compliant”, or if any mandatory indicator is “Non-compliant”
INDICATOR (272)	“Compliant” / “Non-compliant” – documents, observation and interviews and system data

Figure 3. Evaluation Levels and Conditions for Determining Compliance in Institutional Accreditation

Source: Order No. 5 of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan dated 2 December 2025 (state-registered by the Ministry of Justice under No. 3732 on 23 December 2025). <https://lex.uz/docs/-7937311>

Note. A single “Non-compliant” indicator does not in itself result in a negative outcome. In the case of CAU, Indicator 1.5.3 was rated “Non-compliant”, but it is not a mandatory indicator. Since 5 of the 6 indicators under Criterion 5, or 83%, were rated “Compliant”, this result did not affect the criterion, the evaluation area or the overall assessment.

2.5. Expert Commission and Evaluation Methods

The external evaluation was carried out by a **12-member** Expert Commission established by the National Agency. The Commission was chaired by **Professor Luciano Rezzolla of the Institute for Theoretical Physics at Goethe University, Germany.**

The Commission included specialists from **Westminster International University, Bucheon University, Amity University, Turin Polytechnic University, American University of Technology, Tashkent State University of Economics, Uzbekistan State World Languages University, Chirchiq Branch of Tashkent State Medical University, Tashkent University of Architecture and Civil Engineering, and Tashkent University of Information Technologies.**

The process was coordinated by **2 coordinators** from the National Agency.

The Expert Commission also included **1** student representative.

The Commission's conclusions were based on documents uploaded to the electronic platform, the internal evaluation report, on-site inspection of the campus, interviews with founders, management, academic staff, employees, students, graduates and employers, and current data from the EduPlus/CAU App system.

III. GENERAL INFORMATION ABOUT THE UNIVERSITY

3.1. Institutional Profile

The University is a non-state higher education institution located in Tashkent. It is the legal successor of AKFA University, which was established by Resolution No. 130 of the Cabinet of Ministers dated 15 February 2019. On 25 January 2021, the University obtained Licence No. 392033 to provide non-state educational services. The founder is "AKFA Medline" LLC. The licence provides for training in **20** fields of study, including **19 bachelor's** and **1 master's** programme.

Indicator	Information
Full name	"CENTRAL ASIAN UNIVERSITY" Limited Liability Company
Organisational and legal form	Non-state higher education institution
Founder	"AKFA Medline" LLC

Indicator	Information
Date established	15 February 2019 (legal successor of AKFA University)
Licence	No. 392033 (0016 in the register), 25 January 2021
Address	264 Milliy Bog Street, Mirzo Ulugbek District, Tashkent (main and additional campuses)
Head	Komron Abduzakhid ugli Gulamov – Rector
Structure	6 schools (faculties): Medicine, Dentistry, Engineering, Business, Architecture and Design, Tourism and Hospitality
Number of students (2025/2026)	1,956 (all bachelor's, full-time)
Academic staff (2025/2026)	206 (134.50 full-time equivalent positions), including 32 international specialists
Information systems	EduPlus/CAU App (LMS), HEMIS, KOHA, Turnitin, Microsoft 365

Table 2. Key Information on the University's Activities

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section I, pp. 8–12.

3.2. Dynamics of the Student Population

The University had **2,522 students** in the 2023/2024 academic year. This figure decreased to **2,012** in 2024/2025 and to **1,956** in 2025/2026.

Over the last two years, the student population decreased by **566 students**, or **22.4%**. All students are enrolled full-time in bachelor's programmes, and the majority study on a tuition-fee basis.

At master's level, there were only **7 students** in the 2024/2025 academic year. The number of international students was **34**, **16** and **27**, respectively.

The number of students dismissed from study was **263** in 2023/2024, or **10.4%** of the total student population; **598** in 2024/2025, or **29.7%**; and **290** in 2025/2026, or **14.8%**.

The highest absolute and relative figures were recorded in the 2024/2025 academic year. The number of graduates increased consistently to **120**, **352** and **401**, respectively. Graduate employment declined from **79.1%** to **75.8%** and then to **72.2%**. This trend supports the recommendation in the report to strengthen analysis of graduate employment.

The decline in the student population and the high dismissal rate do not in themselves constitute breaches of accreditation criteria. It was confirmed that student progression and status changes were formalised in accordance with established procedures through orders and commission minutes. However, these indicators demonstrate the need, from a public-

interest perspective, to monitor the University's admissions policy, academic rigour and student retention strategy.

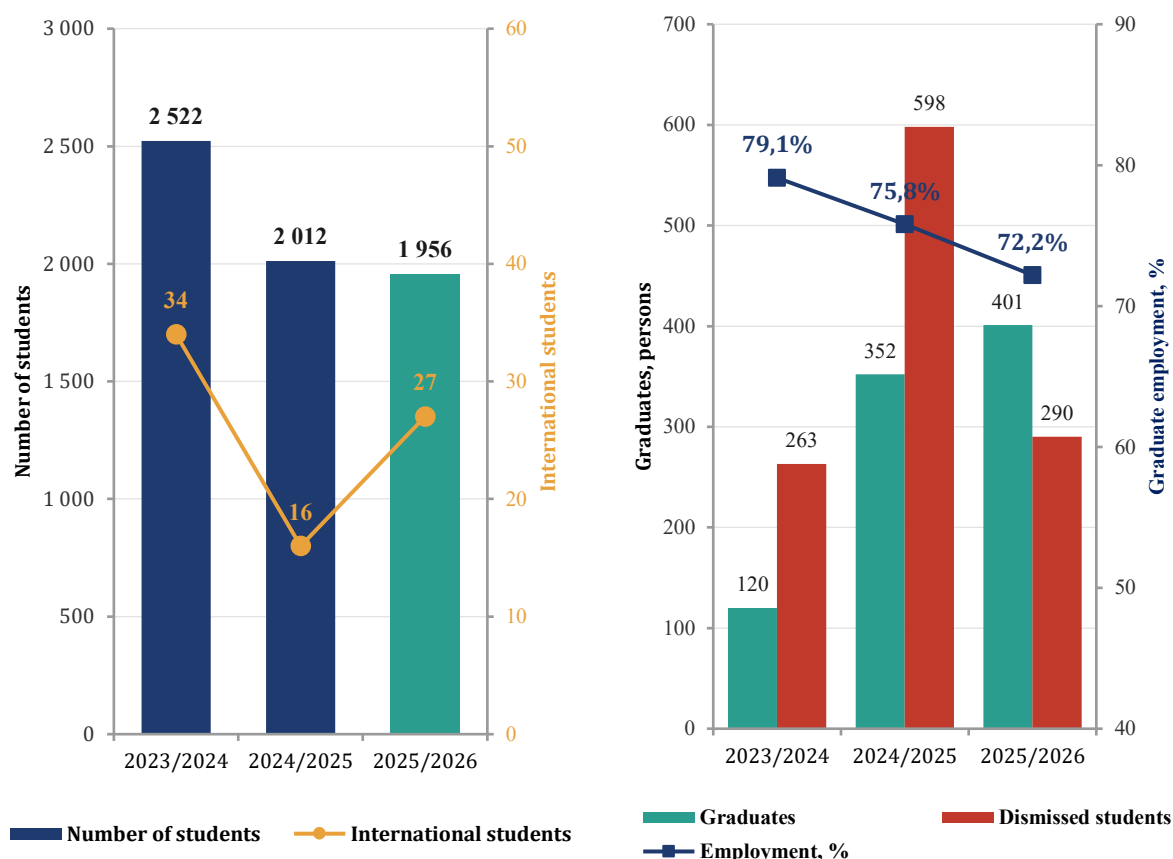


Figure 4. Dynamics of the Student Population, Graduates and Graduate Employment

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section I, p. 9.

3.3. Education Programmes and Schools

The University currently delivers **14 bachelor's degree** programmes. Nearly half of all students, **45.5%**, are enrolled in the **General Medicine** and **Dentistry** programmes, with **586** and **305** students, respectively.

These are followed by **International Business** with **252** students and **Computer Science (Software)** with **221** students. The programmes with the smallest enrolments are **Management** with **13** students, **PR and Media Management** with **17** students, and **Biomedical Engineering** with **21** students.

By school (faculty), the **School of Medicine** has **586** students in **1** programme, while the **School of Business** has **585** students across **7** programmes. Their shares are almost equal, each accounting for close to **30%** of the total student population. The **School of Engineering** has

319 students across **3 programmes**, the **School of Dentistry** has **305 students**, the **School of Architecture and Design** has **120 students**, and the **School of Tourism and Hospitality** has **41 students**.

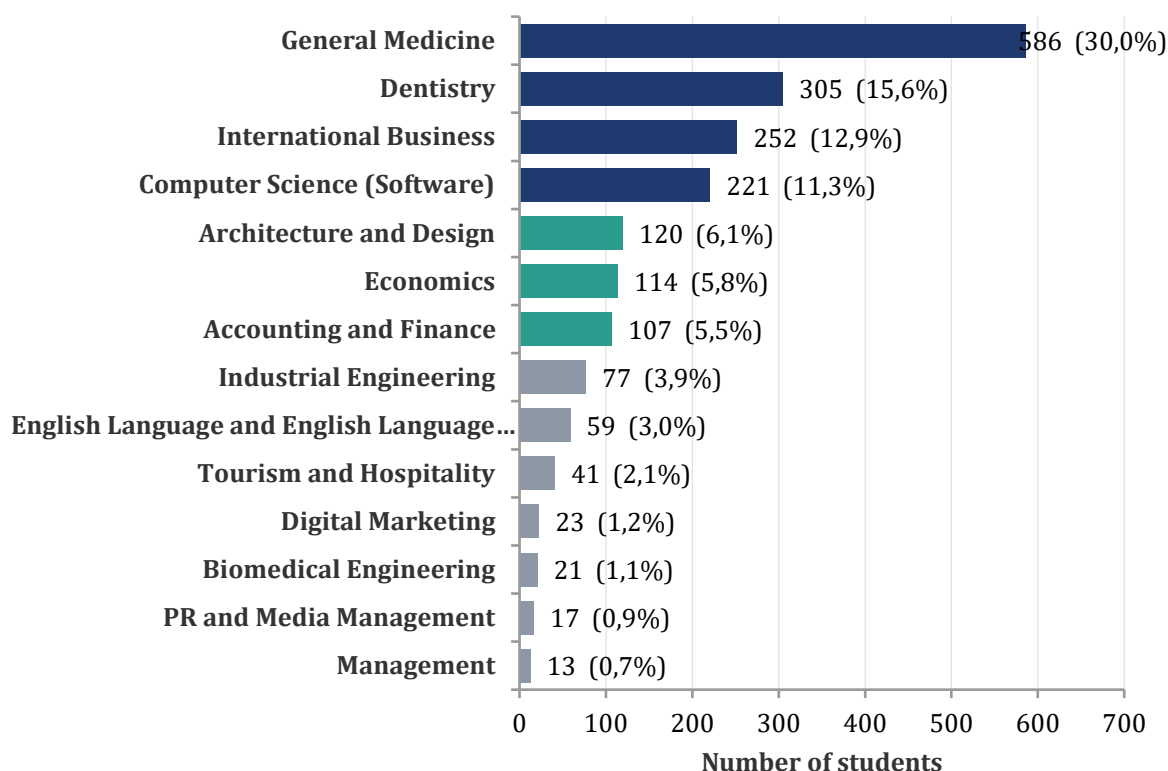


Figure 5. Distribution of the Student Population by Education Programme, 2025/2026 Academic Year

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section I, p. 10.

3.4. Academic Staff Capacity

In the 2025/2026 academic year, **206** academic staff are employed at the University across **134.5** full-time equivalent positions. In 2024/2025, **185** academic staff were employed across **137.75** full-time equivalent positions.

Although the number of staff increased, the number of full-time equivalent positions decreased. This reflects an increase in the number of part-time staff from **91** to **115** and in their share from **49% to 56%**. The share of core full-time staff by full-time equivalent positions was **67%** in both academic years. This is slightly below the **70%** benchmark and was assessed by the experts as “conditionally met”.

In the 2024/2025 academic year, **72** of **94** core full-time academic staff held an academic degree, representing **76.6%**. In 2025/2026, **39** of **91** core full-time academic staff held an academic degree, representing **42.9%**. Both

figures exceed the minimum requirement of **35%** established for bachelor's programmes.

More than **120** employees undertake professional development each year, including **25** who completed internships abroad. The student-to-academic-staff ratio is **9.5:1**, or **14.5:1** when calculated by full-time equivalent positions. The University employs **32** specialists who were educated at foreign higher education institutions.

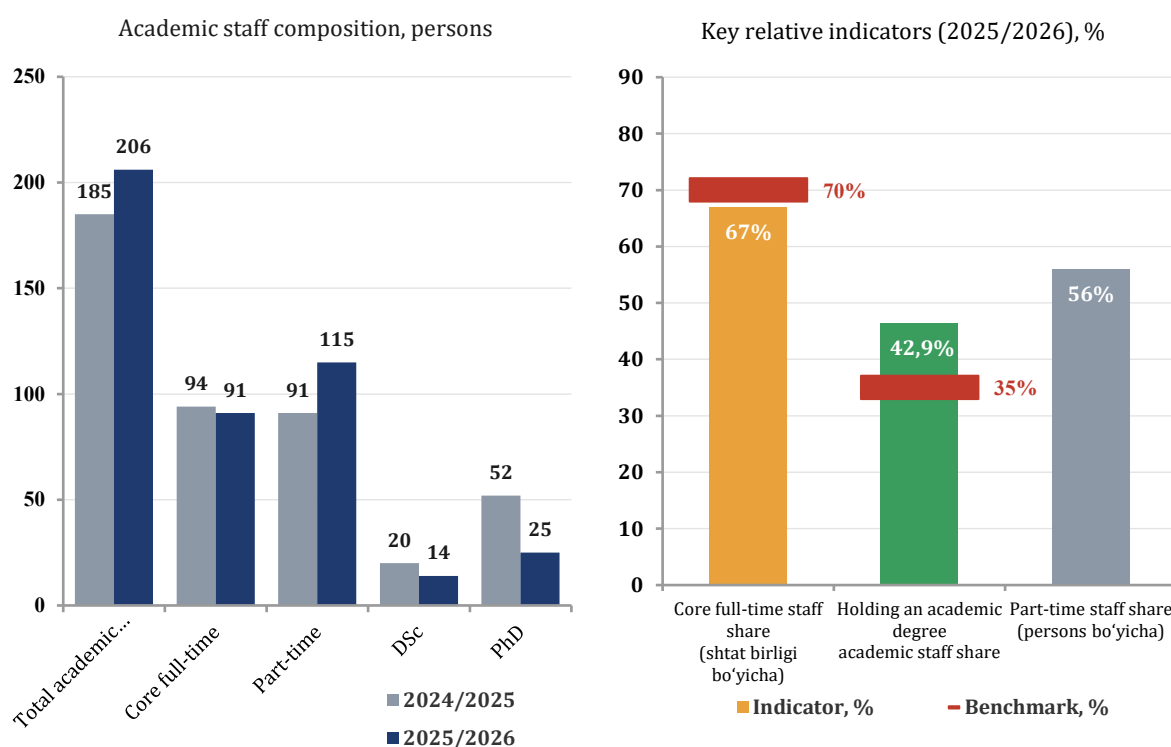


Figure 6. Composition of Academic Staff and Key Indicators of Staff Capacity

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section I, p. 11.

3.5. Facilities and Resources

The University operates across **2 campuses**. Their total area is **103,000 m²**, while usable floor area is **20,340 m²**, equivalent to **10.4 m²** per student.

The campus has **20 lecture halls** with a total capacity of **1,800 seats**, **24 classrooms**, and **31 laboratories and simulation rooms** with a total area of **2,357 m²**.

These facilities comprise **3 general laboratories**, **5 engineering laboratories**, **5 architecture and design laboratories**, **15 medical simulation rooms** and **3 dental simulation rooms**. The University also has

CAU TECHNO HUB with **6 laboratories, 11 computer rooms with 235 computers, and 2 Bloomberg rooms.**

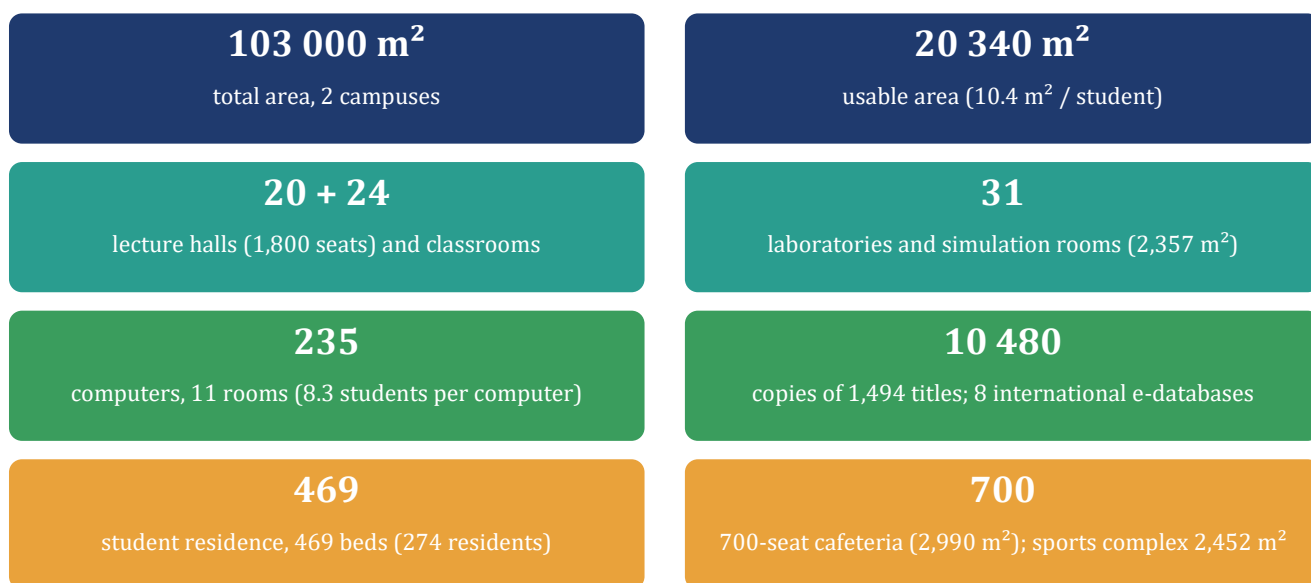


Figure 7. Indicators of the University's Educational Infrastructure and Resource Provision

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section I, p. 12.

The Information Resource Centre holds **10,480 copies of 1,494 titles** and has a **270-seat reading room**. The collection and usage statistics are managed through the **KOHA** system. Access is provided to **Web of Science, Scopus, EBSCOhost, Springer Nature, ProQuest, Research4Life** and **NATLIB** databases.

In the 2025/2026 academic year, **274 students** were accommodated in the **469-bed student residence**, including **35** international students admitted in previous years.

The **2,452 m² sports complex** includes an **indoor swimming pool, sports and fitness halls, an outdoor sports area, and volleyball, basketball, padel and tennis courts.**

The **two-storey cafeteria** has **700 seats**. The inclusive environment includes **ramps, lifts, 8 adapted sanitary rooms, books in Braille, audio textbooks** and **ergonomic furniture.**

The security system comprises **1,840 fire-safety devices, 815 surveillance cameras** and **42 security staff.**

IV. EXTERNAL EVALUATION RESULTS

The external evaluation results are summarised by evaluation area in the table below. All criteria across the 8 evaluation areas were rated “Compliant”; no criteria were rated “Partially Compliant” or “Non-compliant”.

No .	Evaluation area	Criteria	Indicators	“Compliant”	“Non-compliant”	Area rating
1	Organisational and Management Activities	6	34	33	1	Compliant
2	Quality Assurance	5	31	31	-	Compliant
3	Student Activities	5	30	30	-	Compliant
4	Organisation of the Educational Process	5	25	25	-	Compliant
5	Human Resources	6	32	32	-	Compliant
6	Research Activities	8	49	49	-	Compliant
7	Student Support	5	29	29	-	Compliant
8	Facilities and Resources	7	42	42	-	Compliant
	TOTAL	47	272	271	1	COMPLIANT

Table 3. Compliance Status of Indicators and Final Ratings by Evaluation Area

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, pp. 13–87.

The fact that **271 of 272 indicators were rated “Compliant”** demonstrates that the University meets the main institutional requirements across all evaluation areas. However, a “Compliant” rating for an indicator does not mean that there are no deficiencies in the relevant area; it means that the established requirement has been met.

The Expert Commission also recorded recommendations and areas for improvement for each criterion. The following section analyses the experts’ qualitative findings alongside the formal ratings.

The sole “Non-compliant” indicator, No. 1.5.3, concerns the fact that the EduPlus / CAU App information system has not been integrated at an inter-system level with the information systems of the Ministry of Higher Education, Science and Innovation and the National Agency, including through APIs and data synchronisation.

At present, the information is submitted in separate report form. This is the only “major” deficiency in the report and is required to be addressed by December 2026.

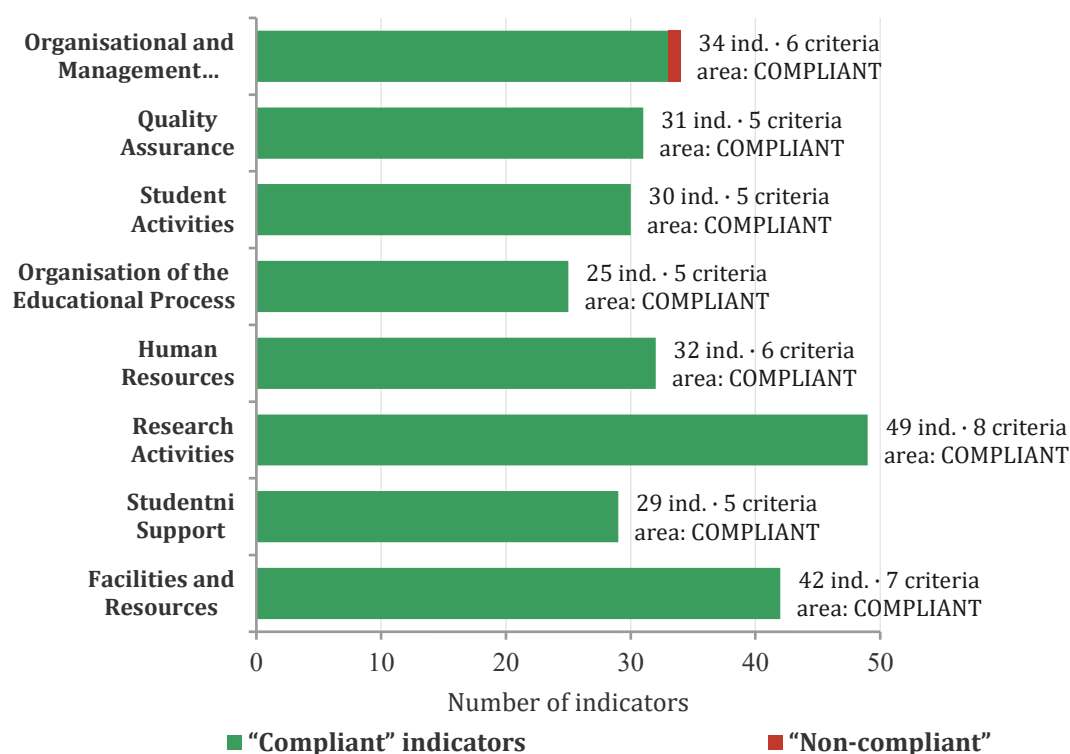


Figure 8. Indicator Compliance Rate by Evaluation Area

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, pp. 13–87.

V. ANALYSIS BY EVALUATION AREA

This section analyses the evaluation results across the **8** external evaluation areas.

For each evaluation area, the objects of evaluation, the documents used by the experts as evidence, the University's strengths and the identified deficiencies are presented.

The identified deficiencies are detailed in the relevant tables of the report, which indicate the risk level of each deficiency ("major" or "minor") and the deadline established for its remediation.

5.1. Organisational and Management Activities

This evaluation area comprises **6** criteria and **34** indicators covering the establishment and effectiveness of the Governing (Board of Trustees) Council, targeted allocation of financial resources, the existence, transparency and monitoring of the development plan, contribution to regional and national development, the existence of an information system and its integration with government information systems, and international cooperation.

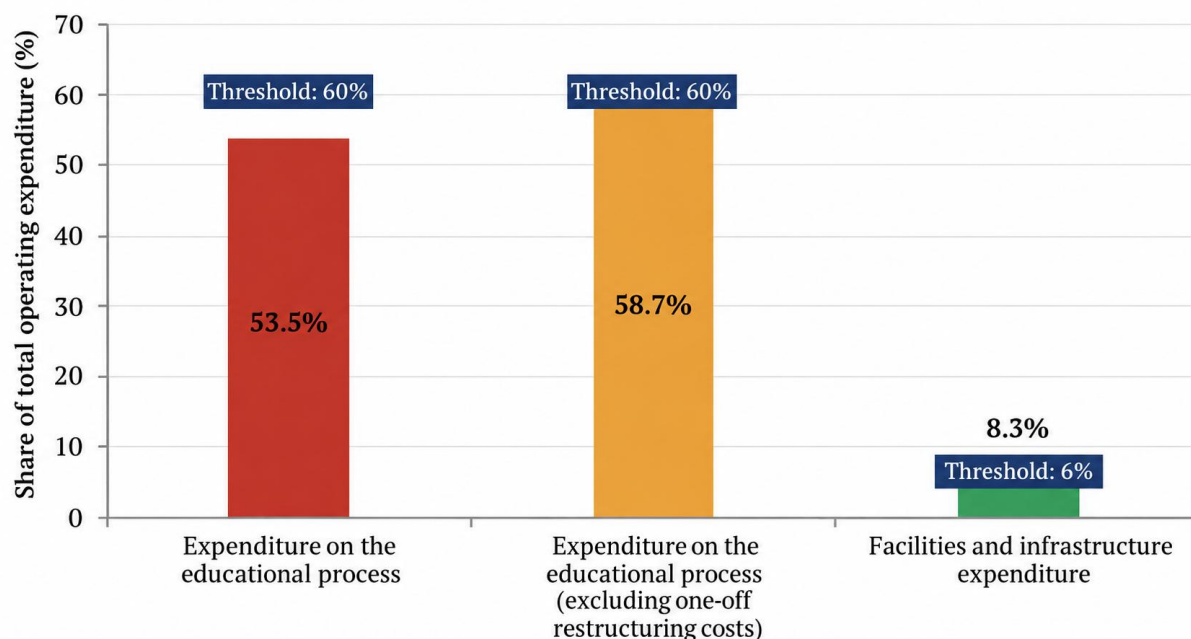


Figure 9. Share of Major Expenditure Categories and Established Thresholds in 2025

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, p. 14.

Supporting evidence and expert conclusion. The Board of Trustees consists of **9** members, is chaired by a representative of the founder, and the Rector serves as secretary.

The remaining members of the Board are international specialists in **healthcare management, medical education, artificial intelligence strategy and clinical practice**. The Board meets quarterly. Minutes of meetings held in 2023–2025 confirm that education quality was used as a key criterion in determining **admission quotas, allocating grants** and approving the **financial plan**.

Centralised monitoring of implementation of decisions is carried out by the Compliance, Policy and Quality Assurance Department.

Financial management is integrated into the 2025–2030 strategic programme, conducted in accordance with IFRS requirements and audited.

In the 2025 financial year, expenditure directed to the educational process accounted for **53.5%** of total operating expenditure, or **58.7%** when the effect of one-off restructuring-related expenditure is excluded⁷. Both figures were below the University’s strategic threshold of **60%**.

The experts positively assessed the fact that the University independently identified these results and approved a “Cost Containment Programme” for 2026. Expenditure on facilities and infrastructure accounted for **8.3%**, exceeding the established threshold of **6%**.

The “**Ayol by CAU**” project, implemented jointly with the **Tashkent City Administration** and the “**Ayol**” **microfinance organisation**, was noted as a contribution to the socio-economic development of the region. More than **170** women participated in free training programmes, and **45** started or expanded their businesses through interest-free microfinance.

The international cooperation network has also expanded: the number of foreign partner universities with signed memoranda increased from **6** at the beginning of the year to **more than 20**, while **Erasmus+** projects **QUARTZ, EMPOWER** and **Green Competences** are being implemented.

Identified deficiencies – 5 in total, including the **only** “major” deficiency in the report.

⁷ One-off restructuring-related expenditure may include costs of organisational restructuring, payments associated with staffing optimisation, compensation, asset write-offs and other one-off organisational expenses. However, the internal and external evaluation reports do not specify the particular types of restructuring expenditure that account for the difference between the figures of 53.5% and 58.7%.

No.	Identified deficiency	Criterion / indicator	Risk	Deadline
1	The information system (EduPlus / CAU App) is not integrated at API level with the information systems of the Ministry and the National Agency; data are submitted separately	Criterion 5, Indicator 3	major	December 2026
2	Accessibility of the CAU App and digital resources for students with disabilities is not sufficiently ensured	Criterion 5, Indicator 4	minor	January 2027
3	A results-oriented public annual reporting mechanism on implementation of the strategic plan has not been established	Criterion 3, Indicator 4	minor	December 2026
4	Cooperation with public general education schools, academic lyceums and vocational education organisations, as well as industrial enterprises and cultural institutions, has not been sufficiently substantiated	Criterion 4, Indicators 1 and 4	minor	June 2027
5	The share of expenditure directed to the educational process (53.5%) is below the established strategic threshold of 60%, while administrative expenditure has increased substantially	Criterion 2, Indicators 2 and 4	minor	December 2026

Table 4. Deficiencies Identified in Organisational and Management Activities

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, p. 19.

The evaluation area was rated “Compliant”, and the identified deficiencies did not affect the overall level of compliance. Two aspects are important for the public. Integration of information systems with government information systems enables reliable and timely exchange of student data. Public disclosure of annual reports on implementation of the strategic plan increases transparency of the University’s activities.

5.2. Quality Assurance

Within this evaluation area, **5** criteria and **31** indicators were assessed. They cover internal quality assurance in cooperation with stakeholders, regular analysis of the effectiveness of the internal quality system, procedures for assessing student learning, academic integrity, monitoring graduate employment and gathering employer feedback.

All criteria and indicators were rated “Compliant”.

Supporting evidence and expert conclusion. The University has approved Regulations on the Internal Evaluation and Quality Assurance System.

The quality plan defines KPIs, data sources, monitoring frequency and responsible units. Monitoring is conducted regularly and includes analysis of resit examinations, monitoring of academic performance, class observations and a university-wide survey involving **1,370** students from six faculties.

The student assessment system was recognised as objective and transparent. Results are entered into the electronic system and anonymised using student identification codes. Final examinations are assessed by a lecturer who did not teach the module. Appeals may be submitted within **24 hours** and are reviewed within two days; an appeal cannot result in a lower grade.

The **identified deficiencies** are mainly related to formalisation of documentation and documentation of analytical processes.

No.	Identified deficiency	Criterion / indicator	Risk	Deadline
1	The stakeholder proposals underlying changes introduced into curricula and the effectiveness of those changes have not been formally documented	Criterion 7, Indicator 4	minor	January 2027
2	There is no consistency in the naming and dating of monitoring reports, and no unified annual register of results and measures is maintained	Criterion 8, Indicator 3	minor	December 2026
3	Periodic analysis of the effectiveness of the academic integrity system has not been established systematically	Criterion 10, Indicator 8	minor	December 2026
4	Analytical information on graduate employment has not been prepared, and discussion of it by governing bodies has not been confirmed by minutes	Criterion 11, Indicator 5	minor	December 2026
5	The annual work plan of the Career Centre and documentation confirming implementation of activities are not maintained in full	Criterion 11, Indicator 1	minor	December 2026

Table 5. Deficiencies Identified in Quality Assurance

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, p. 26.

Academic integrity is supported through the Code of Conduct, the Turnitin system, the Ethics Commission and regular training.

The University's software products are registered with the Ministry of Justice, while the design of a dental sensor device is registered with the UK Intellectual Property Office.

In 2025, the Career Centre organised a job fair involving **more than 80** companies and engaged **16** new employers in cooperation.

A unified employment database is maintained for graduates of 2024–2025. At the same time, the experts recommended establishing a formal analytical process reflecting employment trends and programme-level findings, and confirming through minutes that the results have been considered by governing bodies.

Conclusion. The evaluation area was rated “Compliant”.

As a general recommendation, the experts noted the need to move the University's quality system “from a process-oriented approach to an evidence- and results-oriented system”. This recommendation, which also appears in other sections of the report, means that measurement and documentation of the outcomes of implemented practices should be strengthened.

5.3. Student Activities

Within this evaluation area, **5** criteria and **30** indicators were assessed. They cover admission parameters, organisation of the admissions process, student progression and status changes, academic mobility and requirements relating to the export of educational services.

All criteria and indicators were rated “Compliant”.

Supporting evidence and expert conclusion. Admission parameters are reviewed annually on the basis of analysis of **classroom capacity, laboratories, Information Resource Centre capacity, academic staff workload and financial capacity**.

Admissions are conducted through a digital system. Applicants register independently and track the status of their application through a personal account.

Examinations are conducted under audio and video surveillance; appeals are accepted within **24 hours** and reviewed within two days. The “**Admission Metrics**” system analyses applications, geography, conversion and gender distribution.

All decisions relating to student progression and status changes are formalised through orders, commission minutes and registers and are reflected in the CAU App and LMS systems. Students have access to an “Ask Help” service, an anonymous online bot and telephone channels for enquiries.

Academic mobility is implemented through agreements with the **Banking and Finance Academy, Istanbul Medipol University, CBS International Business School, Óbuda University, Franklin University, Narxoz University, Ulsan University and Yeungnam University**, as well as through Erasmus+ programmes.

A dedicated website, visa and registration assistance, orientation and mentoring services are provided for international students.

The experts also specifically noted the activities of the independent **Student Council**, which is elected and governed by students. A student representative (“minister”) responsible for each area operates under the leadership of the Council President. Student participation in University-funded events is ensured without additional charges.

The **identified deficiencies** are mainly related to documentation and formalisation.

No.	Identified deficiency	Criterion / indicator	Risk	Deadline
1	The report on export of educational services does not include year-on-year comparative analysis, actual revenue or academic results of international students. The report has not been approved and responsible persons for its implementation have not been designated	Criterion 16, Indicator 6	minor	December 2026
2	Students have not been granted authority to independently manage the budget for organising student activities	General recommendation	minor	June 2027
3	A sufficiently documented mechanism for informing parents about decisions concerning student progression and status changes has not been established	Criterion 14, Indicator 4	minor	December 2026

Table 6. Deficiencies Identified in Student Activities

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, p. 34.

The evaluation area was rated “Compliant”. The experts noted that the University has created an inclusive environment that encourages students to

take responsibility, develop leadership competencies and contribute actively to university life.

Allocating a separate budget for student activities and enabling students to manage it independently would further develop student self-governance practices.

5.4. Organisation of the Educational Process

Within this evaluation area, **5** criteria and **25** indicators were assessed. They cover planning documents for the educational process, academic and regulatory documentation of academic staff, compliance of teaching workloads with established standards, improvement of education programmes in response to sector needs, and lesson analysis.

As a result, all criteria and indicators were rated “Compliant”.

Supporting evidence and expert conclusion. The academic calendar for the 2025–2026 academic year was approved by the University Council before the start of the semester.

Timetables are developed on the basis of credit-module system requirements, module sequencing, group capacity and academic staff workload. Under the credit-module system, a semester lasts **15 weeks** and comprises **30 credits**.

Syllabi are developed using a standard structure and approved by the lecturer, the Dean and the Head of the Compliance Department.

Academic workload covers teaching, methodological, research and organisational activities within a **36-hour** working week. Annual classroom teaching loads are set at **480 hours** for professors, **540 hours** for associate professors, **600 hours** for senior lecturers and **660 hours** for lecturers.

The student-to-staff ratio is **14:1** in medicine and dentistry, **18:1** in English language programmes and **24:1** in other fields.

Education programmes are reviewed with the participation of employers and external experts, and duplicate modules have been consolidated. Practical and contemporary components have been introduced, including **“Artificial Intelligence Tools”** in business programmes, **“AI Tools”** in engineering programmes, **“Artificial Intelligence in Medicine”** in General Medicine, as well as **“Data Science”**, **“Integrated Case”** and **“Business Simulation”** modules.

I4SOLUTIONS confirmed that the Computer Science programme complies with industry standards. Lesson observations covered **11** areas in accordance with an approved schedule. Methodological recommendations were developed on the basis of the results, and a “mentor–mentee” system for young lecturers was introduced by order of the Rector.

The **identified deficiencies** are mainly related to workload and lesson structure.

No.	Identified deficiency	Criterion / indicator	Risk	Deadline
1	Academic staff, particularly young lecturers, have high teaching workloads that limit their ability to engage in active research	Criterion 19, Indicator 2	minor	June 2027
2	At some faculties (Dentistry, Tourism and Business), corrective measures relating to learning materials, clinical rotation schedules and practical training have not been fully implemented	Criterion 20, Indicator 1	minor	December 2026
3	During class observations, unclear lesson structure, low student engagement and inconsistent use of English were recorded in some classes	Criterion 21, Indicator 4	minor	December 2026

Table 7. Deficiencies Identified in Organisation of the Educational Process

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, p. 42.

Conclusion. The evaluation area was rated “Compliant”. The experts specifically noted the need to **review academic workload** to ensure that academic staff, particularly young staff members, have sufficient time to engage in active research.

From the perspective of developing the University’s research strategy, it was recommended to ensure an appropriate balance between teaching workload and research activity.

5.5. Human Resources

Within this evaluation area, **6** criteria and **32** indicators were assessed. They cover the availability of staff with research capacity, alignment between staff qualifications and assigned disciplines, recruitment, dismissal and prevention of staff turnover, professional development and advanced training, internships abroad and in industry, and the KPI and incentive system.

All criteria and indicators were rated “Compliant”.

Supporting evidence and expert conclusion. The share of staff holding academic degrees exceeds the minimum requirement of **35%**.

Because the share of core full-time staff was **67%**, the **70%** requirement was assessed as “conditionally met”.

Under the Regulations on the Evaluation of Research Activity, staff are classified from Category A to D on the basis of five criteria: publications, citations and h-index, projects and grants, patents, and research and organisational activity.

Differentiated monetary incentives have been introduced for articles in Scopus and Web of Science based on journal quartile and citation count, with an **additional 10%** incentive for articles on Uzbekistan and Central Asia.

Recruitment is carried out on the basis of open competition, a Recruitment Council, a demonstration lecture and non-discrimination principles.

In 2025, an “**Employee Check-In CAU**” survey was conducted in three languages and identified factors contributing to staff turnover, including **excessive workload, work-life balance, pay** and transparency of **career progression**.

Based on the results, an HR strategy, eNPS surveys and exit interviews were introduced. A “mentor-mentee” system, “Welcome Book 2025” and “Onboarding Roadmap” were introduced for new employees.

Under the KPI system, academic staff performance is evaluated on teaching effectiveness – **40%**, research achievements – **25%**, contribution to the department and University – **20%**, and work with students – **15%**. Evaluation is conducted twice a year; results are communicated **within 10 working days**, and an appeal may be submitted **within 5 working days**.

The Research and Professional Development Fund increased from **USD 175,050** in 2022 to **USD 332,250** in 2024, **nearly doubling** over two years.

The **identified deficiencies** relate to alignment between academic staff qualifications and assigned modules, as well as documentation.

No.	Identified deficiency	Criterion / indicator	Risk	Deadline
1	The share of core full-time academic staff is 67%, and the established 70% benchmark has not been fully achieved	Criterion 22, Indicator 1	minor	September 2027

No.	Identified deficiency	Criterion / indicator	Risk	Deadline
2	The specialisations of some academic staff do not align with their assigned modules. For example, a cardiology specialist is assigned to microbiology and a PhD in biology to pharmacology. Administrative staff are not assigned modules	Criterion 23, Indicator 1	minor	September 2026
3	No documents were provided substantiating external review, needs assessment and market research when introducing new fields of study	Criterion 23, Indicator 2	minor	June 2027
4	Professional development is largely limited to academic integrity, ethics and artificial intelligence, while specialised subject-area programmes have not been established systematically	Criterion 23, Indicator 5	minor	June 2027
5	Turnover factors have been identified, but responsible persons and deadlines for the annual “Employee Check-In” cycle and HR initiatives have not been approved	Criterion 24, Indicators 3 and 4	minor	December 2026

Table 8. Deficiencies Identified in Human Resources

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, p. 53.

Note. A total of 118 employees participated in the survey, including 63 academic staff and 55 administrative staff. The total population was 257 employees, resulting in an overall response rate of 45.9%. The survey was conducted online in 2025 in Uzbek, Russian and English and included open-ended questions. The Rector’s order authorising the survey was issued on 9 September 2025. Methodological limitations included initial voluntary participation below 10%, increased participation after active HR engagement, non-participation by some employees because of concerns about anonymity and evaluation, and reluctance among some administrative staff to provide critical responses.

Conclusion. The evaluation area was rated “Compliant”.

The experts emphasised that the University had “made a clear transition from informal practices to documented and monitored human-resources processes”. The share of part-time staff increased from **49% to 56%**. Expansion of this practice may adversely affect education quality.

5.6. Research Activities

Within this evaluation area, **8** criteria and **49** indicators were assessed, making it the broadest area in terms of the number of criteria and indicators.

The evaluation covered conditions for research and international mobility, the anti-plagiarism system, international and national conferences, research cooperation with industry, access to indexed databases, monitoring of research outputs, student start-ups and commercialisation.

All criteria and indicators were rated “Compliant”.

Supporting evidence and expert conclusion. The research infrastructure comprises **31** laboratories and simulation rooms equipped with AR/VR platforms, clinical simulators, microscopes, 3D printers and diagnostic systems.

Research activities are supported by a **UZS 71.5 million biomarker project for the early detection of ischaemic heart disease** involving **200** patients and resulting in an article published in a Scopus-indexed journal, **TÜBİTAK’s 2026–2028 circular economy project**, and **Erasmus+ grants**.

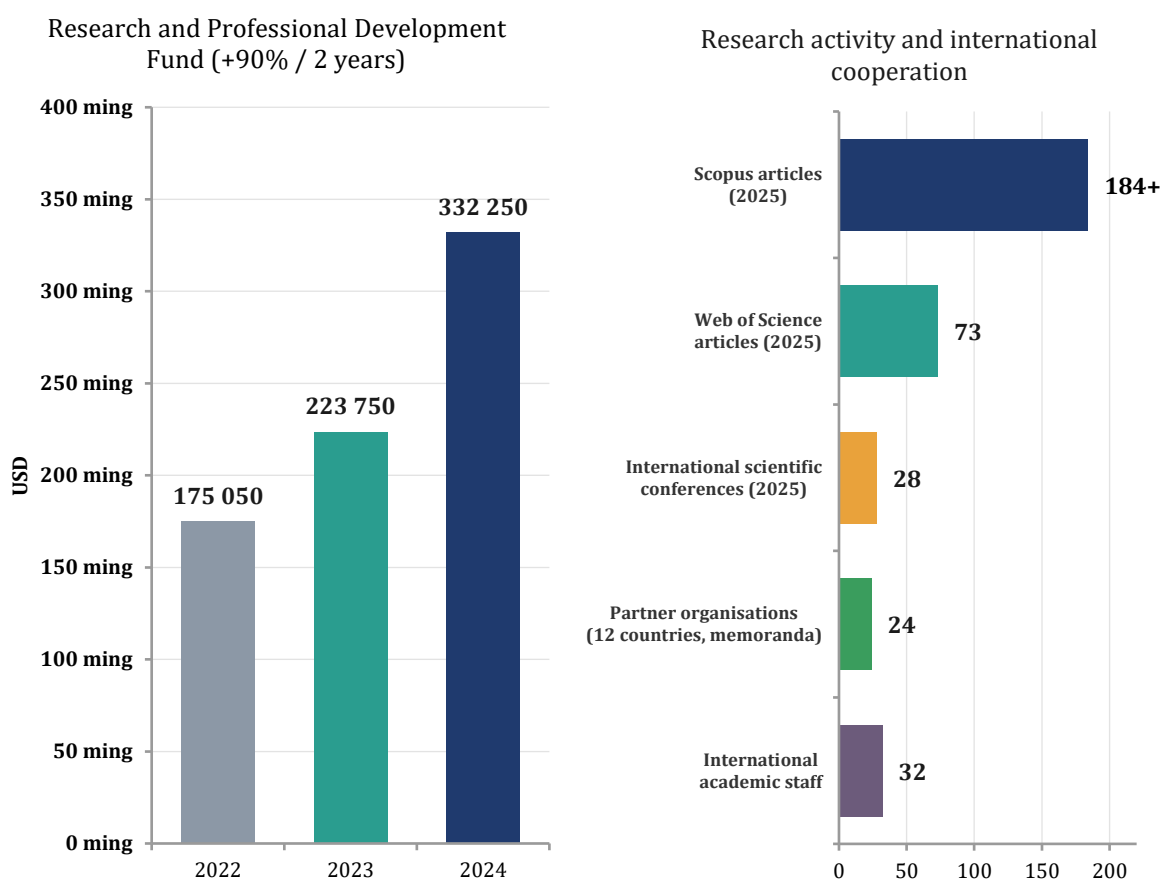


Figure 10. Key Indicators of Research Activity and International Cooperation

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, p. 55.

In 2025, **more than 184** Scopus-indexed articles and **73** Web of Science articles were published.

The University received **4 stars** in the QS Stars system and **5 stars** for effective governance.⁸ It entered the RUR **Top 1000** for the first time at **975th place**⁹ and ranked **1st** among private universities in the AD Scientific Index 2026.¹⁰

The CAU Journal of Applied Research, ISSN 3093-8562, has been established. In 2025, the University held **28** international scientific conferences, the International Dental Olympiad, and QS Eurasia Forum 2025 with **more than 350** delegates.

Memoranda have been signed with **24** partner organisations in **12** countries.

Final projects, dissertations, articles and grant applications are subject to mandatory checking through **Turnitin**.

An industrial design for a dental sensor device and a utility model for treatment of dentin hypersensitivity have been registered.

The **identified deficiencies** relate to documentation and formalisation.

No.	Identified deficiency	Criterion / indicator	Risk	Deadline
1	The commercialisation procedure has not been formally approved, and actual revenue from licensing, technology transfer and research services has not been documented	Criterion 35, Indicators 1, 3 and 5	minor	December 2026
2	Programme regulations, selection criteria, a register, decisions on grant allocation and a consolidated analytical report for student start-ups were not provided	Criterion 34, Indicators 1–6	minor	December 2026
3	Regular review by the Council of research effectiveness, budget implementation and corrective measures has not been confirmed by documents. Student publications are not analysed and there is no plagiarism-prevention plan	Criteria 29, 32 and 33	minor	December 2026
4	Laboratory safety protocols are not displayed in visible locations, and no stock of spare parts is maintained	Criterion 28, Indicator 1	minor	December 2026

⁸ QS Stars. Central Asian University profile.

URL: <https://www.topuniversities.com/universities/central-asian-university>

⁹ Round University Ranking. Central Asian University profile (2025). URL: <https://roundranking.com/universities/central-asian-university.html?year=2025&subj=1&dimens=T&1790252463579&1790252463579>

¹⁰ AD Scientific Index. Central Asian University profile. URL: <https://adscientificindex.com/university/central-asian-university/26557/>

Table 9. Deficiencies Identified in Research Activities

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, p. 66.

At the same time, this evaluation area received the largest number of qualitative recommendations from the experts. The commercialisation procedure does not contain an approved date, number and signature, nor is there evidence of its formal approval by a decision of the University Council.

Actual revenue from licensing and technology transfer has not been documented, and no acts were provided confirming the implementation of research results in production or the educational process.

Materials relating to student start-ups mainly consist of descriptive event reports; programme regulations, selection criteria, a register and long-term outcomes have not been documented sufficiently.

Some initiatives presented on the website appear to be institutional projects rather than student projects. Student publications are not analysed separately, and regular consideration of research effectiveness by the University Council has not been confirmed by minutes.

Conclusion. The evaluation area was rated “Compliant”.

While recognising the active research environment, international cooperation and funded projects, the experts recommended two strategic measures to strengthen research capacity: **aligning teaching workload with the level of leading universities** and **establishing an International Research Advisory Board composed of distinguished scholars**.

In the view of the authors of this review, although the existing capacity provides opportunities to further improve research outcomes, **research projects have not yet been attracted to a sufficient extent**.

5.7. Student Support

Within this evaluation area, **5** criteria and **29** indicators were assessed. They cover monitoring student feedback, advisory and career services, support for students in need of social protection, students with disabilities and gifted students, youth work and prevention of offences, as well as protection of student rights and handling of complaints.

All criteria and indicators were rated “Compliant”.

Supporting evidence and expert conclusion. The procedure for collecting student feedback provides for end-of-module and end-of-semester surveys, an annual satisfaction survey, pulse surveys, focus groups and continuous feedback through the CAU App.

Surveys are conducted with at least **60%** participation. Based on survey results, tutoring has been introduced for challenging modules, including Macroeconomics, German Language, Fundamentals of Finance, Statistics, Oral Medicine, Paediatric Dentistry, Pathology and Pharmacology 2.

The Student Wellbeing and Success Department provides academic advising, tutoring, mentoring, early identification of students at academic risk and psychological support.

A total of **839** cases of academic arrears were analysed across 6 schools.

No.	Identified deficiency	Criterion / indicator	Risk	Deadline
1	Anonymous statistics are not maintained on the number of psychological-service consultations, types of enquiries, response times and outcomes	Criterion 37, Indicator 1	minor	December 2026
2	Students are not fully informed about implementation and results of measures established by faculties on the basis of student feedback	Criterion 36, Indicators 4 and 5	minor	December 2026
3	Programme-level analysis of the use of support services, response times and student satisfaction is insufficient	Criterion 37, Indicator 5	minor	June 2027

Table 10. Deficiencies Identified in Student Support

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, p. 75.

The Scholarship Regulations provide for merit scholarships, academic excellence scholarships, scholarships awarded each semester to the top **10%** of students in each programme, an English language scholarship, a **10–20%** discount based on IELTS/TOEFL results, and CAU Excellence, Loyalty, Family Support and Pre-Foundation scholarships.

Students have the right to appeal scholarship decisions within five days. Enquiry channels include a Telegram-based Feedback Bot, an Outlook channel and an Anonymous Box. The complaints register is maintained in the “Student_tracker SWBD” system, while the Ethics Commission ensures compliance with the Code of Conduct.

Preventive activities involving **110** students were conducted in cooperation with law-enforcement bodies. Seven sports and creative clubs are in operation.

The identified deficiencies relate to analysis and statistics. The evaluation area was rated “Compliant”. The experts noted that a “student-centred, functioning support system” has been established. Several channels for students and parents, including an anonymous enquiry channel, transparent scholarship criteria and the right of appeal, tutoring for challenging subjects, and voluntary and confidential psychological services are of practical significance.

5.8. Facilities and Resources

Within this evaluation area, **7** criteria and **42** indicators were assessed. They cover buildings and premises, facilities and software, practice bases and laboratories, the Information Resource Centre, conditions for inclusive education, placement of equipment in accordance with safety rules, ICT and the digital environment, as well as the cafeteria, seating and sports facilities.

All criteria and indicators were rated “Compliant”.

Supporting evidence and expert conclusion. The experts conducted on-site inspections of the campus, laboratories, Information Resource Centre, student residence, cafeteria and sports facilities.

Buildings and premises were assessed as compliant with sanitary and hygiene requirements, occupational safety, fire safety and technical safety requirements.

Practice bases have been established on the basis of formal memoranda with national specialised medical centres, AKFA Medline, KAN Dental Clinic, CHIRANA ASIA, Invest Finance Bank and “O‘zshaharsozlik LITI”.

Most of the identified deficiencies are practical issues recorded as a result of on-site observation.

No.	Identified deficiency	Criterion / indicator	Risk	Deadline
1	Safety rules need to be displayed more visibly and their use improved in laboratories of the Schools of Medicine and Dentistry	Criterion 45, Indicator 5	minor	November 2026

No.	Identified deficiency	Criterion / indicator	Risk	Deadline
2	The CAU App and digital resources are not sufficiently accessible for students with disabilities, particularly those with visual or mobility impairments	Criteria 44–46	minor	November 2026
3	Data security and system resilience need to be strengthened through backup systems	Criterion 46, Indicator 5	minor	June 2027
4	Lighting in the quiet reading area of the Information Resource Centre is insufficient, and individual desk lamps are not available	Criterion 43, Indicator 4	minor	December 2026
5	A stock of spare parts for laboratory equipment has not been established	Criterion 42, Indicator 3	minor	December 2026

Table 11. Deficiencies Identified in Facilities and Resources

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, p. 85.

Practice outcomes are jointly assessed by representatives of the faculties and practice organisations.

Statistics on use of the Information Resource Centre are maintained automatically through the KOHA system.

The inclusive environment has been developed on the basis of universal design principles.

All teaching rooms are equipped with multimedia facilities, and LMS, VR and artificial intelligence technologies are used.

Information security measures were assessed as “very good”.

Conclusion. The evaluation area was rated “Compliant”. The experts noted that the University’s physical and digital resources, safety measures, and social and welfare infrastructure comply with national regulatory requirements and international standards applicable to modern higher education institutions. The deficiencies were identified as practical matters to be addressed within the framework of continuous quality improvement.

VI. EVALUATION BY EDUCATION PROGRAMME

6.1. Approach and Overall Results

Within the framework of Institutional Accreditation, the University’s 14 bachelor’s degree programmes were separately evaluated against the Programme Accreditation criteria.

The programme-level evaluation covered **6** evaluation areas, **31** criteria and **94** indicators. These areas include organisational management and quality assurance, education programmes, the educational process and assessment of learning outcomes, student activities, human resources, and facilities and resources.

The General Medicine, Dentistry and Biomedical Engineering programmes were evaluated jointly.



Figure 11. Compliance Status of Indicators by Education Programme

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section III, p. 89.

No.	Education programme	Rating	Main area for improvement identified by the experts
1	General Medicine	Compliant	Labour-market monitoring, survey validation, employer participation in assessment, and laboratory modernisation
2	Dentistry	Compliant	Practice bases are largely limited to KAN Dental Clinic; expand practical-placement opportunities and engage a wider range of clinical bases

No.	Education programme	Rating	Main area for improvement identified by the experts
3	Biomedical Engineering	Compliant	Practice bases are limited to only 2 organisations and subject-specific literature is insufficient
4	International Business	Compliant	Evidence provided is mainly descriptive; quantitative indicators for KPIs, employment and employer satisfaction are insufficient
5	Accounting and Finance	Compliant	Set implementation measures and deadlines, measure effectiveness and introduce benchmarking
6	Economics	Compliant	Ensure balance between teaching workload and research activity; introduce need-based scholarships and professional certification courses (ACCA, Power BI)
7	Management	Compliant	Programme-level employment analysis, standardisation of syllabi, and notification of parents
8	Digital Marketing	Compliant	Maintain programme-level monitoring reports, minutes of employer participation and a PLO-CLO matrix
9	PR and Media Management	Compliant	Engage specialised staff and organise placements with national PR agencies and media organisations
10	Computer Science (Software)	Compliant	Provide formal details of regulatory documents and use “before-after” analyses and statistical data
11	Industrial Engineering	Compliant	Improve methodological provision of laboratories, LMS functionality and textbook availability
12	Architecture and Design	Compliant	Inconsistencies between curricula and syllabi; only 3 of 14 academic staff hold a PhD; only 2 electronic resources are available
13	English Language and English Language Teaching	Compliant	Improve PLO-CLO-assessment mapping and increase the share of academic staff holding research degrees
14	Tourism and Hospitality	Compliant	Limited number of specialised academic staff and high teaching workload of young lecturers

Table 12. Evaluation Results and Areas for Improvement by Education Programme

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section III, p. 89.

All 14 education programmes were rated “Compliant”.

For 9 programmes, all 94 indicators were rated “Compliant”.

In the Computer Science programme, Indicator 1.1.1 was rated “Compliant” subject to correction of deficiencies in the formal details of the documentation.

Three programme groups contained indicators rated “Non-compliant”.

In the Industrial Engineering programme, **88** of **94** indicators were rated “Compliant” and **6** were rated “Non-compliant”.

In the Architecture and Design programme, **90** of **94** indicators were rated “Compliant” and **4** were rated “Non-compliant”.

Four indicators were also rated “Non-compliant” in the General Medicine group.

Criterion 6.6 (digital learning environment) in Industrial Engineering and Criterion 1.4 (labour-market monitoring) in Architecture and Design were rated “Partially Compliant”. These cases did not affect the overall ratings of the respective education programmes.

6.2. Education Programmes with Indicators Rated “Non-compliant”

General Medicine group (General Medicine, Dentistry and Biomedical Engineering).

Four indicators were rated “Non-compliant” in this group, which accounts for **46.6%** of the University’s students.

In particular, under Indicator 1.1.5, the mechanisms for assessing the alignment of education programmes with labour-market requirements and monitoring graduate employment were not sufficiently substantiated.

Under Indicator 1.5.3, no information was provided confirming survey validation, reliability or pilot-testing results.

Under Indicator 3.3.3, interviews with employers showed that systematic stakeholder participation in the assessment process had not been established.

Under Indicator 6.1.6, the laboratory modernisation plan consisted mainly of future measures; documents confirming completed work, acceptance and handover acts, and photographic evidence were not provided. Practice bases for the Dentistry programme are mainly limited to KAN Dental Clinic, while the Biomedical Engineering programme has only 2 practice bases. Learning resources for Biomedical Engineering are insufficient.

Industrial Engineering.

The largest number of **“Non-compliant” indicators—6—**was identified in this programme.

In particular, under Indicator 2.4.2, no system has been established for comparative analysis of monitoring results.

Under Indicator 3.2.4, it was not possible to confirm the linkage between laboratory equipment and specific practical classes, and the existing equipment was found not to fully meet the requirements for developing practical competencies.

Under Indicators 3.4.5 and 3.4.6, monitoring of advanced pedagogical approaches and methodological guidance are insufficient.

Under Indicator 6.1.4, methodological guidelines and technological maps for each laboratory device were not demonstrated.

Under Indicator 6.6.6, the functional capabilities of the CAU App / EduPlus platform are significantly limited compared with full LMS or HEMIS systems. The experts also noted that the operation of 4 separate curricula for different cohorts and frequent changes in course composition may adversely affect the consistency of the educational process.

Architecture and Design.

Four “Non-compliant” indicators were identified.

In particular, under Indicator 1.3.5, it was not confirmed that all stakeholder groups were covered in the evaluation of stakeholder feedback.

Under Indicator 1.4.5, the link between changes introduced into the curriculum and monitoring results, as well as the subsequent effectiveness of those changes, was not demonstrated.

Under Indicator 1.4.7, the procedure for publishing information on educational needs had not been documented.

Under Indicator 5.2.4, no register of teaching and methodological materials and research publications by academic staff was provided; only 3 of 14 academic staff hold a PhD. In addition, inconsistencies between the curriculum and syllabi, the availability of only 2 electronic resources for the field in the electronic library, and the absence of dedicated laboratories for engineering disciplines were noted.

Authors’ note. Programme-level analysis identifies certain issues that are not visible in the institutional evaluation. In particular, shortages of specialised laboratories, subject-specific literature and academic staff holding research degrees were noted in engineering and

architecture programmes. These circumstances should be taken into account by applicants when choosing a programme and by the University when allocating resources.

6.3. General Recommendations for All Programmes

The experts also provided recommendations for improvement for the 9 education programmes in which no “Non-compliant” indicators were identified. These recommendations cover several common areas:

transition from descriptive information to measurable results. In most education programmes, the information presented mainly describes processes, while quantitative indicators of effectiveness—including KPIs, trend indicators, “before–after” analyses, graduate employment and employer satisfaction—are limited;

programme-level documentation. Evidence is often limited to institutional-level information. Programme-specific monitoring reports, minutes reflecting employer participation and staff registers were not provided to a sufficient extent;

PLO–CLO–assessment alignment. The relationship between Programme Learning Outcomes (PLOs), Course Learning Outcomes (CLOs) and assessment tasks should be presented through a unified matrix, and syllabi should be fully aligned with the approved curriculum and assessment regulations;

specialised staff and social support. Core full-time academic staff specialising in the relevant fields should be engaged for the PR and Media Management and Tourism programmes, while need-based scholarships or social-quota mechanisms for students from low-income families should be introduced, as illustrated by the Economics programme.

VII. STRENGTHS AND AREAS FOR IMPROVEMENT: OVERALL ANALYSIS

7.1. Strengths

A key strength of the University is the interconnection of governance, quality assurance, human resources, research activity and physical-resource development. Linking the 2025–2030 strategic plan with KPIs, managing finances in accordance with IFRS requirements, and applying the PDCA cycle in internal quality assurance align strategic objectives with monitoring and management decisions.

KPI-based evaluation and incentives for academic staff, mentoring and onboarding mechanisms, international academic staff and international partnerships contribute to the development of academic capacity. These processes are supported by a modern campus, laboratories, simulation centres, international databases and student-support infrastructure.

The sustainability of the system depends on measuring the effectiveness of measures, documenting outcomes and consistently using monitoring data in management decisions.

As an aspect deserving particular recognition, the experts noted the University leadership's vision of transforming CAU **“not merely into a profit-making enterprise, but into a platform for developing the potential of Uzbekistan's most talented students”**, emphasising that such an approach is uncommon among private higher education institutions.¹¹

7.2. Overall Analysis of Deficiencies

A total of **33** deficiencies were identified across the **8** evaluation areas. Their distribution was relatively even: **5 each** in Organisational and Management Activities, Quality Assurance, Human Resources, and Facilities and Resources; **4** in Research Activities; and **3** in each of the remaining **3** evaluation areas.

By risk level, only **1** deficiency—the **lack of integration of the information system with government information systems**—was rated “major”; the remaining **32** were rated “minor”.

¹¹ Final Report on the Institutional Accreditation of “CENTRAL ASIAN UNIVERSITY” Limited Liability Company, No. 1628, 2 September 2026. Section V, p. 109.
URL: <https://nqaac.uz/uz/higher/306210969>

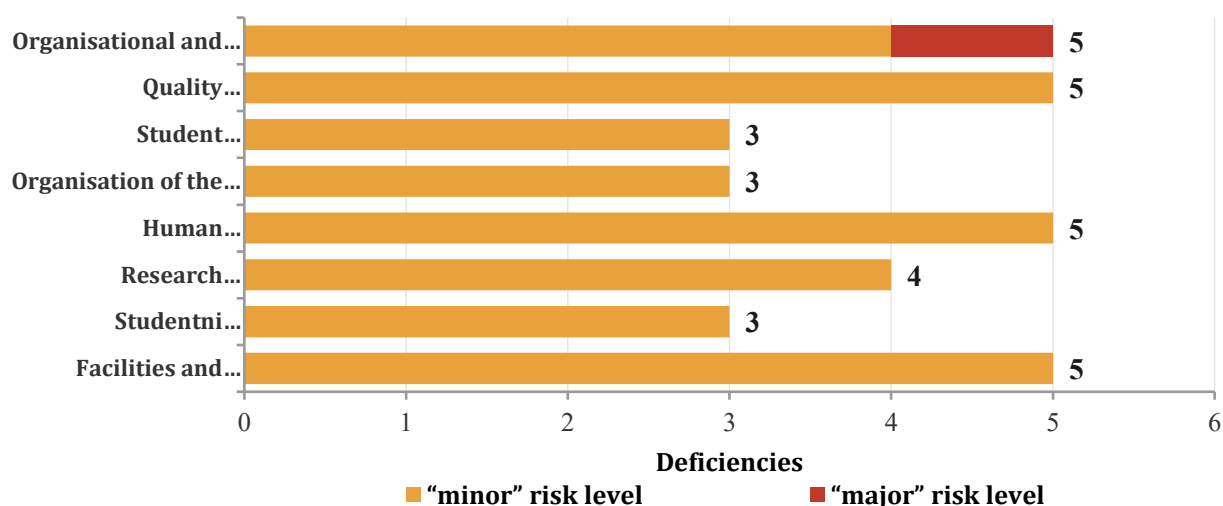


Figure 12. Number and Risk Level of Identified Deficiencies by Evaluation Area

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Section II, pp. 13–87.

The **33** deficiencies identified by the Expert Commission were classified by the authors of the review into **4** main groups according to their content and nature.

Group 1: deficiencies related to **documentation and analytical reporting**.

This group comprises **18** deficiencies, or **55%** of the total.

These include insufficient formalisation of monitoring registers, annual analytical reports, council minutes, programme regulations, formal approval of the commercialisation procedure, anonymous statistics and documentation relating to notification of parents.

In many cases, these deficiencies indicate not the absence of the relevant activity, but rather the lack of systematic documentation of the results of activities carried out.

Group 2: deficiencies related to **digital systems and integration**.

There were **4** such deficiencies. In particular, they concerned the absence of API-level integration with HEMIS, insufficient accessibility of the CAU App for users with disabilities, and insufficiently developed backup systems.

The deficiency relating to accessibility of the CAU App was recorded in 2 evaluation areas.

Group 3: deficiencies related to **staffing and workload**.

There were **5** such deficiencies. In particular, they concerned the **67%** share of core full-time academic staff, alignment between specialisation and

assigned modules, the teaching workload of young academic staff, insufficiently systematic specialised professional-development programmes, and factors affecting staff turnover.

Group 4: deficiencies related to **infrastructure and practical conditions**.

Six deficiencies were identified in this group. They concerned laboratory safety, spare-parts stocks, lighting in the Information Resource Centre, teaching materials, the cooperation network and the share of expenditure.

Twenty-three deficiencies, or **70%**, are scheduled to be addressed by the end of 2026, while **10** are to be addressed during 2027. The longest deadline—September 2027—was established for increasing the share of core full-time academic staff to **70%**. This indicates that systemic changes in staffing policy require time.

Methodological note. The 33 deficiencies identified across the 8 evaluation areas of the final report were consolidated into 4 groups according to their content and remediation measures. Each separate deficiency in the report was treated as an independent unit of analysis. Substantively similar deficiencies were retained separately in their respective evaluation areas and placed in the same group for aggregation. Each deficiency was assigned to only 1 primary group.

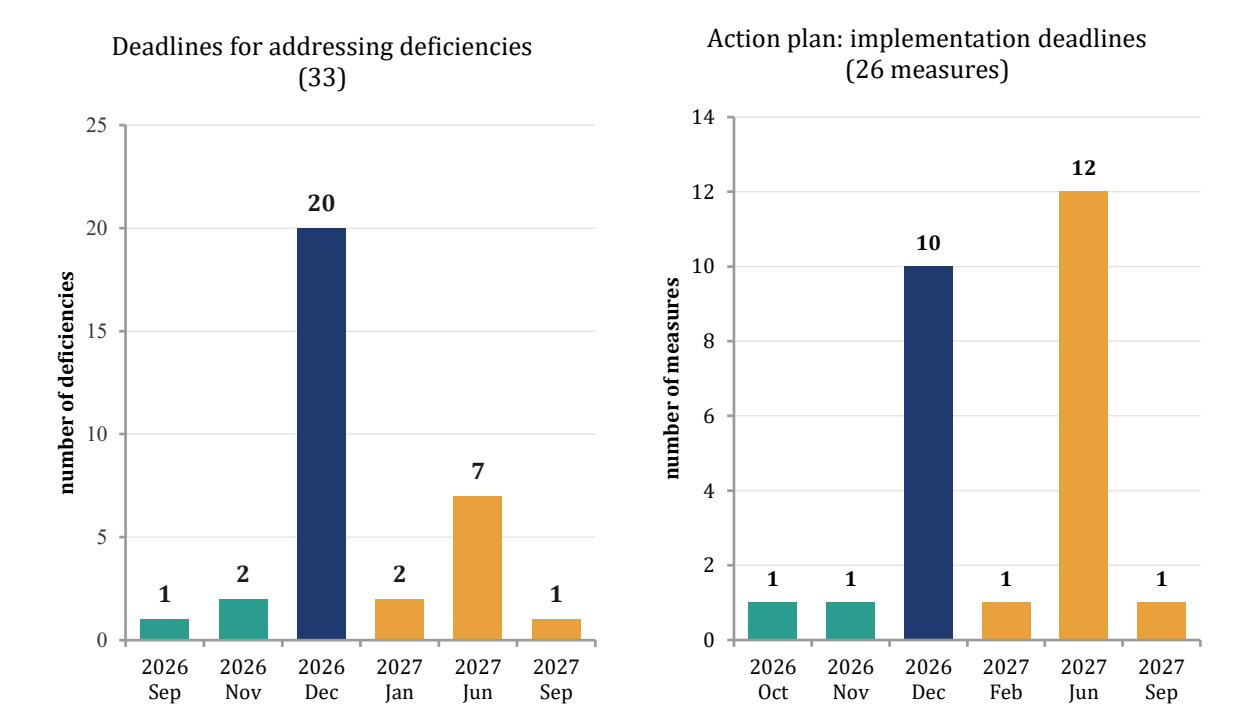


Figure 13. Deadlines for Addressing Identified Deficiencies and Implementing Measures

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Annex, pp. 112–117.

Section 4.3 of the report consolidates the deficiencies into 10 priority areas, and the recommended solutions for each area are reflected in the action plan in Section 8.

VIII. ACTION PLAN FOR IMPROVING EDUCATION QUALITY

In accordance with the Regulation on the Procedure for Institutional and Programme Accreditation of Organisations of Secondary Specialised, Vocational, Higher and Postgraduate Education, as well as Retraining and Professional Development Organisations, approved by Resolution No. 498 of the Cabinet of Ministers dated 6 August 2025, the Expert Commission developed an action plan for improving education quality in cooperation with the University.

The plan contains **26** measures and specifies, for each measure, the identified deficiency, the action to be taken, the responsible person and the implementation deadline. Reports on implementation are to be uploaded by the University to the National Agency's electronic platform and monitored by the National Agency.

Group	Measures	Deadline
Digital systems	API integration with HEMIS, accessibility of the CAU App, and backup systems	December 2026 / June 2027
Transparency and cooperation	Annual public report on the strategic plan; memoranda with public schools, enterprises and cultural institutions	December 2026 / February 2027
Finance	Implementation of the "Cost Containment Programme" and report to the Board of Trustees	December 2026
Quality assurance	Unified register of the improvement cycle; annual academic integrity and plagiarism plan; graduate employment analysis and Career Centre plan; education export report	October–December 2026
Students	Student Council budget and parent notification; implementation of measures based on feedback; psychological-service statistics	December 2026 / June 2027
Human resources	Teaching workload and International Research Advisory Board; raise core full-time staff share to 70%; alignment of specialisation and specialised professional development; annual "Employee Check-In" cycle	December 2026 – September 2027
Research	Approve the commercialisation procedure and maintain registers; student start-up regulations and annual Council review	December 2026 / June 2027

Group	Measures	Deadline
Infrastructure	Laboratory safety protocols, spare-parts stock and Information Resource Centre lighting	December 2026
Education programmes	General Medicine group; practice bases for Dentistry and Biomedical Engineering; Industrial Engineering; Architecture and Design; PR and Media and Tourism; KPI system in School of Business programmes; documentation for Computer Science and English Language	June 2027

Table 13. Main Areas and Implementation Deadlines of the Action Plan

Source: Final Report on the Institutional Accreditation of CAU, No. 1628, 2 September 2026. Annex, pp. 112–117.

Note. The action plan reflects the developmental function of accreditation. For the University, it serves as a roadmap for systematically addressing deficiencies identified during the external evaluation; for the National Agency, it forms the basis for post-accreditation monitoring; and for the public, it provides a means of tracking the University's commitments over the coming year.

The first **19** items of the plan address institutional-level deficiencies, while the remaining **7** address programme-level deficiencies.

Twelve measures, or **46%** of the plan, are scheduled for completion by the end of 2026, while **14** are to be completed during 2027, mainly by June. The earliest deadline, October 2026, was established for preparing an annual analytical report on graduate employment and approving the Career Centre work plan.

By responsible party, faculty deans are involved in the implementation of **11** measures, the Compliance, Policy and Quality Assurance Department in **7** measures, and Vice-Rectors in **7** measures.

The Rector is designated as directly responsible for three key measures: ensuring integration with HEMIS, preparing a public report on implementation of the strategic plan, and reviewing teaching-workload standards.

This distribution indicates that most deficiencies are expected to be addressed at the level of faculties and the quality assurance unit.

Methodological note. Several of the 26 measures in the action plan have more than one responsible person or structural unit. Therefore, the 28 assignments counted by responsible party reflect participation in implementation of the 26 measures rather than the number of unique measures. A measure with several responsible parties is counted under each relevant responsible party but only once in the total number of measures in the plan.

IX. FINAL CONCLUSION OF THE EXPERT COMMISSION AND ADOPTION OF THE FINAL ACCREDITATION DECISION

In its final conclusion, the Expert Commission positively assessed eight key aspects of the University's activities: governance and implementation monitoring, institutional quality assurance, engagement of students as stakeholders, systematic planning of the educational process, documentation of human-resources processes, a research environment based on international cooperation, student support and infrastructure.

According to the Commission, "within the relatively short period since its establishment, the University has attained a clear standing of academic excellence and is developing as a model education organisation in Uzbekistan and Central Asia more broadly".

It was also concluded that **"none of the identified deficiencies affects fulfilment of the mandatory criteria"**.

The final observations placed particular emphasis on the University's development prospects in academic research. The Commission regarded CAU's strategy of "bringing the University to the level of the world's leading academic organisations" as important and necessary and recommended **2 measures**.

First, reduce the teaching workload of academic staff to enable them to conduct high-level research activities.

Second, establish an International Research Advisory Board composed of distinguished scholars with strong research achievements.

Taking the above into account, and on the basis that all evaluation areas and criteria, including mandatory criteria, as well as all **14** education programmes, were rated "Compliant", the University's activities were found to comply with state educational standards, state educational requirements and education programmes, and it was concluded that the education organisation had **passed Institutional Accreditation**.

Adoption of the final decision.

The report was submitted for consideration by the Accreditation Commission. The final decision is adopted by the Accreditation Commission and determines the status of the education organisation, as well as the accreditation certificate number, date of issue and validity period.

Section VI of the report, intended for entry of this information, has not yet been completed. The recommended status of the education organisation and

the justification for that status were recorded by the Expert Commission as “not determined”, meaning that no proposal was made to change the current “university” status.

X. SIGNIFICANCE OF THE ACCREDITATION RESULTS FOR THE PUBLIC

10.1. Significance of the Accreditation Results for Students and Their Parents

The report demonstrates that the University has a quality assurance system and that its effectiveness has been confirmed by independent experts.

Student identification codes are used to ensure objective assessment of student learning, assessments are marked by a lecturer who did not teach the module, and 24 hours are provided for appeals.

Student feedback is collected regularly, and an anonymous enquiry channel is also available. Scholarships are allocated according to clear criteria and may be appealed. Safety and inclusivity requirements are observed on campus.

At the same time, the student population decreased by **22.4%** over two years, and **598** students were dismissed in the 2024/2025 academic year.

Graduate employment declined from **79.1% to 72.2%**, and the experts recommended strengthening analysis in this area.

Deficiencies relating to laboratory provision, practice bases or subject-specific learning resources were recorded in certain education programmes, including **Industrial Engineering, Architecture and Design, Biomedical Engineering** and **Dentistry**.

In addition, a fully documented mechanism for informing parents about decisions concerning student progression and status changes has not yet been established.

10.2. Key Considerations for Applicants

When selecting a programme, Section III of the Final Report on the Institutional Accreditation of the University is an important source of information.

All **14 education programmes** were rated “**Compliant**”, although the experts’ qualitative assessments differed across programmes.

For example, the medical programmes were distinguished by their simulation facilities and practice partnerships with national specialised centres, while strengthening labour-market monitoring and expanding Dentistry practice bases were recommended.

The School of Business programmes have a Bloomberg laboratory, curricula updated with employer participation, and artificial intelligence modules.

The Computer Science programme has been endorsed by an industry representative, while the Tourism and Hospitality programme has an agreement for a joint-degree programme with HTMi (Switzerland).

Laboratory and methodological provision in the Industrial Engineering and Architecture and Design programmes is planned to be strengthened by June 2027.

The admissions process is organised through a digital system, personal accounts, examinations under audio-video surveillance and a 24-hour appeal period.

10.3. Key Considerations for Employers and Industry Partners

The report demonstrates the University's openness to cooperation with employers.

A job fair involving **more than 80** companies was held, **16** new employers were engaged in cooperation, and curricula were reviewed with employer participation.

The experts recommended formalising employer participation through minutes, analysing graduate employment by education programme, and establishing a graduate tracer mechanism.

It is necessary to expand practice bases in the Dentistry, Biomedical Engineering, PR and Media, and Tourism programmes; involve practitioners in final assessments; ensure employer participation in education-programme review; and document cooperation on technology transfer.

10.4. Key Considerations for the Academic Community and Education Policy

The CAU case demonstrates the practical application of the new accreditation system introduced in 2025.

The system is not limited to a final “passed/failed” decision; it also includes a qualitative assessment for each criterion and a monitored action plan for addressing identified deficiencies.

In the view of the authors of this review, the report illustrates the distinction between “compliance” and “quality”: the fact that **99.6% of indicators were rated “Compliant”** demonstrates fulfilment of minimum requirements, while the experts’ qualitative conclusions identify opportunities for further development.

Accordingly, it is necessary to move progressively from descriptive documentation to measurable results—that is, to strengthen an “evidence-based quality” approach.

XI. CONCLUSION

First, the final report reflects the University's compliance with the **established requirements** across **8 evaluation areas**, **47 criteria** and **14 education programmes**.

Of the **272** indicators, **271 were rated "Compliant"**. The single **"Non-compliant"** indicator relating to integration of information systems with government information systems does not affect the mandatory criteria; the deficiency is scheduled to be addressed **by December 2026**.

Second, the University's strengths are reflected in mature governance and strategic planning, quality assurance mechanisms, international cooperation and research activity, modern infrastructure and a student-centred environment.

Of the **33 identified deficiencies**, **32 were rated "minor"**, and more than half relate to documentation and formalisation of analytical reporting.

At programme level, **"Non-compliant"** indicators were identified in the **Industrial Engineering, Architecture and Design**, and **General Medicine** group programmes. These require stronger **laboratory and methodological provision, practice bases** and **stakeholder participation**.

Third, the Expert Commission recommended reducing teaching workload and establishing an International Research Advisory Board as strategic measures.

Implementation of the **26-measure** action plan will be monitored by the National Agency **through September 2027**. The plan enables the public to track fulfilment of the commitments undertaken by the University.

Fourth, the student population decreased from **2,522** in the 2023/2024 academic year to **1,956** in 2025/2026, **a decline of 22.4%**.

In the 2024/2025 academic year, the share of dismissed students reached **29.7%**, while graduate employment declined from **79.1% to 72.2%**.

These trends indicate the need for systematic analysis of the reasons for declining student numbers, early identification of dismissal risk and regular monitoring of employment by education programme.

REFERENCES

I. Regulatory Legal Sources

1. Law of the Republic of Uzbekistan “On Education” (No. LRU-637 dated 23 September 2020), National Database of Legislation, 12 September 2026, No. 03/26/1174/0920.

URL: <https://lex.uz/docs/-5013007>

2. Presidential Decree No. PD-76 dated 5 May 2025 “On Additional Measures to Ensure the Quality of Education and Improve the System for the Provision of Educational Services”. National Database of Legislation, 6 May 2025, No. 06/25/76/0414.

URL: <https://lex.uz/uz/docs/-7513052>

3. Resolution No. 498 of the Cabinet of Ministers of the Republic of Uzbekistan dated 6 August 2025 “On the Introduction of a System for Institutional and Programme Accreditation of Organisations of Secondary Specialised, Vocational, Higher and Postgraduate Education, as well as Retraining and Professional Development Organisations”. National Database of Legislation, 25 June 2026, No. 09/26/321/0621.

URL: <https://lex.uz/uz/docs/-7671324>

4. Order No. 2 of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan dated 14 November 2025 “On Approval of Indicators for Evaluation Criteria Used in Programme Accreditation of Education Programmes of Higher Education Institutions” (registered on 1 December 2025 under No. 3716). National Database of Legislation, 1 December 2025, No. 10/25/3716/1116.

URL: <https://lex.uz/docs/7869407>

5. Order No. 5 of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan dated 2 December 2025 “On Approval of Indicators for Evaluation Criteria Used in Institutional Accreditation of Higher Education Institutions” (registered on 23 December 2025 under No. 3732). National Database of Legislation, 24 December 2025, No. 10/25/3732/1199.

URL: <https://lex.uz/docs/-7937311>

II. Data Source

6. Final Report on the Institutional Accreditation of “CENTRAL ASIAN UNIVERSITY” Limited Liability Company, No. 1628, 2 September 2026.

URL: <https://nqaae.uz/uz/higher/306210969>

III. International and Ranking Sources

7. QS Stars. Central Asian University profile.

URL: <https://www.topuniversities.com/universities/central-asian-university>

8. Round University Ranking. Central Asian University profile (2025).

URL: <https://roundranking.com/universities/central-asian-university.html?year=2025&subj=1&dimens=T&1790252463579&1790252463579>

9. AD Scientific Index. Central Asian University profile.

URL: <https://adscientificindex.com/university/central-asian-university/26557/>

10. Standards and Guidelines for Quality Assurance in the European Higher Education Area.

URL: https://www.eqar.eu/assets/uploads/2018/04/ESG_2015.pdf

Author: Abduvohid Sultonov

Position: Head of the Group for Quality Evaluation of Higher and Postgraduate Education Organisations

Author: Abdulla Akramov

Position: Chief Inspector, Group for Quality Evaluation of Higher and Postgraduate Education Organisations



 +998 55 505 30 30

 info@nqaae.uz
www.nqaae.uz

   @nqaaeuz

 @nqaaeuzbot