



PROGRAMME ACCREDITATION

PROCESSES IN EDUCATIONAL
ORGANISATIONS

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I. INTRODUCTION

1.1. Purpose, scope and relevance of the analysis

This information and analytical material was prepared by the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan (hereinafter, the National Agency) to present the **current status of the programme accreditation** of educational organizations, summarize the results achieved, and identify the principal trends, challenges and prospects within the system.

The primary purpose of the analysis is to examine the effectiveness of the system for the ex ante evaluation of educational programme quality through the programme accreditation mechanism, assess the preparedness of educational organizations for this process, and provide an evidence-based foundation for decisions to be taken within the framework of public policy.

The **strategic significance** of the process is reflected in the following aspects:

because a programme is evaluated before the educational process begins, **low-quality educational services are prevented from entering the market and students are protected from the outset;**

the admission of learners to **educational programmes that have not passed programme accreditation is prohibited**, thereby ensuring that every programme complies with state educational standards and labour-market requirements;

conducting admissions without programme accreditation is deemed a **gross violation of licensing requirements** and conditions and constitutes grounds for revocation of the licence;

alignment of national accreditation standards with international requirements lays the foundation for **global recognition of Uzbekistan's** education system.

1.2. Methodology

The regulatory and legal framework comprised the Law of the Republic of Uzbekistan 'On Education', Presidential Decree No. PD-76 of 5 May 2025, and the Regulation on the Procedure for Institutional and Programme Accreditation of Organizations Providing Secondary Specialized, Vocational, Higher and Postgraduate Education, as well as Retraining and Professional

Development, approved by Cabinet of Ministers Resolution No. 498 of 6 August 2025 (hereinafter, the Regulation).

The principal data sources were the National Agency's Accreditation Platform for state accreditation and the state accreditation register. The analysis is based on application and evaluation-process data compiled as of 9 July 2026. Units of measurement are educational organization, educational programme (number), and percentage.

The data were grouped by five types of education: **higher education, postgraduate education, vocational education, secondary specialized education, and organizations providing retraining and professional development.** For each type of education, the numbers of organizations and programmes and their distribution by accreditation stage were calculated.

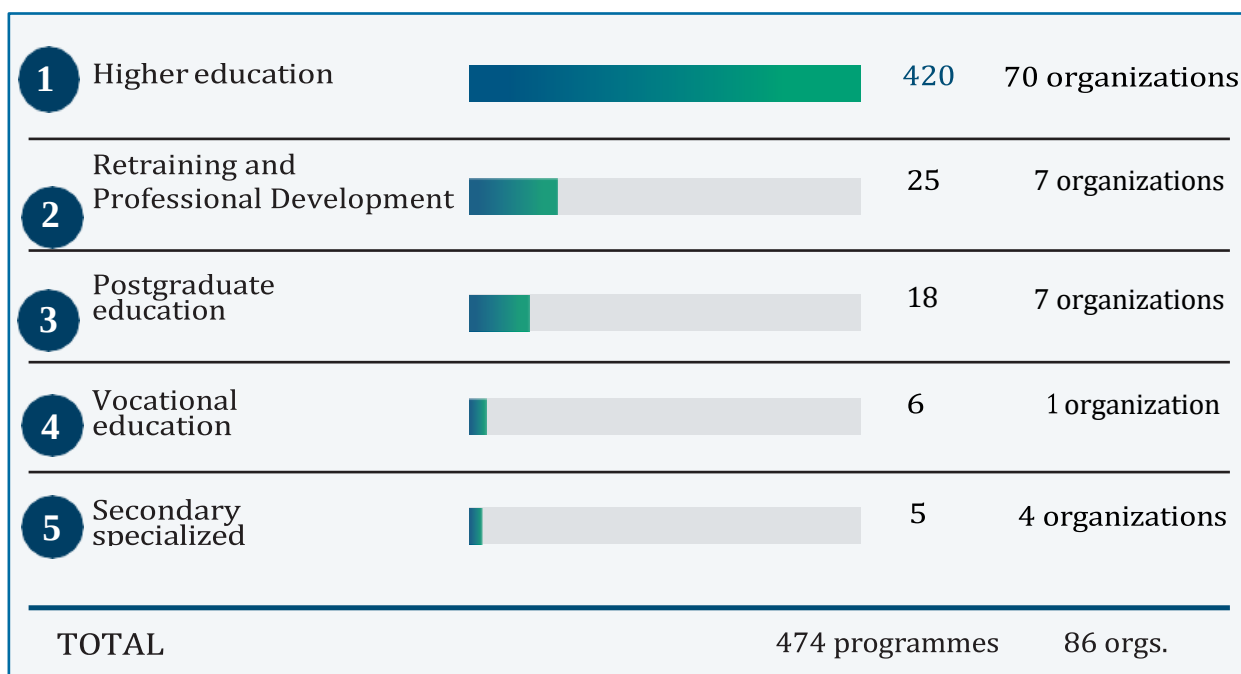


Figure 1. Distribution of educational programmes undergoing programme accreditation by type of education.

Source: Based on data from the National Agency's Accreditation Platform, as of 9 July 2026.

II. LEGAL AND INSTITUTIONAL FOUNDATIONS OF PROGRAMME ACCREDITATION

2.1. Mandate and functions of the National Agency

The National Agency is the **specially authorized state body responsible for external quality assurance** in secondary specialized, vocational, higher and postgraduate education, as well as retraining and professional development. In carrying out its activities, the National Agency is directly accountable to the President of the Republic of Uzbekistan.

The principal areas of activity of the National Agency are as follows:

conducting **institutional and programme accreditation** of educational organizations and carrying out unscheduled reviews based on **risk analysis**;

providing **methodological recommendations** on developing a **quality culture** in educational organizations and improving **internal quality assurance criteria and procedures**;

developing evaluation criteria and methods based on **international standards and advanced international practice**;

maintaining the national **ranking of educational organizations** and **conducting nationwide surveys of employers and students**;

publishing annual reports with public participation in order to ensure transparency of its activities;

joining international organizations in the field of quality evaluation and **ensuring international recognition of the national system**.

2.2. Requirements established for educational organizations

The Regulation imposes a number of mandatory requirements on educational organizations. These include the following:

each educational organization must establish a **quality assurance unit** (with at least three staff members in higher education institutions and at least one staff member in secondary specialized and vocational education institutions);

the educational organization must prepare a **self-evaluation report** for each evaluation area and criterion and submit it to the National Agency **at least one month** before the external evaluation begins;

the fields of education and specializations in which training is provided must be included in a **national or international** classifier;

educational programmes accredited by organizations **that are ranked among the top 300 in the relevant subject** ranking of a reputable international ranking organization, or by organizations included in the National Agency's Register of **International, Foreign and Non-State Accreditation Organizations Recognized in the Republic of Uzbekistan**, are deemed to have received a 'positive evaluation' against the relevant criteria.

III. GENERAL DESCRIPTION OF THE PROGRAMME ACCREDITATION PROCESS

3.1. Stages of programme accreditation

Programme accreditation is a form of external quality assurance conducted **before the educational process begins for programmes in which training is to be launched**. It evaluates separately each **newly established** educational programme or programme that **has not yet produced graduates**.

The programme accreditation process is implemented through **four closely interconnected** principal stages, with **specific deadlines** established for each stage. The overall process is shown in **Figure 2**.

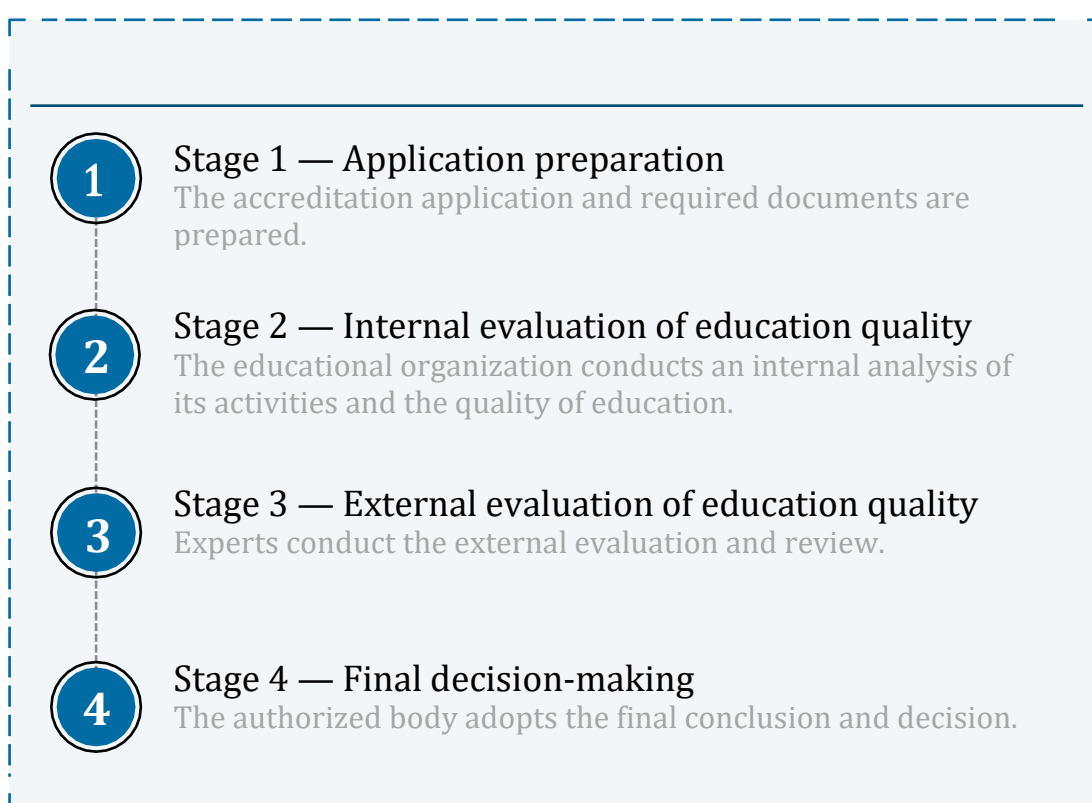


Figure 2. Main stages of the programme accreditation process.

Source: Regulation on the Procedure for Institutional and Programme Accreditation of Organizations Providing Secondary Specialized, Vocational, Higher and Postgraduate Education, as well as Retraining and Professional Development, approved by Cabinet of Ministers Resolution No. 498 of 6 August 2025.

3.2. Application preparation

Applications for programme accreditation in order to **commence operations in the following academic year are accepted electronically**

through the National Agency's Accreditation Platform **each year from 1 October to 31 January of the following year.**

Outside the established application period, accreditation **is conducted at the request of the organization subject** to an increased fee.

Once the application and documents have been submitted in full, the National Agency reviews them within **15 working days**. Within **10 working days** after the application is accepted, **a bilateral agreement is concluded** between the National Agency and the educational organization. The **external evaluation timetable** is then approved and **published on the National Agency's official website.**

3.3. Internal (self-)evaluation report

Before the external evaluation, the educational organization conducts an internal (self-)evaluation. The internal evaluation report is submitted to the National Agency **at least one month before** the external evaluation begins.

The purposes of internal evaluation are to fully implement the quality assurance cycle, increase the organization's responsibility for quality, systematically analyse educational services, and prepare the organization for external evaluation.

The internal evaluation report includes general information about the educational organization, an analysis of compliance with each evaluation area and criterion, an action plan to address identified deficiencies, and supporting documents.

3.4. External expert evaluation process

For external evaluation, the National Agency establishes expert panels.
¹ Panels are formed from teaching and management staff of educational organizations, researchers from research institutes, employees of executive authorities, specialists from production organizations, representatives of non-governmental

¹ National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan. *On the Status of Formation and Development of the Expert Corps in the State Accreditation System*. 2026. p. 13.

URL: https://nqaee.uz/uploads/structure_inside/3ffd817b2517ba40c9661ff9172b8dbe.pdf (03.08.2026).

non-profit organizations, and students. International experts are also included.

During the reporting period, **one national expert** and **one international expert were engaged for each educational programme**.

An educational programme undergoing programme accreditation is evaluated by the expert panel through an on-site visit within a period **not exceeding 5 working days** for each programme.

Based on the evaluation results, a preliminary report is prepared within **15 working days**. The educational organization may submit objections within **3 working days**, after which the final report is prepared.

Evaluation is conducted using the ratings '**compliant**', '**partially compliant**' and '**non-compliant**'. For an educational programme to receive a positive evaluation, all general criteria must be rated 'compliant', no more than two may be rated 'partially compliant', and no criterion may be rated 'non-compliant'.

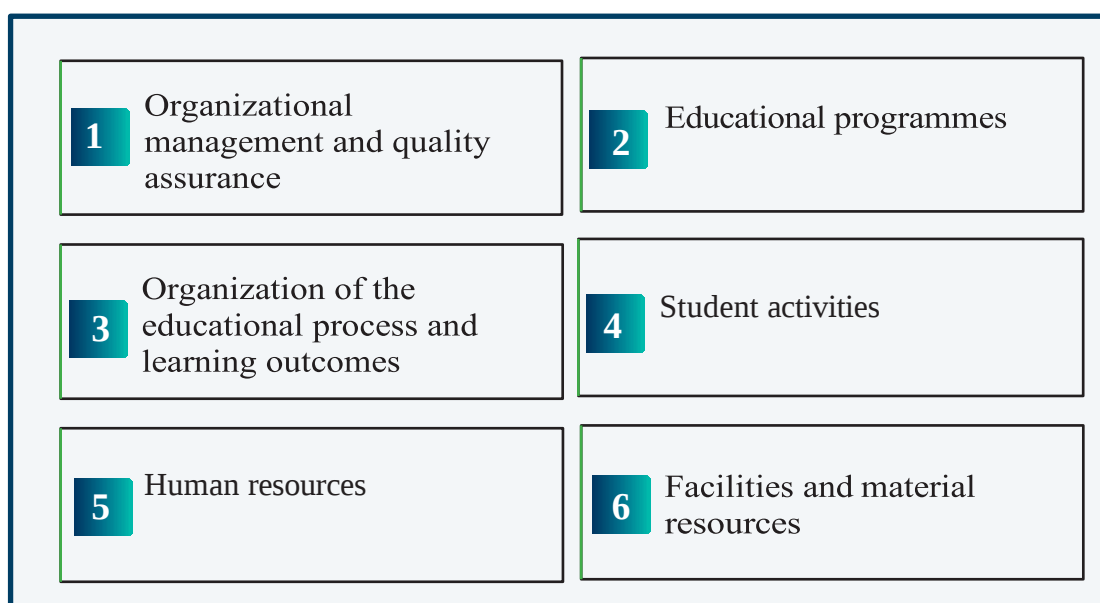


Figure 3. Evaluation areas for programme accreditation.

Source: Regulation on the Procedure for Institutional and Programme Accreditation of Organizations Providing Secondary Specialized, Vocational, Higher and Postgraduate Education, as well as Retraining and Professional Development, approved by Cabinet of Ministers Resolution No. 498 of 6 August 2025.

During the on-site visit, the expert panel **examines the educational process, facilities and material resources, teaching capacity**, and conditions created, and prepares preliminary and final expert conclusions based on the findings.

3.5. Decisions of the Accreditation Commission

The final decision is adopted by the permanent **Accreditation Commission** operating within the National Agency.²



Figure 4. Stages and statutory timeframes of programme accreditation.

Source: Regulation on the Procedure for Institutional and Programme Accreditation of Organizations Providing Secondary Specialized, Vocational, Higher and Postgraduate Education, as well as Retraining and Professional Development, approved by Cabinet of Ministers Resolution No. 498 of 6 August 2025.

² National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan. *Accreditation Commission*. URL: <https://nqaee.uz/en/accreditation-tasks> (03.08.2026).

The Accreditation Commission includes **specialists from ministries and agencies, employers, representatives of learners, and international experts.**

The Accreditation Commission reviews the final report of the expert panel **within one month**, and its decision is valid when two-thirds of its members are present.

When every evaluation area is recognized as '**compliant**', the programme is determined to have '**passed state accreditation**'; otherwise, it is determined to have '**not passed state accreditation**'.

When a positive decision is adopted, the educational **organization is issued** a programme accreditation **certificate within one week** and is authorized to provide training under the programme.

IV. STATUS OF PROGRAMME ACCREDITATION OF EDUCATIONAL PROGRAMMES

The National Agency received applications for the programme accreditation of **474 educational programmes**. During the reporting period, **43 per cent** (203 programmes) successfully passed accreditation, **54 per cent** (257 programmes) were undergoing evaluation, and **3 per cent** (14 programmes) were found to be 'non-compliant'.

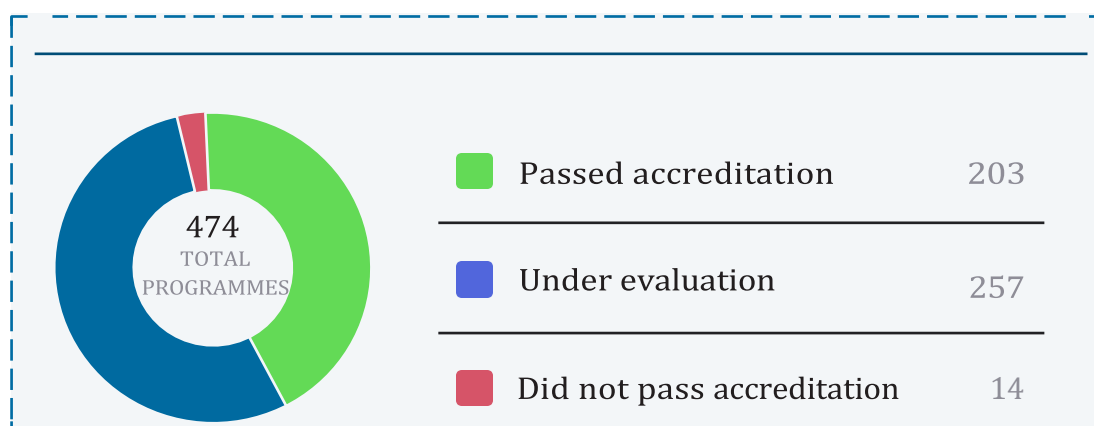


Figure 5. Distribution of educational programmes by programme accreditation result.

Source: Based on data from the National Agency's Accreditation Platform, as of 9 July 2026.

Among the **218** educational programmes for which a final decision was issued (passed and did not pass), the share receiving a positive conclusion was **93.6 per cent**.

Of the **474** programmes, **54 per cent** are still undergoing evaluation, while accredited programmes account for **43 per cent**. This indicates the need to reinforce organizational mechanisms aimed at completing evaluations within the established timeframes and accelerating the adoption of final decisions.

4.1. Number of applicant educational organizations and programmes

A total of **86 educational organizations** submitted **applications for 474 educational programmes** under the programme accreditation process. Of these, **420 were higher education programmes**, **25 were retraining and professional development programmes**, **18 were postgraduate education programmes**, **6 were vocational education programmes**, and **5 were secondary specialized education programmes**.

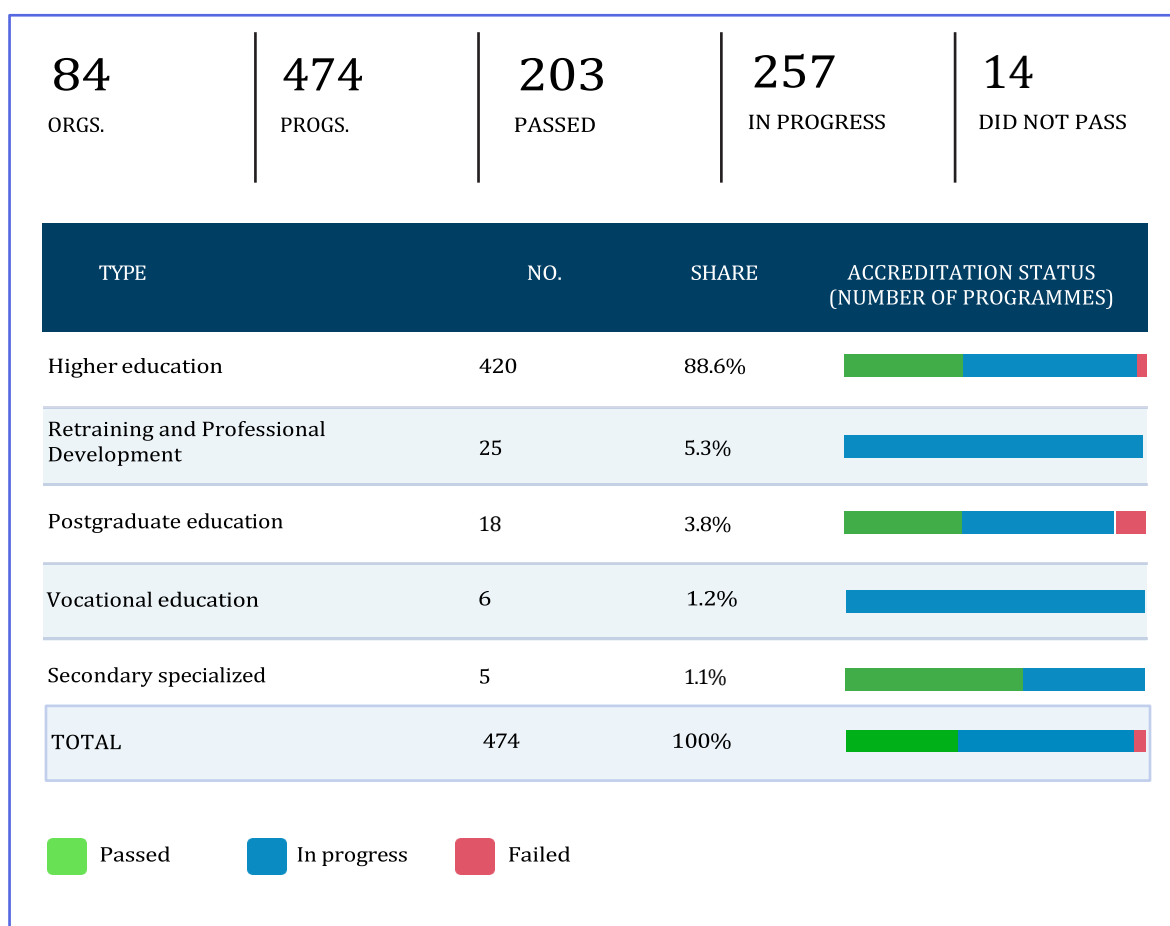


Figure 6. Distribution of educational programmes by type of education.

Source: Based on data from the National Agency's Accreditation Platform, as of 9 July 2026.

The data show that **higher education** predominates with **420 programmes** (88.6 per cent of the total), of which **196 have passed**, **212 are in progress**, and **12 did not pass**.

The majority of programmes included in programme accreditation (88.6 per cent) are in the higher education system. This demonstrates a high concentration of evaluation workload and calls for balanced planning of expert activities and evaluation timeframes by type of education, as well as the gradual expansion of accreditation in types of education with lower coverage.

4.2. Analysis by level of education

The distribution of programmes by level of education shows the coverage of the different stages of training. The largest number of programmes is at bachelor's level.

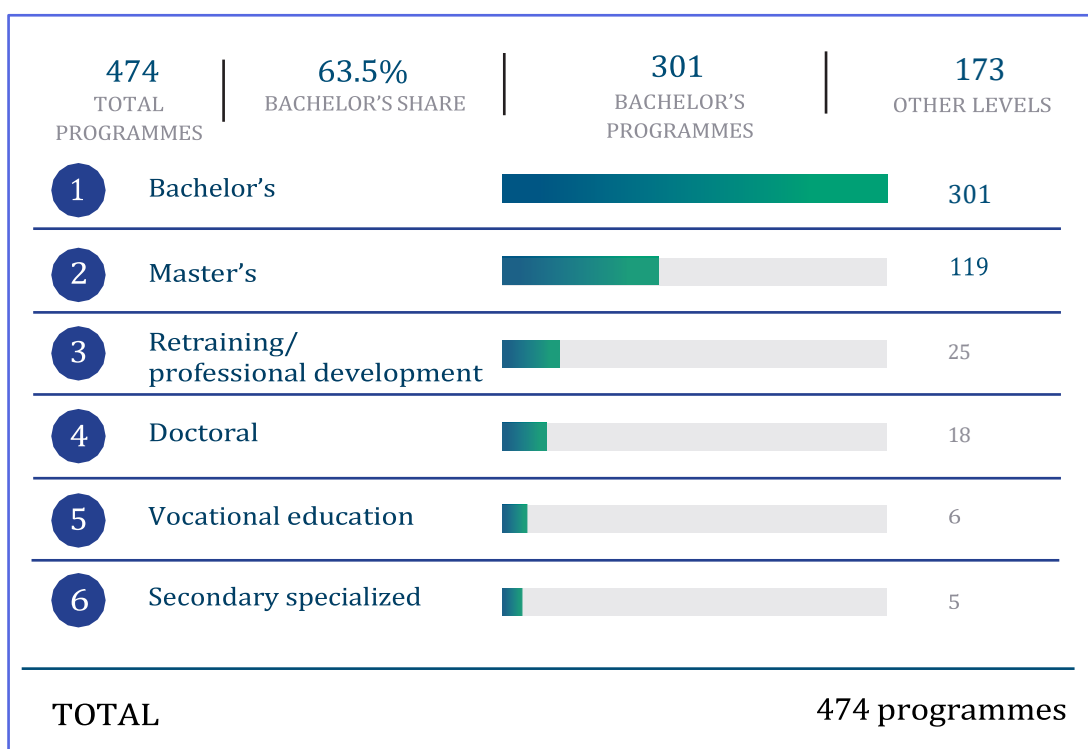


Figure 7. Distribution of educational programmes by level of education.

Source: Based on data from the National Agency's Accreditation Platform, as of 9 July 2026.

Of the **474** educational programmes included in programme accreditation, **301** (63.5 per cent) are at **bachelor's level**. This is almost **2.5 times the** number of **master's programmes** (119, or 25.1 per cent) and **17 times the** number of **doctoral programmes** (18). **Retraining and professional development** (25), **vocational education** (6), and **secondary specialized education** (5) together account for **7.7 per cent** of programmes.

Thus, the principal share of evaluation within programme accreditation has concerned bachelor's programmes, while the remaining levels of education have been covered to a relatively limited extent.

The 63.5 per cent overall share of bachelor's programmes indicates that the evaluation workload in programme accreditation has been concentrated mainly at this level. Planning of accreditation processes therefore requires a proportionate approach across levels of education and particular attention to expanding evaluation coverage in master's, doctoral and other levels.

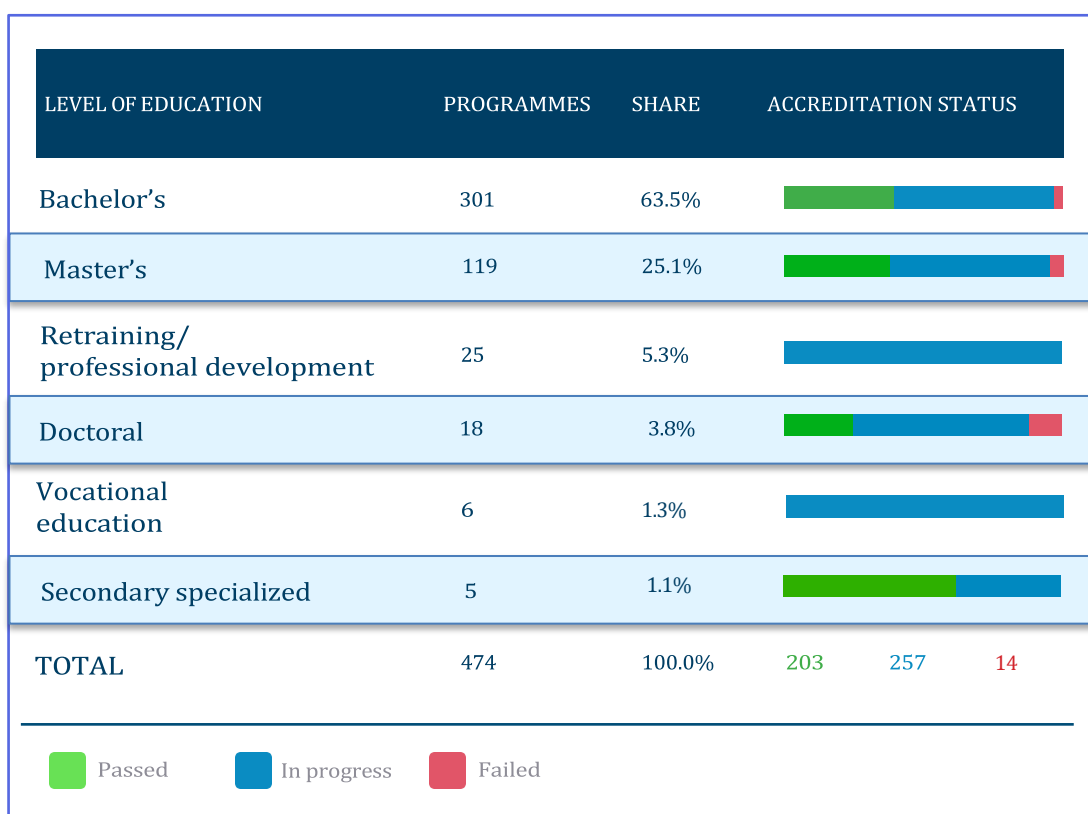


Figure 8. Distribution and status of educational programmes by level of education.

Source: Based on data from the National Agency's Accreditation Platform, as of 9 July 2026.

Programme accreditation results vary by level of education. **Bachelor's programmes** predominate in number (301), almost half (141) have passed accreditation, **154 are undergoing** evaluation, and **6 did not pass**. A similar pattern is observed at **master's level**: of **119 programmes**, **47** have passed accreditation, **68** are undergoing evaluation, and **4 did not pass**. At doctoral level, **the share of programmes under** evaluation is high (12), and two programmes did not pass accreditation. At the same time, all retraining and professional development programmes (25) and vocational education programmes (6) are still at the evaluation stage, while **3** of the **5** secondary specialized education programmes have passed accreditation.

Programme accreditation results are unevenly distributed across levels of education, with almost **90 per cent** of the evaluation workload relating to bachelor's and master's programmes. This indicates the need to gradually expand accreditation activity at levels of education with lower coverage.

V. STATUS OF PROGRAMME ACCREDITATION BY TYPE OF EDUCATION

5.1. Analysis of programme accreditation of higher education programmes

Full-time study clearly predominates among the modes of study. This indicates that most educational organizations are complying with Presidential Decree No. PD-76 of 5 May 2025, under which admissions to correspondence study were discontinued from the **2025/2026 academic year** and the combined admission quota for alternative modes of study at higher education institutions may not exceed **50 per cent** of the full-time admission figure.

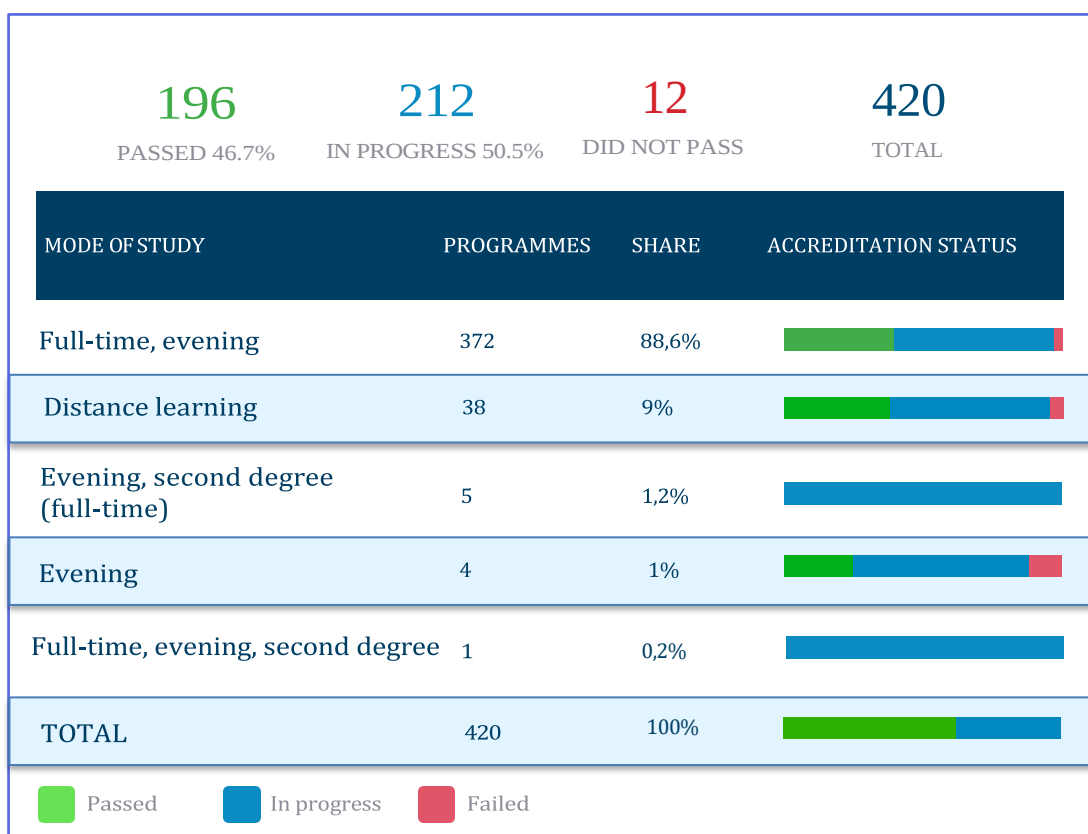


Figure 9. Programme accreditation results for educational programmes by mode of study.

Source: Based on data from the National Agency's Accreditation Platform, as of 9 July 2026.

The accreditation results also show that quality assurance mechanisms are developing for alternative modes of study.

In particular, **distance-learning** programmes account for **9 per cent**, indicating that the number of programmes organized in accordance with the established quality assurance requirements is also increasing in this area. At the same time, evening and second-higher-education programmes have a relatively small share, which is consistent with the policy of maintaining alternative modes of study at an appropriate level under the procedure established by the state.

The programmes cover **10 fields of study**. The largest numbers are in **Business, Administration and Law (85)**, **Engineering, Manufacturing and Construction (70)**, and **Arts and Humanities (58)**. This is explained by the high demand for specialists in business and administration, engineering, arts and humanities.

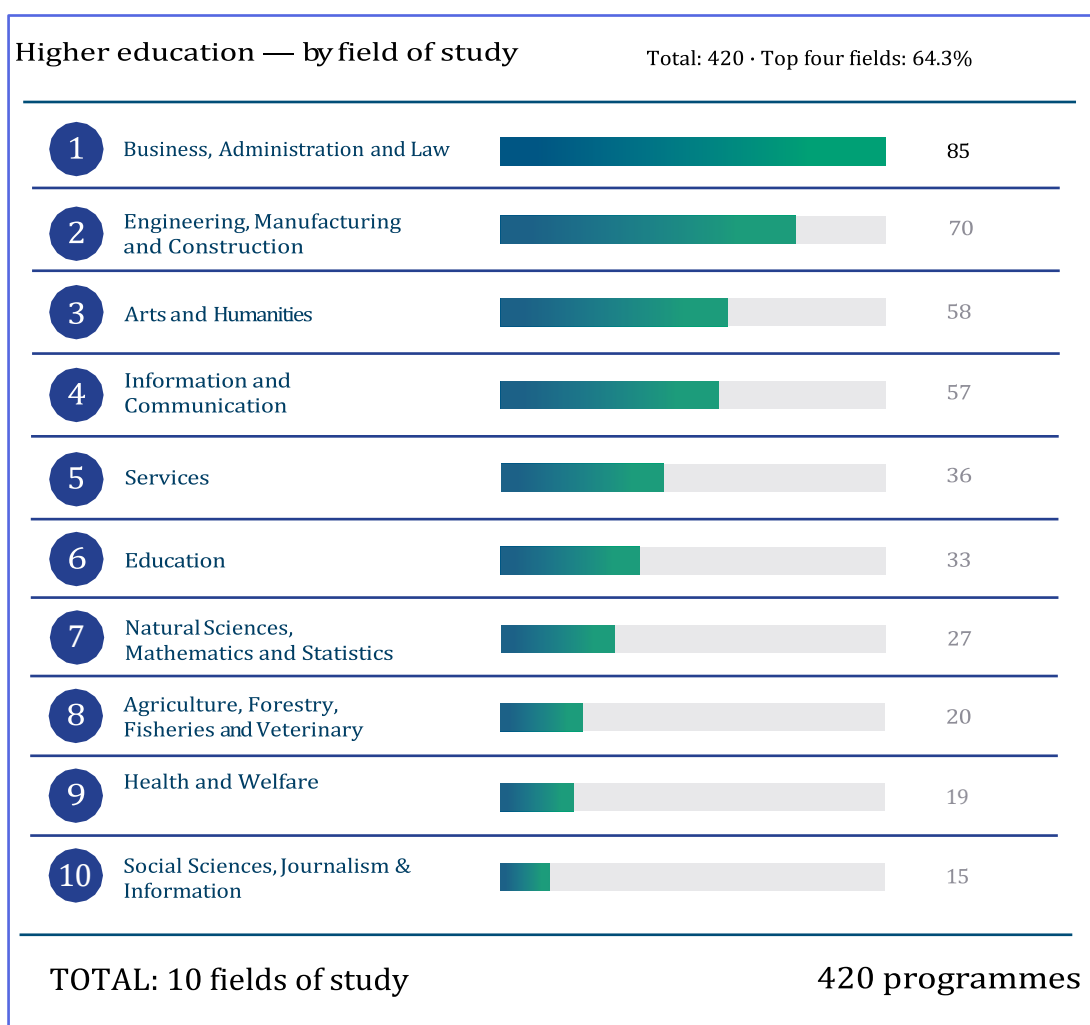


Figure 10. Distribution of educational programmes by field of study based on programme accreditation results.

Source: Based on data from the National Agency's Accreditation Platform, as of 9 July 2026.

By mode of study, programme accreditation has mainly covered **full-time** and **evening programmes**, while alternative modes of study account for **11.4 per cent** overall. This indicates that it would be appropriate to diversify the accreditation process in line with trends in modern modes of study and expand evaluation coverage.

Higher education programmes included in programme accreditation cover **10 fields of study**, and almost **two-thirds** (64.3 per cent) are concentrated in **four major fields**.

The largest shares are in **Business, Administration** and **Law** (85) and **Engineering, Manufacturing** and **Construction** (70), while **only 15 programmes in Social Sciences, Journalism and Information** have been included in evaluation.

At the same time, in Business, Administration and Law, the number of programmes that have passed accreditation exceeds the number under evaluation, whereas programmes at the evaluation stage predominate in Engineering, Arts and Humanities, and Information and Communication Technologies. This shows that programme accreditation results are not developing uniformly across fields of study.

This indicates that the evaluation workload is highly concentrated in certain fields and that expert panels and evaluation plans should be organized according to priorities by field of study, while accreditation coverage should also be developed proportionately in the remaining fields.

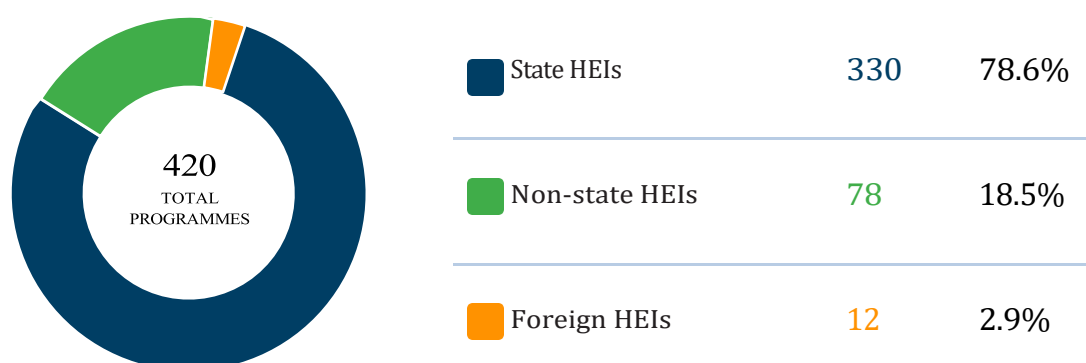


Figure 11. Distribution of educational programmes included in programme accreditation by form of ownership.

Source: Based on data from the National Agency's Accreditation Platform, as of 9 July 2026.

State higher education institutions predominate by form of ownership. Of the **420** educational programmes submitted for programme accreditation, **330** (78.6 per cent) are offered by **state** higher education institutions, **78** (18.5 per cent) by **non-state** institutions, and **12** (2.9 per cent) by **foreign institutions**.

Almost **four-fifths** of the programmes included in programme accreditation are offered by state higher education institutions. This shows that coverage has so far been concentrated mainly in the public sector. Expanding the participation of non-state and foreign higher education institutions would improve the representativeness of accreditation results.

5.2. Analysis of programme accreditation of postgraduate education programmes

Postgraduate education programmes cover **7 branches of science**. The largest numbers are in **pedagogical sciences** (six), **economic sciences** (four), and **philological sciences** (three).

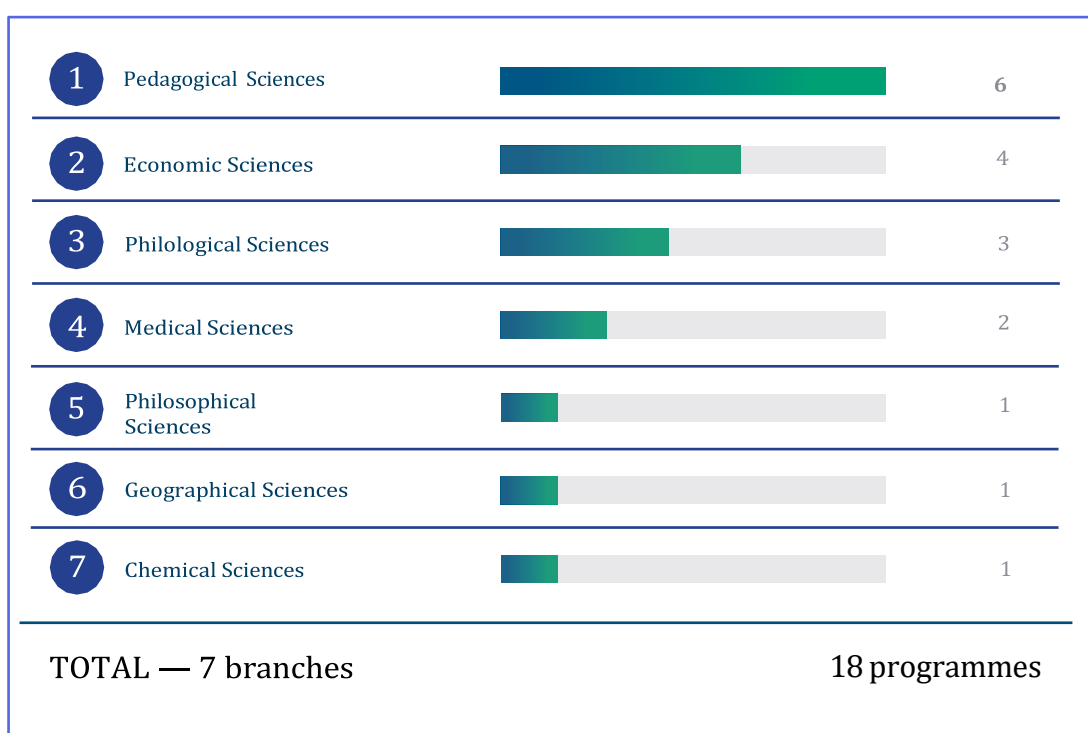


Figure 12. Distribution of postgraduate education programmes by branch of science based on programme accreditation results.

Source: National Agency Accreditation Platform, as of 9 July 2026.

There are also **two** programmes in **medical sciences** and **one** programme each in **philosophical sciences**, **geographical sciences** and **chemical sciences**. This indicates particularly high demand for academic and teaching staff in pedagogical, economic and philological specializations within postgraduate education.

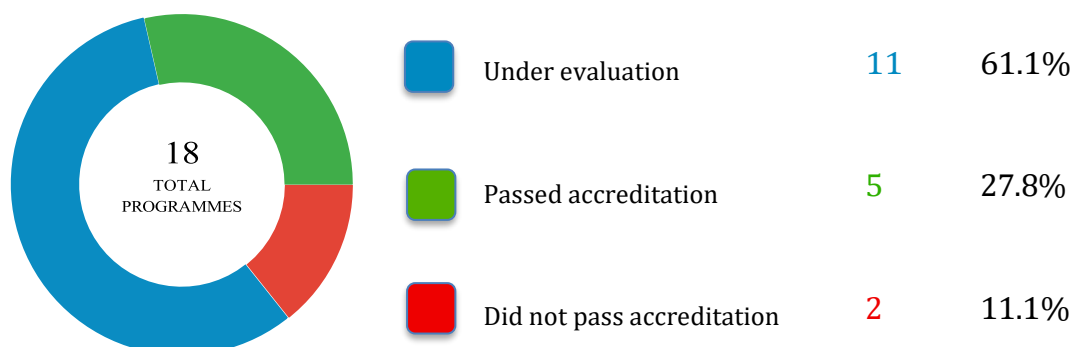


Figure 13. Programme accreditation results for postgraduate education programmes.

Source: Based on data from the National Agency's Accreditation Platform, as of 9 July 2026.

By accreditation status, of the **18** educational programmes, **11** (61.1 per cent) are currently undergoing accreditation, **5** (27.8 per cent) have successfully passed accreditation, and **2** (11.1 per cent) did not pass.

Although postgraduate education programmes are distributed across several branches of science, the principal share is in pedagogical and economic sciences. This indicates the need to ensure balanced coverage among branches of science in the accreditation process and to gradually include areas with limited coverage in evaluation.

5.3. Analysis of programme accreditation of retraining and professional development programmes

Retraining and professional development programmes cover **5 fields**. **Services has the largest number** of programmes (14, or 56.0 per cent), followed by Education (five, or 20 per cent) and Business, Administration and Law (four, or 16 per cent). There is also **one programme** each in Social Sciences, Journalism and Information and in Health and Welfare.

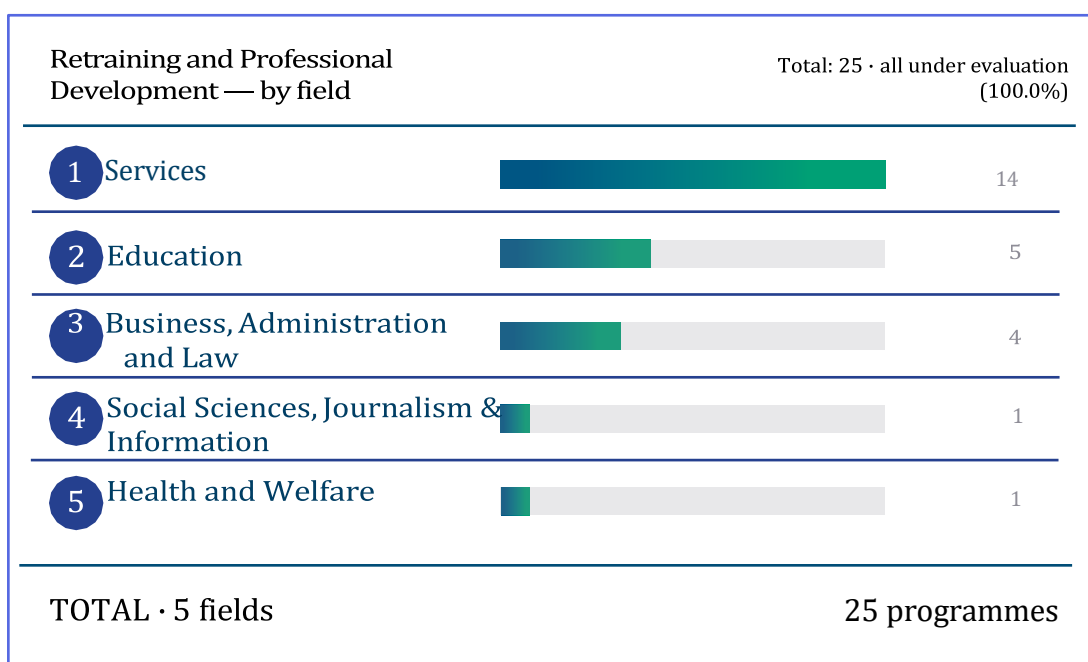


Figure 14. Distribution of retraining and professional development programmes by field.

Source: Based on data from the National Agency's Accreditation Platform, as of 9 July 2026.

All educational programmes are undergoing programme accreditation and are being evaluated by experts.

More than half of retraining and professional development programmes are in Services, while the remaining programmes are distributed across four fields. This shows that it would be appropriate to gradually expand accreditation coverage in fields that currently have limited representation within this type of education.

5.4. Analysis of programme accreditation of secondary specialized and vocational education programmes

A total of **five secondary specialized** education programmes have been included in the programme accreditation process. These programmes fall within **three fields of study: two programmes** each in **Social Sciences** and **Humanities** and **Foreign Philology**, and **one programme** in **Exact Sciences**.

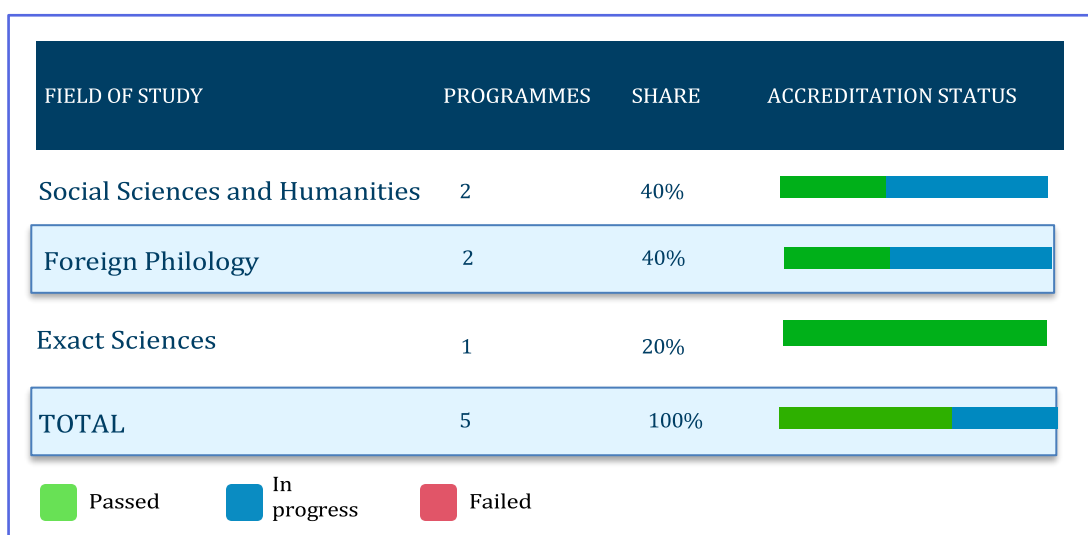


Figure 15. Programme accreditation status of secondary specialized education programmes by field of study.

Source: Based on data from the National Agency's Accreditation Platform, as of 9 July 2026.

By accreditation status, **three of the programmes** have successfully passed accreditation, while **two are undergoing** evaluation.

The distribution of secondary specialized education programmes by field of study demonstrates that accreditation coverage is currently narrow. Accordingly, future evaluation plans should give priority to ensuring proportional coverage across fields.

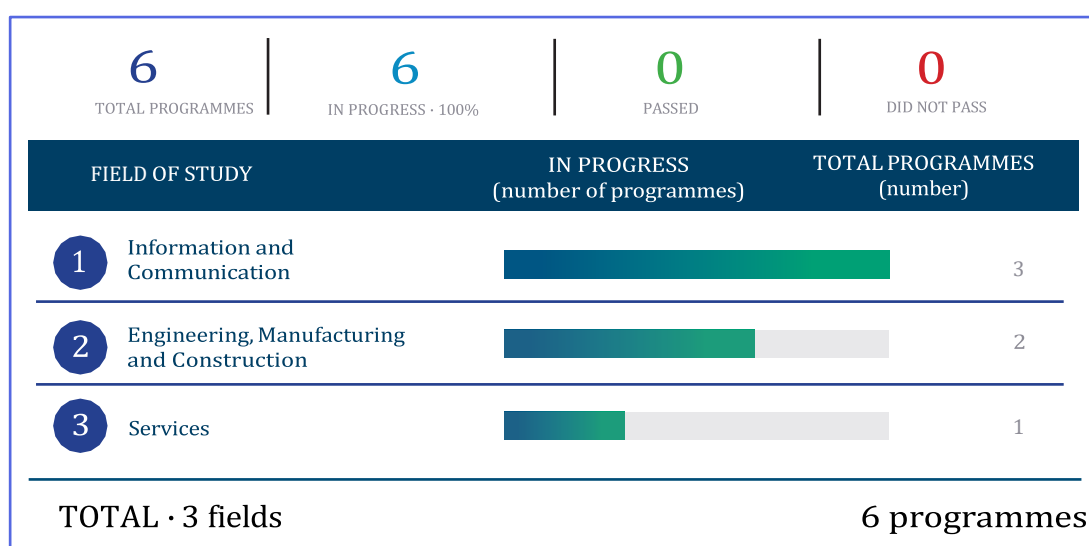


Figure 16. Programme accreditation status of vocational education programmes by field of study.

Source: Based on data from the National Agency's Accreditation Platform, as of 9 July 2026.

A total of **six** vocational education programmes have been included in the programme accreditation process. All of these programmes are currently undergoing evaluation.

The programmes **cover three fields of study**: Information and Communication Technologies (three, or 50 per cent), Engineering, Manufacturing and Construction (two, or 33.3 per cent), and Services (one, or 16.7 per cent).

As all vocational education programmes are still at the evaluation stage, there is currently insufficient basis for final conclusions regarding this type of education. Completion of the evaluations is therefore an important precondition for subsequent analyses.

VI. KEY FINDINGS AND CONCLUSION

During the reporting period, the programme accreditation system remained at an active stage of development and expansion. A total of **474 educational programmes from 86 educational organizations** were included in the process; **43 per cent** (203 programmes) received a positive final decision, while **54 per cent** (257 programmes) remain under evaluation. Among the programmes for which a final decision was issued, the share receiving a positive conclusion was **93.6 per cent**.

Programme accreditation is having a positive effect on the education quality assurance system in several respects.

First, evaluating programmes before the educational process begins prevents the provision of low-quality education.

Second, the internal (self-)evaluation requirement encourages organizations to critically analyse their own activities and develops a quality culture.

Third, the public register and digital platform increase transparency of the process.

At the same time, the negative evaluation of **14 programmes** and the '**partially compliant**' conclusions issued against many criteria confirm that the system is functioning as a genuine screening mechanism.

This directly serves to protect students' interests and improve the quality of professional training.

REFERENCES

1. Law of the Republic of Uzbekistan 'On Education' (23 September 2020, No. LRU-637).

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

2. Presidential Decree No. PD-76 of 5 May 2025 'On Additional Measures to Improve Quality Assurance in Education and the System for the Provision of Educational Services'.

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

3. Regulation on the Procedure for Institutional and Programme Accreditation of Organizations Providing Secondary Specialized, Vocational, Higher and Postgraduate Education, as well as Retraining and Professional Development, approved by Cabinet of Ministers Resolution No. 498 of 6 August 2025.

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

4. Orders of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan: No. 3716 and 3717 of 1 December 2025; No. 3726 of 17 December 2025; No. 3732 of 23 December 2025; No. 3737 of 27 December 2025; No. 3747 of 7 January 2026; and No. 3748 of 8 January 2026.

URL: <https://lex.uz>

5. Data from the National Agency's Accreditation Platform.

URL: <https://accreditation.nqaee.uz/agency>

6. National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan. 'On the Status of Formation and Development of the Expert Corps in the State Accreditation System'. 2026.

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7. National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan. 'Accreditation Commission'.

URL: <https://nqaee.uz/en/accreditation-tasks>

List of educational organizations and educational programmes included in programme accreditation

This Annex presents consolidated information on higher education institutions included in the programme accreditation process during the reporting period and the educational programmes they submitted for accreditation. The table shows the name and form of ownership of each educational organization, the number of programmes submitted, and the numbers of programmes that passed or did not pass based on the accreditation results.

No.	Name of educational organization	Form of ownership	Programmes	Of which, accreditation	
				<i>in progress</i>	<i>passed/ did not pass</i>
x	Higher education	x	420	212	196/12
1	Namangan State University	State	25	25	
2	Afrasiab University	Non-state	18	18	
3	Termez State University	State	18	2	16
4	Bukhara State Technical University	State	17	17	
5	Oriental University	Non-state	17	8	8/1
6	Karshi State Technical University	State	17	17	
7	Karshi State University	State	15	15	
8	International University of Social Innovations	Non-state	14		14
9	Andijan State Technical Institute	State	12	7	5
10	Almalyk State Technical Institute	State	12	1	11
11	Termez State University of Engineering and Agrotechnologies	State	12	6	6
12	Namangan State Technical University	State	11	11	
13	Bukhara State University	State	10		10
14	Fergana State University	State	10		8/2
15	Samarkand State Institute of Foreign Languages	State	10	10	
16	Tashkent State Agrarian University	State	10		9/1

No.	Name of educational organization	Form of ownership	Programmes	Of which, accreditation	
				<i>in progress</i>	<i>passed/ did not pass</i>
17	Turin Polytechnic University in Tashkent	Non-state	9		9
18	Nordic International University	Non-state	9	9	
19	Shakhrisabz State Pedagogical Institute	State	8		6/2
20	Tashkent University of Information Technologies named after Muhammad al-Khwarizmi	State	8	8	
21	Chirchik State Pedagogical University	State	7		7
22	Gulistan State University	State	7		7
23	Tashkent University of Architecture and Civil Engineering	State	7	7	
24	Jizzakh State Pedagogical University	State	6		4/2
25	Jizzakh Polytechnic Institute	State	6		5/1
26	Kokand State University	State	6	1	3/2
27	Tashkent State University of Law	State	6	6	
28	Al-Khwarizmi University	State	5		4/1
29	Nukus State Pedagogical Institute	State	5		5
30	National Pedagogical University of Uzbekistan	State	5	3	2
31	University of Digital Economics and Agrotechnologies	Non-state	5		5
32	Samarkand State Pedagogical Institute	State	5		5
33	Termez State Pedagogical Institute	State	5		5
34	‘Tashkent Institute of Irrigation and Agricultural Mechanization Engineers’ National Research University	State	5		5
35	International University of Turkic States	Foreign	5	1	4
36	Urgut Branch of Samarkand State University	State	4	2	2

No.	Name of educational organization	Form of ownership	Programmes	Of which, accreditation	
				<i>in progress</i>	<i>passed/ did not pass</i>
37	Tashkent State University of Economics	State	4	4	
38	Tashkent University of Technology	State	4	4	
39	American University of Technology	Foreign	3	3	
40	Andijan State Institute of Foreign Languages	State	3	3	
41	British Management University	Non-state	3	2	1
42	Bukhara State Pedagogical Institute	State	3	1	2
43	Central Asian Medical University	Non-state	3	3	
44	Navoi State University of Mining and Technologies	State	3		3
45	Tashkent State University of Oriental Studies	State	3	1	2
46	Andijan State Pedagogical Institute	State	2	2	
47	Andijan State Medical Institute	State	2		2
48	Andijan State University	State	2	1	1
49	Kattakurgan State Pedagogical Institute	State	2	2	
50	Namangan State Pedagogical Institute	State	2	1	1
51	Navoi State University	State	2		2
52	Jizzakh Branch of the National University of Uzbekistan named after Mirzo Ulugbek	State	2		2
53	Uzbekistan State University of Physical Education and Sports	State	2		2
54	Samarkand State University	State	2		2
55	Samarkand State University of Veterinary Medicine, Livestock and Biotechnologies	State	2		2
56	Higher School of Taxation	State	2	2	
57	Bucheon University in Tashkent	Foreign	2	2	
58	Urgench State Pedagogical Institute	State	2		2

No.	Name of educational organization	Form of ownership	Programmes	Of which, accreditation	
				<i>in progress</i>	<i>passed/ did not pass</i>
59	Urgench State University named after Abu Rayhan Biruni	State	2		2
60	International Agriculture University	Foreign	2	2	
61	Pharmaceutical Technical University	State	1	1	
62	Urgench Branch of the State Academy of Choreography of Uzbekistan	State	1	1	
63	Uzbekistan State World Languages University	State	1	1	
64	University of Journalism and Mass Communications of Uzbekistan	State	1		1
65	Banking and Finance Academy of the Republic of Uzbekistan	State	1	1	
66	Samarkand Branch of Tashkent State University of Economics	State	1		1
67	Chirchik Branch of Tashkent State Medical University	State	1		1
68	Termez Branch of Tashkent State Medical University	State	1	1	
69	Tashkent Pharmaceutical Institute	State	1		1
70	Tashkent Institute of Chemical Technology	State	1		1
x	Postgraduate education	x	18	12	4/2
1	Urgench RANCH University of Technology	Non-state	6		4/2
2	Namangan State Pedagogical Institute	State	4	4	
3	Oriental University	Non-state	2	1	1
4	University of Digital Economics and Agrotechnologies	Non-state	2	2	
5	Bucheon University in Tashkent	Foreign	2	2	
6	National Medical Center	State	1	1	
7	Urgench State Medical Institute	State	1	1	

No.	Name of educational organization	Form of ownership	Programmes	Of which, accreditation	
				<i>in progress</i>	<i>passed/ did not pass</i>
x	Retraining and Professional Development	x	25	25	x
1	International Tourism Academy, Samarkand Campus	Non-state	7	7	
2	Academy of Scientific Potential and Innovation	Non-state	5	5	
3	Association of Legal Entities 'Trade and Service'	Non-state	4	4	
4	Higher School of Taxation	State	4	4	
5	Bilim Trans School	Non-state	3	3	
6	Institute for the Development of Vocational Education under the Agency for Vocational Education	State	1	1	
7	Karakalpakstan Medical Institute	State	1	1	
x	Vocational education	x	6	6	x
1	Samarkand International College	Non-state	6	6	
x	Secondary specialized	x	5	2	3
1	International House Lyceum	Non-state	2		2
2	Academic Lyceum under Shakhrisabz State Pedagogical Institute	State	1	1	
3	International Business Academic Lyceum of Tashkent State University of Economics	State	1		1
4	Kashkadarya Regional Academic Lyceum under Tashkent State University of Law	State	1	1	

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