



RESOLUTION
OF THE CABINET OF MINISTERS
OF THE REPUBLIC OF UZBEKISTAN

August 6, 2025

No. 498

Tashkent city

On the introduction of a system for conducting institutional and program state accreditation of organisations providing secondary specialised, vocational, higher and postgraduate education, as well as retraining and advanced training of personnel

For the purpose of ensuring the implementation of the Decree of the President of the Republic of Uzbekistan No. PF-76 dated 5 May 2025 “On additional measures to ensure the quality of education and to improve the system of provision of educational services”, and improving the regulatory legal framework of the system for conducting **institutional and program state accreditation** of organisations providing secondary specialised, vocational, higher and postgraduate education, as well as retraining and advanced training of personnel, the Cabinet of Ministers hereby resolves:

1. The following shall be taken for information:

(a) pursuant to Article 58 of the Law of the Republic of Uzbekistan “On Education”, state and non-state educational organisations providing secondary specialised, vocational, higher and postgraduate education, issuing to graduates education documents of the state-approved sample, as well as state and non-state educational organisations providing retraining and advanced training of personnel, shall undergo institutional and program state accreditation in terms of compliance with state educational standards, state educational requirements and educational programmes;

(b) pursuant to the Decree of the President of the Republic of Uzbekistan No. PD-76 dated 5 May 2025 “On additional measures to ensure the quality of education and to improve the system of provision of educational services”:

the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan (hereinafter - the Agency) has been established;

irrespective of departmental subordination and organisational-legal form, the Agency shall conduct institutional and program state accreditation of organisations

providing secondary specialised, vocational, higher and postgraduate education, as well as retraining and advanced training of personnel (hereinafter - educational organisations), and shall conduct off-schedule reviews of educational organisations on the basis of risk analysis;

where, as a result of institutional state accreditation, gross deficiencies identified in a particular educational programme are not eliminated within the established time limit, continuation of educational activities and admission under such educational programme shall not be permitted.

2. The Regulation on the procedure for conducting institutional and program state accreditation of organisations providing secondary specialised, vocational, higher and postgraduate education, as well as retraining and advanced training of personnel, providing for the following, shall be approved in accordance with Annex 1:

the stages and procedure for conducting institutional and program state accreditation of educational organisations;

organisation of internal and external evaluation in the process of state accreditation of educational organisations;

organisation of processes for increasing the effectiveness of education quality and eliminating identified deficiencies through risk analysis and monitoring in educational organisations.

3. It shall be established that:

newly established educational organisations and educational programmes that have undergone program state accreditation shall be deemed to have passed state accreditation until they undergo their first comprehensive state accreditation;

existing educational programmes shall, at the request of the educational organisation, undergo specialised state accreditation prior to the next institutional state accreditation or during the period of conducting institutional state accreditation of the respective organisation;

during the period of conducting institutional state accreditation of educational organisations, educational programmes that have undergone international accreditation by international accreditation organisations ranked in the sectoral top 300 list of reputable international ranking organisations or included in the register of international, foreign and non-governmental accreditation organisations recognised in the Republic of Uzbekistan shall be deemed positively evaluated in accordance with the relevant criteria.

4. Education quality assurance departments shall be established within educational organisations within the limits of their approved staffing structures. In this regard:

the education quality assurance departments of higher education institutions shall consist of not fewer than three employees (a head of department whose monthly salary is equated to that of a dean, and two chief specialists whose monthly salaries are equated to that of a deputy dean);

the education quality assurance department of secondary specialised and vocational education organisations shall consist of one employee (a chief specialist whose monthly salary is equated to that of a deputy director);

the department (specialist) shall be entrusted with the tasks of organising internal evaluation of the quality of personnel training within the educational organisation, preparing the educational organisation for state accreditation, conducting continuous monitoring of education quality, and regularly submitting information on factors affecting education quality to the head of the educational organisation and to the Agency.

5. The Agency, jointly with the Ministry of Higher Education, Science and Innovation and the Ministry of Digital Technologies, shall, by the end of 2025 and at the expense of the Higher Education Development Fund, develop and commission the “Accreditation” platform and ensure its integration with existing information systems of ministries and agencies.

6. The Ministry of Higher Education, Science and Innovation shall:

submit to the Cabinet of Ministers substantiated proposals for termination of activities (revocation of licence) of educational organisations that have failed to undergo comprehensive state accreditation and have not eliminated identified deficiencies within the established time limits;

take measures, in accordance with the established procedure, to transfer students and pupils of educational organisations in respect of which a decision has been adopted to terminate activities, revoke a licence or close an educational programme, to corresponding and related fields of education, professions and specialities of state and non-state educational organisations.

7. Amendments shall be made to the Resolution of the Cabinet of Ministers No. 304 dated 22 May 2017 “On measures for further improvement of the postgraduate education system” in accordance with Annex 2.

8. Certain resolutions of the Government of the Republic of Uzbekistan in accordance with Annex 3 shall be deemed to have lost force.

9. The Ministry of Higher Education, Science and Innovation, jointly with interested ministries and agencies, shall bring the regulatory legal acts adopted by them into conformity with this Resolution within two months.

10. This Resolution shall enter into force three months after the date of its official publication.

11. Supervision over the implementation of this Resolution shall be entrusted to the Minister of Higher Education, Science and Innovation of the Republic of Uzbekistan, K.A. Sharipov, and the Director of the National Quality Assurance Agency for Education, A.Y. Khudaykulov.

Prime Minister of the Republic of Uzbekistan

A. ARIPOV

REGULATION
on the procedure for conducting institutional and program state accreditation
of organisations providing secondary specialised, vocational, higher and
postgraduate education, as well as retraining and advanced training of
personnel

Chapter 1. General Provisions

1. This Regulation establishes the procedure for conducting institutional and program state accreditation (hereinafter - state accreditation) of state and non-state educational organisations providing secondary specialised, vocational, higher and postgraduate education, as well as retraining and advanced training of personnel (hereinafter — educational organisations), irrespective of their departmental subordination and organisational-legal form.

2. The National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan (hereinafter — the Agency) shall be the specially authorised body responsible for conducting state accreditation.

3. The following principal terms shall be used in this Regulation:

accreditation certificate – a document issued to an educational organisation (programme) that has successfully undergone state accreditation;

accreditation organisations – international, foreign and non-governmental accreditation organisations authorised by the Agency to operate within the territory of the Republic of Uzbekistan and included in the register of accreditation organisations;

register of accreditation organisations – a unified database maintained by the Agency containing the list of accreditation organisations authorised to operate within the territory of the Republic of Uzbekistan and information thereon;

internal (self-) evaluation – the process whereby an educational organisation monitors, analyses and evaluates the effectiveness of its activities on the basis of established internal quality assurance criteria and takes measures to improve them;

institutional state accreditation – a process based on the results of external evaluation of state and non-state educational organisations providing secondary specialised, vocational, higher and postgraduate education, as well as retraining and advanced training of personnel;

program state accreditation – a process conducted prior to the commencement of the educational process under educational programmes in state and non-state educational organisations providing secondary specialised, vocational, higher and postgraduate education, as well as retraining and advanced training of personnel;

educational programme – an educational and normative document establishing competencies and learning outcomes, content, scope and assessment requirements in accordance with state educational standards (requirements) and professional standards for relevant professions, fields of education, specialities, specialisations and courses;

external evaluation – the process of assessing, by the Agency, the activities of an educational organisation and the compliance of the content, level and quality of personnel training with state educational standards (requirements) and accreditation criteria;

international accreditation – the process of accrediting educational programmes by international accreditation organisations that are full members of international quality assurance networks and included in the register of accreditation organisations maintained by the Agency.

4. In conducting state accreditation, the principles of independence, openness, transparency, impartiality, equality, consistency, evidence-based assessment, periodicity and accountability shall be adhered to.

5. The purpose of state accreditation shall be the formal recognition of the reliability of an educational organisation (programme) through ensuring and continuously improving the quality of education.

6. The principal objectives of state accreditation shall be:

increasing the responsibility and accountability of managerial staff for ensuring and further improving the quality of education;

supporting enhancement of education quality and facilitating the formation of a culture of quality;

protecting learners from low-quality educational services;

ensuring compliance with minimum requirements for education quality;

increasing public confidence in the provision of quality educational services in accordance with labour market demands.

7. The principal objects of state accreditation shall be:

in program state accreditation – educational programmes under which personnel training is being introduced, as well as educational programmes under which personnel training is being conducted and which have not undergone specialised state accreditation;

in institutional state accreditation – educational organisations having graduates in the respective educational programmes.

8. Educational organisations shall undergo institutional state accreditation every five years in accordance with the schedule approved by the Agency.

Institutional state accreditation of educational organisations and their branches (faculties), as well as postgraduate education activities, shall be conducted simultaneously with the accreditation of the educational organisation.

Upon expiry of the established period, educational organisations shall be required to undergo state accreditation.

9. For the purpose of achieving international recognition of their educational programmes, educational organisations may, on their own initiative, submit educational programmes for international accreditation by international accreditation organisations included in the register of accreditation organisations.

10. Internal and external evaluation of an educational organisation (programme) shall be conducted on the basis of the directions and criteria for program state accreditation set out in Annex 1 to this Regulation and/or the directions and criteria for institutional state accreditation set out in Annex 2 to this Regulation.

11. The methodology for internal and external evaluation shall be developed and approved by the Agency.

12. The Agency shall conduct a Nationwide Employers Survey in order to assess the knowledge and skills of graduates of educational organisations and to study their integration into the labour market.

13. The Agency shall conduct a continuous Nationwide Student (Pupil) Survey aimed at studying the opinions of students (pupils) of educational organisations regarding the quality of education.

Chapter 2. Conducting state accreditation of educational organisations

§1. Stages of conducting state accreditation

14. Conducting state accreditation of educational organisations shall consist of the following stages:

Stage 1 – submission of the application;

Stage 2 – internal evaluation of education quality;

Stage 3 – external evaluation of education quality;

Stage 4 – adoption of the final decision on state accreditation.

15. For the purpose of ensuring education quality and eliminating potential risks, processes of risk analysis and monitoring shall be carried out in educational organisations.

§2. Submission of application for state accreditation

16. Applications for state accreditation shall be submitted electronically through the Agency's "Accreditation" platform and, where necessary, in approved paper form. Accordingly:

applications for program state accreditation of educational programmes for commencement of activities in the forthcoming academic year shall be accepted annually from 1 October to 31 January of the following year. Outside these timeframes, program state accreditation shall be conducted at the request of the educational organisation on the basis of the terms of a contract concluded with the Agency and upon payment of an increased fee;

applications for comprehensive state accreditation of educational organisations shall be accepted until 15 September of the academic year preceding the academic year in which the validity of the last accreditation certificate of the educational organisation expires.

The forms of applications and the information to be included therein shall be determined by the Agency.

17. The following documents shall be attached to the application for state accreditation:

a copy of the licence and/or certificate of registration of the legal entity;

a copy of the existing accreditation certificate and report (for comprehensive state accreditation);

a document confirming payment of the established fee for consideration of the application;

information on the responsible employee assigned to the state accreditation process (approved by the head of the educational organisation).

18. Upon submission of a complete application and the attached documents, the Agency shall review the application within fifteen working days.

19. The following shall constitute grounds for refusal to consider the application:

where the fields of education, specialities, specialisations or professions under which personnel training is being introduced are not included in the national or foreign (international) classifier;

where the documents specified in paragraph 17 of this Regulation are not submitted in full;

where the declared educational services and types do not correspond to those indicated in the licence;

where false or inaccurate information is identified in the documents submitted by the applicant;

where deficiencies identified in the documents are not rectified by the educational organisation within five working days.

Refusal to consider the application on other grounds shall not be permitted.

20. Within ten working days from acceptance of the application, a bilateral contract for conducting state accreditation shall be concluded between the Agency and the educational organisation.

The form, content and terms of the bilateral contract shall be determined by the Agency.

21. In the process of state accreditation, the authorised representative of the educational organisation or the applicant shall be responsible for:

submitting the application in accordance with the established requirements;

formalising the contract between the Agency and the educational organisation;

paying the established fees within the prescribed time limits;

submitting, within the prescribed time limits, the information necessary for decision-making by the expert commission (including during on-site visits) and the Accreditation Commission.

22. The Agency shall approve the schedule for conducting external evaluation of educational organisations with which contracts have been concluded and shall publish such schedule on its official website.

§3. Internal evaluation of education quality

23. The educational organisation shall submit to the Agency the report formed as a result of internal evaluation and the relevant supporting materials in approved electronic and/or paper form within the following time limits:

for program state accreditation - at least one month prior to commencement of the external evaluation;

for institutional state accreditation - at least two months prior to commencement of the external evaluation.

In this regard, internal evaluation shall be conducted in the academic year in which institutional state accreditation is carried out and shall cover analysis of the activities of the educational organisation for the preceding two years as well as for the academic year subject to state accreditation.

24. The objectives of internal evaluation shall be:

ensuring continuous improvement of education quality through full implementation of the quality assurance cycle;

increasing the responsibility and accountability of the educational organisation for ensuring education quality;

conducting systematic assessment of the quality of educational services and determining directions for development;

preparing the educational organisation (programme) for external evaluation;

forming and developing an internal system that promotes accountability and a culture of quality assurance within the educational organisation.

25. The internal evaluation report shall include:

general information about the educational organisation;

analysis of compliance of the educational organisation with each evaluation direction and criterion;

systematic analysis of the quality of educational services and directions for their development by each evaluation direction and criterion;

an action plan for elimination of identified deficiencies;

substantiating and supporting documents.

26. The Agency shall review the internal evaluation report and use it during the external evaluation process.

27. Full responsibility for effective organisation of internal evaluation and for the accuracy of the information presented in the report shall rest with the head of the educational organisation.

Where, during the external evaluation process, inaccurate information is identified in the internal evaluation report, or where documents are not submitted within the established time limits, or deficiencies are not eliminated, this shall constitute grounds for refusal to conduct state accreditation.

28. Advanced training courses and training seminars for educational organisations on matters relating to state accreditation shall be organised by the Agency, and the schedule for their conduct shall be published on the Agency's official website.

§4. External evaluation of education quality

29. For the purpose of external evaluation of education quality, expert commissions shall be established by the Agency. Expert commissions shall be formed taking into account the specific characteristics of professions, fields of education, specialities, specialisations and courses.

30. The composition of expert commissions shall be formed from among pedagogical and managerial staff of educational organisations, leading scholars of research institutes, responsible employees of republican and local executive authorities, specialists of relevant production organisations, representatives of non-governmental non-profit organisations, and students (pupils).

Foreign experts may be engaged as members of expert commissions.

For the purpose of ensuring transparency, the Agency shall notify the educational organisation of the composition of the expert commission.

31. Amendments to the composition of expert commissions may be made in the following cases:

where, within three working days from the date of receipt of notification, the educational organisation provides legally substantiated evidence of the existence of a conflict with any member of the expert commission;

where a conflict of interest between a member of the expert commission and the educational organisation undergoing state accreditation is identified.

32. The requirements applicable to experts, as well as the procedure for their advanced training and engagement in the external evaluation process, shall be determined by the Agency.

33. Experts shall be remunerated on the basis of a paid service contract concluded with the Agency.

34. The tasks of expert commissions shall include:

conducting expert examination of information obtained from internal evaluation results and carrying out external evaluation;

assessing the compliance of the quality and content of education in the educational organisation with state educational standards (requirements), accreditation criteria and educational programmes, as well as the quality and effectiveness of educational services provided;

developing proposals for improving education quality and enhancing educational services, preparing a report on the results of external evaluation and submitting it to the Accreditation Commission.

35. A programme shall undergo program state accreditation by the expert commission through an on-site visit within a period not exceeding five working days.

36. An educational organisation shall undergo institutional state accreditation by the expert commission through an on-site visit within the following time limits:

in secondary specialised and vocational education organisations, as well as in organisations providing postgraduate education and retraining and advanced training of personnel – within a period not exceeding five working days;

in higher education institutions – within a period not exceeding ten working days.

Depending on the volume of work, the period of evaluation may be extended by the Agency.

37. On the basis of the results of external evaluation, the expert commission shall prepare a preliminary report within fifteen working days and submit it to the educational organisation through the Agency.

38. The educational organisation shall formally submit substantiated proposals and objections regarding the preliminary report to the Agency within three working days.

On the basis of the submitted proposals and objections, the expert commission shall prepare the final report within three working days.

39. In the case of program state accreditation, the expert commission shall prepare a separate report for each educational programme; in the case of institutional state accreditation, a report shall be prepared for the educational organisation.

40. The expert commission, jointly with the educational organisation, shall develop a plan of measures aimed at improving education quality and eliminating deficiencies identified in the activities of the educational organisation.

41. On the basis of the internal evaluation report submitted by the educational organisation, the expert commission may conduct external evaluation in a remote format without conducting an on-site visit.

42. External evaluation criteria shall be divided into mandatory and general criteria, and each criterion shall be assessed as “compliant”, “partially compliant” or “non-compliant”.

43. The expert commission shall assess the educational organisation (programme) by each evaluation direction.

Each evaluation direction shall be recognised as either “compliant” or “non-compliant”. An evaluation direction shall be recognised as “compliant” where the following conditions are met:

all mandatory criteria are assessed as “compliant”;

no more than two general criteria are assessed as “partially compliant”;

no criteria are assessed as “non-compliant”.

44. During the process of conducting institutional state accreditation, educational programmes that have undergone international accreditation by international accreditation organisations ranked within the top 300 of reputable international ranking organisations' sectoral lists or included in the Agency's register shall be assessed as "compliant" with respect to the relevant criteria.

45. Indicators for evaluation criteria shall be developed by the Agency and approved in accordance with the established procedure.

§5. Adoption of the final decision on state accreditation

46. For the purpose of reviewing the conclusion prepared on the basis of the final report of the expert commission and adopting the final decision on granting state accreditation to an educational organisation (programme), a permanently operating Accreditation Commission shall be established within the Agency.

The composition of the Accreditation Commission shall be approved by order of the Director of the Agency.

The Accreditation Commission shall include specialists from ministries, agencies and organisations, representatives of employers and learners, as well as foreign experts.

The Director of the Agency shall serve as Chairperson of the Accreditation Commission.

47. The Accreditation Commission shall review the final report submitted by the expert commission within one month.

In the course of reviewing the report, the Accreditation Commission may request additional substantiating information or, where necessary, involve members of the expert commission who participated in the external evaluation, as well as other specialists in the relevant field.

48. Where each evaluation direction is recognised as "compliant" by the Accreditation Commission, a decision shall be adopted that the educational organisation (programme) "has passed state accreditation"; where recognised as "non-compliant", a decision shall be adopted that it "has not passed state accreditation".

The decision of the Accreditation Commission shall be formalised in the form of protocols and approved by the Chairperson.

The decision of the Accreditation Commission shall be valid where at least two-thirds of its members participate in the meeting.

Following completion of state accreditation, a separate portfolio shall be compiled for each educational organisation and retained by the Agency until the next state accreditation.

49. Along with recognising compliance of the activities of educational organisations with state educational standards, state educational requirements and educational programmes, the Accreditation Commission shall determine the status of the educational organisation.

50. A publicly accessible “State Accreditation Register” shall be maintained on the Agency’s official website, containing information on whether an educational organisation (programme) has passed or failed state accreditation, as well as the final report.

51. The educational organisation shall submit reports on implementation of the measures specified in the Education Quality Improvement Action Plan within the established time limits through the electronic platform on the Agency’s official website.

52. Where an educational programme is recognised as having “passed state accreditation”, a certificate of completion of program state accreditation in the form set out in Annex 3 to this Regulation shall be issued to the educational organisation within one week, and permission shall be granted to conduct personnel training under the respective programme.

The certificate shall remain valid until the next institutional state accreditation.

Where an educational programme is recognised as having “not passed state accreditation”, personnel training under the respective programme shall not be permitted.

53. Admission of learners under educational programmes that have passed program state accreditation after the commencement of the academic year shall be permitted starting from the subsequent admission cycle.

54. Where an educational organisation is recognised as having “passed state accreditation”, a certificate of completion of institutional state accreditation in the form set out in Annex 4 to this Regulation shall be issued within one week.

The certificate shall indicate the organisational-legal form of the educational organisation, type of activity, status, educational programmes and validity period of the certificate.

55. Certificate forms shall constitute strictly accountable documents and shall contain an accounting series, serial number, QR code and security features. They shall be produced by the State Unitary Enterprise “Davlat Belgisi” under the Central Bank of the Republic of Uzbekistan upon order of the Agency.

The Director of the Agency shall bear personal responsibility for accounting, storage and proper use of certificate forms.

56. An educational organisation that has not passed institutional state accreditation shall be granted six months to eliminate identified deficiencies.

Where deficiencies are not eliminated within the established period, the Agency shall submit a representation to the relevant ministry, agency or organisation to which the educational organisation is subordinated, as well as to the founder of a non-state educational organisation, regarding the continuation or termination of the activities of its management.

57. The Agency shall submit a representation to the Ministry of Higher Education, Science and Innovation on liquidation, reorganisation or change of status of a state educational organisation that has not passed institutional state accreditation and has not eliminated deficiencies within the established time limits (or on revocation of the licence of a non-state educational organisation).

The Ministry of Higher Education, Science and Innovation shall, within one month, provide information to the Agency on measures taken on the basis of the representation.

58. Where deficiencies identified in a particular educational programme as a result of institutional state accreditation are not eliminated within the established period, continuation of educational activities and admission under the respective programme shall not be permitted.

59. Where an educational organisation is recognised as having “not passed state accreditation”, the following shall not be permitted:

dissemination of advertising information relating to the educational organisation;

admission of applicants and candidates;

allocation of education loans to students (pupils);

issuance or recognition of diplomas (certificates, qualification attestations) to graduates.

60. Transfer of learners from a secondary specialised, vocational or higher education organisation whose activities have been terminated (licence revoked), or from a closed educational programme, to corresponding and related fields of education and specialities of state and non-state educational organisations shall be carried out in accordance with the established procedure by the Ministry of Higher Education, Science and Innovation jointly with relevant ministries and agencies.

61. Additional expenses related to continuation or discontinuation of studies of students (pupils) shall be covered from reserve funds available in the account of the educational organisation whose licence has been revoked.

62. Educational organisations established jointly by the Republic of Uzbekistan with foreign states, as well as branches of foreign educational organisations operating in the territory of the Republic of Uzbekistan, shall have the results of accreditation conducted by the competent authority of the respective foreign state jointly with the parent educational organisation recognised.

Such educational organisations shall, within two weeks after obtaining an accreditation certificate or an equivalent document, submit a copy thereof to the Agency.

Where an educational organisation (programme) is found not to have undergone accreditation or not to comply with state accreditation requirements, it shall be subject to off-schedule state accreditation by the Agency.

63. Educational organisations established jointly by the Republic of Uzbekistan with foreign states, branches of foreign educational organisations operating in the territory of the Republic of Uzbekistan, as well as international, joint and “Franchise” educational programmes established jointly with foreign states, may, upon application, undergo state accreditation by the Agency in accordance with the requirements of this Regulation.

Chapter 3. Procedure for organising the activities of the Appeals Commission

64. By order of the Director of the Agency, an Appeals Commission and its rules of procedure shall be approved for the consideration of applications (complaints) submitted by educational organisations.

The Appeals Commission shall consist of five to seven members.

Members of the Accreditation Commission shall not be included in the composition of the Appeals Commission.

The Appeals Commission may engage qualified specialists in the process of considering applications (complaints).

A decision of the Appeals Commission shall be valid where at least two-thirds of its members participate in the meeting.

65. The head of an educational organisation dissatisfied with the accreditation conclusion shall, within three working days from the date of receipt thereof, submit an application (complaint) to the Appeals Commission in electronic form through the accreditation platform.

66. The Appeals Commission shall consider the application (complaint) within ten working days from the date of submission.

The date of consideration of the application (complaint) shall be published on the Agency's official website.

67. Having considered the application (complaint), the Appeals Commission shall adopt a decision either to uphold the decision of the Accreditation Commission without amendment or to amend it.

A copy of the decision of the Appeals Commission shall be provided to the applicant educational organisation within three working days from the date of adoption of the decision.

Where the Appeals Commission adopts a decision to amend the decision of the Accreditation Commission, the Accreditation Commission shall, at its next meeting, introduce the relevant amendments to its decision and adopt a final decision, and a certificate of state accreditation shall be issued to the head of the educational organisation within five working days.

68. Where the head or founder of an educational organisation disagrees with the decision of the Appeals Commission, he or she may appeal to the court in accordance with the established procedure.

Chapter 4. Monitoring of state accreditation results and risk analysis

69. The Agency shall conduct monitoring processes within educational organisations regarding implementation of the tasks specified in the Education Quality Improvement Action Plan.

70. Where, as a result of monitoring, violations of legislation on education are identified or the educational services provided do not comply with state accreditation requirements, the educational organisation shall, depending on the scope of the deficiencies, be granted up to three months to eliminate the identified shortcomings.

71. For the purpose of ensuring stability of education quality, improving governance and eliminating potential risks, the Agency shall conduct off-schedule reviews of educational organisations on the basis of risk analysis.

The following shall constitute grounds for risk analysis:

complaints concerning violations of legislative requirements relating to education quality;

deficiencies identified through surveys;

materials concerning education quality published in the mass media and social networks;

other reliable information relating to education quality.

72. Off-schedule reviews shall be conducted through on-site visits to the educational organisation, requests for relevant information, or on the basis of online surveys.

73. Where deficiencies are identified as a result of risk analysis and monitoring, the Agency shall issue a representation to the educational organisation and establish a time limit for elimination of the deficiencies.

74. Elimination of deficiencies indicated in the Agency's representation following the results of state accreditation and risk analysis shall be mandatory for educational organisations.

75. Where an educational organisation fails to eliminate deficiencies within the established period, its certificate of institutional or program state accreditation shall be revoked by the Agency, and the Ministry of Higher Education, Science and Innovation shall be notified accordingly.

Chapter 5. Fees for conducting state accreditation of educational Organisations

76. The amounts and procedure for fees for consideration of applications and for conducting state accreditation shall be approved by order of the Director of the Agency, in agreement with the Ministry of Economy and Finance, taking into account the number of educational programmes, students (pupils), teaching staff and experts, as well as the specific features of the educational programmes.

77. All fees paid for the conduct of state accreditation shall not be refunded to the educational organisation, irrespective of the accreditation outcome.

78. Expenses related to state accreditation shall be financed from the budgetary and extra-budgetary funds of educational organisations.

79. Fees related to conducting state accreditation of educational organisations shall be transferred to the Agency's extra-budgetary account and shall be used to cover expenses related to state accreditation (including remuneration of experts; training for educational organisations and experts; travel expenses; engagement of international experts and internships; international membership fees; certificates; and other related costs), as well as for other purposes not prohibited by legislation.

Chapter 6. Requirements for accreditation organisations

80. The Agency shall maintain the Register of international, foreign and non-state accreditation organisations recognised in the Republic of Uzbekistan (hereinafter - the Register).

81. Registration of accreditation organisations shall consist of the following stages:

submission of an application to the Agency for the right to operate in the Republic of Uzbekistan;

examination by the Agency of the activities of the accreditation organisation and, based on the results, adoption of a decision on inclusion in the Register and approval of the Register.

Accreditation organisations included in the Register shall be authorised for a period of five years.

82. The principal conditions for inclusion in the Register shall be as follows:

possession of the appropriate authority (document) to carry out activities as an accreditation organisation;

the requirements, assessment criteria and procedures for conducting international accreditation by the accreditation organisation shall not contradict the requirements, assessment criteria and procedures for state accreditation established in the Republic of Uzbekistan;

full membership in recognised education quality assurance networks;

having conducted international accreditation of educational programmes of at least five higher education institutions included in the TOP-300 lists of reputable international rankings;

at least 30 per cent of the organisation's experts shall be foreign experts (for international and foreign accreditation organisations);

compliance of the accreditation organisation with the legal and moral foundations of the Republic of Uzbekistan, and absence of activities contrary to national values and the socio-political life of the country;

availability, on its official website, of information on educational organisations whose programmes have undergone international accreditation.

83. The procedure for granting permission to establish non-state accreditation organisations within the territory of the Republic and for organising their activities shall be determined by the Agency.

84. The Agency shall conduct monitoring of the activities of accreditation organisations included in the Register once every three years.

The procedure for monitoring shall be determined by the Agency.

85. Educational organisations established by an accreditation organisation or its employees, or educational organisations in which an employee of the accreditation organisation carries out activities under any contractual arrangement, shall not be permitted to undergo international accreditation by that accreditation organisation.

86. An accreditation organisation shall submit to the Agency, within two weeks following completion of international accreditation procedures, one copy of the external evaluation report and the accreditation decision.

87. Where it is established that the external evaluation report of an accreditation organisation was prepared on the basis of inaccurate or forged documents, the result shall not be recognised and shall constitute grounds for removal of the accreditation organisation from the Register.

88. Representatives of the Agency may participate as observers in the processes of international accreditation of educational programmes conducted by accreditation organisations.

89. The fact that an educational programme has undergone international accreditation shall not constitute grounds for issuance to its graduates of a state-recognised educational document.

Chapter 7. Final Provisions

90. Where an operating educational organisation is reorganised and/or established on the basis of one (or several) educational organisation(s), such educational organisation shall undergo institutional and/or program state accreditation within two years from the date of its establishment.

91. The Agency shall have the right, where necessary, to introduce amendments and additions to the evaluation areas and criteria for conducting institutional and program state accreditation of educational organisations (programmes).

92. Persons found guilty of violating the requirements of this Regulation shall be held liable in accordance with the legislation.

to the Regulation on the procedure for conducting institutional and program state accreditation of secondary specialised, vocational, higher and postgraduate education institutions, as well as institutions for retraining and advanced training

EVALUATION AREAS AND CRITERIA
for conducting program state accreditation of educational programmes of secondary specialised, vocational, higher and postgraduate education institutions, as well as institutions for retraining and advanced training

I. Secondary specialised education programmes are evaluated in accordance with the following areas and criteria:

Organisational management and quality assurance:

Availability of an organisational structure for implementation of the educational programme and effective operational mechanisms thereof; *

Availability of a three-year development and financial sustainability plan for the educational programme;

Existence of an internal quality assurance mechanism within the educational programme and involvement of stakeholders in such processes;

Existence of a monitoring system for identifying recent trends in labour market and educational needs;

Conducting student surveys under existing educational programmes and improvement of the programme based on survey results;

Educational programmes:

Development and approval of the educational programme in accordance with established procedures with stakeholder participation; *

Clearly defined objectives and learning outcomes of the programme and compliance with the state educational standards and the national qualifications framework; *

Ensuring appropriate duration, coherence and continuity of subjects within the educational programme;

Systematic monitoring of existing educational programmes and implementation of measures to improve their effectiveness and quality; *

Organisation of the educational process and assessment of learning outcomes:

Development of working curricula and syllabi in compliance with established requirements; *

Educational process aimed the achievement of learning outcomes defined in the educational programme; *

Educational process is focused on continuous evaluation and improvement;

Application of advanced pedagogical technologies within existing programmes and achievement of relevant effectiveness;

Transparent and impartial assessment of learners' knowledge within the programme and alignment of assessment procedures with learning outcomes;

Availability of mechanisms enabling learners to provide feedback on assessment results;

Learner activities:

Clearly defined admission requirements and transparent admission procedures;

Alignment of admission quotas with the institution's resources and capacity; *

Established procedures for transfer, progression, retention, dismissal and reinstatement of learners; *

Availability of learner support and academic advising mechanisms;

Human Resources:

Availability of academic staff, as well as managerial and support personnel, in accordance with established standards for the programme, and compliance of their qualifications and specialisation with prescribed requirements; *

Provision of existing educational programmes with academic staff possessing relevant professional, pedagogical and scientific competencies corresponding to curriculum subjects; *

Existence of a clear plan for staffing new educational programmes with academic staff possessing relevant professional, pedagogical and scientific competencies; *

Creation of conditions for professional development and continuous training of staff, including material and moral incentive systems;

Material and Technical Resources:

Compliance of classrooms and laboratories with programme requirements and provision of information and communication technologies; *

Availability of sufficient material and technical resources, equipment, instruments, reagents and methodological guidelines necessary for programme implementation; *

Provision of required educational and methodological literature and electronic educational resources in accordance with established standards; *

Compliance of classrooms and laboratories with safety regulations and adequacy of equipment based on learner numbers; *

Adaptation of facilities and equipment for inclusive education, availability of specialised educational materials and access to information and communication tools;

Availability of an information resource centre (library) equipped with programme-relevant literature, computers, reading halls and an electronic library; *

Availability of a digital learning environment (LMS, Wi-Fi zones, online courses, webinars and distance learning opportunities);

Availability of specialised facilities or infrastructure (such as sports halls, stadiums, music rooms, etc.) depending on programme characteristics.

II. Vocational Education Programmes are evaluated in accordance with the following areas and criteria:

Organisational management and quality assurance:

Availability of an organisational structure for implementation of the educational programme and effective operational mechanisms; *

Availability of a three-year strategic plan for development and financial sustainability of the educational programme;

Existence of an internal quality assurance mechanism within the educational programme and ensured participation of stakeholders in such processes;

Availability of a monitoring system for identifying recent trends in the labour market, educational needs and research developments;

Conduct of learner surveys under existing educational programmes and improvement of programmes based on survey results;

Educational programmes:

Development and approval of the educational programme in accordance with established procedures with the participation of stakeholders. In this regard, the programme shall have clearly defined objectives and learning outcomes and comply with labour market requirements, the state educational standard and the national qualifications framework; *

Harmonisation of programme content and structure with an appropriate balance between theoretical and practical components;

Ensuring appropriate duration, coherence and continuity of subjects within the educational programme;

Systematic monitoring of existing educational programmes and implementation of measures aimed at improving their effectiveness and further development; *

Organisation of the educational process and assessment of learning outcomes:

Development of working curricula and syllabi in compliance with established requirements; *

Alignment of the educational process with achievement of the learning outcomes defined in the educational programme; *

Continuous evaluation and improvement of the educational process;

Application of advanced pedagogical technologies in the educational process of existing programmes and achievement of corresponding effectiveness;

Transparent and impartial assessment of learners' knowledge within the programme and alignment of assessment procedures with intended learning outcomes;

Availability of mechanisms enabling learners to provide feedback on assessment results;

Learner activities:

Clearly defined admission requirements and transparent admission procedures;

Alignment of admission quotas with the institution's resources and capacity; *

Established procedures for transfer, progression (or retention), dismissal and reinstatement of learners; *

Established procedures for recognition of non-formal and prior acquired skills and competences;

Availability of learner support and academic advising mechanisms;

Human Resources:

Availability of academic staff, as well as managerial and support personnel, in accordance with established standards for the programme, and compliance of their qualifications, composition and specialisation with prescribed requirements; *

Provision of existing educational programmes with academic staff possessing relevant professional, pedagogical and scientific competencies corresponding to curriculum subjects; *

Existence of a clear plan for staffing new educational programmes with academic staff possessing relevant professional, pedagogical and scientific competencies; *

Availability of conditions for professional development and continuous training of staff, including material and non-material incentive mechanisms;

Material and Technical Resources:

Availability of equipment, instruments, tools, technical facilities, raw materials and other resources necessary for practical and laboratory training under the educational programme, as well as provision of methodological guidelines (instructions); *

Provision, by subject area, of required educational and methodological literature and electronic educational resources in accordance with established standards; *

Provision of classrooms, laboratories and workshops (training grounds) with equipment and information and communication technologies appropriate to learner numbers and programme requirements, and compliance with safety regulations; *

Adaptation of facilities and equipment for inclusive education, availability of specialised educational materials and access to information and communication technologies;

Availability of an information resource centre (library) equipped with programme-relevant literature, computers, reading halls and an electronic library; *

Availability of a digital learning environment (LMS, Wi-Fi zones, online courses, webinars and distance learning opportunities);

Availability of specialised facilities or infrastructure (such as sports halls, stadiums, music rooms, etc.) depending on programme characteristics.

III. Higher education programmes are evaluated in accordance with the following areas and criteria:

Organisational management and quality assurance:

Availability of an organisational structure for implementation of the educational programme and effective operational mechanisms; *

Availability of a five-year development plan ensuring sustainability and financial stability of the educational programme;

Existence of an internal quality assurance mechanism within the educational programme and ensured participation of stakeholders in such processes;

Availability of a monitoring system for identifying recent trends in the labour market, educational needs and research developments;

Conduct of student surveys under existing educational programmes and improvement of programmes based on survey results;

Educational programmes:

Development and approval of the educational programme in accordance with established procedures with the participation of stakeholders. In this regard, the programme shall have clearly defined objectives and learning outcomes and comply with labour market requirements, the state educational standard and the national qualifications framework; *

Developed educational programme in line with priority directions of the national education system and international standards;

Ensuring appropriate duration, coherence and continuity of disciplines within the educational programme;

Systematic monitoring of existing educational programmes and implementation of measures aimed at improving their effectiveness and further development; *

Organisation of the educational process and assessment of learning outcomes:

Development of working curricula and syllabi in compliance with established requirements; *

Alignment of the educational process with achievement of the learning outcomes defined in the educational programme; *

Continuous evaluation and improvement of the educational process;

Application of advanced pedagogical technologies in the educational process of existing programmes and achievement of corresponding effectiveness;

Transparent and impartial assessment of students' knowledge within the programme and alignment of assessment procedures with intended learning outcomes;

Availability of mechanisms enabling students to provide feedback on assessment results;

Established academic integrity rules within the educational programme and existence of an effective system to prevent violations; *

Student activities:

Clearly defined admission requirements and transparent admission procedures;

Alignment of admission quotas with the institution's resources and capacity; *

Established procedures for transfer, progression (or retention), dismissal and reinstatement of students; *

Availability of student support and academic advising mechanisms;

Human Resources:

Availability of academic staff, as well as managerial, technical, service and support personnel, in accordance with established standards for the programme, and compliance of their qualifications, composition and specialisation with prescribed requirements; *

Provision of existing educational programmes with academic staff possessing relevant professional, pedagogical and scientific competencies corresponding to curriculum subjects; *

Existence of a clear plan for staffing new educational programmes with academic staff possessing relevant professional, pedagogical and scientific competencies; *

Availability of conditions for professional development and continuous training of staff, including material and non-material incentive mechanisms;

Material and Technical Resources:

Availability of equipment, instruments, tools, technical facilities, raw materials and other resources necessary for practical and laboratory training and completion of course projects (coursework) under the educational programme, as well as provision of methodological guidelines (instructions); *

Provision, by subject area, of required educational and methodological literature and electronic educational resources in accordance with established standards; *

Provision of classrooms, laboratories and workshops (training grounds) with equipment and information and communication technologies appropriate to student numbers and programme requirements, and compliance with safety regulations; *

Adapted facilities and equipment for inclusive education, availability of specialised educational materials and access to information and communication technologies;

Availability of an information resource centre (library) equipped with programme-relevant literature, computers, reading halls and an electronic library; *

Established digital learning environment (LMS, Wi-Fi zones, online courses, webinars and distance learning opportunities);

Availability of specialised facilities or infrastructure (such as sports halls, stadiums, music rooms, etc.) depending on programme characteristics.

IV. Postgraduate education programmes are evaluated in accordance with the following areas and criteria:

Organisational management and quality assurance:

Availability of an organisational structure for implementation of the educational programme and effective operational mechanisms; *

Availability of a three-year development plan ensuring sustainability and financial stability of the educational programme;

Availability of an internal quality assurance mechanism within the educational programme and ensured participation of stakeholders in such processes;

Availability of a monitoring system for identifying recent trends in the labour market, educational needs and research developments;

Implemented mechanisms for monitoring and improving the effectiveness of the educational programme;

Educational programmes:

Developed and approved educational programme in accordance with established procedures with the participation of stakeholders. In this regard, the programme shall have clearly defined objectives and learning outcomes and comply with labour market requirements, state educational requirements and the national qualifications framework; *

Developed annual priority areas for programme advancement, including defined key performance indicators (KPIs), necessary resources and responsible persons;

Developed admission parameters based on the institution's research and supervisory capacity, societal scientific and social needs, and labour market analysis; *

Oriented educational programme towards achieving the expected research outcomes within the duration defined in the research plan;

Availability of systematic monitoring of existing educational programmes and implementation of measures aimed at improving their effectiveness and further development; *

Inclusion of research activity within the programme content and orientation towards preparing candidates for independent research activity;

Organisation of the research process and assessment of research outcomes:

Availability of procedures for assessing candidates' performance within the educational programme, with assessment methods aimed at determining the extent to which established research outcomes have been achieved; *

Established rules on academic freedom and academic integrity within the programme and existence of an effective system to prevent violations; *

Availability of mechanisms enabling candidates to provide feedback on assessment results;

Candidate activities:

Clearly defined admission requirements and transparent admission procedures;

Alignment of admission quotas with the institution's resources and capacity; *

Established procedures for admission, dismissal and extension of the period of study for candidates; *

Availability of candidate support and advisory services;

Human resources:

Relevance of the competencies, qualifications and academic degrees of scientific supervisors and consultants to the relevant specialisation; *

Provision of the educational programme with a sufficient number of specialists and administrative-management personnel whose qualifications, composition and specialisation comply with established requirements; *

Availability of a system of material and non-material incentives for scientific supervisors and consultants;

Availability of opportunities to engage foreign scientific supervisors and consultants;

Material and technical resources:

Availability of scientific sources in the relevant research field and provision of electronic resources in accordance with established requirements, taking into account the specialisation and number of candidates; *

Availability of access to national and international information and databases (Scopus, Web of Science or other internationally recognised indexed databases);

Level of provision of scientific and experimental laboratories, including their supply with modern equipment, instruments, tools, technical facilities, raw materials and other resources, and their actual utilisation;

Adaptation of facilities and equipment for inclusive education, availability of specialised educational materials and access to information and communication technologies.

V. Retraining and professional development educational programmes are evaluated in accordance with the following areas and criteria:

Organisational management and quality assurance:

Availability of an organisational structure for implementation of the educational programme and effective operational mechanisms; *

Availability of a three-year forward-looking development plan ensuring sustainability and financial stability of the educational programme;

Availability of an internal quality assurance mechanism within the educational programme and ensured participation of stakeholders in such processes;

Availability of a monitoring system for identifying labour market and educational needs.

Educational programmes:

Developed and approved educational programme in accordance with established procedures with the participation of stakeholders. In this regard, the programme shall have clearly defined objectives and learning outcomes and comply with labour market requirements, state educational requirements and the national qualifications framework; *

Developed educational programme based on national education system priorities and international standards;

Ensuring the appropriate duration of the programme and coherence and continuity of modules;

Alignment of the educational content with modern andragogical approaches, with modules structured on the basis of problem-based cases;

Systematic monitoring of existing educational programmes and implementation of measures aimed at improving their effectiveness and further development; *

Organisation of the learning process and assessment of learning outcomes:

Oriented learning process towards achievement of the learning outcomes defined in the educational programme and implementation of alternative forms of professional development; *

Proper organisation of the learning process, its continuous evaluation and improvement;

Application of advanced pedagogical technologies within existing educational programmes and achievement of corresponding effectiveness;

Availability of mechanisms enabling participants to provide feedback on entry and exit testing and assessment results;

Established rules on academic integrity within the programme and existence of an effective system to prevent violations thereof.

Participant activities:

Clearly defined admission requirements and transparent admission procedures;

Alignment of the professional development schedule with the institution's resources and capacity and its sufficiency for effective implementation of the educational programmes; *

Availability of mechanisms for participant support and advisory services.

Human resources:

Availability of teaching staff, as well as management, technical, service and academic support personnel in accordance with established norms, and compliance of their qualifications, composition and specialisation with established requirements; *

Availability of existing educational programmes with teaching staff possessing relevant professional, pedagogical and scientific competencies corresponding to the modules of the curriculum; *

Availability of a clear plan for provision of new educational programmes with teaching staff possessing relevant professional, pedagogical and scientific competencies corresponding to the modules of the curriculum; *

Availability of opportunities to engage practitioners and foreign specialists;

Availability of conditions for professional development and advanced training of staff, including systems of material and non-material incentives;

Engagement in the learning process of professors and teachers who have undertaken professional development abroad.

Material and technical resources:

Availability of equipment, instruments, tools, technical facilities, raw materials and other resources necessary for practical and laboratory training within the educational programme, as well as provision with methodological guidelines; *

Provision, by modules, of educational and methodological literature and electronic educational resources in accordance with established requirements; *

Availability of classrooms, laboratories and workshops (training sites) with equipment and information and communication technologies appropriate to the number of participants and corresponding to the educational programme, with compliance with safety regulations; *

Adapted facilities and equipment for inclusive education, availability of specialised educational materials and access to information and communication technologies;

Availability of the information-resource centre (library) with educational literature and computers corresponding to the educational programme, including availability of a reading hall and electronic library; *

Availability of digital learning environment (LMS, Wi-Fi zones, online courses, webinars and distance learning opportunities).

Note: *Criteria marked with an asterisk (*) are mandatory.*

EVALUATION AREAS AND CRITERIA

for conducting institutional state accreditation of organisations of secondary specialised, vocational, higher and postgraduate education, as well as organisations providing retraining and professional development

**I. Secondary specialised education organisations shall be evaluated in
accordance with the following areas and criteria:**

Organisational and management activities:

Goal-oriented financial resources for organization and planning of the activities
of educational organisation to ensure education quality;

Established and effectively functioning Pedagogical Council within the
educational organisation; *

Developed institutional development plan, availability of resources for its
implementation, as well as its public accessibility and ongoing monitoring; *

Availability of an information system for managing educational processes and
monitoring education quality, and integration of such system with the information
systems of authorised state bodies in the field of education;

Quality assurance of education:

Availability of an internal quality assurance system in cooperation with
stakeholders; *

Availability of regular analysis of the effectiveness of the internal quality
assurance system and implementation of improvement measures based on analysis
results; *

Conduct of student assessment in accordance with established procedures and
alignment of assessment with learning outcomes;

Availability of monitoring of graduate employment and regular analysis of
stakeholder feedback regarding graduates;

Student activities:

Alignment of admission parameters with the resources and capacity of the
educational organisation; *

Proper organisation of student admission procedures in accordance with
established regulations, ensuring transparency and fairness; *

Implementation of student transfer, progression and dismissal procedures in
accordance with established procedures; *

Organisation of career guidance activities and provision of reliable information regarding labour market opportunities and further stages of education;

Participation of students in national and international academic Olympiads, competitions and contests, and encouragement of prize-winning students;

Admission of graduates to higher education institutions;

Organisation of the educational process:

Developed and approved educational planning documents in accordance with established procedures; *

Preparation and maintenance of pedagogical and regulatory documentation in accordance with established requirements; *

Allocation of teaching workloads to pedagogical staff in accordance with established norms;

Application of advanced pedagogical technologies in the educational process and achievement of corresponding effectiveness;

Conduct of lesson observations and discussion of results within the educational organisation;

Human resources:

Compliance of pedagogical staff qualifications and specialisation with the subjects taught, and appropriate qualitative composition of staff; *

Proper organisation of recruitment and dismissal of pedagogical staff in accordance with established procedures, and implementation of measures to prevent staff turnover;

Establishment of a system for evaluating the effectiveness of managerial and pedagogical staff and provision of material and non-material incentives;

Creation of conditions for professional development, dissemination of best practice and advanced training of pedagogical staff;

Engagement of professors and teaching staff from higher education institutions in the educational process;

Student support:

Organisation of extracurricular activities and clubs for effective use of students' free time and assessment of their effectiveness; *

Provision of educational guidance, psychological support and career services to students;

Monitoring of student feedback regarding educational services and implementation of improvement measures based on such feedback;

Establishment of mechanisms to support socially vulnerable, disabled and gifted students;

Implementation of measures aimed at effective youth engagement and prevention of offences and crime;

Availability of procedures for protection of student rights and consideration of complaints;

Material and technical resources:

Provision of buildings and facilities, modern material and technical resources, reagents and software necessary for organisation of the educational process, corresponding to the student contingent and the specific field of study; *

Provision of the information-resource centre (library) with educational and fiction literature appropriate to the student contingent, as well as information and communication technologies, including availability of a reading hall and electronic library; *

Adaptation of buildings and equipment for inclusive education, availability of specialised learning materials and access to information and communication technologies;

Placement of equipment in all classrooms and laboratories in compliance with safety regulations and teaching requirements;

Equipping classrooms with information and communication technologies and creation of a digital learning environment;

Availability of a cafeteria/canteen, seating areas and sports facilities appropriate to the student contingent.

II. Vocational education organisations shall be evaluated in accordance with the following areas and criteria:

Organisational and management activities:

Target-oriented allocation of financial resources for organization and planning of the activities of the educational organisation to ensure the quality of education;

Functioning and effectiveness of the Pedagogical (Supervisory/Board of Trustees) Council of the educational organisation; *

Developed institutional development plan, and availability of resources for its implementation, as well as its public accessibility and ongoing monitoring; *

Availability of an information system for managing educational processes and monitoring education quality, and integration of such system with the information systems of authorised state bodies in the field of education;

Quality assurance of education:

Establishment of an internal quality assurance system in cooperation with stakeholders; *

Regular analysis of the effectiveness of the internal quality assurance system and implementation of improvement measures based on the results of such analysis;

Conduct of student assessment in accordance with established procedures and alignment of assessment with intended learning outcomes; *

Monitoring of graduate employment and regular analysis of employer feedback regarding graduates;

Learner activities:

Alignment of admission parameters with the resources and capacity of the educational organisation; *

Proper organisation of learner admission procedures in accordance with established regulations, ensuring transparency and fairness; *

Implementation of learner transfer, progression (including repetition), dismissal and reinstatement procedures in accordance with established rules; *

Participation of learners in national and international Olympiads, competitions and contests, and encouragement of prize-winning students;

Organisation of career guidance activities and provision of reliable information regarding labour market opportunities and further stages of education to learners;

Organisation of the educational process:

Developed and approved educational planning documents in accordance with established procedures; *

Allocation of teaching workloads to pedagogical staff in accordance with established norms;

Preparation and maintenance of pedagogical and regulatory documentation in accordance with established requirements; *

Application of advanced pedagogical technologies in the educational process and achievement of corresponding effectiveness;

Conduct of lesson observations and discussion of results within the educational organisation;

Organisation of practical training in cooperation with employer enterprises and organisations, in accordance with the forms of education provided;

Conduct of final state attestation with employer participation and in alignment with intended learning outcomes;

Human resources:

Compliance of pedagogical staff qualifications and specialisation with the subjects taught; *

Proper organisation of recruitment and dismissal of pedagogical staff in accordance with established procedures, and implementation of measures to prevent staff turnover;

Establishment of a system for evaluating the effectiveness of managerial and pedagogical staff and provision of material and non-material incentives;

Creation of conditions for professional development, dissemination of best practice and advanced training of pedagogical staff;

Student support:

Organisation of extracurricular clubs and activities for effective use of students' free time and assessment of their effectiveness; *

Provision of educational guidance, psychological support and career services;

Monitoring of student feedback regarding educational services and implementation of improvement measures based on such feedback;

Establishment of mechanisms to support socially vulnerable, disabled and gifted students;

Implementation of measures aimed at effective youth engagement and prevention of offences and crime;

Availability of procedures for protection of student rights and consideration of complaints;

Material and technical resources:

Provision of buildings and facilities, modern material and technical resources, reagents, raw materials and software necessary for the organisation of the educational process, corresponding to the student contingent and specific programme forms; *

Availability of practical training bases, laboratories and workshops (training grounds), or established arrangements for the use of facilities of industrial partners or other educational organisations;

Provision of the information-resource centre (library) with educational and fiction literature appropriate to the student contingent, as well as information and communication technologies, including availability of a reading hall and electronic library; *

Adaptation of buildings and equipment for inclusive education, availability of specialised learning materials and access to information and communication technologies;

Placement of equipment in classrooms, laboratories and workshops in compliance with safety regulations and teaching requirements;

Equipping classrooms with information and communication technologies and establishment of a digital learning environment;

Availability of a cafeteria/canteen, seating areas and sports facilities appropriate to the student contingent.

III. Higher education organisations shall be evaluated in accordance with the following areas and criteria:

Organisational and management activities:

Establishment of a Governing (Supervisory/Board of Trustees) Council within the higher education organisation and effectiveness of its activities; *

Goal-oriented allocation of financial resources for effective organisation and planning of the activities of the higher education organisation to ensure education quality; *

Development of an institutional development plan, availability of resources for its implementation, as well as its public accessibility and ongoing monitoring;

Contribution of the higher education organisation to the socio-economic and cultural development of the region and the Republic, as well as to the development of affiliated educational institutions;

Availability of an information system for managing educational processes and monitoring education quality, and integration of such system with the information systems of authorised state bodies in the field of education;

Establishment of international cooperation activities;

Quality assurance of education:

Establishment of an internal quality assurance system in cooperation with stakeholders; *

Regular analysis of the effectiveness of the internal quality assurance system and implementation of improvement measures based on such analysis;

Conduct of student assessment in accordance with established procedures and alignment of assessment with intended learning outcomes;

Establishment of academic integrity rules and availability of an effective system to prevent violations;

Monitoring of graduate employment and analysis of employer feedback regarding graduates;

Student activities:

Alignment of admission parameters with the resources and capacity of the higher education organisation; *

Proper organisation of student admission procedures in accordance with established regulations, ensuring transparency and fairness; *

Implementation of student transfer, progression (including repetition), dismissal and reinstatement procedures in accordance with established rules; *

Establishment of academic mobility arrangements with domestic and foreign educational institutions;

Effective organisation of export of educational services;

Organisation of the educational process:

Development and approval of educational planning documents in accordance with established procedures; *

Preparation and maintenance of academic and regulatory documentation by professors and teaching staff in accordance with established requirements; *

Allocation of teaching workloads to professors and teaching staff in accordance with established norms;

Improvement and updating of educational programmes based on the needs of the economy, industry and relevant sectors;

Conduct of lesson observations and discussion of results within the higher education organisation;

Human resources:

Availability of academic staff possessing scientific capacity in accordance with established requirements and norms; *

Alignment of academic staff specialisation with the subjects taught; *

Proper organisation of recruitment and dismissal of academic staff in accordance with established procedures, and implementation of measures to prevent staff turnover;

Proper organisation of professional development and advanced training of academic staff in accordance with established requirements; *

Organisation of advanced training or internships of academic staff abroad and/or at industrial enterprises;

Establishment of a performance evaluation system (KPI) for managerial and academic staff, and provision of material and non-material incentives based thereon;

Research activities:

Availability of conditions enabling academic staff to conduct research activities and participate in international mobility programmes; *

Implementation of an information system for detection of plagiarism in scientific publishing activities and maintenance of regular reporting;

Organisation of international and national scientific, methodological and applied conferences;

Establishment of cooperation with enterprises and organisations in conducting research activities;

Availability of access to national and international scientific information and databases (Scopus, Web of Science or other internationally recognised indexed journal databases); *

Regular monitoring of research performance and outputs;

Participation of students in national and international scientific programmes through start-up projects and rationalisation initiatives, and assessment of their effectiveness;

Commercialisation of scientific and scientific-technical results produced by students and academic staff of the higher education organisation;

Student support:

Monitoring of student feedback regarding educational services and implementation of improvement measures based on such feedback; *

Organisation of advisory and career guidance services to ensure adequate academic support for students;

Establishment of support mechanisms and provision of appropriate conditions for socially vulnerable, students with disabilities and gifted students;

Implementation of measures aimed at effective youth engagement and prevention of offences and misconduct;

Availability of procedures for protection of student rights and consideration of complaints;

Material and technical resources:

Provision of necessary buildings and facilities, modern material and technical infrastructure, raw materials and software appropriate to the student contingent and the specific characteristics of educational programmes; *

Availability of practical training bases and laboratories required for the educational process, or established cooperation enabling use of facilities of industrial partners and other educational institutions;

Availability of an information-resource centre (library) equipped with academic and literary resources appropriate to the student contingent, information and communication technologies, reading halls and an electronic library; *

Adaptation of buildings and facilities for inclusive education, availability of specialised educational materials and access to information and communication technologies;

Placement of equipment in classrooms and laboratories in accordance with safety regulations and instructional needs;

Equipment of classrooms with information and communication technologies and establishment of a digital learning environment;

Availability of student-appropriate facilities such as cafeteria/dining services, seating areas and sports facilities.

IV. Postgraduate education organisations shall be evaluated according to the following criteria:

Governance and management:

Goal-oriented allocation of financial resources to develop and plan institutional activities and to ensure quality of education;

Establishment of academic (scientific) councils and assessment of their operational effectiveness; *

Development of an institutional development plan, availability of resources for its implementation, its public accessibility, and ongoing monitoring; *

Contribution of the institution to the social, economic, and cultural development of the region and the republic;

Availability of an open information system for managing research processes and monitoring quality, and integration with information systems of authorised state bodies in education;

Implementation of internationalisation and establishment of international cooperation;

Research quality assurance:

Establishment of internal research quality assurance mechanisms in cooperation with stakeholders;

Regular analysis of the effectiveness of the internal quality assurance system, monitoring of researchers' performance, and implementation of improvement measures;

Adoption of academic integrity and academic freedom policies and existence of an effective system to prevent violations; *

Functioning of dissertation defence councils, including their structure, procedures, and scientific and legal validity of adopted decisions;

Researchers' activities:

Determination of admission parameters taking into account available funding, research projects, and other financial sources;

Transparent and fair organisation of admission, dismissal, and extension of study periods for researchers in accordance with established procedures; *

Development and approval of individual research plans and theoretical-methodological programmes of researchers aligned with specialisation requirements; *

Establishment of academic mobility with national and foreign scientific organisations and industrial partners;

Organisation of the research process:

Development, approval, and implementation of regulations governing the activities of scientific supervisors (consultants); *

Alignment of dissertation topics with current societal, economic, and industrial challenges and implementation of research results into practice;

Allocation of supervisory workloads in accordance with established norms;

Acquisition of intellectual property protection documents for published articles, conference papers published based on research results;

Conduct of regular performance analysis of research outcomes and discussion of results;

Monitoring of researchers' compliance with approved individual work plans;

Human resources:

Compliance of scientific supervisors (consultants) with established requirements and proportion of supervised researchers who successfully defended their dissertations within the past three years;

Engagement of doctors of science in scientific supervision (consultancy);

Quality indicators and scientific-organisational performance of the supervisory staff; *

Implementation of a performance evaluation system for supervisors and provision of material and moral incentives based on results;

Measures taken regarding researchers who fail to defend on time, including oversight actions and accountability of supervisors and consultants;

Research activities:

Organisation of national and international scientific, methodological, and applied conferences;

Cooperation with enterprises and organisations aimed at implementation of research results;

Participation of the education organization in national and international research grant competitions and evaluation of outcomes;

Provision of access to national and international scientific databases (Scopus, Web of Science, or other internationally recognised indexed journal databases); *

Implementation of plagiarism detection systems in scientific publishing activities and maintenance of regular reporting; *

Researcher support:

Monitoring of researcher feedback on educational and research services and implementation of improvement measures;

Organisation of training and methodological workshops to support research activities;

Provision of advisory services ensuring adequate research support;

Availability of procedures for protection of researchers' rights and consideration of complaints;

Material and technical resources:

Availability of scientific-experimental laboratories and research facilities equipped with modern instruments, equipment, materials, and their effective utilisation; *

Availability of practical research bases and laboratories or established cooperation with industrial partners and other educational institutions;

Availability of scientific literature and electronic resources appropriate to the specialisation and number of researchers; *

Adaptation of facilities and equipment for inclusive education, including availability of specialised learning materials and access to information and communication technologies.

V. Retraining and professional development education organisations shall be evaluated according to the following criteria:

Governance and management:

Goal-oriented allocation of financial resources to develop and plan institutional activities and to ensure quality of education;

Establishment of a Scientific-Pedagogical Council and assessment of its operational effectiveness; *

Development of an institutional development plan, availability of resources for its implementation, public accessibility, and ongoing monitoring; *

Contribution of the institution to the social, economic, and cultural development of the region and the Republic;

Availability of an information system for managing educational processes and monitoring quality, including integration with information systems of authorised state bodies in education;

Implementation of internationalisation and international cooperation;

Quality assurance:

Establishment of internal quality assurance mechanisms in cooperation with stakeholders; *

Regular analysis of the effectiveness of the internal quality assurance system and implementation of improvement measures;

Conduct of internal evaluation processes and implementation of action plans based on evaluation results;

Assessment of participants' knowledge in accordance with established procedures and alignment with intended learning outcomes;

Adoption of academic integrity policies and existence of an effective system to prevent violations;

Analysis of employer feedback regarding participants who have completed retraining or professional development programmes;

Participants' activities:

Alignment of admission parameters with institutional resources and capacity;
*

Proper organisation of admission procedures in accordance with established regulations;

Organisation of the educational process:

Development and formal approval of planning documents regulating the educational process; *

Development, approval, and maintenance of teaching and methodological documentation by faculty in accordance with established requirements; *

Allocation of teaching workloads to faculty in accordance with established norms;

Continuous improvement and updating of programmes based on the needs of the economy, industry, and relevant sectors;

Conduct of lesson observations and discussion of their outcomes;

Human resources:

Availability of academically qualified teaching staff meeting established standards and requirements; *

Alignment of faculty specialisation and professional activities with the subjects taught; *

Proper recruitment and dismissal procedures for academic staff and implementation of measures to prevent staff turnover;

Organisation of professional development or internships abroad and/or in industry for faculty members;

Implementation of a performance evaluation system (KPI) and provision of material and moral incentives based on KPI results;

Participant support:

Monitoring of participant feedback on educational services and implementation of improvement measures; *

Provision of academic advising, support services, and career guidance;

Establishment of mechanisms to support socially vulnerable and persons with disabilities;

Availability of procedures for protection of participants' rights and handling of complaints.

Material and technical resources:

Availability of buildings, facilities, modern infrastructure, materials, and software appropriate to the programme and participant cohort; *

Availability of practical training bases, workshops, and laboratories or established cooperation with industrial partners and other educational institutions;

Provision of an information-resource centre (library) equipped with necessary academic and general literature, ICT tools, reading halls, and electronic library access; *

Adaptation of facilities and equipment for inclusive education, including specialised materials and access to ICT;

Proper placement of equipment in classrooms and laboratories in accordance with safety regulations and instructional needs;

Availability of ICT-equipped classrooms and establishment of a digital learning environment.

Note: *Criteria marked with an asterisk (*) are mandatory.*

During institutional state accreditation, the evaluation of educational programmes shall be conducted in accordance with the evaluation areas and criteria established for program state accreditation.

Annex 3

to the Regulation on the procedure for conducting institutional and program state accreditation of secondary specialized, vocational, higher and postgraduate education institutions, as well as institutions for retraining and advanced training of personnel.

SAMPLE



**NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION
UNDER THE ADMINISTRATION OF THE PRESIDENT
OF THE REPUBLIC OF UZBEKISTAN**

**CERTIFICATE
OF PROGRAM ACCREDITATION
MAS № 0000000**

This Certificate hereby confirms that based on the resolution of the Accreditation Commission, Educational program “ _____

”

(name and code of the study program)

Of _____

(name of the educational organization)

Located at _____

(legal address of the education organization)

has been accredited.

The relevant information on study program is annexed to this Certificate. The Annex is an integral part of the Certificate.

Basis for certificate issuance: Protocol No. ___ of the Accreditation Commission dated _____, 20__.

This certificate is valid until: _____, 20__
(day, month)

Director of the Agency

(Surname, Name, Middle name)

QR-code for
authenticity

**NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION
UNDER THE ADMINISTRATION OF THE PRESIDENT
OF THE REPUBLIC OF UZBEKISTAN**

Information on the education program of

(Name of educational organization)

that has undergone program accreditation

1.	License/Certificate number and date of the educational organization:	
2.	Type of educational organization (public/private/foreign):	
3.	Educational programme code and title:	
4.	Title of the educational programme in English:	
5.	Title of the educational programme in Russian:	
6.	Cooperative implementation (joint, franchise, or others):	
7.	Language of educational programme:	
8.	Mode of educational programme (full-time/part-time/distance, etc.):	
9.	Program workload (ECTS credits or total academic hours):	
10.	Duration of the program (years/semesters):	
11.	Level within the National Qualifications Framework:	
12.	Title(s) of qualification(s) awarded:	
13.	Additional qualification(s) awarded:	
14.	Type of document issued upon completion of the program and its sample:	
15.	Approved student enrolment capacity:	
16.	Address where the educational program is delivered:	

Director of the Agency

(Surname, Name, Middle name)

QR-code
for
authenticity

DESCRIPTION

of the Certificate of Program Accreditation

The state-standard Certificate of Passing State Program Accreditation shall be printed on A4 white paper using the offset printing method with five colours: black – for the text; green, blue, and red – for graphic images, light pink – for the background.

On the left side of the sheet, at a margin of 10 mm from the edge, a vertical ribbon 32 mm wide featuring the image of the State Flag of the Republic of Uzbekistan shall be placed. At the upper part of the ribbon, an image of the State Emblem of the Republic of Uzbekistan with a diameter of 30 mm shall be positioned. In the lower left part of the certificate blank, a 35x35 mm QR code without background shall be placed.

On the remaining part of the sheet, at the top, the following text shall be printed in Latin script in the state language in black colour: “NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION UNDER THE ADMINISTRATION OF THE PRESIDENT OF THE REPUBLIC OF UZBEKISTAN” and “CERTIFICATE of Passing of State Program Accreditation”.

The certificate number, consisting of the Latin letters “MAS” and a seven-digit numeral, shall be printed in red ink.

All text shall be printed on a light gray background composed of a patterned raster design.

The certificate shall incorporate six security features, including:

- two printing methods (offset and letterpress);
- light-coloured elements to prevent photocopying under illumination;
- patterned raster design;
- the use of multi-coloured raster techniques to create composite colours;
- special security paper;
- a serial number composed of variable digits.

Annex 4
to the Regulation on the procedure for conducting
institutional and program state accreditation of
secondary specialized, vocational, higher and
postgraduate education institutions, as well as
institutions for retraining and advanced training
of personnel

SAMPLE



**NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION
UNDER THE ADMINISTRATION OF THE PRESIDENT
OF THE REPUBLIC OF UZBEKISTAN**

**CERTIFICATE
OF INSTITUTIONAL ACCREDITATION
KAS № 0000000**

This Certificate hereby confirms that based on the resolution of the Accreditation Commission,
Institutional accreditation of _____
(name of the educational organization)

Located at _____
(legal address of the education organization)

complies with _____
(type of the educational organization: governmental/non-governmental, foreign)

(status of the educational organization)

and guarantees the state recognition of documents issued to graduates on education in educational programs (fields of study, specialties, specializations, professions and courses) in accordance with the Appendix to this certificate.

The relevant information is annexed to this Certificate. The Annex is an integral part of the Certificate.

Basis for certificate issuance: Protocol No. ___ of the Accreditation Commission dated _____, 20__.

This certificate is valid until: _____, 20__
(day, month)

Director of the Agency

(Surname, Name, Middle name)

QR-code for
authenticity

**NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION
UNDER THE ADMINISTRATION OF THE PRESIDENT
OF THE REPUBLIC OF UZBEKISTAN**

The List of Accredited Institutional Educational Programs of

(name of educational organization)

No.	Educational program		Form of education	Duration	Qualification level
	Code	Name			
1.					
2.					
3.					
...					

Director of the Agency

(Name)

QR-code for
authenticity

DESCRIPTION

of the Certificate of Institutional Accreditation

The state-standard Certificate of Passing State Program Accreditation shall be printed on A4 white paper using the offset printing method with five colours: black – for the text; green, blue, and red – for graphic images, light pink – for the background.

On the left side of the sheet, at a margin of 10 mm from the edge, a vertical ribbon 32 mm wide featuring the image of the State Flag of the Republic of Uzbekistan shall be placed. At the upper part of the ribbon, an image of the State Emblem of the Republic of Uzbekistan with a diameter of 30 mm shall be positioned. In the lower left part of the certificate blank, a 35x35 mm QR code without background shall be placed.

On the remaining part of the sheet, at the top, the following text shall be printed in Latin script in the state language in black colour: “NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION UNDER THE ADMINISTRATION OF THE PRESIDENT OF THE REPUBLIC OF UZBEKISTAN” and “CERTIFICATE of Passing of State Program Accreditation”.

The certificate number, consisting of the Latin letters “KAS” and a seven-digit numeral, shall be printed in red ink.

All text shall be printed on a light gray background composed of a patterned raster design.

The certificate shall incorporate six security features, including:

- two printing methods (offset and letterpress);
- light-coloured elements to prevent photocopying under illumination;
- patterned raster design;
- the use of multi-coloured raster techniques to create composite colours;
- special security paper;
- a serial number composed of variable digits.

ANNEX 2
to the Resolution of the Cabinet of
Ministers No. 498 dated August 6, 2025

**Amendments to the Resolution of the Cabinet of Ministers No. 304 of May 22,
2017 “On measures to further improve the system of post-secondary
education”**

ANNEX 3
to the Resolution of the Cabinet of
Ministers No. 498 dated August 6, 2025

**LIST
of certain Resolutions of the Government of the Republic of Uzbekistan
considered to have lost its validity**