

PROCEDURE FOR THE PROFESSIONAL DEVELOPMENT OF STUDENTS AND GRADUATES OF THE LAW ENFORCEMENT ACADEMY OF THE REPUBLIC OF UZBEKISTAN AND ASSISTANCE IN THEIR EMPLOYMENT

Chapter I. General Provisions

1. This Procedure for the Professional Development of Students and Graduates of the Law Enforcement Academy of the Republic of Uzbekistan and Assistance in Their Employment (hereinafter referred to as the “Procedure”) establishes the organization of activities at the Law Enforcement Academy of the Republic of Uzbekistan (hereinafter referred to as the “Academy”) for providing career counselling to students and graduates, supporting their professional development, and assisting them in their employment.

This Procedure applies to all educational programmes at the Academy and remains in effect throughout the period of a student’s studies and following graduation.

2. For the purposes of this Procedure, the following basic concepts shall apply:

career counselling — an advisory service provided to students and graduates, individually or in group form, on matters of setting professional goals, assessing and developing professional competencies, planning professional activity, employment, and professional growth.

employment assistance — a set of measures aimed at increasing the labour-market readiness of students and graduates, providing them with information on vacancies and employers, organizing cooperation with employers, creating opportunities to undertake internships and traineeships, and providing organizational and informational support during the employment process.

Employment-assistance activities, without the establishment of a separate structural unit, are coordinated by the Faculty of Master’s Studies and carried out in cooperation with the relevant structural units of the Academy, including departments and the units responsible for international cooperation and human resources.

professional development plan — an individual plan defining a student’s or graduate’s professional goals, the knowledge, skills and competencies that need to be developed to achieve them, the measures to be undertaken, the timeframes for their implementation, and the expected results.

3. Career counselling for students and graduates of the Academy, support for their professional development, and assistance in their employment shall be carried out on the basis of the following principles:

equal opportunity — ensuring that students and graduates have equal access to career counselling, professional development and employment-assistance measures, regardless of sex, race, nationality, language, religion, beliefs, social origin, social status, or other circumstances provided for by law;

confidentiality — ensuring the non-disclosure of personal data and other information of restricted use obtained in the course of career counselling and

employment assistance, and preventing their disclosure or dissemination without grounds provided for by law;

individual approach — providing career counselling and supporting professional development with due regard to the abilities, interests, competencies, professional needs and goals of each individual student and graduate;

alignment with learning outcomes and labour-market needs — organizing career counselling, practical training and employment-assistance activities with due regard to the learning outcomes and professional competencies established by the educational programmes, as well as the needs of the labour market and of employers;

cooperation with employers — establishing and developing mutual cooperation with state bodies and organizations, law-enforcement agencies and other employers for the purpose of supporting the professional development and employment of students and graduates;

continuous support — providing regular assistance on matters of professional development and employment to students during their period of study and to graduates after graduation.

3. Activities related to providing career counselling to students and graduates, supporting their professional development, organizing their practical training, assisting them in employment, and developing cooperation with employers shall be coordinated by the faculties of the Academy.

4. The purpose of career counselling and employment assistance is to create systemic conditions at the Academy for supporting the professional development of students and graduates, their effective integration into the labour market, and assistance in their employment.

Chapter II. Forms of Career Counselling

5. The Academy's principal tasks with regard to career counselling and employment assistance are:

- establishing and developing cooperation with state bodies and organizations, law-enforcement agencies, international organizations and other employers;

- providing career counselling to students during their studies and assisting them in setting their professional goals, developing their professional competencies, and planning their future professional activity;

- organizing the practical training of students in accordance with the educational programmes, expanding opportunities for undertaking internships and traineeships, and assisting graduates in their employment;

- regularly studying the labour market's and employers' needs for personnel and professional competencies, and analysing the extent to which the competencies being developed in students and graduates correspond to the requirements of professional activity;

- monitoring and analysing, in the established manner, data on the employment and professional development of graduates;

- compiling and regularly updating a database of employers, and ensuring that students and graduates have access to information on vacancies, internships, traineeships and other professional-development opportunities;

- developing systematic relations with graduates, supporting their professional development, and strengthening the Academy's institutional standing in the cooperation between education and the labour market.

6. Career counselling is provided to students and graduates individually, either in person or through the use of information and communication technologies.

Within the framework of career counselling, recommendations and information are provided on the following matters:

- setting professional goals and directions;
- assessing and developing professional competencies;
- developing an individual professional development plan;
- opportunities for internships, traineeships and employment;
- opportunities for continuing one's studies at the postgraduate level;
- commencing and developing a professional career with state bodies and organizations, law-enforcement agencies and other employers.

At the initial stage of studies, an initial assessment may be carried out to identify students' professional interests, competencies, needs and professional goals, and, on the basis of its results, recommendations may be given for developing an individual professional development plan.

At the graduation stage, a final assessment may be conducted of students' professional development, the competencies they have acquired, and their readiness for professional activity.

The results of the initial and final assessments shall be used solely for the purposes of career counselling, planning professional development, and determining appropriate support measures.

These results shall not affect a student's academic performance indicators, and their non-disclosure shall be ensured in the manner established by law.

7. Students and graduates are provided with methodological and practical assistance in preparing the documents required in the employment process, and the following services are organized for this purpose:

- providing sample templates and methodological recommendations for preparing certificates, résumés (CVs), cover/motivation letters, letters of application, portfolios and electronic applications;

- reviewing prepared documents and giving recommendations for their improvement;

- organizing practical sessions based on case studies and written assignments on specific topics;

- providing each participant with structured feedback and practical recommendations on the results of interviews and assignments.

8. The faculties compile and regularly update information on internship and traineeship placements, study the proposals of state bodies and organizations, law-enforcement agencies and other partner organizations regarding opportunities for

internships and traineeships, and also summarize and analyse the feedback received on internship results.

In addition, taking into account the objectives and specific features of the educational programmes, the faculties develop proposals for organizing internships and traineeships for students at state bodies and organizations, law-enforcement agencies, institutions of higher education and research organizations, as well as at foreign educational, scientific and other relevant organizations, and submit them to the Academy's leadership in the established manner.

9. Within the framework of its educational programmes, the Academy organizes, at least once each academic year, career days, meetings, seminars, trainings and other events with the participation of representatives of state bodies and organizations, law-enforcement agencies, international organizations and other employers, aimed at providing career counselling to students and graduates, introducing them to career opportunities, informing them of opportunities for practical training and traineeships, and assisting them in employment.

The following activities may be carried out within the framework of these events:

- holding presentations on the activities of employers and the professional opportunities they offer;
- providing information on vacancies and opportunities for internships and traineeships;
- organizing professional meetings and open dialogues with the participation of employer representatives;
- conducting masterclasses, seminars, trainings and round-table discussions;
- carrying out other activities aimed at establishing and developing professional relations between students and graduates and employers.

Depending on the specific features of the educational programmes, the professional needs of students and graduates, and the areas of cooperation with employers, other forms of activities aimed at professional development and employment assistance may also be organized.

10. For at least three years after graduation, graduates are provided with career counselling, information on vacancies, internships, traineeships and other professional opportunities, and the opportunity to participate in activities aimed at professional development.

Graduates may, in accordance with their professional experience and qualifications, be involved in the established manner in the Academy's educational, scientific and moral-educational activities, including as lecturers, internship supervisors, experts and in other capacities.

11. The faculties, in compliance with the requirements of the legislation, compile and analyse data on the employment and professional development of graduates at the time of graduation, as well as six months, one year and three years after the completion of studies.

For graduates continuing their service with law-enforcement agencies and other state bodies, data on their professional development may be taken into account, including career advancement, transfer to another position or structural unit,

professional development training, and other information characterizing their professional growth.

The results of the monitoring are used to improve educational programmes, assess the effectiveness of career-counselling and employment-assistance activities, develop cooperation with employers, and determine measures for aligning the professional training of students and graduates with the needs of the labour market.

12. Students participating in academic mobility programmes and international cooperation projects are provided with advisory and informational support, taking into account their individual needs, regarding opportunities to undertake internships and traineeships at foreign educational and scientific organizations, to participate in international educational and scientific programmes, and for professional development.

The faculties, in cooperation with other relevant structural units, study opportunities for internships and traineeships at foreign educational, scientific and other partner organizations, develop relevant proposals, and keep students informed of available opportunities.

13. On the basis of the principle of equal opportunity, the Academy ensures equal access to career-counselling, professional-development and employment-assistance measures for persons with disabilities and for students and graduates in need of additional support.

Where necessary, and taking into account the individual's needs, the following reasonable accommodation measures may be taken:

- creating the opportunity to participate in career counselling and other activities remotely (online);
- allocating additional time for receiving counselling and completing relevant assignments;
- creating the opportunity to use the necessary technical means and other support measures;
- creating other necessary and appropriate conditions based on the individual's specific needs.

Chapter III. Cooperation with Employers

14. In order to support the professional development of students and graduates, organize their practical training, and assist in their employment, the Academy establishes and develops cooperation with state bodies and organizations, law-enforcement agencies, international organizations and other employers.

Cooperation with employers may be carried out, by mutual agreement, in the form of memoranda, agreements (contracts), letters of cooperation, joint action plans, and other forms not prohibited by law.

Within the framework of cooperation, employers may participate in the following areas:

- submitting proposals for improving educational programmes and aligning them with the needs of the labour market and of professional activity;
- participating in the processes of evaluating educational programmes and analysing their effectiveness;

- conducting lectures, masterclasses, seminars, trainings and other professional-development events;
- providing career counselling and mentoring to students and graduates;
- participating in organizing the internships and traineeships of students;
- providing information on vacancies, internships, traineeships and other professional opportunities;
- assisting students and graduates in their employment, including participating, in the established manner, in their recruitment processes;
- providing feedback and proposals regarding the professional training and competencies of graduates.

The specific forms and areas of cooperation shall be determined on the basis of the authority, needs and mutual agreement of the Academy and the relevant employer.

15. At the end of each academic year, the faculties assess the effectiveness of career-counselling, professional-development-support and employment-assistance activities.

The following key indicators are taken into account when assessing the effectiveness of these activities:

- the employment rate of graduates;
- the level of graduates' employment in professional activity consistent with their acquired specialization or the field of their educational programme;
- indicators of the professional development of graduates continuing in employment or service, including career advancement, transfer to another position or structural unit, and professional development training;
- the level of coverage of students and graduates by career-counselling and professional-development measures;
- the impact of internships and traineeships on the professional training of students and the employment of graduates;
- the level of employer satisfaction with the professional training and competencies of graduates.

Where necessary, other indicators enabling the assessment of the effectiveness of these activities shall also be analysed.

Chapter IV. Final Provisions

16. This Procedure shall be applied in conjunction with other internal documents of the Academy relating to the organization of the activity of the Academy's Graduates Association, quality control of education, the organization of internships and traineeships, and support for the professional development of students and graduates.

17. Persons who violate the requirements of this Procedure shall be held liable in accordance with the internal documents of the Academy.