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# CAPACITY BUILDING PROGRAMME PEER REVIEW METHODOLOGY FOR QUALITY ASSURANCE

Skills Development for  
Employability in Rural Areas of  
Uzbekistan

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Tashkent









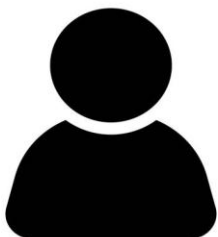
# Population



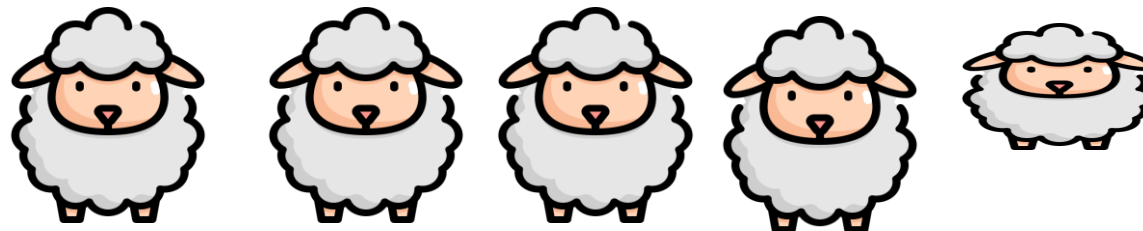
= 5,500,000



= 24,000,000

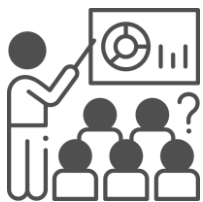


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Was an early adopter of a national qualifications framework.



At this time (1980s) there were many **unregulated** public and private training providers.



There were **NO** defined national occupational standards (NOS).

There were **no definitions** about what were certificates, or what were diplomas and what exactly constitutes a degree?

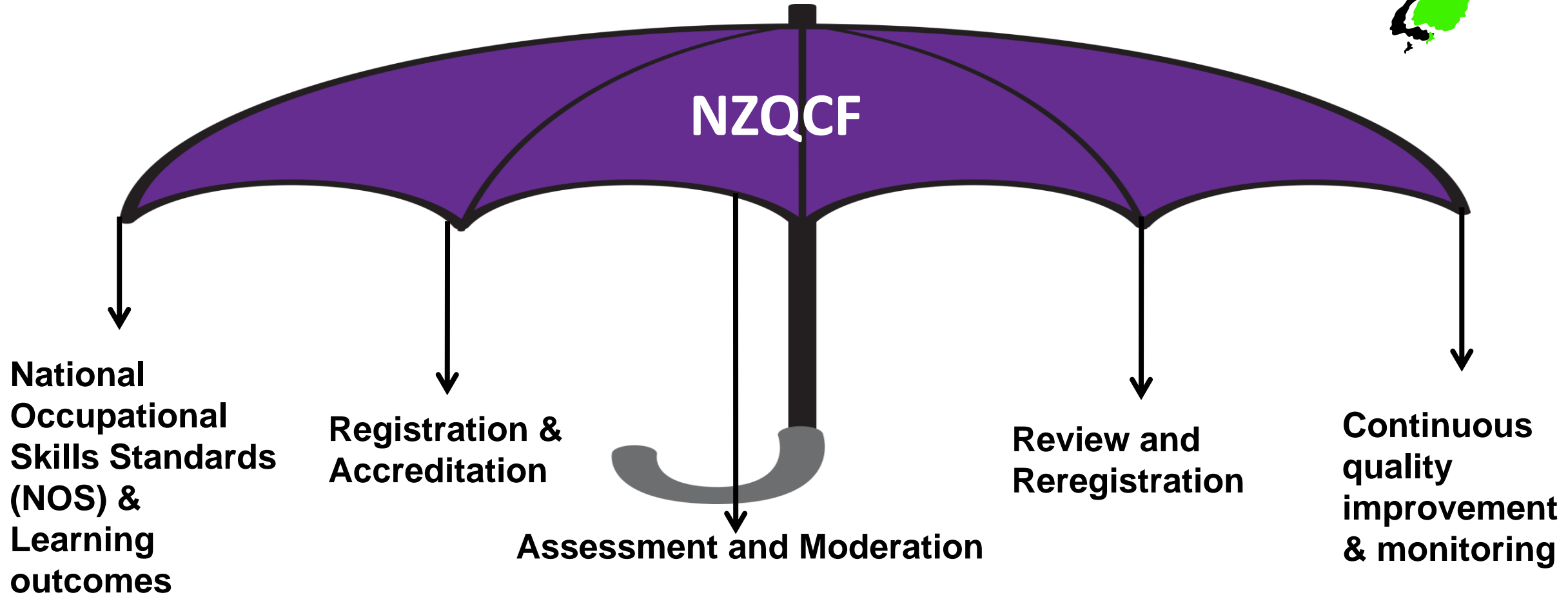


LEVEL	NAMING SEQUENCE		
10	Doctoral Degree		
9	Master's Degree		
8	Postgraduate Diplomas and Certificates Bachelor Honours Degree		
7	Bachelor Degrees Graduate Diplomas and Certificates		
6 5	Diplomas		
4 3 2 1	Certificates		





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## The EER Process



**STEP 1:** The provider conducts a **self-assessment** report and submits to NZQA



**STEP 2:** Lead Evaluator develops **Scope** and **EER agenda**

**STEP 3:** Evaluative enquiry carried out,  
Evaluators to reach **indicative ratings** and **judgements**,  
Closing meeting reports on strengths and weaknesses



**STEP 4:** Report published on NZQA website





## What is self-assessment ?



Self-assessment is a systematic process of **data-driven self-reflection**.



It is directed towards coherent and **clearly articulated goals** to inform decision-making and operational practices.



Self-assessment should be **comprehensive, authentic, transparent, and robust**.

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## What is self assessment ?

The focus of the self-assessment processes should be on these key features:

- Outcomes
- Needs assessment
- Processes and practices
- Learner achievement
- Using what is learned
- Actual improvement

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Self-assessment is the  
primary focus of external  
evaluation and review





## **The six key evaluation questions used in EER:**

- 1. how well do students achieve?**
- 2. what is the value of the outcomes for key stakeholders, including students?**
- 3. how well do programme design and deliver, including learning and assessment activities, match the needs of students and other relevant stakeholders?**
- 4. how effectively are students supported and involved in their learning?**
- 5. how effective are governance and management in supporting educational achievement?**
- 6. how effectively are compliance accountabilities managed?**



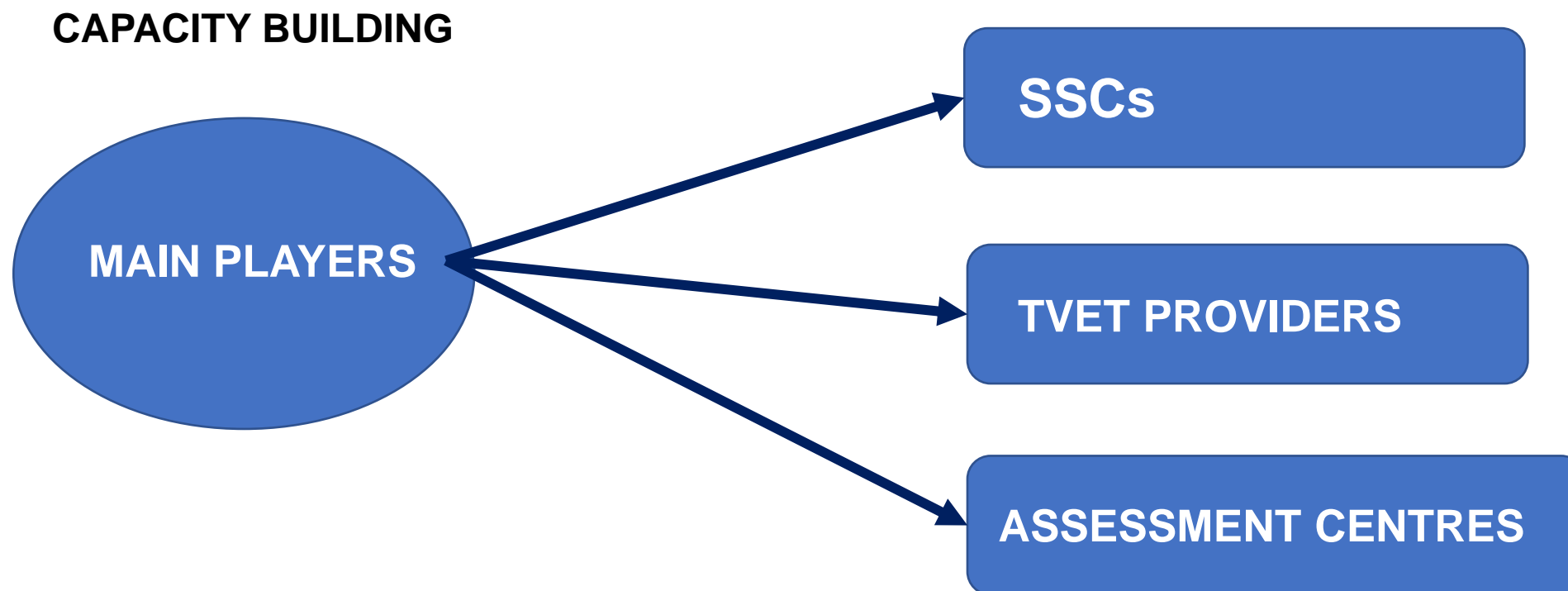
**The final EER report contains statements of confidence in a providers quality of educational performance and in its organisational capability in self-assessment.**

	EDUCATIONAL PERFORMANCE	SELF-ASSESSMENT
1. Highly Confident		
2. Confident		
3. Not Yet Confident		
4. Not Confident		

<https://www2.nzqa.govt.nz/tertiary/quality-assurance/eer/eer-reports/>



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**All the information contained in this presentation along with further information can be found at this website:**

**<https://www2.nzqa.govt.nz/tertiary/quality-assurance/eer/guide-to-eer/>**

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**TASHAKKUR!**

**Any questions please?**