



# Transformation of Quality Assurance in Higher Education in Uzbekistan: Trends, Risks, and Opportunities

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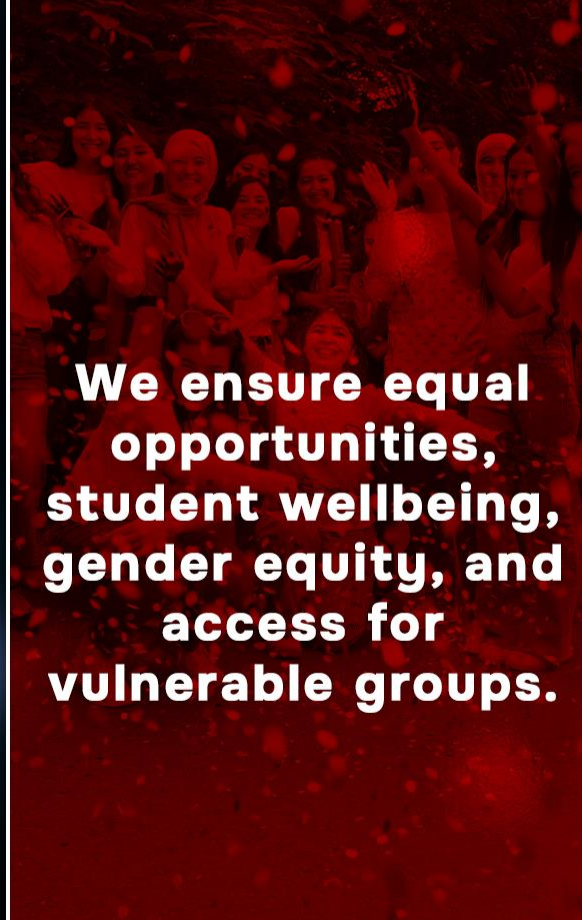
# **INSPIRE QA INNOVATE IMPACT**

## **FUTURE-READY EXCELLENCE**



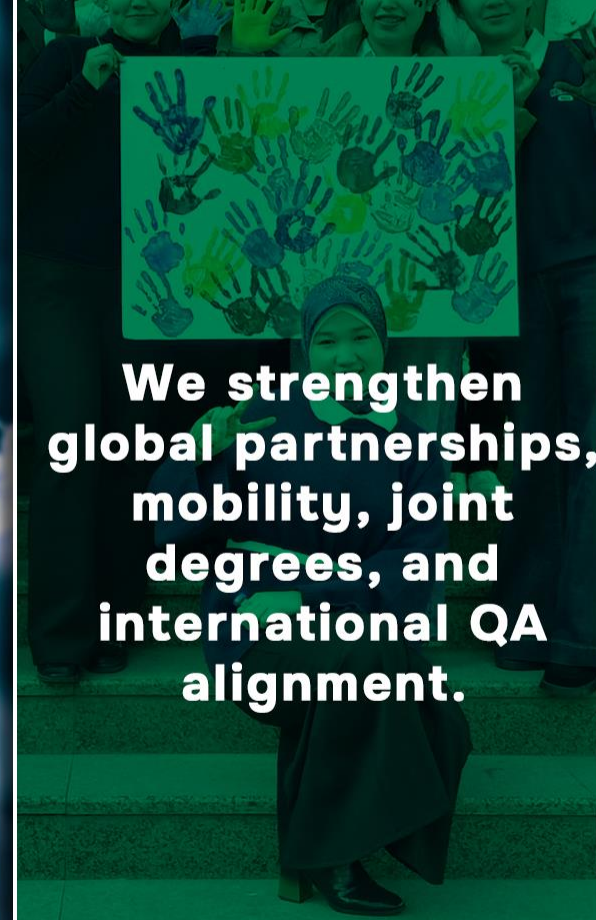
**We embrace  
emerging  
technologies,  
AI-driven learning,  
micro-credentials,  
and flexible  
pathways.**

## **INCLUSIVE BY DESIGN**



**We ensure equal  
opportunities,  
student wellbeing,  
gender equity, and  
access for  
vulnerable groups.**

## **GLOBALLY CONNECTED**

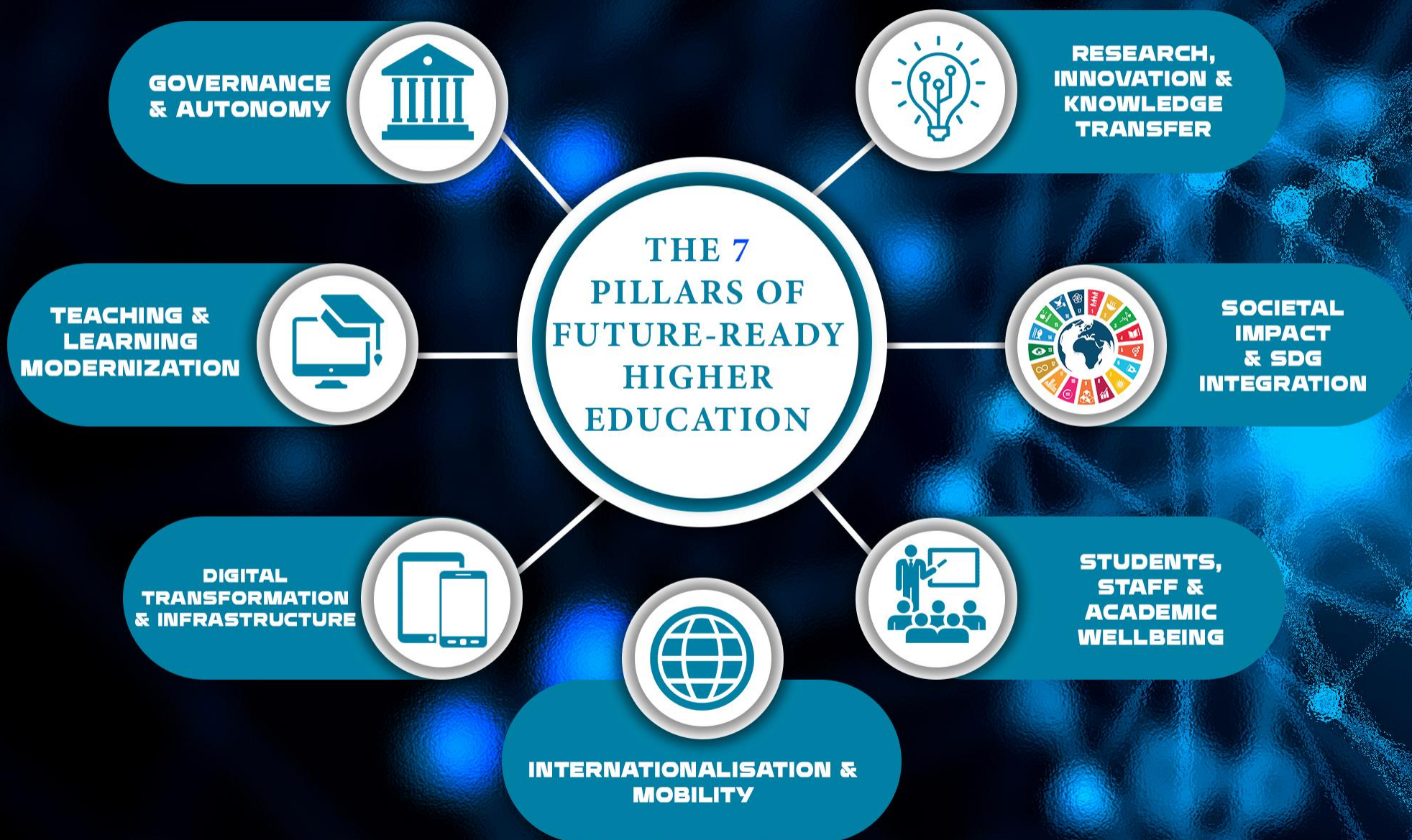


**We strengthen  
global partnerships,  
mobility, joint  
degrees, and  
international QA  
alignment.**





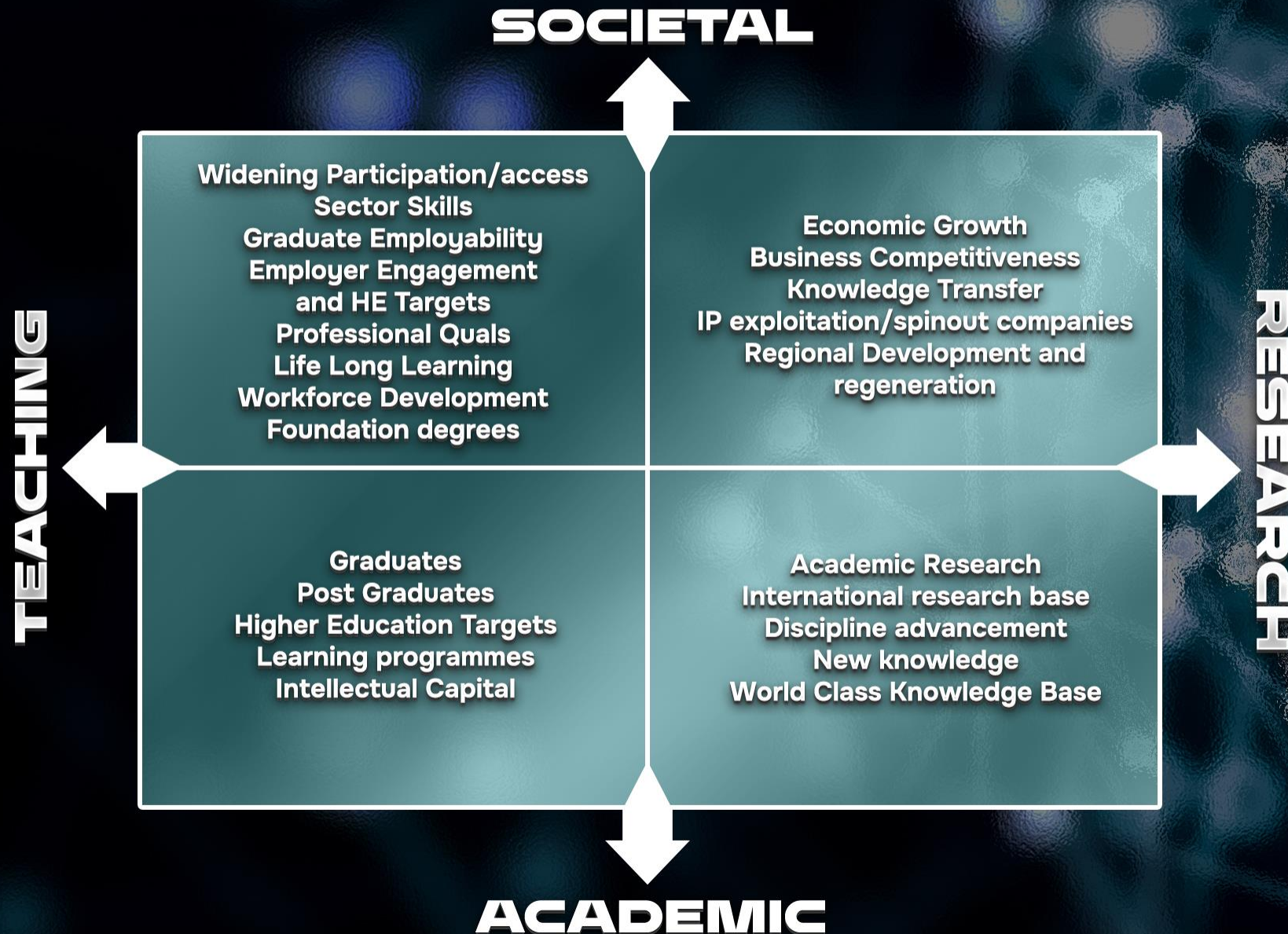
# STRATEGIC FOUNDATIONS OF FUTURE-READY HIGHER EDUCATION







# UNDERSTANDING THE MULTI-DIMENSIONAL MISSION OF UNIVERSITIES







## WHY QA MATTERS



- Fast expansion
- Employer expectations
- Bologna alignment
- Internationalisation (Erasmus+ projects, ACQUIN/FIBAA reviews, Rankings benchmarking)

## STRENGTHS

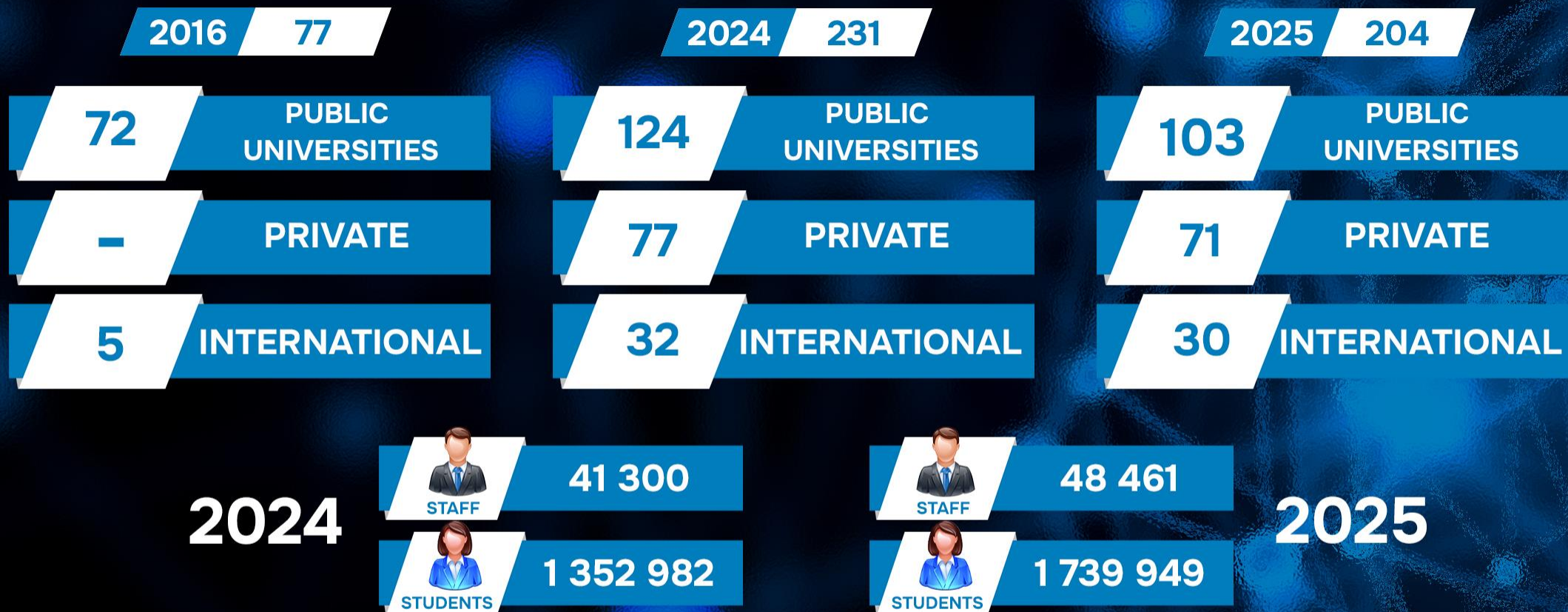


- Political support
- ESG adoption
- Accreditation reforms
- Autonomy
- Digitalisation





# UZBEKISTAN'S HIGHER EDUCATION SYSTEM IN NUMBERS



## PROGRESS OF INTERNATIONAL ACCREDITATION IN UZBEKISTAN'S HIGHER EDUCATION SECTOR:





## TRENDS 2024–2030



- Outcome-Based Education (OBE)
- Micro-credentials and flexible learning pathways
- Digital QA and automated monitoring tools
- KPI-based and performance-driven funding
- Rapid expansion of HEIs → QA capacity under pressure

### Emerging Problems

- Formalistic QA approaches
- Staff workload overload
- Misalignment between programmes and labour-market needs

### Critical Warning Signals

- Diploma inflation
- Declining employer confidence
- Risk of reduced international recognition

## INSTITUTIONAL CHALLENGES



- Underdeveloped internal QA (IQA) systems
- Gaps in learning outcomes design and assessment
- Weak mechanisms for student and stakeholder feedback

### System-level Challenges

- National Qualifications Framework (NQF) still pending full implementation
- Gaps in transparency and data governance
- Centralised regulatory processes slowing innovation





## WHAT DOES 'BEST' REALLY MEAN IN HIGHER EDUCATION?



**Are the best universities those that focus disproportionately on research or those that focus on student learning and helping graduates earn credentials for sustainable living and employment?**



**Are the best universities those which pursue global reputation OR those that encourage civic engagement and responsibility to their communities and wider society?**



**Are the best universities those which adopt indicators chosen by ranking organisations for their own purposes OR those which choose indicators which best align with the university's mission and purpose?**





# UZBEKISTAN HEIS IN GLOBAL RANKINGS: THE & QS RESULTS

## QS WORLD UNIVERSITY RANKINGS 2026



The Tashkent Institute of Irrigation and Agricultural Mechanization Engineers National Research University ranked

**721-730th**

The National University of Uzbekistan ranked

**721-730th**

Tashkent State Technical University ranked

**901-950th.**

**Four universities achieved results within higher ranking bands:**

Samarkand State University ranked

**1001-1200th**

Tashkent State University of Economics ranked

**1001-1200th**

Tashkent State Transport University ranked

**1200-1400th**

Tashkent University of Information Technologies ranked

**1400+th**

## QUACQUARELLI SYMONDS (QS) - SUBJECT RANKINGS



Uzbekistan State University of World Languages

• Linguistics – 251-300 band

Tashkent State University of Uzbek Language and Literature

• Modern Languages – 301-350 band

National University of Uzbekistan

- Modern Languages – 301-350 band
- Mathematics – 401-450 band
- Physics & Astronomy – 601-675 band

TIIAME National Research University

- Environmental Sciences – 351-400 band
- Engineering & Technology – 401-450 band

Tashkent State University of Economics

- Economics & Econometrics – 451-500 band





## UZBEKISTAN HEIS IN GLOBAL RANKINGS: THE & QS RESULTS

### **TIMES HIGHER EDUCATION – IMPACT RANKINGS 2025**



Tashkent State University of Uzbek Language and Literature	201-300 band
TIIAME National Research University	201-300 band
National University of Uzbekistan	201-300 band
Tashkent State University of Law	301-400 band
Samarkand State University	401-600 band
Tashkent State University of Economics	401-600 band
Samarkand State Medical University	601-800 band
Bukhara State University	601-800 band
Navoi State University	801-1000 band
Tashkent State Technical University	801-1000 band
Uzbekistan National Pedagogical University	801-1000 band

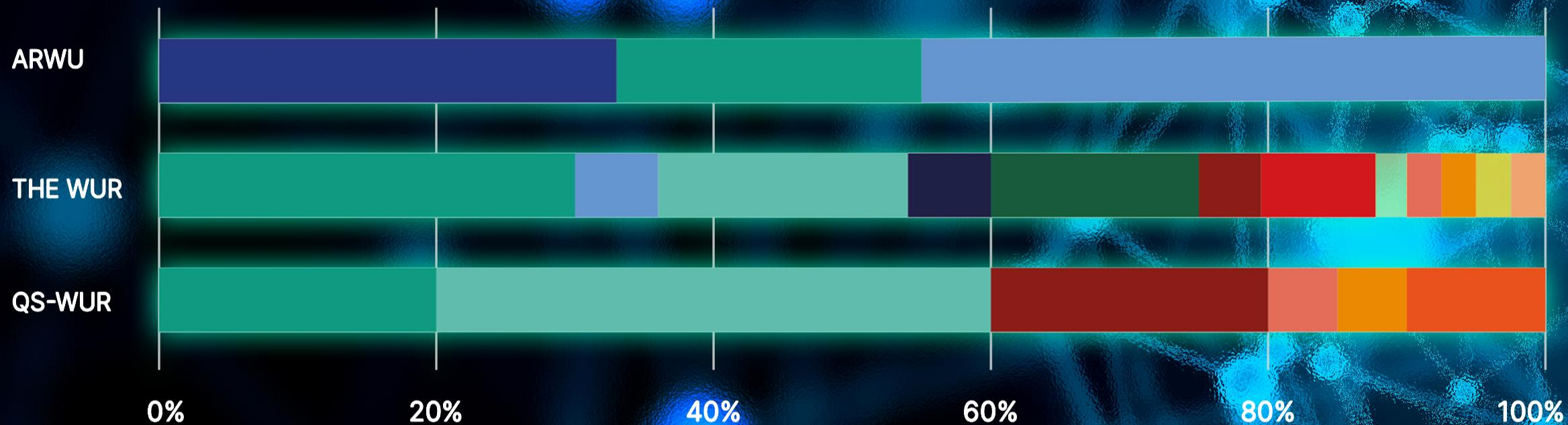
### **TIMES HIGHER EDUCATION – SUBJECT RANKINGS 2025**



TIIAME National Research University <u>Engineering 501-600</u> <u>Natural Sciences, Mathematics and Statistics 301-400</u>
National University of Uzbekistan named after Mirzo Ulugbek <u>Natural Sciences, Mathematics and Statistics 601-800</u>
Tashkent University of Information Technologies <u>Computer Science and Programming Technologies 1001+</u> <u>Education 601+</u>



# INDICATORS USED IN MAIN RANKINGS



- Prizes
- Citations
- Publications
- Research reputation
- Research income
- Teaching reputation
- Staff-to-student ratio
- Degrees
- Educational income
- International staff
- International students
- International co-publications
- Employer reputation
- Industry income





### **BEFORE USING RANKINGS...**

**As commercial, for-profit enterprises, international rankings are not accountable to the public, the academic community, or governments (UNESCO UNU, 2023).**

**Ellen Hazelkorn (TAM, 2024)**

**For this reason, rankings must be used critically and within a broader QA and evidence-based management framework.**

### **Key Considerations**

Ensure rankings support—not drive—your strategic goals and quality agenda.

Rankings should complement internal QA processes, not replace them.

Avoid using rankings as the basis for strategy or for assessing educational or research quality.

QA, peer review, and learning outcomes remain more reliable.

Use limited resources strategically to strengthen QA systems, governance, research culture, and data transparency rather than chasing ranking metrics.

### **Alternative Ways to Demonstrate Excellence**

Position performance relative to the global system (e.g., “top 5% of 21,000 universities”).

Highlight strength in specific disciplines, research areas, or societal impact.

Showcase graduate competencies and employability outcomes.

Communicate contributions to SDGs and national QA priorities.



# DO



**Develop a strategic plan grounded in your institution's mission, context, and long-term academic goals – not driven by rankings.**

**Use rankings as one of several tools within a broader QA and benchmarking system, ensuring they complement—not replace—internal evaluation mechanisms.**

**Create a realistic and evidence-based performance framework, with indicators that meaningfully reflect progress in teaching, research, governance, and impact.**

**Adopt data-driven decision-making practices, selecting indicators that are relevant, measurable, and aligned with institutional priorities.**

# DON'T



**Do not reshape your institutional mission or academic identity simply to climb rankings, as this undermines long-term quality and relevance.**

**Do not rely on rankings as the primary or sole set of performance indicators, as this distorts internal priorities and weakens QA systems.**

**Do not use rankings to drive resource allocation or strategic decisions in isolation, without proper consideration of academic integrity, student needs, and national priorities.**

**Do not manipulate or artificially enhance public data, as this damages credibility, risks sanctions, and weakens trust among stakeholders.**



## **WHAT RANKINGS MEASURE**

**Bio- and medical sciences research –  
focus on citations**

**Student and Faculty Characteristics  
(e.g., productivity, entry criteria,  
faculty/student ratio, employment,  
salaries)**

**Internationalization as % students/staff  
Reputation – amongst peers,  
employers, students**

**Emphasis on elite universities and  
elite/high achieving students**

## **RANKINGS DON'T MEASURE**

**Teaching and Learning, incl. "added  
value",**

**Arts, Humanities and Social Science  
Research**

**Impact and Benefit of Research  
Regional or Civic Engagement  
Student Experience**

**Ignore non-traditional students, e.g.,  
mature and adult learners**





## KEY RECOMMENDATIONS TO STRENGTHEN QUALITY ASSURANCE

- 1. Focus on your mission – and develop a strategic vision and plan**
- 2. Concentrate on niche areas of education & research – capable of achieving comparable excellence**  
Vertical integration – T&L, research, doctoral education, engagement.  
University Education Model (UEM) – implemented comprehensively/holistically.
- 3. Collaborate to strengthen capabilities and capacity – education & research**
- 4. Strengthen internal quality assurance (IQA)**
- 5. Internationalisation**  
Embrace new models, including virtual internationalisation/COIL, engagement/SDGs etc.
- 6. Change the culture and process of recognition and reward**
- 7. Strengthen institutional governance and the quality of leadership and management at all levels in the organisation.**  
Strategic capacity and capability is vital; Professionalisation and modernisation of system and institutional governance
- 8. Engage in peer/bench-learning with appropriate peers as a strategic tool**



# Policy Actions To Consider

1. National Strategic Plan for Higher Education
2. Quality Assurance Agency
3. National Science/Research Agency to supports and fund research
4. National Centre for the Enhancement of Teaching and Learning
5. Strengthen Collaboration as a Fundamental Principle: e.g.,
6. graduate schools, research centres, education programmes
7. Strengthen Data Collection and Data-analytic Practices and Capacity



## **TSUULL can confidently present the following as verified QA success stories:**

1. Data-driven support and monitoring of low-income students
2. Comprehensive graduation and employment tracking
3. Integration of SDGs into academic programmes
4. Powerful community-engaged learning system
5. Strong external partnerships supporting third mission goals
6. Student-centred environments with measurable wellbeing outcomes
7. Evidence of research-led teaching across faculties
8. Transparent reporting aligned with ESG public information standards

[Click here](#)



# THAN YOU FOR YOUR ATTENTION!

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