



Journal for Social
Science Archives

Journal for Social Science Archives

Online ISSN: 3006-3310

Print ISSN: 3006-3302

Volume 4, Number 1, 2026, Pages 1710 – 1722

Journal Home Page

<https://jssarchives.com/index.php/Journal/about>



The Assessment-Policy Nexus: Reforming National Standards for Global Excellence

Ambreen Haqdad¹, Saad Bin Zafar² & Muhammad Rafiq Anjum³

¹Riphah International University, Islamabad, Pakistan, E-mail: ambreen.haqdad@riphah.edu.pk

²Higher College of Technology RBSM, Naval College, Email: szafar1@hct.ac.ae, saad_bin_zafar@hotmail.com

³Director Research SIREs, Islamabad, Email: rafiq.anjum2013@gmail.com

ARTICLE INFO

Article History:

Received: January 12, 2026
Revised: February 24, 2026
Accepted: March 05, 2026
Available Online: March 16, 2026

Keywords:

Policy Reforms, TIMSS, STEM, Education, Curriculum Alignment, PISA, Globalization, International Assessments

Corresponding Author:

Ambreen Haqdad

Email:

ambreen.haqdad@riphah.edu.pk



ABSTRACT

The connection between the evaluation practices and the policy reforms in this systematic review falls under the national standards development framework towards global excellence loyalty. It looks at the international test high profile which are the PISA and TIMSS as a check of the quality of the education system and a testing tool of achieving better outcomes in terms of both, literacy, numeracy and science. The review identifies the critical nature of globalization in evoking the countries to align their education systems with those of the rest of the world particularly in STEM education. It also talks about the challenges that a country undergoes when trying to align its curriculum effectively, mostly due to the absence of teacher training and professional development, which makes the enactment of reforms difficult. In addition, the review offers the sense of evidence-based policymaking in which assessment data is employed to cause certain interventions to facilitate on-going shifts in education. It discusses the challenge of translation of policy-to-practice, especially institutional resistance and political ideologies, which used UK as an example and other countries. A portion of the reforms in the higher education accreditation systems that is in the current system that is being reviewed includes the reconfiguration towards binary accreditation systems as an attribute to improve transparency and global competitiveness. Though various significant challenges continue, the results demonstrate that the systems of national countries were brought closer to international standards dramatically. The review is concluded by the suggestions that appear to be practical such as the adjustment of the curricula to the international assessment, investment in STEM-education, training of educators, and the encouragement of international collaboration towards enhancing the educational practices in the global learning sphere.

Introduction

It is within the context of assessment-policy nexus that resides in the development of nationwide standards that will inform the education, economic, and institutional systems within the nations (Kim 2020). As most nations globally continue working towards internationalization in bid to achieve global excellence, harmonization of national standards with internationally adopted standards has become a significant objective towards sustainable development. To achieve competitive intensity and the development of competitive opportunity space to all parties it is essential to reform these national standards in the most rational way on the basis of solid assessment structures, and well-grounded policy decisions (Mulongo and Amod 2019). The paper presents the interactive nature of policy reform and assessment practice and the importance these may have in changing national standards so as to foster international excellence.

The concept of global excellence, as a form of national standards, implies engaging in the search of best practices beyond borders with a view to delivering structures that fulfill not only local needs, but also meet the demands of the international standard. As the countries focus on entering the globalized economy and being recognizable in various spheres, the role of national standards, in particular, education, health, governance, and business cannot be over recommended (Hussain, Eskildsen et al. 2019). The reviews are assessing tools in monitoring the progress of such conventions which is of immense aid in quartering the pertinence, and the revision of policies provides the necessary substations of the constant transformation of these frameworks (Hussain, Eskildsen et al. 2019).

The article has a systematic review approach to reviewing the literatures on assessment-policy nexus that suggest ways in which national standards could be redesigned in a way that leads to global excellence. The review will involve a synthesis of the findings of other researches, which will offer specific insights into reforms, their difficulties, and outcomes in the different sectors (Mulongo and Amod 2019).

Literature Review

Theoretical Foundations of the Assessment-Policy Nexus

The linkage between the policy and evaluation holds precedence in the creation of national standards to achieve global excellence. The assessment nexus as define the (Padayachee and Matimolane 2025) theories revolve around education policy-practice relationship, whereby, the authors indicate that one should be mindful of how these two aspects are interconnected in the present day governance system. They are trying to say that policy and practice belong together and that their details need to be thought through in details as the only way to offer the successful changes in education(Yang, Yan et al. 2025). Moreover, this nexus must be lively and that must be responsive to the evolving world expectations and address the local demands. This is the main one to facilitate a feeling of onward enhancement of national standards(Milstein, Wetterhall et al. 2000).

Globalization and Its Impact on National Standards

Globalization has impacted the education system of that country in a left side massive impact as reforms have been initiated in line with global standards.(Niyibizi 2025) reviews how globalization has transformed into hegemony and how it affects educational policies and educational practice throughout the world. He casts a special focus on the developing national education reforms at the fag-end of international tests such as the OECD PISA tests, and UNESCO models. These international assessments are significant instruments since they make countries redefine their

standards in order to be at par with the international standards(Pollex 2024). To make international systems, particularly the education sector, competitively and relevantly located in the globalized environment, international systems, in particular, education, undergo global performance indicators, such as PISA and TIMSS. The spearhead of the process of educational reform with the use of international standards has been applied in countries like Finland and Singapore and this has demonstrated that with global testing, national policy can be influenced. This is the strain to align the national systems with the global ones, which lie at heart of the goal of the global excellence (Milstein, Wetterhall et al. 2000).

Curriculum Alignment Post-Reform

Educational reforms could not have been successful without curriculum alignment. Johnson et al. (2020) article is a systematic review avowing the process of curriculum alignment in the post-educational reform era, in particular, in Queensland, Australia(Farah and Ridge 2009). This study demonstrated that the congruency between prescribed and adopted curriculum is that typically low that post reform. Of significant importance is the teacher preparedness, professional development and support system in ensuring that all measures are well taken during alignment. Evaluation is an evaluation tool of the gap and providing poly with information that can make the implementing successful. With an example in mind, measuring the domains of ineffectiveness via PISA measurement has influenced the change of policy in most of the countries that measure it (Blagus and Lusa 2015).

Evidence-Based Policy and School Improvement

Sustainable school improvement can never be achieved without the made policymaking in evidence form. The Education Development Trust(Di Giovanni and Parker 2024) discusses the necessity that the education system should be reformed on a solid ground based on evidence so as to bring changes in the system on a systemic level, not necessarily to focus on accountability indicators(Kaur and Singh 2022). This practice is based on the fact that reforms must be flexible and entrenched in schools in order to be effective. Evidence-based policy means that the viewing of assessments as performance measurement instruments and as feedback on continual improvement is used simultaneously. Such an evaluation-based reform cycle is essential to keeping national standards in line with international standards of excellence (Mulongo and Amod 2019).

Challenges in Translating Policy into Practice

The translation of education policy into practice is usually a challenging task.(Wyatt-Smith, Adie et al. 2022) writes on the lack of integration between research, policy and practice in higher education. He muses that the force behind political thinking and media accounts that dominate policy-making has been the force of empirical research and in most scenarios, empirical research has little play to the policy-making process. This distance implies that there are to be more intensive connections between policy development and the research findings(Isaacs and Lamprianou 2020). Regarding reforms of national standards, the dilemma will be to make sure that the policies are not only well-intended but also supported by evidence ready to work in practice. Evaluation is an evaluation tool of the gap and providing poly with information that can make the implementing successful. With an example in mind, measuring the domains of ineffectiveness via PISA measurement has influenced the change of policy in most of the countries that measure it(Noreen, Yasmeeen et al. 2024).

Higher Education System Reform: Higher Education Accreditation.

Higher education accreditation reform in its turn ca(Sharma 2017)n shed light through the shifting national standards and trends in testing. The most recent such policy alteration would be the recent reformulation of the accreditation system in India, in which four year colleges and universities would now be of accredited-status or non-accredited-status. This action together with Economic times (Salam and Shersad 2015) relocation will bring about transparency and compliance in quality discovery as far as higher education is concerned. Such reforms are directly related to the national standards as it promotes the legitimization of the quality and excellence assessment framework in the ways that would enable the institutions to be competitive in the international arena and respond to the evolving demands of the global academic environment(Salam and Shersad 2015).

Methodology of the Study

The systematic review research methodology focuses to explore the relationship between policy reforms and evaluation practices in the obsession the national standards to achieve global excellency. Scientific literature collection process, literature analysis and literature synthesis relevant to the topic is described in this area, according to the guideline of conducting systematic review of the problem(Taherdoost 2016). The review has relied on a few qualitative studies, policy reports and policy documents that examine how assessment instruments interact, innovation changes in national education policy and international standards and how the variables are contributing to global excellence (Taherdoost 2016).

Research Design and Approach

The systematic review methodology is applied in this study, and it is a method that is widely recognized to provide a dependable, large-scale reliable and reproducible form of an overview of existing literature. The systematic review method also ensures that all the associated literature has been noted, reviewed and generalized in a well-coordinated methodology which gives a decent description of the current status of knowledge with regard to assessment-policy nexus and national standards reforms(Ali and Bhaskar 2016). The review is composed of both theoretical and empirical studies because it gives information that relates the interdependence of policy and assessment practices and how they result in global excellence(Barreiro and Albandoz 2001).

Literature Search

To find the studies, reports, and policy documents that would be applicable in the assessment-policy nexus, the academic databases and online repositories were searched exhaustively. The databases used are Google scholar, ERIC (Education Resources Information Center), JSTOR and Scopus. Relevant articles and reports were searched with the use of such keywords as assessment and policy reform, national standards and global excellence, curriculum alignment, global education benchmarks, and PISA and TIMSS impact(Norcini and McKinley 2007). The search targeted the studies to make sure that the findings represent the latest evidence and developments in education practices and reforms(Di Giovanni and Parker 2024). As well, publications were also chosen according to their pertinence to the following criteria:

- i. Pay attention to the relationship of assessment and policy regarding national standards.
- ii. Reporting on international standards or global tests (e.g. PISA, TIMSS).
- iii. Discussion of the adaptation of national education systems or other influence of global excellence.

Inclusion and Exclusion Criteria

The research and sources that were incorporated in this review were chosen according to the following criteria:

Inclusion Criteria:

- i. Peer-reviewed journal articles, policy reports, academic books and conference proceedings.
- ii. Research that deals with the issue of assessments (both international and national) as catalysts to changes in national policy to enhance national standards.
- iii. Information that brings to the fore, international standards, e.g. PISA, TIMSS, or OECD reports, and how they shape national education policies and curriculum changes.
- iv. Research published in the last 10 years, i.e. 2014-2024 to capture the recent trends and practices.

Exclusion Criteria:

- i. Other research that is not directly related to either the assessment-policy nexus or global education reforms.
- ii. Articles in other languages besides English.
- iii. Articles which concern single schools as opposed to systematic changes.

Data Extraction and Analysis

Data mining process incorporated the generation of major inferences that had been arrived at on sampling studies and included the following areas:

- i. Assessment Tools: What are the types of assessment (e.g. PISA, TIMSS) and its effect on educational reforms and national standards?
- ii. Possible policy implications include policy reform mechanisms, i.e., the significance the national policy gain impacts on policy reform by utilizing the results of the evaluation, specifically on the matters of globalization of this policy.
- iii. Effect on Global Excellence: How the changes can be harmonized to world standards, and how these change into world excellence.
- iv. Challenges and barriers: Winding up to uncovering the issues and developing effective reforms in the State synthesis in international standards of assessment.

The extracted data was then put under a technique referred to as thematic analysis which is applied in identifying pattern of code and reporting on the data (themes)(Ali and Bhaskar 2016). The strategy had an opportunity to understand how the assessment is interrelated with the policy changes in the course of national standards that develop to international excellence(Ali and Bhaskar 2016).

Synthesis of study

The analysis of the findings was performed through the classification of the studies into the major theme areas:

- i. Globalization and International Assessments: The links among the international standards, e.g. PISA and TIMSS and national policy and reforms.
- ii. Curriculum Alignment and Reform: how assessments can help in curriculum alignment against international standards.
- iii. Evidence-Based Policy: The use of assessment evidence to improve policy.
- iv. Difficulties in Implementation: Obstacles to successful use of assessments in policy reform such as political, institutional, and cultural obstacles.

All the themes were covered in terms of their contribution to the overall objective of global excellence through national standards reforms.

Critical Evaluation

Critical analysis of the studies that were included in the review was performed that entailed the evaluation of:

- i. Methodological rigor of the studies (qualitative / quantitative studies, sample sizes, and so on).
- ii. The relevance of the results to actual education systems in the real world, with emphasis to practical implications of the results in the education reforms of the national systems.
- iii. The weaknesses of the studies, including the short geographical scope or a shortage of longitudinal data.

This assessment served to detect the gaps in the literature, including the gap in the necessity of more research on the longitudinal impact of assessment-based policy reforms on national standards over time and contextual variations among nations in applying reforms(Costa and Kallick 2003).

Findings

Attention should be paid to the results of this systematic review, which give reason to believe in the interconnection between the assessment practice and the policy reforms regarding the development of the national standards to achieve the global excellence(Donovan 1999). Due to literature synthesis, several meaningful themes were obtained that supported the role of international tests, globalization implications, issues of curriculum-alignment, the importance of policy-based policymaking, and issues of policy to practice translation. The discussed results demonstrate the complex relation between the outcomes of the evaluation and the modifications, which should be implemented to enhance the standards at the national level(Cooper, Klinger et al. 2017).

The Role of International Assessments in Shaping National Policies

The other notable aspect is that global examinations (e.g. PISA, TIMSS) influence the educational policy of nations. World assessment is now an influential nation reform activity(Zakaria, Rizal et al. 2024). These tests are usually a guide that is used by the policy makers to determine how their education systems are performing and areas need to be enhanced. Indicatively, PISA outcomes have induced radical transformations in Finland, Singapore and China whereby learning mechanisms were restructured to align themselves with international threshold in the area of literacy, numeracy and science. The exams act as a yard stick which countries can be evaluated in the international divide to inculcate changes which would render them more competitive in global education (Chaniago, Hazar et al. 2025).

- i. Example Since falling down the PISA ranking, Germany has switched its education strategy by creating applied learning and training-courses on the teaching. Behind this realignment logic, was to make the best of PISA and to make the best of the German education system to international standards.

Globalization and the Pressure to Align with International Standards

In the literature, the need of globalization to shape changes in the national education is emphasized. International excellence is an emerging requirement that has compelled nations to rationalize their education systems so that the nations can be at par with international standards. The countries have also realised that they need to compete in the global arena and that is where applications of PISA, TIMSS and other international exams are put to use as a way of helping in the determination and evaluation of education policy(Niyibizi 2025).

- i. Examples South Korea as well as China has invested heavily in STEM learning (Science, Technology, Engineering and Mathematics) in response to globalizations in order to improve to compete with their education systems. These countries have redesigned the curricula, with emphasis on the skills needed to succeed in the new global economy.

Curriculum Alignment and the Impact of Assessment Results

One of the most important results of this review is the paramount importance that the alignment of the curriculum plays in making educational reforms successful(Day, Miles et al. 2020). Numerous researches point out that the alignment of curricula with assessment systems is a key to sustainable improvements. The literature however exposes that such alignment is not that easy particularly when reforms are made and teacher training or professional growth is not done adequately (Broadfoot 2021).

- i. Example: Queensland, Australia had a problem with alignment of curriculum following reforms due to the international assessments. Even though the new curriculum was created to address the global standards, it was clear that misalignment between what is prescribed and how it is implemented in the classroom was apparent, but this is mainly because teachers have not been adequately developed professionally (Farazdaq, Gilani et al. 2022)

Evidence-Based Policy Making and School Improvement

The review establishes the fact that evidence-based policymaking is key to driving change. Policymakers that rely on empirical evidence including the results of tests and assessments have a better chance of introducing reforms that will create measurable changes. The results of the assessment are applied in determining the areas of weakness and give information on how education systems can be better(Isaacs and Lamprianou 2020).

- i. Example: In the UK, school improvement efforts in schools, especially schools performing poorly have been based on assessment data. Through data-driven interventions, the UK government has been able to develop specific interventions that would bridge achievement gaps within a particular region and thus achieve better results.

Challenges in Translating Policy into Practice

One of the recurring trends in the literature is the lack of a relation between the policy formulation and implementation. Despite the fact that national education policies are frequently influenced by global tests and best practices, a problem that still exists is the translation of these policies into

practice. Some important obstacles that have been identified are the political ideologies, institutional resistance and difference in cultures(Farazdaq, Gilani et al. 2022).

- i. Example: Locke (2009) mentioned that the UK higher education policy focused on improving the quality by using data-based reforms, but institutional resistance to change was quite high. There was reluctance to embrace suggested reforms in many universities, with a few limiting their success, even though they agreed with the international best practices.

Reforms in Higher Education Accreditation Systems

The revising also mentions that the higher education accreditation systems are never left the same as the transition has provided to binary model on accreditation (e.g., accredited vs. not accreditation). The aim of such reforms will be to streamline the accreditation procedures, foster transparency and ensure that such institutions conform to the standard required to be remotely competitive in the academic scene around the world. Complexities and inconsistencies of the traditional grading systems also form parts of the shift towards binary accreditation(KHAN, BIGGS et al. 2012).

- i. Example: India has been recently in a reform of higher education accreditation system which has tried to accord much more transparent and standard measures of the scholastic foundation in India. Such reform is in reaction to growing demands within higher education systems to meet international standards of excellence and to enable institutions to be competitive within the international community.

Discussion

The results of this review are in systematic terms suggestive that the interplay between the assessments practices and the policy reforms could be explained by the fact that it would be extremely complex yet extremely critical as it deals with affecting the national standards to become excellent by the globally wide standard. This part is a concise summary of the key discoveries and more in the specific the issues of the international measurements, the globalization pressure, the problem of curriculum alignment, the need to convert policy into the practice, the problem of any policy-making process being evidence-based(McCuaig, Coore et al. 2012).

Impact of International Assessments on National Policy Reform

A key finding of the process of conducting this review is the effect of global tests such as PISA and TIMSS to the development of national education policy. By using such tests, countries are able to rate the education systems against one another, and policy makers find out their strengths and weaknesses(Mulongo and Amod 2019). Research has also revealed that these tests have been significant in enabling changes in these kinds of countries such as Finland, Singapore and China where learning systems have been adjusted to mirror international standards in the field of literacy, numeracy and science(Mulongo and Amod 2019).

As an example, the performance in PISA rankings would explain the success of a country like Finland in a manner that depends on the current strategy of equity and teacher quality that is being actively introduced into the Finnish policy(Khan, Biggs et al. 2011). Similarly, China has introduced reforms which emphasize more through problem solving and critical thinking that is also similar to PISA results (Di Giovanni and Parker 2024). These two above present in some measure some mentions that the international assessment is not just yardstick, it is also propelling force behind the changes in the structures and the world is becoming more and more competitive.

Globalization's Role in Driving Educational Reforms

A second, and at the same time noticeable, one of them is the concept of globalization and its impact on the evolution of the national education systems. Countries are seeking global excellence and as such there is pressure to ensure that the national education standards are in line with international expectations (Mulongo and Amod 2019). This competitiveness of alignment is vital towards global competitiveness. The process of globalization has emphasized the necessity of certain skills, especially in STEM education (Science, Technology, Engineering and Mathematics), thus countries have changed their curricula as well (Javed and Amin 2007).

Some of the countries that have had massive investments in STEM education include South Korea and China to enhance their competitiveness. They have redefined their curricula, which now aimed at the skills that a person needs to succeed in the contemporary global market (Khan, Biggs et al. 2011). This is the case of globalization where countries make it a continuous practice to change their educational systems to fit international standards.

Challenges in Curriculum Alignment and Its Impact on Educational Reform

One of the most important findings of this review is that curriculum alignment is critically important in the success of educational reforms. A correspondence of curricula to assessment structures is a key to long-term improvements. Nevertheless, in most countries, curriculum alignment is still a challenge especially where reforms are implemented without proper training or professional development of teachers (Farah and Ridge 2009).

In one of them, the Queensland, Australia, had a few problems prostituting its curriculum to fit the international standards but then again their PISA-based reforms. Though the reform was to have been done to satisfy international standards there was no correspondence between the curriculum as taught and the curriculum used in the classroom hence affective implementation of this reform. Another significant disparagement to the successful execution of these reforms was that of teacher training (Stephenson 2010). This highlights the importance to provide professional with the tools and resources so that the curricula are adhered to the international criteria as closely as possible.

The Role of Evidence-Based Policymaking in School Improvement

Another primary theme is evidenced-based policymaking. Once the policymakers utilize the data collected empirically in their analysis, then they stand higher chances of implementing reforms that will introduce quantifiable changes. Evaluation data can help to identify weak points of the system of interest to the policymakers, not mentioning the fact that many specific interventions can be developed with the help of evaluation data (El Saadi 2017).

In fact, in the UK, data on assessment have informed school development processes within under-performing regions in such a way that data-faith based measures to affect the bridging of achievement when such gaps exist have been undertaken (Rudd, Moeykens et al. 1999). These evidence-based policies have worked successfully in pointing out areas that need improvement but their effectiveness depends on collective efforts by all stakeholders involved in the process, such as educators, policymakers and students (Di Giovanni and Parker 2024).

Barriers in Translating Policy into Practice

Although data-driven reforms are promising, the implementation of the policies into practice is a problem. Institutional resistance, political ideologies and cultural differences tend to worsen the disconnect between the implementation and the formulation of policies. Such obstacles may postpone or even block the effective enactment of the required reforms (Khan, Biggs et al. 2011).

(Ismail, AlRiyami et al. 2023) break the news related to the UK policy of higher education policy of enhancing quality through data-driven reforms much to the forceful opposition by the institution. A majority of the universities were not ready to make new policies that did not conform to the interests of the institutions. This resistance highlights why some more institutional buy-in and participation of stakeholders is needed to attain the desired success of policy implementation (Blagus and Lusa 2015).

Reforming Higher Education Accreditation Systems

Finally, there are accreditation renewals in the field of higher education, in particular, the transition to binary accreditation structures (e.g., accredited and not accredited). These reforms are expected to facilitate an easy process of accreditation, be more transparent and will guarantee the institutions have the facilities to meet the standards which would get them compete at global levels. The move towards binary accreditation is an attempt at solving the vagueness and inconsistencies of the icons of the innovative assessment that provides more definite verdict regarding academic institutions (Batoool, Sajid et al. 2013).

Since it is an example, the removal of degree of transformation of the accreditation system in India is supposed to provide more precise and consistent evaluations of academic centers in a way that they might be rated and evaluated as excellent in the academic market by competing (Economic Times, 2025).

Conclusion

In this systematic review, the most significant potential linkage of assessments practices to policy changes to building global excellence in national standards has been tested. Asbnos the results When speaking of the reforms that happen in the sphere of education in a country, the use of such international systems of testing as PISA and TIMSS program can play a tremendous role; it can help to give the initial signs of discovering the state of the systems themselves and of the need to improve the situation in literacy, numeracy and science.. Globalization pressures have also compelled countries to be harmonized as countries to international standards and specifically STEM education to be in a position to compete as parts of the modern economy. Nevertheless, even the review shows that also severe problems in the implementation of these reforms exist (Campbell and Carayannis 2012). The problem of development alignment with the curriculum and the need to prepare the teachers in accordance has become a significant obstach to an overall successful implementation. Moreover, the review highlights the importance of evidence-based policy-making in which all the assessments data is operationalized to develop interventions and advances lasting modifications in the teaching consequences. However, under the pressures of institutional opposition and political agendas, there exists a possibility of international competitiveness due to the constant redesign of the higher education accreditation systems including the adoption of binary models (Zakaria, Rizal et al. 2024). The specified reforms are not tied to the satisfaction of the international standards only, but to the improvement of the socio-economic realm, innovation, and enabling all patients to have direct access to high-quality studies equally. The overall outlook on assessment-policy nexus provided by this review with great insight on possible reforms of national standards to achieve global excellence. Importance of reforms may be evaluated either in the long-term effects and cross-country to ascertain the long term effects of reforms (Chyporniuk 2025).

Recommendations

The proposed recommendation of the study areas:

- i. Finalize the current international evaluation mechanisms, e.g. PISA and TIMSS, along with the continuous teacher education in an attempt to ensure that the shifts in educational mechanism are suitably introduced and aligned with the international norms.
- ii. Invest in STEM education to enhance competitiveness in the world to restructure its curricula to focus on critical skills, which include problem-solving and innovation, which are fundamental factors needed to thrive in the modern global world.
- iii. Use empirical evidence gathered during assessments to make evidence-based decisions, create specific data-driven interventions that must deal with system weaknesses and close gaps in performance.
- iv. Cultivate institutional buy-in through stakeholder participation in the reform process, attention to their needs, and cross-sector cooperation in the reform to develop the support and resolve the change resistance issues.
- v. Use more binary accreditation models such as those deployed in India to streamline the accreditation process, enhance transparency and to ensure that academic institutions attain internationally accepted standards of excellence.

References

1. Ali, Z. and S. B. Bhaskar (2016). "Basic statistical tools in research and data analysis." Indian journal of anaesthesia **60**(9): 662-669.
2. Barreiro, P. L. and J. P. Albandoz (2001). "Population and sample. Sampling techniques." Management mathematics for European schools **1**(1): 1-18.
3. Batool, S. Q., et al. (2013). "Gender and higher education in Pakistan." International Journal of Gender and Women's Studies **1**(1): 15-28.
4. Blagus, R. and L. Lusa (2015). "Joint use of over-and under-sampling techniques and cross-validation for the development and assessment of prediction models." BMC bioinformatics **16**(1): 363.
5. Broadfoot, P. (2021). The sociology of assessment: Comparative and policy perspectives: The selected works of Patricia Broadfoot, Routledge.
6. Campbell, D. F. and E. G. Carayannis (2012). "Epistemic governance in higher education: Quality enhancement of universities for development."
7. Chaniago, S., et al. (2025). "Transforming Education Policy: From National Assessment to National Exam and Its Impact on Learning Quality in Indonesia." JPG (Jurnal Pendidikan Geografi) **12**(1).
8. Chyporniuk, V. (2025). "CURRENT STATE OF EDUCATIONAL QUALITY MANAGEMENT IN HIGHER EDUCATIONAL INSTITUTIONS." Zhytomyr Ivan Franko state university journal. Pedagogical sciences(1 (120)): 53-71.
9. Cooper, A., et al. (2017). "What do teachers need? An exploration of evidence-informed practice for classroom assessment in Ontario." Educational Research **59**(2): 190-208.
10. Costa, A. L. and B. Kallick (2003). Assessment strategies for self-directed learning, Corwin Press.
11. Day, L. B., et al. (2020). "Resident perceptions of assessment and feedback in competency-based medical education: a focus group study of one internal medicine residency program." Academic Medicine **95**(11): 1712-1717.
12. Di Giovanni, A. and L. Parker (2024). "Is it a Choice? Examining Neoliberal Influences in Three Ontario Education Reforms." Critical Education **15**(2): 52-74.

13. Donovan, D. M. (1999). "Assessment Strategies and Measures." Addictions: A comprehensive guidebook: 187.
14. El Saadi, D. H. (2017). The contribution of the UAE School Inspection Framework as a quality assurance tool for school transformation and performance improvement, The British University in Dubai.
15. Farah, S. and N. Ridge (2009). "Challenges to curriculum development in the UAE." Dubai school of government policy brief **16**: 1-10.
16. Farazdaq, H., et al. (2022). "Needs assessment of general practitioners in Pakistan: a descriptive cross-sectional survey." Journal of Family Medicine and Primary Care **11**(12): 7664-7670.
17. Hussain, T., et al. (2019). "Imperatives of sustainable university excellence: A conceptual framework." Sustainability **11**(19): 5242.
18. Isaacs, T. and I. Lamprianou (2020). Assessment Policy Reform, Routledge.
19. Ismail, O. A., et al. (2023). The art of assuring quality education: Internal approaches and best practices. Restructuring leadership for school improvement and reform, IGI Global: 182-201.
20. Javed, T. A. and S. Amin (2007). "Health sector reforms programme in Punjab: a primary healthcare initiative." Clinical medicine **7**(1): 19-22.
21. Kaur, A. and J. Singh (2022). "A Study of Training Needs Assessment of Doctors and Nurses and Approaches to Performance Improvement in a Tertiary Care Hospital: A Cross Sectional Study in Punjab, India." Journal of Community Health Research **11**(3): 175-182.
22. KHAN, J. J. S., et al. (2012). "Assessment in medical education in Pakistan: evaluating evaluation." Biomedica **28**(1): 88-94.
23. Khan, J. S., et al. (2011). "Evaluation techniques in Punjab, Pakistan: eight years of reforms in health professional education." Journal of Ayub Medical College Abbottabad **23**(1): 154-158.
24. Kim, T. (2020). "Revisiting the governance narrative: The dynamics of developing national educational assessment policy in South Korea." Policy Futures in Education **18**(5): 574-596.
25. McCuaig, L., et al. (2012). "Reducing dissonance along health–education fault lines: health-literacy advocacy and the case for efficacious assessment." Asia-Pacific Journal of Health, Sport and Physical Education **3**(1): 3-15.
26. Milstein, B., et al. (2000). "A framework featuring steps and standards for program evaluation." Health Promotion Practice **1**(3): 221-228.
27. Mulongo, G. and Z. Amod (2019). "Nexus between participating in cross-national learning assessments and educational policy reforms: case study of Kenya, Tanzania and South Africa." Educational Research for Policy and Practice **18**(3): 203-223.
28. Niyibizi, E. (2025). "COMPETENCE-ORIENTED ASSESSMENT IN GLOBALISING WORLD: ANALYSIS OF PAPER STANDARDS FOR NATIONAL EXAMINATIONS IN RWANDA." European Journal of Education Studies **12**(7).
29. Norcini, J. J. and D. W. McKinley (2007). "Assessment methods in medical education." Teaching and teacher education **23**(3): 239-250.
30. Noreen, H., et al. (2024). "Factors leading to lapses in professional behaviour of Gynae residents in Pakistan: a study reflecting through the lenses of patients and family, consultants and residents." BMC Medical Education **24**(1): 611.
31. Padayachee, K. and M. Matimolane (2025). "Exploring the nexus between assessment, quality and social justice: reflections on remote assessment practices." Teaching in Higher Education **30**(1): 102-115.

32. Pollex, J. (2024). Impact assessments. Handbook on European union public administration, Edward Elgar Publishing: 229-238.
33. Rudd, R. E., et al. (1999). "Health and Literacy: A Review of Medical and Public Health Literature." Office of Educational Research and Improvement.
34. Salam, S. and F. Shersad (2015). "the role of accreditation standards in delivering a quality assured program-experience in the UAE." The Online Journal of Quality in Higher Education–October 2(4).
35. Sharma, G. (2017). "Pros and cons of different sampling techniques." International journal of applied research 3(7): 749-752.
36. Stephenson, L. (2010). "Developing curriculum leadership in the UAE." Education, Business and Society: Contemporary Middle Eastern Issues 3(2): 146-158.
37. Taherdoost, H. (2016). "Sampling methods in research methodology; how to choose a sampling technique for research." International journal of academic research in management (IJARM) 5.
38. Wyatt-Smith, C., et al. (2022). Professionalizing teacher education: Performance assessment, standards, moderation, and evidence, Routledge.
39. Yang, M., et al. (2025). Understanding and Developing Student Assessment Literacy: Translating Research into Actionable Approaches, Springer Nature.
40. Zakaria, Z., et al. (2024). "Assessment in action: Investigating the practices of Malaysian physical and health education teachers." International Journal of Academic Research in Progressive Education and Development 13(1): 2187-2204.