﻿

 THE MINISTER OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

COMMAND

**ON THE APPROVAL OF THE REGULATION ON THE CONTROL AND ASSESSMENT SYSTEM OF STUDENTS' EDUCATION IN HIGHER EDUCATION INSTITUTIONS**

**[Registered by the Ministry of Justice of the Republic of Uzbekistan on September 26, 2018, list number 3069]**

In accordance with the Resolution of the President of the Republic of Uzbekistan No. PQ-3775 dated June 5, 2018, **"On Additional Measures to Improve the Quality of Education in Higher Educational Institutions and Ensure Their Active Participation in the Comprehensive Reforms Being Implemented in the Country,"** I hereby order:

1. The **Regulations on the System of Monitoring and Assessing Students' Knowledge in Higher Educational Institutions** shall be approved in accordance with the annex.
2. This order shall come into force from the date of its official publication.

 **The Ministr Majidov I.**

**Tashkent,**
August 9, 2018,
Order No. 19-2018

**ANNEX**
to the Order of the Minister of Higher and Secondary Specialized Education of the Republic of Uzbekistan No. 19-2018 dated August 9, 2018

**REGULATIONS**

**on the System of Monitoring and Assessing Students' Knowledge in Higher Educational Institutions**

These Regulations establish the system for monitoring and assessing students' knowledge in higher educational institutions in accordance with the Resolution of the President of the Republic of Uzbekistan No. PQ-3775 dated June 5, 2018, **"On Additional Measures to Improve the Quality of Education in Higher Educational Institutions and Ensure Their Active Participation in the Comprehensive Reforms Being Implemented in the Country."**

**Chapter 1. General Provisions**

1. These Regulations apply to the monitoring and assessment of students' knowledge in higher educational institutions for the **2018-2019 academic year and subsequent academic years.**
2. The requirements of these Regulations do not apply to higher educational institutions where the educational process is based on a **modular system** in accordance with legislative acts.
3. Students must be introduced to the provisions of these Regulations by the **professors and teaching staff** of higher educational institutions during the **first class session.**
4. The **assessment criteria** outlined in these Regulations shall be applied in evaluating students' knowledge for **practical training, coursework, subject (interdisciplinary) state certification, final qualification work, as well as research and pedagogical activities and master's dissertations at the postgraduate level.**

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### Chapter 2. Types of Assessment and Evaluation Criteria

#### §1. Types of Assessment

1. In higher education institutions, student knowledge is assessed through interim and final assessments.
2. Interim assessments are conducted during the academic semester after completing a specific section of the curriculum. These assessments evaluate students' knowledge and practical skills through academic activities.
3. An interim assessment may be conducted up to two times per subject, depending on the nature of the subject. The format and timing of the interim assessment are determined by the relevant department, considering the subject’s characteristics and allocated hours.
4. The assignments for interim assessments are developed by faculty members of the relevant department and approved by the department head.
5. Subjects with less than two academic hours per week (or four academic hours in medical universities) are exempt from interim assessments.
6. The evaluation of students’ practical, seminar, laboratory sessions, and independent assignments, as well as their activity during these sessions, is carried out by the course instructor. The evaluation is based on the criteria outlined in Clause 15 of this Regulation. The scores obtained during academic sessions are taken into account in interim assessments.
7. Final assessments are conducted at the end of the semester (or at the end of the subject in medical universities) to determine the students’ mastery of theoretical knowledge and practical skills.
8. The format of the final assessment is determined by the relevant department.
9. Final assessments are conducted according to the schedule developed by the faculty dean or academic affairs department and approved by the vice-rector for academic affairs.
10. In medical universities, both interim and final assessments may take the form of an Objective Structured Clinical Examination (OSCE) or an Objective Structured Exam.

#### §2. Evaluation Criteria of Students Knowledge

1. Students’ knowledge is evaluated based on the following criteria:
* A grade of **5 (Excellent)** is awarded if the student can independently draw conclusions and make decisions, think creatively, reason independently, apply knowledge in practice, understand and articulate the essence of the subject, and demonstrate comprehension.
* A grade of **4 (Good)** is awarded if the student can reason independently, apply knowledge in practice, understand and articulate the subject, and demonstrate comprehension.
* A grade of **3 (Satisfactory)** is awarded if the student can apply knowledge in practice, understand and articulate the subject, and demonstrate comprehension.
* A grade of **2 (Unsatisfactory)** is given if the student has not mastered the subject, does not understand its essence, and cannot demonstrate comprehension.
1. The content of assessment assignments must ensure an objective and accurate evaluation of students’ knowledge.

### Chapter 3. Student Knowledge Assessment

1. Student knowledge is assessed using a five-point grading system.
2. Interim assessments are conducted and evaluated by the course instructor.
Final assessments are conducted and evaluated by a faculty member who did not teach the course. The course instructor is prohibited from participating in the final assessment.
Faculty from other higher education institutions may be involved in final assessments under a mutual agreement.
3. In medical universities, assessments are conducted by a committee organized by the head of the relevant department. The committee consists of faculty members and subject specialists, including external experts when necessary.
4. The quality control department of the university continuously monitors the assessment process. If irregularities are found, the assessment results may be annulled and reassessed.
5. Students must complete interim assessments before the final assessment.
6. Students who fail or do not complete the interim assessment are not permitted to take the final assessment.
Students who do not take or fail the final assessment are considered academically deficient.
7. Students with valid reasons for missing assessments may be granted permission to retake them upon the dean’s order.
8. Only one final assessment per day is allowed. Final assessments must be scheduled at least two days apart.
9. Non-graduating students who have failed up to three subjects in the fall semester are given up to one month to retake them. Those with up to three failed subjects in the spring semester have until the start of the new academic year to retake them.
Graduating students must complete all failed subjects before the final state attestation.
Students failing four or more subjects are not allowed to retake them and are expelled from the university.
10. Students may retake an assessment a maximum of two times within the given period. If they fail the first retake, a faculty committee evaluates them. The committee consists of faculty members and industry experts. The second retake and evaluation are conducted by this committee.
11. If a student fails to clear academic deficiencies within the given timeframe, the faculty dean informs the university administration, and the student is expelled by rector’s order.
12. Students who fail or do not participate in practical training without a valid reason are considered academically deficient and are expelled.
13. Expelled students may continue their education by retaking failed subjects on a tuition basis according to the approved curriculum.
14. Students dissatisfied with their grades can appeal to the Appeals Committee formed by the faculty dean.
15. The Appeals Committee consists of faculty members who did not participate in the student’s assessment, with a chairperson and at least four members.
16. Students must submit an appeal within 24 hours of the grade announcement. The Appeals Committee must review the appeal within two days.
17. The student has the right to participate in the appeal review.
18. The Appeals Committee evaluates the case and determines whether the student has mastered the subject. The decision is communicated to the faculty dean and the student.

### Chapter 4. Recording Assessment Results

1. Assessment results are recorded by the course instructor in the Student Performance Journal (hereafter referred to as "Journal"). Results may also be recorded in an electronic system.
The instructor must enter grades on the same day. If an assessment is conducted in written form, results must be recorded within three days.
2. If a student receives a grade of **3 (Satisfactory)**, **4 (Good)**, or **5 (Excellent)**, they cannot retake the assessment.
3. If a student misses an assessment without a valid reason, a **"0"** is recorded in the Journal.
4. The Journal is signed by the instructor, department head, and faculty dean and is stored in the faculty dean’s office. The faculty dean is responsible for its safekeeping.
5. Final assessment grades must be recorded in both the Journal and the student's Academic Record on the same day.
6. If a student receives a grade of **2 (Unsatisfactory)** or a **"0"** in the final assessment, these marks are not recorded in the Academic Record.
7. The faculty dean and course instructor are responsible for ensuring the Journal is maintained accurately and without unauthorized alterations.
8. Students with grades of **3 (Satisfactory)**, **4 (Good)**, or **5 (Excellent)** in all subjects are promoted to the next year of study by rector’s order.
9. Assessment results are regularly discussed in department meetings, faculty councils, and university councils, where necessary decisions are made.
10. Uzbekistan's higher education institutions may compare their grading system with the five-point, 100-point, or international grading systems as per the annex to this Regulation.

### Chapter 5. Final Provisions

1. This Regulation has been approved in coordination with the State Testing Center, the Ministry of Public Education, the State Inspectorate for Education Quality Control, the Ministry of Health, the Ministry of Economy, the Ministry of Finance, the Ministry of Foreign Affairs, the Ministry of Information Technologies and Communications Development, the Ministry of Culture, the Ministry of Physical Culture and Sports, the Ministry of Construction, "Uzbekistan Railways" JSC, the State Committee on Automobile Roads, "Navoi Mining and Metallurgical Combine" State Enterprise, the Academy of Arts of Uzbekistan, and the State Tax Committee.

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Appendix to the Regulation on the System of Monitoring and Assessing Students' Knowledge in Higher Educational Institutions

Table 1
Conversion Table from a 5-Point Grading Scale to a 100-Point Scale

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| **1-Table** |
| 5-Point Grading Scale | 100-Point Scale |  | 5-Point Grading Scale | 100-Point Scale |  | 5-Point Grading Scale | 100-Point Scale |
| 5,00 — 4,96 | 100 | 4,30 — 4,26 | 86 | 3,60 — 3,56 | 72 |
| 4,95 — 4,91 | 99 | 4,25 — 4,21 | 85 | 3,55 — 3,51 | 71 |
| 4,90 — 4,86 | 98 | 4,20 — 4,16 | 84 | 3,50 — 3,46 | 70 |
| 4,85 — 4,81 | 97 | 4,15 — 4,11 | 83 | 3,45 — 3,41 | 69 |
| 4,80 — 4,76 | 96 | 4,10 — 4,06 | 82 | 3,40 — 3,36 | 68 |
| 4,75 — 4,71 | 95 | 4,05 — 4,01 | 81 | 3,35 — 3,31 | 67 |
| 4,70 — 4,66 | 94 | 4,00 — 3,96 | 80 | 3,30 — 3,26 | 66 |
| 4,65 — 4,61 | 93 | 3,95 — 3,91 | 79 | 3,25 — 3,21 | 65 |
| 4,60 — 4,56 | 92 | 3,90 — 3,86 | 78 | 3,20 — 3,16 | 64 |
| 4,55 — 4,51 | 91 | 3,85 — 3,81 | 77 | 3,15 — 3,11 | 63 |
| 4,50 — 4,46 | 90 | 3,80 — 3,76 | 76 | 3,10 — 3,06 | 62 |
| 4,45 — 4,41 | 89 | 3,75 — 3,71 | 75 | 3,05 — 3,01 | 61 |
| 4,40 — 4,36 | 88 | 3,70 — 3,66 | 74 | 3,00 | 60 |
| 4,35 — 4,31 | 87 | 3,65 — 3,61 | 73 | **3,0 less than** | **60 less than** |

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| **2-Table****Comparative Analysis of Student Achievement Assessment Systems in Higher EducationTABLE** |
| **The Proposed Uzbekistan System** | **Russian system** | **European Credit Transfer System**  **(ECTS — European Credit Transfer System)** | **American system** **(А- F)** | **British system (%)** | **Japanese system (%)** | **Korean system (%)** | **Uzbekistan’s system (%)** |
| «5» | «5» | «A» | «A+» | 70 — 100 | 80 — 100 | 90 — 100 | 90 — 100 |
| «A» |
| «A-» | 65 — 69 |
| «4» | «4» | «B» | «B+» | 60 — 64 | 70 — 79 | 80 — 89 | 70 — 89,9 |
| «C» | «B» | 50 — 59 |
| «B-» |
| «3» | «3» | «D» | «C+» | 45 — 49 | 60 — 69 | 70 — 79 | 60 — 69,9 |
| «E» | «C» | 40 — 44 |
| «C-» |
| «D+» | 60 — 69 |
| «D» |
| «D-» |
| «2» | «2» | «FX» | «F» | 0 — 39 | 0 — 59 | 0 — 59 | 0 — 59,9 |
| «F» |

*(*National Database of Legislative Documents, 26.09.2018, No. 10/18/3069/1965