Appendix 6 to the minute of
meeting № 1 of TSUL Council
dated August 29, 2024

This policy was amended through:
Appendix 8 to the minute of meeting № 14 of TSUL Council dated March 31, 2026

Quality Assurance Policy of Tashkent State University of Law

This Policy is in accordance with the legislation of the Republic of Uzbekistan on education the resolutions of the Board of Trustees of Tashkent State University of Law related to ensuring quality assurance at university and governs relationships on quality assurance at the Tashkent State University of Law (hereinafter referred to as the university).

The policy sets out principles and expectations related to quality assurance to ensure faculties and departments are empowered and clear regarding their responsibilities with respect to quality assurance.

Chapter I. General rules

1. **The mission of the Tashkent State University of Law** is to prepare highly qualified professionals in law and other related fields who possess a deep understanding of national values, and an unwavering commitment to justice, and contribute to social development through research excellence.

2. **The goal of the university is to** educate young people who feel responsible to the state and society, comprehend legal and ethical values, respect both national and universal principles, and actively promote the rule of law and good governance through innovative research and practice.

3. **TSUL's vision** is to become a world-class institution that sets the standard for excellence in legal education, research, and innovation, that empowers its graduates to become change-makers by fostering a dynamic and inclusive academic community, while addressing the evolving needs of society and contributing to the development of a just, prosperous, and sustainable future for Uzbekistan and becoming the shapers of justice, equality, and the rule of law in society.

4. When choosing TSUL, applicants and their parents, students, employees, and partners should know and share the values of the university:

Respect for the individual. The main value of the University is the rights, freedoms and legitimate interests of citizens. We respect the personality and create conditions for its interests, the development of the creative and scientific potential of each student and employee.

Conscientiousness. We are honest with our work, colleagues, and students.

Knowledge. We strive to transfer knowledge that is relevant for today and for the future. We are open to new knowledge and skills.

Professional qualities. We strive to form a high level of professional knowledge and skills among university graduates, to meet the demands of the labour market.

The mission of the university and its values are above individual benefit.

5. The University's framework for quality assurance therefore underpins our commitment to academic excellence. It acknowledges the importance of an integrated approach across all functions and aspects of TSUL provision, including academic programs, student support services and the institution's research activity.

6. This Quality Assurance Policy must be read in conjunction with other detailed University policies that set out the specific processes that form part of the University's comprehensive and integrated approach to quality assurance.

Chapter II. Definitions

7. The University has also adopted definitions of key terms related to quality assurance in order to ensure a common understanding amongst the TSUL community, these include:

Quality in Higher Education: refers to how well the university supports students to consistently achieve positive outcomes in learning, personal development and career advancement, while meeting the reasonable expectations of those students, employers, government and society in general.

Quality Assurance: involves the systematic review of educational provision to ensure continued compliance with academic standards to maintain and improve the quality, equity and efficiency of provision, through appropriate policies, processes and procedures.

Quality Enhancement: using evidence to plan, implement and evaluate deliberate steps intended to improve the student learning experience and research environment.

Academic Standards: are derived from the State Standards, the National Qualifications Framework and relevant external benchmarking, including QAA UK's subject benchmark statements.

Student learning experience: refers to the diverse range of activities, interactions, environments, and processes through which students acquire knowledge, develop skills, and shape their attitudes and behaviors. It encompasses both formal educational settings, such as classrooms and lectures, as well as informal and co-curricular contexts, like student clubs, independent study, and real-world applications.

Stakeholders: are all individuals and groups who have a vested interest in the University and its activities. These stakeholders may be internal or external.

Chapter III. TSUL Stages of Quality Assurance

8. The University is committed to continuous improvement of its provision and activities to ensure that it realizes its mission and assures and enhances the quality of its learning opportunities through regular monitoring, assessment, and review of academic programs and administrative departments. In order to achieve this the University employs, the Plan, Do, Check, Act **(PDCA) cycle**:

Plan: This stage involves identifying the problem or opportunity for improvement, setting objectives, and devising a plan to achieve those objectives. It is about laying out what needs to be done, how, and by whom.

Do: In this stage, the plan is implemented. Actions are taken according to the plan developed in the first stage. This might involve testing new processes, implementing new procedures, or making changes to existing systems.

Check: This stage involves evaluating the results of the actions taken during the "Do" stage. It is about comparing actual outcomes with the expected outcomes and assessing whether the objectives were met. Data is collected and analysed to determine the effectiveness of the actions.

Act: Based on the findings of the "Check" stage, appropriate actions are taken. If the objectives were met, the successful practices are standardized. If not, adjustments are made to the plan to address any shortcomings, and the cycle begins again with the "Plan" stage.

9. Stakeholder engagement is embedded in each stage of the PDCA cycle, this includes the active participation of stakeholders in the University's quality assurance cycle and the continuous use of stakeholder feedback to inform these processes.

The University will determine the form and intensity of any stakeholder engagement in its processes.

Chapter IV. Quality Management Structure

10. **Board of Trustees.** The Board of Trustees is the highest authority in TSUL and oversees adherence with the TSUL Quality Assurance Policy and Framework to ensure proper implementation.

11. **University Council (UC).** The Council is the principal policy making body with overall responsibility for the administration of the University, including quality assurance.

12. **Senate of Professors.** The Senate of Professors approves the university's long- and medium-term strategic development programme, defines targeted measures for achieving high positions in rankings of internationally recognized organizations, determines priority areas for advancing science and conducting relevant legal research, and approves standards of academic integrity and research ethics.

13. **Teaching and Learning Committee.** The Teaching and Learning Committee is a consultative group comprised of academic faculty. The Teaching and Learning Committee provides advice and recommendations to University Council regarding the contents and implementation of the institution's Teaching, Learning and Assessment Strategy.

14. **Student Support Committee.** The Student Support Committee is a consultative group comprised of elected student representatives, Faculty representatives and administrative staff. The Student Support Committee provides advice and recommendations to University Council regarding the co-curricular and student support provision across the University.

15. **Quality Assurance Committee.** The University's Quality Assurance Committee comprises a wide range of University departments and key stakeholders to ensure TSUL develops and consistently implements quality assurance policies and processes that ensure the institution delivers the highest quality teaching, learning and support.

In addition, the Quality Assurance Committee considers the outcomes of internal and external quality assurance processes, recommending action to University Council.

16. **Academic Integrity Committee.** The Academic Integrity Committee advises the Senate of Professors on the highest standards of scholarship. The council work to assure the quality of TSUL's scholarly output and student assessment, as well as taking action where academic misconduct is found to have taken place. The Academic Integrity Committee reports to the Senate of Professors.

17. **Research Committee.** The Research Committee advises the Senate of

Professors on research policy and priorities, oversees the quality of research, coordinates internal research publications, proposes promotions based on research and is responsible for research ethics at TSUL. The Research Committee reports to the Senate of Professors.

18. **Students.** The TSUL Student Engagement Strategy sets out the University's arrangements for providing students with a wide range of opportunities to contribute to the development of their learning experience, including through the quality assurance system. This includes formally, through the Student Association, student representatives and module and program evaluation, as well as active participation in University committees, councils and commissions and surveys, and informally through more general interaction between staff and students.

19. **Student Association.** The Student Association is the formal representative body of students at TSUL. Its officers are members of various TSUL committees and the Rector meets with delegates from the Student Association at least once per semester to discuss the student experience.

20. **Faculty-students committee.** The Dean meets with student representatives to discuss and act on issues that impact students' learning opportunities.

21. **Section-students committee.** Faculty from each academic section meet with student representatives to discuss and act on issues that impact students' learning opportunities.

22. **Faculty Council.** Each Faculty has a Faculty Council in place that oversees the work of the different constituent parts of the Faculty.

Faculties are headed by a Dean and composed of an Academic Department, led by a Deputy Dean, that is further divided into academic sections. They also comprise a research center and a practice and career center. In this capacity they are responsible for the long-term strategic development of academic provision, research and practice and career opportunities for the students within the faculty as well as overseeing day-to-day matters pertaining to quality.

The Faculty Council receives reports from various committees, including the Faculty Student Committee, section meetings and an Advisory Board with significant external stakeholder engagement.

23. **Sections.** Sections within the Faculty academic department consist of academic staff responsible for the day-to-day delivery of teaching and learning. Individual members of academic staff are all responsible for ensuring that their delivery adheres to TSUL policies and procedures relating to quality assurance. The Head of Section will report to the Faculty Council.

24. **Administrative departments.** Administrative departments play a central role in the creation and implementation of the University's quality assurance

framework.

Chapter V. Key Quality Assurance Processes

25. The University has a series of strategies in place that direct its work and approach to academic provision, including research. Among others, these include the Strategic Plan and Teaching, Learning and Assessment Strategy, Estates and Resources Strategy and Plan and Student Engagement Strategy. The University operates a series of Quality Assurance processes as part of its PDCA cycle to ensure the successful implementation TSUL strategies provided in this section.

26. **Programme Development and Approval.** TSUL ensures that new programmes are developed in accordance with the Programme Development and Approval Policy, which ensures new programmes are aligned with the University's mission, are in response to national educational and market needs and meet the standards of quality expected by TSUL. The policy requires that new programmes are compliant with State Education Standards in higher education, as well as regulatory and accrediting body requirements. This policy also sets out the institution's arrangements for the consideration of external reference points including the National Qualifications Framework and **QAA UK Subject Benchmark Statements.**

27. **Programme Specifications (Taught Programmes).** A definitive record of each programme and qualification is maintained by the University to act as a reference point for the delivery, assessment, monitoring and review of the programme. Our programme specifications are accessible to academic and professional services staff, students, internal and external examiners, professional and statutory bodies, and academic reviewers. Programme specifications include information on educational aims, intended learning outcomes, learning and teaching methods and modes of assessment, and are updated as and when amendments to the programme or learning outcomes are approved. The Quality Assurance Department is responsible for developing and improving programme specifications in collaboration with the other relevant departments and staff and submitting to the University Council for approval.

28. **Peer observation of teaching.** The teaching, learning and assessment strategy at Tashkent State University of Law defines the university's approach to education. In order to ensure the sustainable and effective implementation of the strategy, including the university's approach to teaching, several quality assurance mechanisms will be introduced, in particular, peer observation of classes by professors and teachers of equal status. The regulation on peer observation of classes by professors and teachers sets out the detailed conditions related to the observation of classes and accordingly professors and teachers can compare each other's classes

can give constructive feedback according to the Teaching, learning and assessment strategy.

29. **Module and Programme Evaluation.** The University operates a comprehensive Programme and Module Evaluation system. At the end of each academic year a survey is conducted among students to gather their opinions about their programmes and at the end of each semester a survey will be conducted to gather student opinions about their modules. These results of these surveys are analysed by relevant staff within Faculties and the Quality Assurance Department.

30. **Annual Monitoring and Periodic Review** TSUL ensures that all programmes and administrative departments are continuously monitored and periodically reviewed and the detailed arrangements for this are set out in the Annual Monitoring and Period Review Policy. In summary the policy covers:

Annual monitoring of educational programs at the end of the academic year. The policy outlines TSUL's commitment to the comprehensive analyis and monitoring on an annual basis. This includes Annual Programme Monitoring, with detailed reflection conducted within faculties by relevant staff at the level of the individual programme. Adherence to this process is overseen by the Quality Assurance Department, with reports considered by the University Council.

Annual monitoring considers a wide range of data ranging from student feedback, to management information (including enrolment, progression and achievement data) and reflective narrative from programme staff.

Periodic Review. TSUL is committed to conducting a fundamental periodic review of academic programmes at least every 5 years. Periodic review is overseen by the Quality Assurance Department and Registrar's Office and involves conducting surveys and discussions between students, employers and university graduates with work experience. Based on the analysis of the results, the study programmes will be revised and re-approved by University Council.

Annual Monitoring of Administrative Departments. In addition to academic programmes, administrative departments at TSUL undergo an annual assessment of their implementation of plans. This process is based on a self-reflective exercise at the level of the individual department based on the agreed departmental goals and objectives and Key Performance Indicators. Each department evaluates the achievement of each objective by submitting its assessment results and conclusions and improvements for the following year to the Department for Organizational Control and Strategic Planning for consideration by University Council. In addition to Annual Monitoring and Period Review Policy, arrangements for monitoring processes in administrative departments is addressed in relevant policies and procedures, such as the Student Support Policy.

31. **Annual Performance Review.** The University operates a rigorous

process of Annual Performance Review for both academic and administrative staff.

Annual performance review of the faculty is coordinated by the heads of sections and is analyzed by them and relevant faculty deans and ultimately, the HR Department to reflect.

Annual performance review of the administrative staff is coordinated by the the first direct line manager and analyzed by them and and ultimately, the HR Department to reflect.

This enables the institution to hold a robust developmental dialogue with academic and administrative staff based on objectives, performance data and, where relevant, student feedback that directly contributes to the quality of teaching and learning or support and the overall student experience.

32. **Public Information Audits.** The University has a Public Information Policy in place that governs TSUL's approach to the management of published information. The policy articulates the University's arrangements for the production, approval, monitoring and review of published information. It also makes explicit reference to which staff are considered the owners of particular documents, review timetables, and the process for review and departmetal and individual responsiblities. A requirement of the policy is that relevant team conduct annual Public Information Audits (PIAs) to ensure that all information published about TSUL and in the public domain remains comprehensive, accurate and accessible.

Chapter VI. Stakeholder Engagement

33. TSUL actively seeks stakeholder engagement both internal and external, including actively seeking students' feedback through engagement with the Student Association, various forums and survey channels, student participation in committees, and other mechanism, including those outlined above under Chapter IV, these arrangements are also set out in detail in the Student Engagement Strategy. This interaction is seen as making a vital contribution to the University's quality assurance arrangements. In particular, by helping to provide insight into areas of strength for the dissemination of good practice and by identifying areas for improvement. As such, stakeholder feedback is a central and embedded feature of the quality assurance mechanisms set out in this policy.

34. **Use of External Expertise in Internal Quality Assurance.** TSUL recognise that the most effective internal quality assurance systems intergrate external expertise into their processes. The University is highly committed to this approach and, as such, makes extensive use of external expertise. Including:

Advisory Boards. TSUL forms Advisory Boards before Deans that include employers, alumni and, where appropriate representatives of government agencies

and ministries (as well as staff and students) to inform the development of strategy, support the implementation of academic programs and contribute to effective monitoring.

Collaboration with Non-Governmental Organizations. TSUL maintains close links with a wide range of non-governmental organizations who help to provide financial, logistical and other support to enable the University to make use of external experts. This has included training from external quality assurance agencies and the use of international consultants to support TSUL's work, including the development of programme and module learning objectives and teaching and learning strategies.

Chapter VII. External Quality Assurance

35. In addition to the University's comprehensive internal quality assurance system, TSUL is committed to enhancing its provision through constructive engagement with external quality assurance agencies and bodies. Currently, these include:

The Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan. The Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan ensures the development of state educational standards and qualification requirements. The university carries out attestation and accreditation.

The Ministry of Justice of the Republic of Uzbekistan.

The Ministry of Justice of the Republic of Uzbekistan conducts analysis of legal education and develops proposals for its improvement.

The National Agency for Quality Assurance in Education. The university carries out state accreditation by the National Agency for Quality Assurance in Education.

36. **Quality Assurance Agency (QAA), UK.** TSUL have made engagement with QAA UK a strategic priority and are working to secure International Quality Review accreditation with the agency.

Chapter VIII. Final provisions

37. In preparing the university for international accreditation, appropriate work is carried out based on the standards and guidelines for quality assurance in the European higher education area (ESG) (2015).

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Enqa.eu. Accessed 16 January 2022.

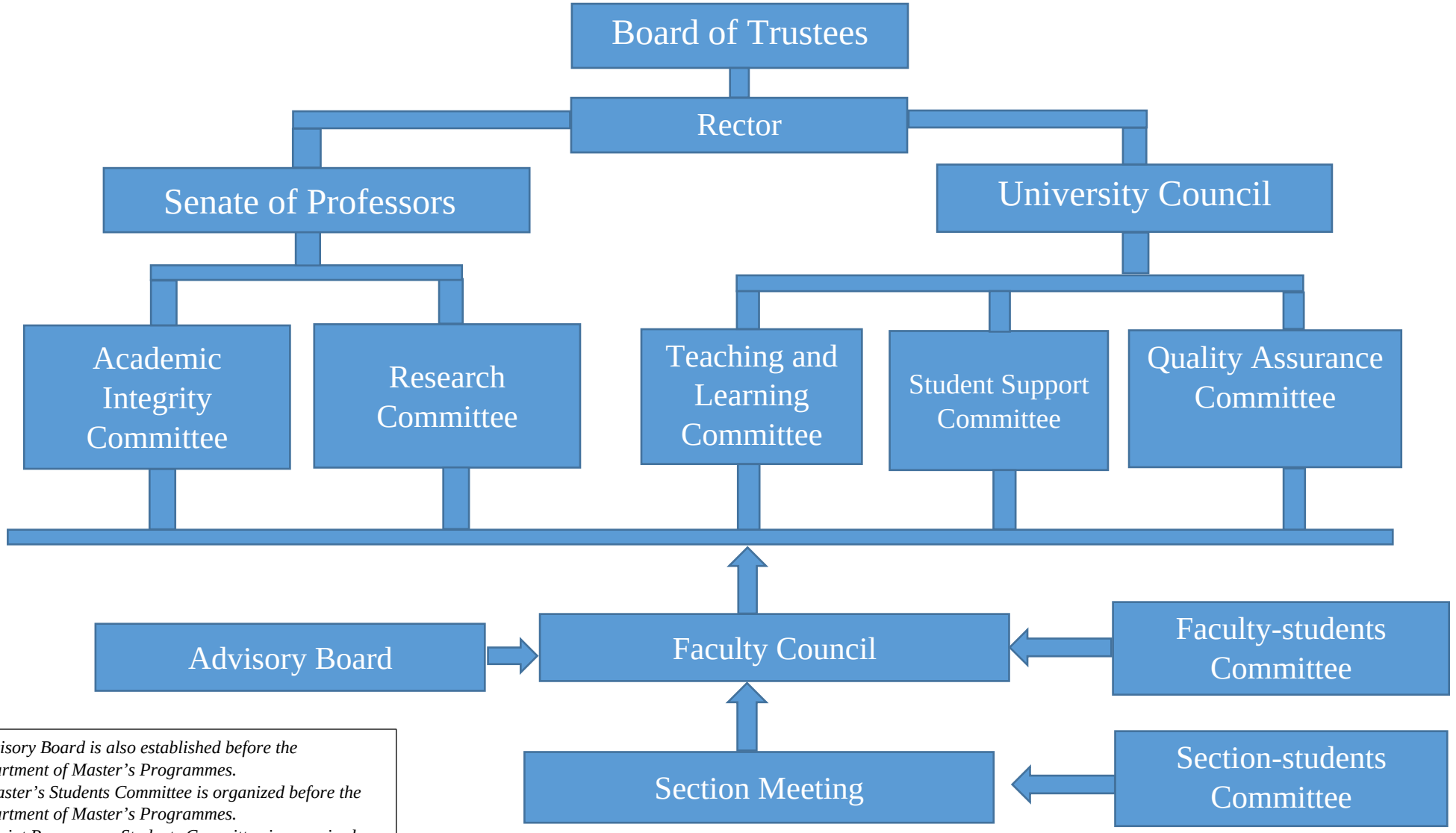
https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

38. It is mandatory that all staff follow this policy and use it as the foundation when creating any quality assurance processes.

39. This policy is reviewed at least once every three years, and necessary changes and additions are made as required.

Appendix to Quality Assurance Policy of
Tashkent State University of Law

TSUL Quality Assurance Committee Chart



**Advisory Board is also established before the Department of Master's Programmes.*
***Master's Students Committee is organized before the Department of Master's Programmes.*
****Joint Programme Students Committee is organized before the Department of Joint Programmes.*