Appendix 8 to the minute of meeting № 9 of
TSUL Council dated December 26, 2024

Amendments made to this Strategy:
Appendix 1 to Minutes No. 3 of the TSUL Council meeting dated September 11, 2026

Teaching, Learning and Assessment Strategy of Tashkent State University of Law

Chapter I. Introduction

Decree of the President of the Republic of Uzbekistan No. PF-232 dated November 26, 2025 “On Measures to Further Reform Legal Education and Science in the Republic of Uzbekistan,” as well as the strategic development program of Tashkent State University of Law (TSUL), have defined priority tasks for improving university governance and further developing legal education and science.

Separate sub-strategic documents may be adopted within strategic development programs for the purpose of fully implementing the tasks identified in a specific area.

In particular, a sub-strategy in the areas of teaching, learning, and assessment has been established. This document provides a solid academic foundation aligned with international standards, fostering the development of legal and other education systems and preparing specialists capable of meeting the dynamic demands of legal and other professions.

TSUL's Teaching, Learning and Assessment strategy is developed with consideration of feedback from internal stakeholders.

The university recognizes that the state and society demand specialists who possess systematic and critical thinking, can forecast and make independent decisions, work effectively in teams, manage systems, and collaborate while being committed to justice and the rule of law. Such specialists must demonstrate an unwavering dedication to their profession, the well-being of the population, and the future of the country.

These specialists should be knowledgeable, adhere to professional ethics, and exhibit creativity and competence.

Through its Teaching, Learning and Assessment strategy, TSUL strives to cultivate graduates with the above-mentioned qualities who will serve Uzbekistan and actively participate in the international labor market.

Chapter II. Strategic Objectives and Actions

TSUL has identified 7 Strategic Objectives, together with a series of linked

actions designed to meet the objectives:

1. **Ensuring and Enhancing Quality**

- **Objective**: Maintain high academic standards and continuously improve teaching, learning, and assessment processes.
- **Actions**:
  - Develop a robust quality assurance framework in alignment with State Standards and the European Standards and Guidelines.
  - Establish regular monitoring cycles for curricula, teaching methodologies, and assessments.
  - Use student feedback and performance data to refine programs.

2. **Student-Centered Teaching, Learning, and Assessment**

- **Objective**: Prioritize the needs, interests, and active engagement of students in all academic activities.
- **Actions**:
  - Introduce flexible teaching approaches, including practice, problem-based and active learning strategies
  - Provide personalized feedback and support mechanisms.
  - Encourage students to take ownership of their learning

3. **Research-Based Education**

- **Objective**: Integrate contemporary legal research into the curriculum to ensure relevance and innovation.
- **Actions**:
  - Foster collaboration between students and faculty on research projects.
  - Embed research skills development into the curriculum.
  - Host regular student research conferences and workshops.

4. **International Integration and Mobility**

- **Objective**: Foster students' global understanding and perspectives and enhance TSUL's international reputation.
- **Actions**:
  - Establish international exchange programs for students and faculty.
  - Incorporate comparative and international topics into the curriculum.
  - Partner with leading global universities for collaborative research, dual degree programs and other teaching, learning and assessment activities.

5. **Transparency and Openness of Information**

- **Objective:** Ensure that all stakeholders have access to clear and accessible information about academic programmes and modules, including learning outcomes, assessment criteria, and curriculum content.
- **Actions:**
  - Publish detailed programme and module specifications, learning objectives, and assessment criteria.
  - Develop transparent policies or guidelines for assessment
  - Maintain open communication channels with students.

6. Outcome-and Competency-Based Education

- **Objective**: Align educational programs with defined outcomes and competencies required for the legal profession.
- **Actions**:
  - Design curricula that focus on practical skills, critical thinking, and professional ethics.
  - Use problem-based learning, case studies, simulations and other active learning strategies to evaluate students' abilities to apply theoretical knowledge.
  - Introduce clinical and dual education principles into legal education programs in accordance with the established procedure (whereby the practical components of the education programs are carried out through practical training at courts, law-enforcement agencies, the bar (advocacy), consulting firms and other relevant organizations, as well as through clinical seminars conducted at the legal clinic);
  - Update learning outcomes periodically based on legal industry trends and stakeholder feedback, including from employers.

7. Strategic Approach to Assessment for Learning

- **Objective:** Use assessment not only as a tool for evaluation but as an integral part of the learning process, ensuring that it is fair, reliable, and aligned with learning outcomes.
- **Actions:**
  - Use a range of formative and summative assessment methods to provide timely feedback for learning and to evaluate students' achievements
  - Review and revise assessment to ensure that it is aligned to programme and module learning outcomes
  - Establish processes to ensure the fairness and reliability of assessment.

8. Ethical and Professional Standards

- **Objective:** Promote high ethical standards and professional integrity in teaching, learning, and assessment processes.
- **Actions:**
  - Integrate ethical issues into the curriculum
  - Ensure academic integrity through assessment and evaluation procedures
  - Develop a clear and implementable position on the use of Artificial Intelligence in teaching, learning and assessment

Chapter III. Development, Implementation and Monitoring

University Council approve the Teaching, Learning and Assessment Strategy and any associated plans and performance indicators.

University Council delegate authority to the Teaching and Learning Committee for implementation of the TLA Strategy.

The Teaching and Learning Committee discuss and operationalise all aspects of the TLA Strategy and construct and monitor plans and associated key performance indicators designed to achieve strategic objectives and the connected actions.

A wide range of university stakeholders are involved the development, implementation and monitoring of the TLA Strategy, including academic and administrative staff, students and employers. Their feedback is sought regularly and used to guide and strengthen the institution’s approach.

Chapter IV. Concluding rules

Regarding issues related to this strategy and its implementation, the Quality Assurance Department can be contacted.

The strategy is reviewed according to the established procedure and, if necessary, relevant amendments and additions are made.

The Quality Assurance Department is responsible for the organizational aspect of the review of the strategy.

The Teaching and Learning Committee will discuss any amendments to this strategy before the University Council.