Appendix 6 to the minute of meeting
№ 15 of TSUL Council
dated 27 March 2025

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

TSUL Programme Development and Approval Policy

This Policy is in accordance with the legal authorities on legal education in Uzbekistan and the Quality Assurance Policy of Tashkent State University of Law. The policy governs relationships on programme development and approval at Tashkent State University of Law.

Chapter I. General provisions

1. This Policy sets out the University's processes relating to the approval of all undergraduate and postgraduate taught programmes. The Policy aligns with all relevant state legislation and relevant external reference points, including the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The approval of joint programmes is conducted separately, in accordance with the University's policy on the approval of joint programmes.

2. Programmes are designed, developed and scrutinized against reference points to ensure that:

the academic standard is commensurate with the proposed award(s)

the student experience will be of appropriate quality to support the achievement of the required standard

the requirements of the University's Strategic Plan and Teaching, Learning and Assessment Strategy are met.

3. Programme development and approval consists of the following stages:

initial programme proposal;

development of the programme by programme development team (PDT);

scrutiny of the programme by programme approval panel;

approval of the programme by the University Council;

submission of the programme to the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan to have the programme included in the classifier of specialties.

Chapter II. Definitions

4. Key terms are defined as follows:

Study Programme – A structured and coherent set of modules and learning activities designed to achieve specific educational outcomes, typically leading to a degree or qualification awarded by TSUL, their set of normative and methodological documents specified in national legislation.

Programme Development Team – A group of academic and administrative staff responsible for designing and developing a study programme and its content to ensure its quality, relevance, and alignment with state education standards.

Programme Approval Team – A panel that evaluates and recommends official approval for a study programme, ensuring it meets institutional, national, and accreditation standards and expectations.

Programme Specification – A formal document outlining the objectives, structure, learning outcomes, assessment methods, learning strategies and key details of a study programme, serving as a reference for students, faculty, and other stakeholders.

Module Syllabus – A formal document outlining the key details of an individual module within a study programme, including its learning objectives, expected module learning outcomes, assessment, teaching methods, credit value, assessment criteria, content and recommended literature. It serves as a guide for students, faculty and other stakeholders.

External Experts – Independent industry professionals and/or academics from outside the institution who provide objective evaluations, insights, and recommendations regarding the quality, relevance, and accreditation of a study programme.

Chapter III. Initial Programme Proposal

5. New programme proposals may be initiated in two ways, by Presidential Decree or internally by TSUL. In both instances the programme development and approval process remains the same.

Any Faculty or member of staff wishing to develop a new programme for delivery at TSUL must complete an Initial Programme Proposal Form (IPPF, Appendix 1).

The IPPF ensures that essential information, which must be assessed in order to determine whether a programme should be given initial approval for

development, is assembled for consideration by University Council. This information includes:

The type of programme and its duration;

a programme overview;

programme rationale, including market need and demand;

student support;

student admission;

academic and administrative staff requirements;

resources;

accreditation.

6. Programme Proposals may only be developed in accordance with the consent of the relevant Dean and the Head of the relevant academic department and IPPFs must contain their signature upon completion.

Master's Programme Proposals must be developed in accordance with the consent of the Head of the Department of Master's Programmes and the Director of the Higher School of Legal Research.

7. The relevant Dean submits IPPF to the Registrar's Office which will submit to University Council.

University Council then scrutinizes the IPPF to ensure that the proposed programme is aligned to the University's strategic vision, commercially sound and a sensible fit with regards to other TSUL programmes. University Council will then make a determination as to whether the proposal should be approved and move to Stage 2 in the programme development process.

Chapter IV. Development of the programme by programme development team (PDT)

8. Where University Council decides to approve an IPPF, a Programme Development Team will be assembled through rector's order upon proposal of the Registrar's Office to develop the full programme and final proposal.

Wherever possible programme development should commence at least 12 months prior to the intended commencement of the programme. Programme development activity will not take place in July and August. This does not apply to cases where acts of the President and the Government of the Republic of Uzbekistan directly specify the timeframe for introducing the programme.

The Programme Development Team will be assigned a leader from the Faculty in which the programme is to be housed, the PDT will also include at least

2 additional members of academic staff with suitable knowledge, experience and subject expertise. More staff can be added to the PDT as required.

9. The University considers that modules are the basic building blocks of programmes. A programme specification summarizes essential information about a programme in a single document, and a module syllabus does the same for an individual unit. Both documents are therefore key reference points and care must be taken to ensure that they are, and remain, accurate and up to date.

Consequently, the University has standard templates for the programme specification (Appendix 2) and template module syllabi (Appendices 3 and 4) and provides notes for guidance (Appendix 5) for the completion of the module syllabus template.

10. It is important that the intended learning outcomes specified for a module contribute to those for the programme as a whole and are appropriate for the level or stage of the programme at which the module is expected to be taken.

The PDT will be expected to ensure that this is achieved through the development process.

11. The PDT must also take account of relevant external reference points. This will include:

state education standards;

the National Qualifications Framework of Uzbekistan;

European Qualifications Framework (EQF);

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG);

QAA UK Subject Benchmark Statement.

12. In addition to external reference points, TSUL considers the use of external expertise in programme design, development and approval to be important. The University considers it can help strengthen programme content, align TSUL practices with international and industry best practice and help to ensure the University's programmes are comparable internationally. PDTs are therefore required to engage industry experts and external academics in the development process.

13. The PDT must also engage current (and where feasible) prospective students when developing the programme in order to ensure that their views and opinions are incorporated into its design.

14. The PDT must consult with the Information Resource Centre in order to ensure that the programme complies with national accreditation requirements to make sure that all literature recommended in the syllabi is stocked in the library.

15. The PDT must evidence the contribution of employers, external academics and students when presenting the final submission for approval.

16. The final submission must include:

The IPPF;

National qualification requirements for the programme;

Curriculum of the programme;

Programme Specification;

All module syllabi;

Evidence of employer, student and stakeholder consultation.

Chapter V. Scrutiny of the programme by programme approval panel

17. When the PDT has completed its final documents, this will be submitted to the Registrar's Office for consideration to a Programme Approval Panel (PAP).

18. The PAP are appointed by the University Council upon the proposal of Regisrar's Office, and are responsible for conducting detailed scrutiny of the proposed academic programme.

The PAP will include:

A Dean from another academic Faculty (Chair);

Member of the Quality Assurance Department (Secretary);

1 member of academic staff from another faculty;

An external academic with relevant subject experience;

At least one employer;

A student.

19. The PAP analyze all documentation provided in the final submission, including feedback from external experts gathered by the PDT in the course of its work.

20. The PAP will conduct a short 'site visit', where the panel interview the Programme Development Team, external stakeholders and where relevant, and/or necessary, potential students and/or students on allied programmes, to ascertain their opinions on the proposed programme.

Specifically, in relation to the programme the PAP will:

Consider its structure and progression opportunities in relation to the intended learning outcomes, ensuring that these are appropriate to its academic level and title;

Ensure that the stated teaching, learning and assessment strategy will support achievement of learning outcomes and is inclusive, providing all students the opportunity to demonstrate their learning;

Consider how aspects such as internationalisation, employability, sustainability and other University strategic priorities are embedded within the curriculum;

Confirm that University policies and regulations have been adhered to, including the programme approval process itself;

Ensure the clarity and robust nature of definitive programme documentation as appropriate for publication and according to the programme objectives and outcomes.

21. The PAP will then produce a short report, based on its analysis and visit that contains:

conditions (important and fundamental actions that must be completed before the programme is considered for approval by University Council);

recommendations (actions that would not prevent approval, but in the view of the PAP, will strengthen the programme);

good practice (aspects of the programme that the PAP considers good practice in the context of TSUL);

a recommendation for University Council regarding approval of the programme (PAP will make a recommendation to University Council as to whether the programme should be approved for delivery at TSUL).

22. The Programme Development Team and relevant Faculty Dean will receive a copy of the report through the Registrar's Office.

23. The Programme Development Team reviews the conditions and recommendations outlined in the report and prepares a response regarding these matters. The Programme Development Team addresses the conditions and submits the response to the Registrar's Office within 20 days.

If there are fundamental deficiencies in submissions that are going to require a lot more work, the programme is referred back to the PDT for further development and must be re-submitted for consideration by the PAP at a later date.

24. Registrar's Office will submit the report to next scheduled meeting of the University Council. Along with the report, the following materials are distributed to the council members in advance:

The complete programme proposal, PAP Report and a response to the report from the PDT, including how it has addressed any conditions and recommendations is submitted to the University Council for final approval.

Chapter VI. University Council Decision and Programme Launch

25. Upon receiving the full, final programme proposal, report from the PAP and PDT response, University Council discusses the submission and makes a final decision.

26. The decision of University Council will be sent by Registrar's Office in 15 days to the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan along with other required documents to have the program included in the classifier of specialties.

27. The inclusion of the educational program in the classifier of specialties by the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan will become the basis for teaching the educational program.

28. Upon receiving the decision of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan, the Registrar's Office will notify all relevant departments in order to make necessary preparations for launching the programme.

Chapter VI. Concluding rules

29. Regarding issues related to this policy and its implementation, the Registrar's Office can be contacted.

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

INITIAL PROGRAMME PROPOSAL FORM (IPPF)

This initial programme proposal form is intended to pull together information that enables a greater understanding of what the programme will offer prospective students. The form requires approval from the University Council to proceed with further and final development of your programme.

This form must be used for all undergraduate and taught postgraduate programme proposals. The need for a standardized form is to enable consistency across programmes, helping to ensure high standards and an excellent student experience.

Please contact Registrar's Office if you need assistance with completing the form.

Before the PPF can be submitted, the IPPF must be approved and signed by your Faculty Dean

General Programme Information

Faculty	
Section/Department	
Name of Proposer (Academic Lead)	
Programme Development Team (please list additional proposed members of the PDT)	
Proposed Programme Title	
Total ECTS	
Proposed Year of Commencement	
Expected duration	
NQF level	
Mode of study	
Do you intend to seek accreditation for programme? If so, by whom?	
Date Form Submitted	
Date Form Considered by University Council	

Once initial approval has been given by University Council, please complete a Programme Approval Form (PAF) and other relevant documentation (programme specification and module syllabi) and submit these to the Quality Assurance Department for consideration by the Programme Approval Panel.

Section 1: Programme information

Programme Rationale *Please provide a short (less than 500 words) description/summary of how this programme fits in with the University's strategy and your Faculty's objectives:*

Student Demand *Provide validated evidence of student interest in this program where possible (e.g. documented surveys, focus groups).*

Market Need *Provide externally validated evidence of demand from employers in Uzbekistan and/or internationally for graduates from this programme (please use relevant statistics where possible).*

Existing Programmes *Please outline the relationship of this programme to existing TSUL programmes, in particular where it is intended to replace an older programme or may corrupt markets for existing awards*

Section 2: Academic Staff Requirements

Faculty Requirements *Please outline the staffing needs for this programme. In particular where you require additional, new staff to deliver the programme. You should comment on intended student staff ration and the areas of expertise you require.*

If you have particular staff in mind for the programme please also comment on the expertise, qualifications and recent publications.

Section 3: Student Support

Support Strategies *Please outline the approach that will be taken to student support, including how this aligns with the University's Student Support Policy. You should comment on tutorial arrangements and the provision of career, disability and other support*

Section 4: Student Admission

Recruitment Strategies and Projected Enrolment *Please provide an overview of the recruitment strategy you attend to deploy and a 5 year estimate of projected enrolment to the programme*

Admission Requirements *Please outline the intended entry requirements to the programme, stating how these align with relevant state legislation and regulations*

Section 5: Resources

Space requirements *Please provide details below, particularly where additional teaching spaces will be required to accommodate new provision.*

What additional facilities/equipment/learning resources will be required? Has consultation and approval been given for these? *Please comment on all forms of resource, including library, IT and student support resources (where this has not been covered under Section 3)*

Section 6: Consent to Develop the Programme

For Bachelor's programmes

Indicate that initial consent has been given by the Faculty Dean and the Head of the Academic Department.

Dean's full name:

Signed……..

Date: .....

Full name of the Head of Academic Department:

Signed……..

Date: .....

For Master's Programmes

Indicate that initial consent has been given by the Director of the Higher School of Legal Research and the Head of the Department of Master's Programmes.

Full name of the Director of the Higher School of Legal Research:

Signed……..

Date: .....

Full name of the Head of the Department of Master's Programmes:

Signed……..

Date: .....

Appendix 3
to TSUL Programme Development and Approval Policy

MINISTRY OF JUSTICE OF THE REPUBLIC OF UZBEKISTAN
TASHKENT STATE UNIVERSITY OF LAW

«APPROVED»
Rector Tashkent State
University of Law
_____+++++
Academic year 2026-2027
«___» _____

COMPARATIVE CONSTITUTIONAL LAW

Module syllabus

6 CREDITS (ECTS)

Field of knowledge:	400 000	–	*Business, governance and law*
Field of study:	420 000	–	Law
Area of study:	60420100	–	Jurisprudence

Information about the module

Module code: ++++
Module name: Comparative Constitutional Law
Academic semester: semester 2/ academic year 2026-2027
Section: Constitutional Law
Credits / Hours allocated to the module: 6 ECTS (150 hours)
Module leader: _____, _____..
(_____@tsul.uz)
Office hours: _____
Minutes of the meeting of the University Council: №___, __ _____ 2026

Tashkent – 2026

I. MODULE DESCRIPTION

Each country has its own constitutional system. The constitutional system of other countries differs from the constitutional system of the Republic of Uzbekistan. Comparative study of the constitutional systems of other countries enriches the knowledge of constitutional law and leads to an understanding of the differences in constitutional systems. It enables one to understand the place of national constitutional norms within constitutional reality. It helps to identify the prospects for the development of constitutional and legal institutions.

Comparative Constitutional Law module, proceeding precisely from the considerations set out above, involves the comparative study of the constitutions of foreign countries. In addition, this module serves to develop practical skills related to the field.

The module is conducted in Uzbek, Russian and English.

II. MAIN REQUIREMENTS OF THE MODULE

Comparative Constitutional Law module is designed for 3rd year undergraduate law students. As a pre-requisite for this module students are required to have a basic knowledge of the Theory of State and Law and Constitutional Law.

III. MODULE COMPOSITION

6 ECTS. 28 hours for theoretical component, 27 hours for practical component.

Theoretical part		**Practical component**	**Assessment**	**Independent learning**	**Total**
Lecture	**Seminar**				
20	8	27	5	90	150

IV. OVERALL AIM OF THE MODULE

The overall aim of the comparative constitutional law module is to develop students' substantive knowledge, skills and values through the comparative study of the constitutions of a range of countries, the analysis of the advantages and disadvantages of different constitutional models and their related legal institutions in the context of comparison, and how this relates to national (Uzbek) constitutional provisions.

V. MODULE LEARNING OUTCOMES (MLO)

Upon completion of the module, students should be able to:

1) identify the specific nature and key features of the constitutions of given countries (**MLO I**);

2) accurately describe the guarantee of human rights, the organization and functioning of the legislative, executive and judicial authorities in given constitutional systems (**MLO II**);

3) critically analyze the advantages and disadvantages of given constitutional systems (**MLO III**);

4) conduct and record accurate legal research on the constitutional provisions of given jurisdictions (**MLO IV**);

5) prepare a draft of a constitution based on a comparative analysis of given constitutions provisions and practices (**MLO V**).

VI. ASSESSMENT AND GRADING

The extent of achievement of the module learning outcomes by students will be assessed as follows:

1) **First intermediate examination (theoretical).**

Assessed: MLO I, MLO III

Assessment task: Preparation of an infographic consisting of 2 slides on the key features, advantages and disadvantages of the constitutions of 2 selected foreign states.

Assessment rubric: provided in Annex 2 to the syllabus.

Points: 20 points

2) **Second intermediate examination (practical).**

Assessed: MLO IV and MLO V

Assessment task: Students conduct legal research on a specific constitutional institution and prepare a policy brief. The policy brief must propose and formulate constitutional provisions for State “A” based on the researched constitutional institution.

Assessment rubric: provided in Annex 3 to the syllabus.

Points: 20 points

3) **Final examination.**

Assessed: MLO I, MLO II, MLO III

Assessment task: Students are given a set of case studies and will be asked related theoretical and practical questions. Students provide their answers in a 2-hour period in examination conditions (in an examination room, under supervision) on computers using the University’s electronic learning platform.

Assessment rubric: provided in Annex 4 to the syllabus.
Points: 60 points.

Assessment rubrics for the intermediate and final assessment are the basis for measuring the extent to which the expected module learning outcomes have been achieved and for assigning the corresponding score accordingly.

Constructive feedback will be provided upon completion of the review of each assessment.

Given the high weighting assigned to the final examination and with a view to minimising the human factor in its assessment, the final examination paper shall be reviewed with the assistance of artificial intelligence. In this process, artificial intelligence proposes a score to the reviewing faculty member together with constructive feedback based on the assessment rubric. The faculty member verifies that the proposed score is accurate and that the feedback is well-founded and constructive, and makes amendments where deemed necessary. The final score is assigned and the feedback is provided by the faculty member.

The faculty member who conducts the seminar facilitates the students to prepare for the intermediate and final examinations based on the evaluation criteria.

The faculty member conducts **formative assessment** in each class directed at measuring the extent to which the expected module and individual class learning outcomes are being achieved. The purpose of formative assessment is not to assign a grade to the student, but to support the student in achieving the expected module and individual class learning outcomes. Accordingly, no individual or overall grade is assigned for the student's work or written or oral responses. Constructive feedback is given in the relevant form.

Students are required to strictly adhere to the requirements of **the Code of Academic Integrity and Research Ethics** when preparing for intermediate and final written examinations. In case of violation of the requirements of academic integrity by the student, including in the case of appropriation of authorship (plagiarism), zero points will be assigned to such written works or the previously assigned grades will be canceled and appropriate measures will be taken against student and student involved.

VII. TEACHING AND LEARNING PROCESS

Module classes are organized in the form of lectures, seminars, practical training, and independent learning.

The organization and conduct of classes is carried out on the basis of the principle of **student-centred teaching**.

In conducting classes, the faculty members serve as **facilitators**, helping students to further advance the knowledge they have acquired in preparation for classes and to develop their legal skills and values related to the field.

Students are required to prepare for classes in order to be able to engage in effective interaction with faculty members during the session.

The methods employed in teaching sessions are directed at achieving the module learning outcomes (MLO) and the individual class learning outcomes (CLO).

In conducting lectures, theoretical issues are taught by faculty members through practical examples (problem-based learning). This approach focuses on developing in students “soft skills” such as the ability to analyse and draw conclusions from problematic situations, as well as theoretical knowledge.

In seminars, the Socratic method and case study methods are used.

In lecture and seminars, other various methods (interactive presentations, small group discussions, project work, etc.) may also be used based on the module learning outcomes (MLO), the individual class learning outcomes (CLO), and the needs of the students.

Detailed information about the components of the module topics and recommended literature for the topics are provided in **annex 1 to this module outline**. The components of the module topics and recommended literature for the topics may vary based on academic freedom of the faculty.

VIII. PRACTICAL TRAINING COMPONENT OF THE MODULE

Fifty percent (50%) of the module's contact hours (excluding independent learning hours) are allocated to practical training (see Section X of the syllabus).

Sessions at the host practice organisation are conducted by the seminar instructor in collaboration with an employee of that organisation who acts as a mentor, on the weekdays specified in the timetable.

Electronic versions of the practical materials are provided in the practical training section of the module folder.

Students maintain **a reflective journal** on their practical training, in which they track the process of developing and improving the relevant practical skills.

IX. INDEPENDENT LEARNING

Students are required to engage in independent learning to prepare for lectures and seminars, in particular, to read the recommended literature, to address tasks assigned under problem-based learning and case studies, to independently master the part that was missed in the lectures and seminars and prepare for assessments.

Professors and teachers may give individual and separate assignments for independent learning based on the general level of performance of the group, the general or individual needs of students in relation to the mastery of the module.

X. MODULE TOPICS

№	Topics	Theoritical component hours		Practical component hours	Independent study hours
		Lecture	Seminar		
1.	**Topic 1.** Introduction to Comparative Constitutional Law. Comparing constitutions	2	2		6
2.	**Topic 2.** Constitutional guarantees for human rights	2		4	12
3.	**Topic 3.** Constitutional regulation of political parties and elections	2		4	9
4.	**Topic 4.** Constitutional foundations for a state form	2		2	9
5	**Topic 5.** Constitutional status of the head of the state	2	2	2	9
6.	**Topic 6.** Parliament and law making	2		4	12
7.	**Topic 7.** Constitutional regulation of the executive and government	2		3	6
8.	**Topic 8.** Judiciary and constitutional control	2	2	4	9
9.	**Topic 9.** Constitutional regulation of the local government and self-government	2		2	9
10.	**Topic 10.** Tendencies of constitutional	2	2	2	9

	development				
Total:		28	11 (5 – assessment)		90
		28		**27**	**90**
6 ECTS					

ANNEX 1

MODULE CONTENT
Module syllabus for Comparative Constitutional Law

Topic 1. Introduction to Comparative Constitutional Law. Comparing Constitutions

• What were the trends of adoption of constitutions at the world level?

• What is the purpose, subject of comparative constitutional law, and the importance of studying it in the work of a lawyer?

• Understanding the Constitution: Locke and Hobbas constitution and its relevance today.

• Classification of the constitution: narrow and broad, hard and soft, revolutionary and evolutionary constitutions.

• Comparison of constitutions: comparison methods, electronic resources, use of e-platforms and AI.

Literature

Core reading:

Ginsburg T. How Long Should Constitutions Endure? // Ginsburg T., Dixon R. (ed.). Comparative constitutional law. Edward Elgar Publishing, 2011. pp. 112-123.

Ginsburg T. Conceptualizing Constitutions // Zachary Elkins, Tom Ginsburg, and James Melton. The Endurance of National Constitutions. Cambridge University Press, 2009. pp. 38-47.

Supplementary reading:

Hardin R. What Constitutions Do. // Galligan D., Versteeg M. Social and Political Foundations of Constitutions. Cambridge University Press, 2009. pp. 64-67. https://books.google.co.uz/

What is a Constitution? Principles and Concepts. International IDEA Constitution-Building Primer. https://www.idea.int/sites/default/files/publications/what-is-a-constitution-primer.pdf

ANNEX 2

ASSESSMENT RUBRIC FOR THE FIRST INTERMEDIATE EXAMINATION (THEORETICAL)

Assessed: MLO I, MLO III

Assessment task: Preparation of an info graphic consisting of 2 slides on the key features, advantages and disadvantages of the constitutions of 2 selected foreign states.

Points: 20 points

№	Module Learning Outcome (MLO) assessed in the First Intermediate Examination	Assessment Rubric				Score awarded (%)
		Unsatisfactory (0 — 59%)	**Satisfactory** (60 — 69,9%)	**Good** (70 — 89,9%)	**Excellent** (90 — 100%)	
1.	Identify the specific nature and key features of the constitutions of given countries **(MLO I)**	- Features are incorrectly identified or not identified at all; - Infographic is disorganised and incomprehensible.	- Some features are identified; - Infographic is present but superficial.	- Key features are clearly identified; - Infographic is logical and comprehensible.	- Features are systematically and clearly identified; - Infographic is professional and visually strong.	
2.	Critically analyse the advantages and disadvantages of given constitutional systems **(MLO III)**	- Advantages/disadvantages are merely listed; - No "Why" (justification) or incorrect.	- Some "Why" present but superficial; - Cause-and-effect link is	- Advantages/disadvantages explained with "Why"; - Cause-and-effect link is clear.	- Each element justified with "Why"; - Cause-and-effect	

			weak.		analysis demonstrated and logically consistent; - Comparative approach is clearly evident.	
Total average score (%):						
Points:						
Overall Constructive Feedback: 1) Positive aspects of the work: 2) Areas for improvement and recommendations:						

ANNEX 3

ASSESSMENT RUBRIC FOR THE SECOND INTERMEDIATE EXAMINATION (PRACTICAL)

Assessed: MLO IV and MLO V

Assessment task: Students conduct legal research on a specific constitutional institution and prepare a policy brief. The policy brief must propose and formulate constitutional provisions for State "A" based on the researched constitutional institution.

Points: 20 points

№	Module Learning Outcome (MLO) assessed in the Second Intermediate Examination	Assessment Rubric				Score awarded (%)
		Unsatisfactory (0 — 59%)	**Satisfactory** (60 — 69,9%)	**Good** (70 — 89,9%)	**Excellent** (90 — 100%)	
1.	Conduct and record accurate legal research on constitutional matters **(MLO IV)**	- Research is insufficient or incorrect; - Sources not cited or unreliable; - Policy brief structure not followed or disorganised.	- Research partially conducted; - Sources limited; - Policy brief written superficially and lacks consistency.	- Adequate and logically consistent research conducted; - Appropriate sources used; - Policy brief structure is clear and logically connected.	- In-depth and systematic research conducted; - Credible and diverse sources used; - Policy brief is professionally, clearly and consistently drafted.	
2.	Prepare a draft of constitutional provisions based on a comparative analysis of the constitutions and constitutional practice of given	- Constitutional provision not developed or incorrect;	- Provision exists but is general or vague; - Partially based on	- Provision is clear and conforms to legal form; - Based on research and	- Provision is professionally drafted; - Clear,	

	countries **(MLO V)**	- Does not conform to legal form; - Not connected to the research.	the research.	comparative analysis.	comprehensible, and fully justified; - Deeply grounded in comparative analysis.	
Total average score (%):						
Points:						
Overall Constructive Feedback: 1) Positive aspects of the work: 2) Areas for improvement and recommendations:						

ANNEX 4

ASSESSMENT RUBRIC FOR THE FINAL EXAMINATION

Assessed: MLO I, MLO II, MLO III

Assessment task: Students are given a set of case studies and will be asked related theoretical and practical questions. Students provide their answers in a 2-hour period in examination conditions (in an examination room, under supervision) on computers using the University's electronic learning platform.

Points: 60 points.

№	Module Learning Outcome (MLO) assessed in the Final Examination	Assessment Rubric				Score awarded (%)
		Unsatisfactory (0 — 59%)	**Satisfactory** (60 — 69,9%)	**Good** (70 — 89,9%)	**Excellent** (90 — 100%)	
1.	Identify the specific nature and key features of the constitutions of given countries **(MLO I)**	- Differences in the specific features of constitutions not identified or incorrectly identified; - Response is primarily descriptive or goes beyond the topic; - Foreign state examples not given or incorrect; - Constitutional concepts incorrectly applied.	- Some key differences between constitutions partially identified; - Response is superficial, comparative analysis limited; - Examples present but general or insufficiently justified; - Legal concepts partially correctly applied.	- Key specific features of the constitutions clearly identified; - Comparative analysis present and logically justified; - Relevant foreign state examples correctly given; - Legal terminology mostly correctly and appropriately applied.	- Specific features of constitutional systems systematically and thoroughly identified; - Comprehensive comparative analysis conducted (based on multiple states); - Examples are precise, pertinent, and strengthen the analysis;	

					- Legal concepts applied precisely, professionally, and consistently.	
2.	Accurately describe the guarantee of human rights, the organisation and functioning of the legislative, executive and judicial authorities in given constitutional systems **(MLO II)**	- Incorrect or very limited understanding of human rights or the system of powers; - Explanation is inconsistent or goes beyond the topic; - Foreign state examples absent or incorrect; - Legal concepts incorrectly applied.	- Some aspects of human rights or the system of powers partially explained; - Response is superficial and lacks systematic organisation; - Examples present but general or insufficiently justified; - Legal concepts partially correctly applied.	- Key aspects of human rights and the system of powers clearly explained; - Explanation is logically connected and sufficiently systematic; - Relevant foreign state examples given; - Legal terminology generally correctly applied.	- Human rights guarantees and the system of powers thoroughly and systematically explained; - Comprehensive analysis and commentary provided using examples from various states; - Examples are precise, pertinent, and enrich the analysis; - Legal concepts applied professionally and consistently.	
3.	Critically analyse the advantages and disadvantages of given constitutional systems **(MLO III)**	- Advantages and disadvantages not identified or	- Some advantages and disadvantages partially identified;	- Advantages and disadvantages clearly and	- Constitutional systems subjected to in-depth	

		incorrectly indicated; - Critical analysis absent, only descriptive response given; - Examples absent or incorrect; - Conclusions not justified.	- Critical analysis is superficial or limited; - Examples present but insufficiently substantiated; - Conclusions partially justified.	logically analysed; - Critical approach present; - Substantiated with relevant foreign state examples; - Conclusions are logically sound and justified.	critical analysis; - Advantages and disadvantages assessed in a comprehensive and comparative manner; - Analysis conducted using examples from multiple states; - Conclusions are clear, well-founded, and reflect independent thinking.	
Total average score (%):						
Points:						
Overall Constructive Feedback: 1) Positive aspects of the work: 2) Areas for improvement and recommendations:						

Appendix 4
to TSUL Programme Development and Approval Policy

MINISTRY OF JUSTICE OF THE REPUBLIC OF UZBEKISTAN
TASHKENT STATE UNIVERSITY OF LAW

«APPROVED»
Rector of Tashkent State
University of Law
_____+++++
Academic year 2026–2027
«___» _____

COMPARATIVE CONSTITUTIONAL LAW

Module syllabus

6 CREDITS (ECTS)

Field of knowledge:	400000	–	*Business, governance and law*
Field of study:	420000	–	Law
Area of study :	60420100	–	Jurisprudence

Information about the module

Module code: ++++
Module name: Comparative Constitutional Law
Academic semester: semester 2/ academic year 2026-2027
Section: Constitutional Law
Credits / Hours allocated to the module: 6 ECTS (150 hours)
Module leader: ++++ , +++++ .
(+++ @tsul.uz)
Office hours: ++++
Minutes of the meeting of the University Council: ___ _____ 2026

Tashkent – 2026

I. MODULE DESCRIPTION

Each country has its own constitutional system. The constitutional system of other countries differs from the constitutional system of the Republic of Uzbekistan. Comparative study of the constitutional systems of other countries enriches the knowledge of constitutional law and leads to an understanding of the differences in constitutional systems. It enables one to understand the place of national constitutional norms within constitutional reality. It helps to identify the prospects for the development of constitutional and legal institutions.

Comparative Constitutional Law module, proceeding precisely from the considerations set out above, involves the comparative study of the constitutions of foreign countries. In addition, this module serves to develop practical skills related to the field.

The module is conducted in Uzbek, Russian and English.

II. MAIN REQUIREMENTS OF THE MODULE

Comparative Constitutional Law module is designed for 3rd year undergraduate law students. As a pre-requisite for this module students are required to have a basic knowledge of the Theory of State and Law and Constitutional Law.

III. MODULE COMPOSITION

6 ECTS. 60 audience hours.

Lecture	Seminar	Assessment	Independent learning	Total
20	35	5	90	150

IV. OVERALL AIM OF THE MODULE

The overall aim of the comparative constitutional law module is to develop students' substantive knowledge, skills and values through the comparative study of the constitutions of a range of countries, the analysis of the advantages and disadvantages of different constitutional models and their related legal institutions in the context of comparison, and how this relates to national (Uzbek) constitutional provisions.

V. MODULE LEARNING OUTCOMES (MLO)

Upon completion of the module, students should be able to:

1) identify the specific nature and key features of the constitutions of given countries (**MLO I**);

2) accurately describe the guarantee of human rights, the organization and functioning of the legislative, executive and judicial authorities in given constitutional systems (**MLO II**);

3) critically analyze the advantages and disadvantages of given constitutional systems (**MLO III**);

4) conduct and record accurate legal research on the constitutional provisions of given jurisdictions (**MLO IV**);

5) prepare a draft of a constitution based on a comparative analysis of given constitutions provisions and practices (**MLO V**).

V. ASSESSMENT AND GRADING

The extent of achievement of the module learning outcomes by students will be assessed as follows:

1) **1st Intermediate Examination.**

Assessed: MLO I, MLO III

Assessment task: Preparation of an infographic consisting of 2 slides on the key features, advantages and disadvantages of the constitutions of 2 selected foreign states.

Assessment rubric: provided in Annex 2 to the syllabus.

Points: 20 points

2) **2nd Intermediate Examination.**

Assessed: MLO IV and MLO V

Assessment task: Students conduct legal research on a specific constitutional institution and prepare a policy brief. The policy brief must propose and formulate constitutional provisions for State “A” based on the researched constitutional institution.

Assessment rubric: provided in Annex 3 to the syllabus.

Points: 20 points

3) **Final Examination.**

Assessed: MLO I, MLO II, MLO III

Assessment task: Students are given a set of case studies and will be asked related theoretical and practical questions. Students provide their answers in a 2-hour period in examination conditions (in an examination room, under supervision) on computers using the University’s electronic learning platform.

Assessment rubric: provided in Annex 4 to the syllabus.

Points: 60 points.

The assessment rubrics for the intermediate and final examinations are the basis for measuring the extent to which the expected module learning outcomes have been achieved and for assigning the corresponding score accordingly.

Constructive feedback will be provided upon completion of the review of each assessment.

Given the high weighting assigned to the final examination and with a view to minimising the human factor in its assessment, the final examination paper shall be reviewed with the assistance of artificial intelligence. In this process, artificial intelligence proposes a score to the reviewing faculty member together with constructive feedback based on the assessment rubric. The faculty member verifies that the proposed score is accurate and that the feedback is well-founded and constructive, and makes amendments where deemed necessary. The final score is assigned and the feedback is provided by the faculty member.

The faculty member who conducts the seminar facilitates the students to prepare for the intermediate and final examinations based on the evaluation criteria.

The faculty member conducts **formative assessment** in each class directed at measuring the extent to which the expected module and individual class learning outcomes are being achieved. The purpose of formative assessment is not to assign a grade to the student, but to support the student in achieving the expected module and individual class learning outcomes. Accordingly, no individual or overall grade is assigned for the student's work or written or oral responses. Constructive feedback is given in the relevant form.

Students are required to strictly adhere to the requirements of **the Code of Academic Integrity and Research Ethics** when preparing for intermediate and final written examinations. In case of violation of the requirements of academic integrity by the student, including in the case of appropriation of authorship (plagiarism), zero points will be assigned to such written works or the previously assigned grades will be canceled and appropriate measures will be taken against student and student involved.

VII. TEACHING AND LEARNING PROCESS

Module classes are organized in the form of lectures and seminars. Professors and teachers use teaching methods aligned with the goals and learning outcomes of the module and class. They are in the role of **a facilitator** in conducting classes and help students to improve their knowledge gained in preparation for classes and to develop their legal skills and values related to the field.

Where possible and practicable sessions will use interactive methods based on the principle of **student-centered teaching**.

Students are expected to prepare for lectures and seminars by carrying out recommended reading and completing allotted tasks.

While conducting a lecture, professors and teachers make it interactive by the Socratic method. It encourages students to develop analytical and critical thinking, to find solutions to problems and issues through comparative analysis. There may not be clear solutions to problematic questions and cases.

Within this general framework and following the learning outcomes of lectures professors and teachers may conduct lectures using a variety of additional approaches applicable to context.

Seminar sessions will be mainly focused on students' critical-analytical thinking on the basis of the knowledge acquired during the lecture and other sessions, as well as the formation of practical skills related to the field. These include case studies, interactive presentations, small group discussions, project work, and other similar methods.

Detailed information about the components of the module topics and recommended literature for the topics are provided in **annex 1 to this module outline**. The components of the module topics and recommended literature for the topics may vary based on academic freedom of the faculty.

VIII. INDEPENDENT LEARNING

Students are required to engage in independent learning to prepare for lectures and seminars, in particular, to read the recommended literature, to address case studies, to independently master the part that was missed in the lectures and seminars and prepare for assessments.

Professors and teachers may give individual and separate assignments for independent learning based on individual learning needs.

IX. MODULE TOPICS

№	Topics	Total hours	Auditorium hours		Independent study hours
			Lecture	Seminar	
1.	**Topic 1.** Introduction to Comparative Constitutional Law. Comparing constitutions	4	2	2	6
2.	**Topic 2.** Constitutional guarantees for human rights	6	2	4	12
3.	**Topic 3.** Constitutional regulation of political parties and elections	6	2	4	9
4.	**Topic 4.** Constitutional foundations for a state	5	2	3	9

	form				
5	**Topic 5.** Constitutional status of the head of the state	6	2	4	9
6.	**Topic 6.** Parliament and law making	6	2	4	12
7.	**Topic 7.** Constitutional regulation of the executive and government	6	2	4	6
8.	**Topic 8.** Judiciary and constitutional control	6	2	4	9
9.	**Topic 9.** Constitutional regulation of the local government and self-government	6	2	4	9
10.	**Topic 10.** Tendencies of constitutional development	4	2	2	9
Total:		60	20	35 (5 – assessment)	90

ANNEX 1

MODULE CONTENT

Module syllabus for Comparative Constitutional Law

Topic 1. Introduction to Comparative Constitutional Law. Comparing Constitutions

What were the trends of adoption of constitutions at the world level?

What is the purpose, subject of comparative constitutional law, and the importance of studying it in the work of a lawyer?

Understanding the Constitution: Locke and Hobbas constitution and its relevance today.

Classification of the constitution: narrow and broad, hard and soft, revolutionary and evolutionary constitutions.

Comparison of constitutions: comparison methods, electronic resources, use of e-platforms and ChatGPT.

Literature

Core reading:

Ginsburg T. How Long Should Constitutions Endure? // Ginsburg T., Dixon R. (ed.). Comparative constitutional law. Edward Elgar Publishing, 2011. pp. 112-123.

Ginsburg T. Conceptualizing Constitutions // Zachary Elkins, Tom Ginsburg, and James Melton. The Endurance of National Constitutions. Cambridge University Press, 2009. pp. 38-47.

Supplementary reading:

Hardin R. What Constitutions Do. // Galligan D., Versteeg M. Social and Political Foundations of Constitutions. Cambridge University Press, 2009. pp. 64-67. https://books.google.co.uz/

What is a Constitution? Principles and Concepts. International IDEA Constitution-Building Primer. https://www.idea.int/sites/default/files/publications/what-is-a-constitution-primer.pdf

ANNEX 2

ASSESSMENT RUBRIC FOR THE 1ST INTERMEDIATE EXAMINATION

Assessed: MLO I, MLO III

Assessment task: Preparation of an infographic consisting of 2 slides on the key features, advantages and disadvantages of the constitutions of 2 selected foreign states.

Points: 20 points

№	**Module Learning Outcome (MLO) assessed in the 1st Intermediate Examination**	**Assessment Rubric**				**Score awarded (%)**
		Unsatisfactory (0 — 59%)	**Satisfactory** (60 — 69,9%)	**Good** (70 — 89,9%)	**Excellent** (90 — 100%)	
1.	Identify the specific nature and key features of the constitutions of given countries (**MLO I**)	– Features incorrectly identified or not identified at all; – Infographic is disorganised and incomprehensible.	– Some features identified; – Infographic present but superficial.	– Key features clearly identified; – Infographic is logical and comprehensible.	– Features systematically and clearly identified; – Infographic is professional and visually strong.	
2.	Critically analyze	–	– Some “Why”	– Advantages/disadvantages	– Each element	

	the advantages and disadvantages of given constitutional systems (**MLO III**)	Advantages/disadvantages merely listed; – No "Why" (justification) or incorrect.	present but superficial; – Cause-and-effect link is weak.	explained with "Why"; – Cause-and-effect link is clear.	justified with "Why"; – Cause-and-effect analysis demonstrated and logically consistent; – Comparative approach clearly evident.	
Total average score (%):						
Points:						
Overall Constructive Feedback: 1) Positive aspects of the work: 2) Areas for improvement and recommendations:						

ANNEX 3

ASSESSMENT RUBRIC FOR THE 2ND INTERMEDIATE EXAMINATION

Assessed: MLO IV and MLO V

Assessment task: Students conduct legal research on a specific constitutional institution and prepare a policy brief. The policy brief must propose and formulate constitutional provisions for State "A" based on the researched constitutional institution.

Points: 20 points

№	Module Learning Outcome (MLO) assessed in the 2nd Intermediate Examination	Assessment Rubric				Score awarded (%)
		Unsatisfactory (0 — 59%)	**Satisfactory** (60 — 69,9%)	**Good** (70 — 89,9%)	**Excellent** (90 — 100%)	
1.	Conduct and record accurate legal research on constitutional matters (**MLO IV**)	– Research insufficient or incorrect; – Sources not cited or unreliable; – Policy brief structure not	– Research partially conducted; – Sources limited; – Policy brief superficial and	– Adequate and logically consistent research conducted; – Appropriate sources used; – Policy brief structure clear and logically connected.	– In-depth and systematic research conducted; – Credible and diverse sources used; – Policy brief professionally, clearly and	

		followed or disorganised.	lacks consistency.		consistently drafted.	
2.	Prepare a draft of constitutional provisions based on a comparative analysis of the constitutions and constitutional practice of given countries (**MLO V**)	– Constitutional provision not developed or incorrect; – Does not conform to legal form; – Not connected to the research.	– Provision exists but is general or vague; – Partially based on the research.	– Provision is clear and conforms to legal form; – Based on research and comparative analysis.	– Provision professionally drafted; – Clear, comprehensible, and fully justified; – Deeply grounded in comparative analysis.	
Total average score (%):						
Points:						
Overall Constructive Feedback: 1) Positive aspects of the work: 2) Areas for improvement and recommendations:						

ANNEX 4

ASSESSMENT RUBRIC FOR THE FINAL EXAMINATION

Assessed: MLO I, MLO II, MLO III

Assessment task: Students are given a set of case studies and will be asked related theoretical and practical questions. Students provide their answers in a 2-hour period in examination conditions (in an examination room, under supervision) on computers using the University's electronic learning platform.

Points: 60 points.

№.	**Module Learning Outcome (MLO) assessed in the Final Examination**	**Assessment Rubric**				**Score awarded (%)**
		Unsatisfactory (0 — 59%)	**Satisfactory** (60 — 69,9%)	**Good** (70 — 89,9%)	**Excellent** (90 — 100%)	
1.	Identify the specific nature and key features of the constitutions of given countries (**MLO I**)	– Differences in the specific features of constitutions not identified or incorrectly identified; – Response is primarily descriptive or goes	– Some key differences between constitutions partially identified; – Response is superficial, comparative	– Key specific features of the constitutions clearly identified; – Comparative analysis present and logically justified; – Relevant foreign	– Specific features of constitutional systems systematically and thoroughly identified; – Comprehensive comparative analysis conducted (based on multiple states);	

		beyond the topic; – Foreign state examples not given or incorrect; – Constitutional concepts incorrectly applied.	analysis limited; – Examples present but general or insufficiently justified; – Legal concepts partially correctly applied.	state examples correctly given; – Legal terminology mostly correctly and appropriately applied.	– Examples are precise, pertinent, and strengthen the analysis; – Legal concepts applied precisely, professionally, and consistently.	
2.	Accurately describe the guarantee of human rights, the organisation and functioning of the legislative, executive and judicial authorities in given constitutional systems (**MLO II**)	– Incorrect or very limited understanding of human rights or the system of powers; – Explanation is inconsistent or goes beyond the topic; – Foreign state examples absent or incorrect; – Legal concepts incorrectly applied.	– Some aspects of human rights or the system of powers partially explained; – Response is superficial and lacks systematic organisation; – Examples present but general or insufficiently justified; – Legal concepts	– Key aspects of human rights and the system of powers clearly explained; – Explanation is logically connected and sufficiently systematic; – Relevant foreign state examples given; – Legal terminology generally correctly	– Human rights guarantees and the system of powers thoroughly and systematically explained; – Comprehensive analysis and commentary provided using examples from various states; – Examples are precise, pertinent, and enrich the analysis; – Legal concepts	

			partially correctly applied.	applied.	applied professionally and consistently.	
3.	Critically analyse the advantages and disadvantages of given constitutional systems (**MLO III**)	– Advantages and disadvantages not identified or incorrectly indicated; – Critical analysis absent, only descriptive response given; – Examples absent or incorrect; – Conclusions not justified.	– Some advantages and disadvantages partially identified; – Critical analysis is superficial or limited; – Examples present but insufficiently substantiated; – Conclusions partially justified.	– Advantages and disadvantages clearly and logically analysed; – Critical approach present; – Substantiated with relevant foreign state examples; – Conclusions are logically sound and justified.	– Constitutional systems subjected to in-depth critical analysis; – Advantages and disadvantages assessed in a comprehensive and comparative manner; – Analysis conducted using examples from multiple states; – Conclusions are clear, well-founded, and reflect independent thinking.	
Total average score (%):						
Points:						
Overall Constructive Feedback:						

1) Positive aspects of the work:

2) Areas for improvement and recommendations:

Appendix 5
to TSUL Programme Development and Approval Policy

GUIDANCE
ON THE USE OF MODEL SYLLABI

INTRODUCTION

1. Two types of model syllabus are in effect at Tashkent State University of Law:

a model syllabus for programmes with dual education;

a model syllabus for programmes without dual education.

2. This guidance contains methodological instructions on creating a new module syllabus or improving an existing syllabus using the model syllabi referred to above. It consists of the following sections:

Section I – general provisions on model syllabi;

Section II – rules on applying the model syllabus for programmes with dual education;

Section III – rules on applying the model syllabus for programmes without dual education.

SECTION I. GENERAL PROVISIONS ON MODEL SYLLABI

3. When creating a new module syllabus or improving an existing syllabus using the model syllabi, the following must be taken into account.

4. The module syllabus is formed of two parts. The first part is the **main part (module outline)**, the second part is the **appendix** part.

The main part of the syllabus is compiled and improved by the module leader in collaboration with the professors teaching the relevant module.

5. The main part of the syllabus consists of the number of parts specified in Section II or III of this guidance, depending on the type of the programme concerned. Each part must be written clearly and concisely, in a way that students can understand when reading it.

6. The approval dates of the TSUL Rector and the Council decision indicated on the title page of the syllabus must be the same.

Under the current classifiers, the Knowledge Field code is 400 000 and the Education Field code is 420 000. To find the exact code of the field of education, please refer to the Classifier of Fields of Education and Specialties of Higher Education and the curriculum.

Order of the Minister of Higher Education, Science and Innovation of the Republic of Uzbekistan ***"On approval of the State Educational Standard of Higher Education. Classifier of Fields of Education and Specialties of Higher Education"*** *was registered on February 28, 2026, registration number 3781.*

7. The module syllabus is based on the principle of **"Constructive Alignment"** and the concept of "outcome-based education." According to this principle, priority is given to **module learning outcomes (MLOs)** over content when developing the syllabus.

In this regard, **MLOs must be linked to the programme learning outcomes (PLOs).** PLOs are set out in the programme specifications.

The assessment tasks and assessment criteria in the syllabus must be linked to the relevant MLOs, and learning activities must be linked to the assessment and the MLOs (MLO – assessment – learning activity). This gives rise to outcome-based education and stands in sharp contrast to traditional content-based education.

Module learning outcomes (MLOs) should not exceed 5–6 at most. Depending on the nature of the module, the outcomes will be aimed at developing knowledge, skills and values. Depending on the nature of the modules, their number may not be equal.

8. Module learning outcomes must be formulated based on the SMART principle.

The MLOs in the main part of the syllabus must be reflected unchanged in the assessment criteria table in the appendix.

MLOs should not be large in volume, but of an optimal size.

This allows the MLOs to be assessed. In this regard, the principle means the following:

S – Specific: the expected outcome must end with a specific verb (for example, outcomes ending with the verbs "to observe" or "to be aware of" are difficult or impossible to assess). Verbs corresponding to the relevant level of Bloom's Taxonomy may be used for this purpose.

(https://www.marshall.edu/assessment/files/2019/02/BloomsTaxonomyVerbs.pdf)

M – Measurable: the expected outcome must be assessable through assessment, i.e. it must allow assessment criteria to be developed that can evaluate the outcomes.

A – Attainable: the expected outcomes must be realistically attainable by students given the available relevant resources.

R – Relevant: the expected outcomes must be linked to the assessment and the learning activity.

T – Time-bound: the outcomes must be attainable within a specific period of time.

The following verbs are not used in MLOs: to possess knowledge of, to know, to have information about, to believe, to feel, to have an idea of. This is because it is difficult to assess these against assessment criteria; they are broad in meaning or abstract.

It is recommended to use one of the following verbs.

VERBS OF BLOOM'S TAXONOMY

№	Cognitive Level	Verbs corresponding to the cognitive level that may be used in learning outcomes
1.	**Remembering**	to define, to describe, to draw, to identify, to name, to adapt, to cite, to recite, to state, to write
2.	**Understanding**	to demonstrate, to discuss, to give an example, to explain, to comment, to paraphrase, to report
3.	**Applying**	to apply, to modify, to implement
4.	**Analyzing**	to analyze, to identify characteristics of, to classify, to compare, to contrast, to argue, to break down into parts, to differentiate, to distinguish, to examine, to connect
5.	**Evaluating**	to evaluate, to argue, to select, to conclude, to criticize, to decide, to judge, to justify, to monitor, to predict, to prioritize, to prove, to rank
6.	**Creating**	to compose, to construct, to create, to design, to produce, to hypothesize, to discover, to devise, to perform, to plan

For more information on writing effective module outcomes, see the following additional resources in English:

1. ***Measureable Verbs to Express Bloom's Taxonomy***
https://www.marshall.edu/assessment/files/2019/02/BloomsTaxonomyVerbs.pdf

2. ***Writing learning outcomes. A practical guide for academics***
Stefan Popenici and Victoria Millar.
https://melbourne-cshe.unimelb.edu.au/__data/assets/pdf_file/0007/2296861/MCSHE-Learning-Outcomes-Guide-web-Nov2015-rev2021.pdf

3. ***A Guide to Learning Outcomes at the University of Alberta***
Prepared by: Janice Miller-Young, Ph.D., P.Eng. Academic Director, CTL Professor, Biomedical Engineering
https://www.ualberta.ca/en/centre-for-teaching-and-learning/media-library/teaching-support/images/uofa-learning-outcomes-s1s2.pdf

9. When developing a module syllabus, each MLO must be mapped to the PLO(s) (curricular mapping) in order to determine which PLO(s) it contributes to and which type of PLO (knowledge, skill or value) it relates to. Mapping is carried out on the basis of a mapping table.

10. **MLO–PLO mapping (curricular mapping)** serves the following purposes:

it makes clear to students, professors and external evaluators how each module contributes to the programme's objectives, and ensures that the programme has a coherent, consistent logic;

it identifies which PLOs are covered more extensively through the MLOs and which are not covered at all, which makes it possible to balance the programme outcomes across modules;

it makes it possible to trace the MLO – assessment – PLO chain, i.e. to demonstrate through which module and which assessment instrument each PLO is achieved; this is of decisive importance in assessing programme-level outcomes;

national and international accreditation requires the relationship between programme outcomes and module outcomes to be identified;

mapping results are regularly analyzed, which strengthens the updating of the programme and module syllabi, the review of topics and assessments, as well as collaboration among professors.

11. When forming the main part of the module, the following must be given particular consideration:

the role of the professor as a facilitator in classes;

interactive delivery of classes;

providing constructive feedback on students' work and responses;

using formative assessment to help students achieve the module learning outcomes.

12. In the module appendix, it is recommended that the list of recommended literature after each topic should not exceed 3–4 items, divided into core and supplementary literature. The pages of the literature relevant to the topic are indicated. Core literature must be available in the university library. It is advisable for supplementary literature to be available in the international databases to which the university subscribes (Lexis, Westlaw, HeinOnline, etc.).

Literature is listed in the language and script in which it was originally written.

For modules taught in English, the core literature must be in English.

Foreign literature can be found through the electronic catalogue of the Information Resource Centre. Please refer to the following link:
https://library.tsul.uz/

13. Module leaders perform the following tasks:

formulating the module learning outcomes (MLOs) in the module syllabi in connection with the relevant programme learning outcomes and taking into account labour market requirements;

mapping the module learning outcomes (MLOs) with the programme learning outcomes (PLOs) (curricular mapping);

formulating the module learning outcomes so that they can be assessed;

encouraging the professors teaching the module to conduct their classes in a way that produces the module learning outcomes, and, in this regard, organizing and holding collaborative discussions with them and maintaining constant communication with them;

developing assessment criteria for interim and final assessment in such a way that they accurately measure the module learning outcomes, and ensuring that these are communicated to students by the deadline specified in the syllabus.

14. Organizing collaboration among the faculty members on the interactive teaching of module topics.

15. Organizing and discussing, among the faculty members teaching the module, which topic of the module should focus on developing the knowledge, skills and values envisaged in the module learning outcomes.

16. Heads of academic departments oversee the quality structure of the module syllabi prepared by module leaders. Together with the module leaders, they are jointly responsible for the quality structure of the module syllabi.

SECTION II. SPECIAL RULES ON APPLYING THE MODEL SYLLABUS FOR PROGRAMMES WITH DUAL EDUCATION

17. This section contains additional instructions that must be followed when applying the model syllabus for programmes with dual education.

18. The main part of the syllabus consists of 10 parts:

I. Module description;

II. Basic requirements of the module;

III. Module structure;

IV. Purpose of the module;

V. Module Learning Outcomes (MLOs);

VI. Assessment and grading;

VII. Conduct of learning activities;

VIII. Practical component of the module;

IX. Independent study;

X. Module topics.

19. In the table under “III. Module Structure,” the module hours are shown separately for the theoretical component (lecture and seminar hours) and the practical component (practical training hours). The total credits/hours consist of the sum of the theoretical and practical component hours, assessment hours and independent study hours.

20. In the “VI. Assessment and Grading” section, interim assessments are formed separately for the theoretical and practical components (for example, Interim Assessment 1 – theoretical, Interim Assessment 2 – practical). The interim assessment for the practical component is aimed at assessing the knowledge and skills the student has developed during the practical training.

21. In the “VII. Conduct of Learning Activities” section, it is indicated that module classes are organized in the form of lectures, seminars, practical training and independent study. It is recommended that lectures teach theoretical issues on the basis of practical examples (problem-based learning), and that seminars use the Socratic method, case studies and other methods.

22. A separate section entitled “VIII. Practical Component of the Module” is included in the syllabus. It reflects the following:

that at least 50 percent of the module’s hours, excluding independent study hours, is allocated to practical training (pursuant to Decree No. PF-232 of the President of the Republic of Uzbekistan dated November 26, 2025, “On Measures to Further Reform Legal Education and Science in the Republic of Uzbekistan,” this requirement applies to the Bachelor’s Jurisprudence programme);

that classes at the practical training organization are conducted on the days specified in the class schedule by the seminar instructor in cooperation with a staff member of the practical training organization acting as mentor;

that electronic copies of the practical training materials are placed in the practical training section of the module folder;

that students keep a reflective journal during the practical training, in which they must track the process of forming and developing the relevant practical skills.

23. In the table under “X. Module Topics,” in addition to the theoretical component hours (lecture, seminar) for each topic, the practical component hours are shown in a separate column.

24. The module leader is also responsible for establishing cooperation with the practical training organization(s), organizing communication with mentors, and monitoring the quality of the practical training.

SECTION III. SPECIAL RULES ON APPLYING THE MODEL SYLLABUS FOR PROGRAMMES WITHOUT DUAL EDUCATION

25. This section concerns the application of the model syllabus for programmes without dual education; in addition to the general provisions set out in Section I of this guidance, the following rules must be observed.

26. The main part of the syllabus consists of 9 parts:

I. Module description;

II. Basic requirements of the module;

III. Module structure;

IV. Purpose of the module;

V. Module Learning Outcomes (MLOs);

VI. Assessment and grading;

VII. Conduct of learning activities;

VIII. Independent study;

IX. Module topics.

27. In the table under “III. Module Structure,” the module hours are shown as lecture, seminar, assessment, independent study and total classroom hours. Practical component (practical training) hours are not allocated.

28. In the “VII. Conduct of Learning Activities” section, module classes are organized only in the form of lectures and seminars. Lectures use interactive lecturing and interactive question-and-answer sessions based on the Socratic method, while seminars use case studies, interactive presentations, small-group discussions, project work and other similar methods.

29. This type of syllabus does not envisage a practical component as in dual education; therefore, a section entitled “Practical Component of the Module” is not included in the syllabus.

30. In the table under “IX. Module Topics,” only classroom (lecture and seminar) and independent study hours are shown for each topic; unlike in dual education, no separate column is provided for the practical component.