The University regulates transparency in documentation of important administrative processes related to the University's academic and non-academic policies, funding scientific research activities and distribution of material and non-material resources. Academic, administrative and financial actions are systematically documented to ensure transparency in the educational process.

Modul Description

The University offers a wide range of courses to assist students to attain specific knowledge and competence in accordance with their specialty. Each course encompasses a course programme and syllabus both of which summarize and specify the due course. The course programme and syllabus are created on the basis of the curriculum provided by the Ministry of Higher Education. These documents embody the overview of the course acknowledging students about the aims, objectives, topics, course materials, grading policy and classroom conduct rules. The availability of these documents enables students to get acquainted with a particular course.

In the Foreign languages and Literature program, the workload is distributed within two strands of modules (Language improvement and Methodology): year one – language modules 100%; year two – language modules – 80% and methodology modules – 20%; year 3 – language modules – 60 % and methodology modules – 40%; and year 4 – Language modules – 20% and methodology modules – 80%. The first year and second years have more Language improvement focus and Years 3 and 4 focus more on improving the Teaching competence of future teachers. Modules are designed to balance the workload and content to be covered in four years of study. The modules are designed to help students gradually reach the programme objectives. For instance, in year two they learn the theories ofLanguage learning and approaches to language teaching; in year three they learn about language and skills teaching, and then they apply into practice in planning lessons and materials design modules. In year four more advanced modules are offered, language assessment, ESP, Classroom investigation, research writing, etc.

Coursework, readings, assignments, practical sessions, research, and assessments are adjusted in the following ways:

Students are involved in different activities such as lectures, seminars, discussions, and group projects during lessons. This gives sufficient time to be

engaged with the module content and materials. In lecture-based modules first students take notes of lectures, discuss the questions regarding the lecture topic, and complete required tasks in seminar lessons.

Reading materials play a significant role in the program. Before coming to the lesson students read articles or chapters from the book that cover essential concepts and theories. Students are assigned the readings before the lesson, and they should be ready to discuss the questions that accompany the readings. This helps students to be engaged with the material more effectively.

Through four years students are assigned different assignments that allow them to apply knowledge and skills into practice. Students work individually, in pairs, or in small groups on different assignments that enhance the diversity of the learning experience. The time is distributed among modules effectively so that students have enough space to balance their time workload effectively.

Practical sessions, such as teaching practicum or classroom investigation, materials design, and lesson planning are crucial for developing teaching skills. These courses are scheduled regularly throughout the programme allowing students to practice what they have learned and reflect on their performance.

Depending on the module students conduct different level research. In year two in the Language learning module students are asked to survey a group of learners and report the results in written form. However, in year four students write a thesis on the selected topic. This balances the workload and research tasks are divided into smaller milestones, with clear deadlines for each stage of the research process.

The students are engaged with the content effectively and develop the necessary skills and knowledge to become competent teachers.

https://www.uzswlu.uz/en/accredation

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The learning outcomes for each module are clearly stated and they are specific, measurable, achievable, and relevant to the programme goal. In the module's syllabus, all objectives explicitly state what students are expected to know, understand, and be able to do upon completion of the module.

The syllabus of modules contains the following information: module descriptions, module objectives, Indicative content, key concepts, theories, principles, methods of teaching, and learning outcomes. This helps students understand the depth and breadth of knowledge they will acquire.

Specific skills and competencies relevant to the course description and objectives. 21st-century and transferable skills such as critical thinking, problem-solving, communication, data analysis, negotiation, etc.

Activities and assessments complete each other to facilitate and evaluate student learning. As an example, the following are the learning outcomes of the "Classroom investigation" module.

Students should have developed:

✓ an ability to plan, carry out, and report on classroom investigation for developmental purposes during their teaching practice
✓ an ability to carry out both quantitative and qualitative analysis of the collected data
✓ an ability to plan further actions based on the findings

One of the assessments students are required to submit is a Classroom investigation report. Students report on research into their teaching conducted by them during their teaching practice. In their report, they should write about the findings the students have had during the research and reflect on them.

The module description communicates how knowledge and skills acquired in the module will be put into practice. All other modules within the program are designed in the same structure.

There is interdisciplinary connection of modules among these modules: Pedagogy and Psychology, Education and Technology, Cultural Diversity and Inclusive Education, Education and psycholinguistics, Literacy and Language Acquisition, Language Assessment and research writing modules.

Students are introduced to the course content, skills, or knowledge areas so that they understand what they need to know before engaging in the materials.

They are offered preparatory resources such as recommended readings that can help students bridge any knowledge gaps before starting the module. This practical approach can ensure that students are adequately prepared.

Before enrolling in university students should have a B2 level according to the standard requirements. Year one and two modules are language modules that help students to reach the C1 level of English. Pre-assessment tools or tests are used to identify areas where additional support may be needed.

Prerequisites are essential before attending methodology modules. For example, a module on teaching language systems and approaches to language teaching requires the completion of a language learning module. Before taking Materials Design, students should take the Teaching Language Skills module.

There are two assessment modules, in year three and four, and before the year four assessment module students should take the year three assessment module as in year three students. Courses are often designed to build upon one another that supports students to develop a sequential understanding of the subject matter, leading to a more comprehensive knowledge base.

Supplementary materials, study guides, or tutoring services to assist students in mastering the required prerequisites. Access to additional resources can help students build a strong foundation for understanding the module content.

Feedback mechanisms are established in the form of formative assessments, peer reviews, or office hours, to provide ongoing support and guidance to students.

Module descriptions include a section that outlines the list of the main literature that students are supposed to use in the module. In addition to this, there is a list of recommended books and internet resources, and materials for the module.

The content is not based on one course book, but there is a list of textbooks or more required textbooks, along with the edition or specific author.

Module descriptions include a list of supplementary reading materials such as scholarly articles, research papers, book chapters, or other relevant literature.

Online resources (websites, online books, online journals, videos, and audio) that are viewed and selected by module designers for the module are provided with specific links or access instructions.

The university library is in charge of supplementing students with all necessary resources. Many resources exist in hard copies and digital versions in the library. The university helps students plan their studies effectively and ensures they have the resources needed to succeed in the module.

The link provided contains all the resources available to students through the university resource center. This is an open access library that can be accessed in any part of the world. These are some examples of links:

https://unilibrary.uz/literature?name=Skills%20for%20success&sort=desc&sort_direction=id

https://unilibrary.uz/literature?name=Being%20a%20teacher&sort=desc&sort_direction=id

https://unilibrary.uz/literature?name=writer%27s%20workplace&sort=desc&sort_direction=id

https://unilibrary.uz/literature?name=Becoming%20a%20teacher%20&sort=desc&sort_direction=id

Module descriptions, objectives, content, assessment specifications, and the list of literature are reviewed and evaluated to assess their effectiveness in achieving learning outcomes. The review depends on students' feedback, teachers, and stakeholders to identify areas for improvement and possible updates. In addition, it also considers the current situation in language learning and teaching. When "Foreign language and literature" program modules were first introduced the prerequisite for language level was B1 and later it was changed to B2 level. In 2013 not many applicants had high proficiency in language level, but now almost all the applicants master their target language to receive B2 or C1 level. Not only the level requirement is changed but the content and assignments were updated to match the B2 level.

To make the module flexible module descriptions provide wider types of resources, allowing teachers to select the most relevant and up-to-date materials based on the evolving needs of the field.

Teachers continually assess and improve their teaching methods based on student feedback, reflective practices, and evaluation of learning outcomes. This allows teachers to upgrade their approaches over time to enhance the effectiveness of the programme.

This flexibility gives a chance for the continuous enhancement of the learning process, guaranteeing that module descriptions are relevant and valuable to students' needs.

https://www.uzswlu.uz/sorovnoma-natijalari

In early years the programme aims to develop language competence, transitioning to Methodology modules in the later years to develop teaching competence. The curriculum introduces a high level of course description, clear learning objectives, varied teaching methods, fair assessment criteria, indicative content, learning resources, tangible real-world applications and a comprehensive and transparent overview.

Various learning activities and assignments are outlined with clear specifications that engage students effectively with the module content and develop the necessary skills.

Learning outcomes for each module are relevant to the goals of the programme. Assessment tasks are intended to evaluate the achievement of learning outcomes.

Module descriptions, objectives, content, assessments, and literature are regularly reviewed and updated based on student feedback, teacher evaluation, and changes in the field.

Overall, the program curriculum adequately addresses the needs of students and meets the Quality Requirements.