Appendix 7 to the minute of
meeting № 9 of TSUL Council
dated December 26, 2024

This policy was amended through:
Annex 1 to the Minutes No. 3 of the University Council meeting dated September 11, 2026

Peer Observation Policy of Tashkent State University of Law

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 peer observation processes at Tashkent State University of Law.

Chapter I. General Provisions

1. Peer Observation Policy of Tashkent State University of Law (hereinafter − policy) sets out the university's principles and expectations of Tashkent State University of Law (hereinafter − university) in relation to peer observation of teaching.

2. Peer observation at university is a collaborative process aimed at enhancing teaching quality and professional development. It supports the sharing of pedagogical practices, fosters constructive feedback, and contributes to an enriched student learning experience.

3. Feedback remains confidential unless explicitly shared by mutual agreement. Observations aim to improve teaching practices rather than assess individual performance. Consequently, the policy emphasizes mutual learning and excludes performance management considerations.

4. Peer observation of teaching is recognized as a means of building self-awareness and enhancing practice through feedback from colleagues, learning from observing others' work and engaging in open and collegial dialogue.

Chapter II. Definitions

5. In line with this approach, the University has established the following definitions:

Peer observation – the process of colleagues reviewing teaching and learning support provided by another member of staff.

Observers the member of teaching staff conducting the peer observation.

Observed Faculty the member of staff being observed.

Chapter III. Principles of Peer Observation

6. Peer-observation at university is based on the following principles:

Constructive and Supportive: Observations should encourage professional growth for both observers and observed.

Confidentiality: Discussions and feedback remain confidential between participants. Only the occurrence of the observation will be reported.

Inclusivity: All staff involved in teaching, irrespective of length of service or experience participate in the scheme.

Flexibility: Faculties may tailor implementation methods to suit their specific needs while adhering to core principles (e.g. adjusting timing to take account of other priorities).

Chapter IV. Peer Observation Process

7. **Observation allocation and Preparation:**

The Sections make suitable arrangements to ensure peers are observed annually. Sections must maintain a table of the allocations, which should be in place by the last week of September. Staff should mutually agree to their observer, but the process should not be reciprocal (i.e. the same two staff should not exchange observations).

Observations can also be conducted by staff outside of the direct section of the staff member, provided that the sections have a relevant agreement.

Observed faculty specify aspects of their teaching to focus on during the observation, this enables those being observed to focus on perceived areas of strength and weakness in order to receive suggestions for improvement and reinforce good practice

8. **Observation Activities:**

Observations can include lectures, seminars, online teaching, or similar teaching activities. Activities should align with the University's Teaching, Learning and Assessment strategy, teaching objectives and encourage diverse teaching practices.

Observers complete the University's Peer Observation Template **(Appendix 1)** based on the observed activity and using the guidance for observers **(Appendix 2)**.

Observations can be carried out at any point in the academic year but the date, session and details of the observer and observed member of staff must be recorded on the table maintained by the section.

9. **Post-Observation Feedback:**

A private and constructive feedback session follows the observation. Participants discuss strengths, areas for improvement, and opportunities for innovation.

10. **Reporting:**

Observed faculty report the observation's completion to the Head of Section.

Heads of Sections maintain basic records (observer, observed, date, and module).

Chapter V. Roles and Responsibilities

11. **Observers:** Provide constructive, actionable feedback and facilitate reflective dialogue.

12. **Observed Faculty:** Identify focus areas for observation and engage actively in feedback discussions.

13. **Heads of Sections:** Monitor participation, ensure the policy's implementation and report statistical data to Deans, who subsequently report to Teaching and Learning Committee.

14. **Deans**: Submit annual reports to Teaching and Learning Committee summarizing peer observation participation rates and any significant outcomes or recommendations.

15. **Teaching and Learning Committee:** Reviews the effectiveness of the Peer Observation Policy and Scheme and ensures continuous improvement.

Chapter VII. Concluding provisions

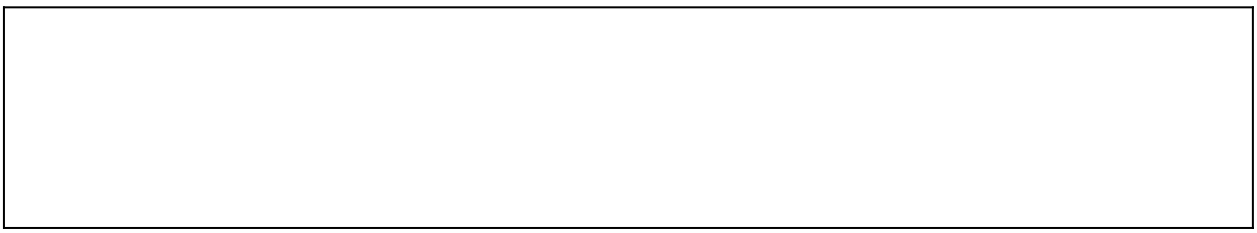
16. This policy is reviewed at least once every three years, and necessary changes and additions are made as required.

17. As part of its work to secure international accreditation and align its practice with international standards, the University benchmarks its arrangements against international higher education institutions and sector bodies, including guidance produced by QAA UK and the European Standards and Guidelines.

Appendix 1: Peer Observation Template

TSUL Peer Observation Form		
Programme:		**Date:**
Module:	**No of students on the register:**	**No of students present:**
Observer:	**Teacher observed, if known:**	**Observation time:**
Level/Year:		**Session type:**
Prompts	**Strengths/Impact**	**Areas for improvement/ development**
Clarity and relevance of intended learning outcomes/are intended learning outcomes communicated to students		
Planning and organisation/quality of lesson planning (make it clear if a lesson plan and/or class profile was provided)		
Methods: lecture, seminar, tutorial, practical, laboratory/ questioning techniques/ checking understanding/use of assessment methods		

Delivery: pace, clarity of oral communication, mannerisms e.g. eye contact, use of appropriate humour		
Relationship/rapport/interaction with students		
Content: currency, accuracy, relevance, use of examples, level, match to students' needs and abilities, subject expertise		
Student participation and engagement/ evidence of learning taking place/ outcomes		
Use of accommodation: layout, suitability for teaching method in use/use of audio-visual and IT aids: used effectively, legibility		
Overall quality of session: strengths & areas for improvement		
Strengths:		
Areas for improvement/development:		



Appendix 2: Guidance for Observers Completing the TSUL Peer Observation Form

General Instructions

The Peer Observation Form is designed to facilitate constructive feedback to support professional development and improve teaching practices. Observers should approach the process positively, focusing on strengths while providing actionable suggestions for improvement.

Please use specific examples and avoid overly general comments in order to make feedback meaningful.

Section-by-Section Guidance

1. Programme, Module, and Session Details:

Programme: Indicate the name of the academic programme under which the session is delivered.

Date: Specify the observation date.

Module: Write the module name being taught during the session.

No. of students on the register and present: Record the number of enrolled students and those attending the session.

2. Observer and Observed Teacher Information:

Observer: Include the name of the individual conducting the observation.

Teacher Observed: Provide the name of the staff member being observed.

Observation Time: Indicate the start and end times of the observation.

Session Type and Level/Year: Specify the type of session observed (e.g., lecture, seminar, tutorial) and the level/year of students attending the session.

3. Prompts and Evaluation Criteria

Each section includes prompts to guide your observations. Address the strengths and areas for improvement for each of the following:

Clarity and Relevance of Intended Learning Outcomes (ILOs): Assess if the session objectives are clear, relevant, and communicated effectively to students.

Strengths: Note if the ILOs are specific and align with the session content.

Improvement: Suggest ways to clarify or better align ILOs with teaching and student engagement.

Planning and Organisation: Evaluate the lesson planning quality and whether a plan or class profile was shared.

Strengths: Highlight well-structured and logical lesson plans.

Improvement: Recommend steps to enhance planning or address gaps.

Methods and Techniques: Considering the University's Teaching, Learning and Assessment Strategy, comment on the use of different class formats and teaching methods and strategies (e.g., lecture, seminar), questioning techniques, and assessment methods to check understanding.

Strengths: Note effective methods and how they engage students.

Improvement: Suggest alternative methods or refinements to improve engagement and understanding.

Delivery: Review the pace, clarity of communication, and use of non-verbal cues like eye contact or humor.

Strengths: Commend clear explanations and engaging delivery styles.

Improvement: Propose ways to enhance clarity, pacing, or overall delivery style.

Relationship and Interaction with Students: Observe how the teacher builds rapport and encourages student interaction.

Strengths: Highlight successful interactions that foster a positive learning environment.

Improvement: Suggest approaches to improve rapport or interaction strategies.

Content: Evaluate the currency, accuracy, relevance, and level of the content. Check for alignment with students' abilities.

Strengths: Identify well-matched and up-to-date content. As well as references to relevant and contemporary literature and research.

Improvement: Recommend enhancements to content depth or examples.

Student Participation and Engagement: Look for evidence of active learning and whether learning outcomes are being achieved.

Strengths: Praise engaging activities or evidence of learning.

Improvement: Suggest methods to increase participation or assess understanding.

Use of Accommodation and Resources: Assess the suitability of the teaching space and effectiveness of audio-visual aids or IT tools.

Strengths: Note effective use of space and technology.

Improvement: Suggest changes to improve the environment or technology integration.

Overall Quality of the Session

Strengths: Summarize key strengths of the session observed.

Areas for Improvement/Development: Provide actionable and constructive suggestions for enhancing teaching practices.

Tone and Confidentiality

Maintain a supportive and non-judgmental tone throughout the feedback.

Feedback is confidential and intended solely for professional development purposes.

This guidance ensures observations are consistent, comprehensive, and conducive to professional growth.