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

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

Student Engagement 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 student engagement in quality assurance processes at Tashkent State University of Law.

Chapter I. General provisions

1. This document sets out the university's principles and expectations in relation to student engagement in quality assurance processes and provides guidance on supporting engagement at all levels, from institutional to programme level.

The document summarizes responsibilities of the key departments, bodies, personnel and units with responsibility for student engagement and provides an overview of key student engagement mechanisms.

2. The TSUL Student Engagement Policy sets out the University's arrangements for providing students with a wide range of opportunities to contribute to the development of their learning experience, including through the quality assurance system. This includes formally, through the Student Association, student representatives and programme and module evaluation, as well as active participation in University councils, committees and surveys.

3. This policy is also applied to the postgraduate research students' engagement in the quality assurance processes where relevant.

4. This Student Engagement Policy must be read in conjunction with other detailed University policies that set out the specific processes that form part of the University's comprehensive and integrated approach.

Chapter II. Definitions

5. The university recognizes that there is no one single definition of student engagement in use across international higher education. However, definitions and approaches typically address two principle domains of student engagement:

improving the motivation of students to engage in learning and to learn independently;

the participation of students in quality enhancement and quality assurance processes, resulting in the improvement of their educational experience.

TSUL recognize the importance of both domains. However, this policy concerns itself with the participation of students in quality enhancement and quality assurance processes, resulting in the improvement of their educational experience. Whereas improving the motivation of students to engage in learning, to learn independently, and the University's approach to student-centered learning, are addressed separately in the institution's Teaching, Learning and Assessment Strategy.

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

Student engagement in quality assurance: the participation of students as partners in quality assurance and enhancement processes, which results in the improvement of their educational experience as well as benefiting the wider student body, institution and sector. It includes formal student engagement through quality assurance processes, including University councils and committees and programme and module evaluations. It also includes informal student engagement, including anecodotal feedback provided by students.

Student Representation (System): the formal system by which students raise opinions and areas of concern for discussion and action within University structures.

Feedback Loop the process by which institutions listen, engage with and respond to feedback received from students and student representatives.

Co-curricular activities, programmes, and learning experiences that complement the formal, validated academic curriculum.

Definitions of additional terms related to student engagement can be found in other strategy and policy documentation, most notably the Quality Assurance Policy and Teaching, Learning and Assessment Strategy.

Chapter III. TSUL Principles of Student Engagement

6. The University believes that in order to ensure students engage actively with their learning and that teaching and learning is student centered it is essential

that students themselves operate as partners in identifying, discussing and addressing challenges they encounter in pursuing higher education programmes and student expectations, needs and satisfaction in relation to the programme. The University therefore considers it important that it respects and attends to the diversity of students and their needs when soliciting and considering student feedback.

The University expects that programmes are reviewed and revised regularly involving students and other stakeholders. This approach is in recognition of the fact that there is no 'one' single student experience.

7. To assist the University in this approach TSUL have identified and established a series of underlying principles for its approach to student engagement. Namely that it will:

Include all students: it is essential that student representation and feedback activities be inclusive and accessible to all. TSUL will ensure each student has a voice, enabling students to be partners and co-creators in establishing an improved educational experience.

Be enhancement-led: feedback should seek to identify areas of good practice that can support wider dissemination, as well as the identification and rigorous analysis of areas in need of development.

Involve students in the co-creation of feedback mechanisms: To ensure greater engagement by students, and open, honest and balanced feedback, students should, as far as possible, be given opportunities to collaborate in the design and delivery of feedback activities. Students should be made aware of the opportunities they will have to give feedback.

Be valued: Representation and feedback should be valued by all, as opportunities to celebrate strengths as well as to identify and share concerns. Constructive feedback should be well received by staff, departments and faculties and recognized as an opportunity to enhance the work of the University.

Adhere to ethical standards feedback processes must be operated with dignity and respect. Feedback mechanisms must adhere to the University's ethical standards, and feedback should be given and received in accordance with these standards. Students should be free to give honest feedback with no undue influence.

Be transparent: When feedback is collected from students, it should be made clear why it is being collected, what will be done with it, how it will be used and by whom.

Be considered and responded to: Students should be made aware of the information gathered, the conclusions drawn and, where relevant, the actions taken

and why. Feedback may not automatically lead to change or action but should always result in a response and explanation as part of an effective feedback loop.

Chapter IV. Roles and responsibilities

8. University staff are responsible for providing the foundations, infrastructure and environment under which student engagement can flourish. This includes working in accordance with the principles set out in this Policy and ensuring the various student engagement mechanisms are in operation and working effectively.

9. Department of Youth Affairs and Sports Promotion supports the development of student representation through promoting the student representation scheme and assisting the Student Association with administrative issues, including organisation of elections in partnership.

Staff are responsible for ensuring that democratic elections take place to elect student representatives.

10. The Student Association are responsible for promoting the student representative system. They are also responsible for maintaining a database of elected student representatives for training and administrative purposes. The Student Association work in partnership with university colleagues to deliver training and administer the system.

11. Student representatives are required to gather feedback from the students they represent. This feedback can be collected in a range of ways including, but not limited to surveys, focus groups, social media and one-to-one meetings.

Training provided to student representatives provides guidance regarding gathering and using feedback.

12. Faculties, including teachers and deans, staff must ensure that they are working in accordance with this policy and that students' feedback is considered at programme, department and faculty level.

This includes consideration of feedback gathered through centralized university processes as well as informal feedback provided directly to staff by students. It also includes feedback gathered directly from students and by students representatives.

13. Threshold requirements for student engagement are those set out in this policy and must be met.

However, faculties are free to innovate and operate additional student feedback mechanisms, including in relation to areas of particular concern to their faculty, distinct from issues affecting the whole institution.

14. Detailed roles and responsibilities are set out in Annex 1.

Chapter V. Student Engagement Mechanisms

15. **Student Representation System.** The Student Representation System at TSUL is designed to ensure that, in accordance with the principles of its Student Engagement Policy, set out above, students are able to express their views and operate as partners in identifying, discussing and addressing challenges they encounter in pursuing higher education programmes at TSUL.

Representatives accomplish this by providing feedback that gives insight into student expectations, needs and satisfaction in relation to their programmes of study and broader student experience.

16. The system operates at various levels including:

Student Representatives at the university level:

Student Association

The Student Association is the highest student authority in TSUL. The Association is routinely consulted about their perspective on student life at the University. Elected officers of the Student Association work with University colleagues to provide training, guidance and support to elected student representatives across the University.

Student Representatives at the faculty and section level:

Students elect student representatives from among their cohort to collect student opinion and feedback and act as a conduit between the students they represent and the University.

Student representatives are elected in proportion to the number of students who are members of the relevant faculty-student committee.

A commission composed of members from the Student Association and university staff will be established to organize and conduct student representative elections.

Students seeking to nominate themselves must submit a motivational statement to the commission.

Candidates who have been subjected to disciplinary measures due to violations of the formal communication norms outlined in the Code of Conduct or for engaging in unethical or inappropriate behavior will be denied registration as

candidates. Furthermore, students who commit such actions in the future and face disciplinary measures will be removed from student representation.

Elections are held annually and conducted online using the University's Learning Management System (LMS) within the first 10 days of October.

At the level of the Faculty TSUL will ensure that for undergraduate degrees up to three representatives are elected for each level of study on each program. For postgraduate degrees one representative will be elected for each program.

Each student is entitled to one vote. In the undergraduate programs, up to three candidates who receive the highest number of votes compared to other candidates will be considered elected. In the master's programs, the candidate who receives the highest number of votes will be considered elected.

In the event of a tie, additional representatives may be elected based on the recommendation of the faculty council.

In instances where there is a tie and the University decide not to increase the number of representatives, tied students will draw lots to determine the winner/s.

Representatives attend Section and/or Faculty-students Committees, to fulfil their responsibilities.

Detailed role profiles are available in **Appendix 2**.

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

Student membership of the Faculty-students committees includes:

for undergraduate degrees: up to three representatives elected for each level of study, on each programme being delivered in a faculty (i.e. a 4 year bachelors programme will have up to 12 representatives);

for postgraduate taught degrees: each programme will elect one representative to the Faculty-students committee.

Faculty-students committee meetings take place during the last week of November and the first week of April every academic year.

The Dean is responsible for ensuring that minutes of the meeting are taken.

17[1].The Joint Programme Students Committee shall be established before the Joint Programmes Department.

Where necessary, a single Students Committee may be established for several joint programmes that are substantively similar and/or operate in time zones that are close to one another.

A representative for each joint programme shall be elected in accordance with the general procedure established, at a ratio of one representative per fifty students in each year of the joint programme.

18. **Section-students committee.** Section-students committees operate for undergraduate provision. Elected student representatives are appointed to each Section-students committee by their respective Faculty Council during the second week of October.

Faculty from each academic department meet with student representatives to discuss and act on issues that impact students' learning opportunities.

Section-students committee meetings take place during the second week of November and the last week of March every academic year.

The Head of the section is responsible for ensuring that minutes of the meeting are taken.

19. **Membership of Student Representatives on University councils and committee.**

In addition to membership of the Section-students committee and Faculty-students committee meetings described above, students are members of all substantive University councils and commissions, including University Council, Academic Integrity Committee, Research Committee, Teaching and Learning Committee, Student Support Committee, Quality Assurance Committee. These formal meetings are opportunities for students to be proactively consulted on matters related to their educational experience and for students to raise issues they wish to be discussed.

Several committees, play a more prominent role in the consideration of student feedback. For example, Teaching, and Learning Committee, discusses, and has senior responsibility for issues relating to the student academic experience, whereas Student Support Committee, has senior responsibility for student feedback pertaining to the co-curricular experience of students at TSUL. The Quality Assurance Committee, has senior responsibility for monitoring student involvement in the University's quality assurance and enhancement processes. All three councils report to University Council, which therefore retains ultimate oversight of student engagement at TSUL. Specific responsibilities for these committees, are set out in their respective charters that outline their powers.

Student representatives may also be members of some commissions and provide feedback on initiatives and areas of strategic and operational importance for the University.

20. The University also operates a series of student engagement mechanisms outside the Student Representation System. These include:

Programme and Module Evaluation. As described in the Quality Assurance Policy, the University seeks student opinion about the quality of their

student experience at programme and modular level through regular evaluation. The results of these evaluations are considered as part of the institution's Annual Monitoring Reports, which are produced by faculties and support departments.

The Quality Assurance Department and the Electronic University Center are responsible for administering programme and module evaluation.

Programme evaluation is conducted at the end of the academic year and module evaluation is conducted at the end of each semester before the final examination.

Student Surveys. The University operates a range of regular and tailored student surveys to gather feedback on issues of strategic importance. Feedback through such surveys is considered at various points in the institution, including at programme, Faculty and University level.

Student Involvement in Programme Development and Approval. Where TSUL develops and approves new academic programmes, in accordance with its Programme Development and Approval Policy, students will be actively involved in the process. Their views about prospective programmes will therefore be integral to internal development.

Student Involvement in Periodic Review. Academic programmes are subject to periodic review at least every 5 years (see the Annual Monitoring and Periodic Review Policy). As part of this process, the Periodic Review panel includes a student as a member of the panel, which also meets with students and graduates of the programme in the course of its work.

Additional mechanisms. The mechanisms described above are not exhaustive. Staff and departments use further, additional mechanisms from time-to-time and when appropriate. These may include focus groups, email consultation and regular informal and formal feedback gathered through Telegram, which the University makes extensive use of, among others.

Chapter VI. Communication and the Feedback Loop

21. Effective student engagement requires strong communication and successful implementation of a feedback loop; the process by which institutions listen, engage with and respond to feedback received from students and student representatives. This requirement is embedded in the arrangements described within this policy (See Appendix 3). Specifically:

staff receive training and support in implementing the Student Engagement Policy, which includes instilling an understanding of the operative principles of the

policy and an emphasis on the expectation that they also serve an important role as a conduit for information to students in their faculty, section and programme(s). Staff in administrative departments will also serve as a conduit of information to students using their services.;

committee minutes (redacted where necessary) are shared with student represantatives and staff;

important decisions and actions, including those that have been taken and those that are planned, are communicated in a range of channels, including through the website and Telegram;

student representatives are asked to cascade discussions and actions that take place in University meetings, where it is appropriate to do so.

Chapter VII. Monitoring the Effectiveness of Student Engagement

22. The operation and effectiveness of the arrangements established in this policy will be monitored at various levels in the University.

Faculties, including Deans and staff, will have significant role in ensuring implementation of the policy in their respective academic units. Administrative departments will also have a role where student engagement and feedback relates to their responsiblities.

23. The ultimate responsibility for student engagement at TSUL is with the University Council, who discharge this responsibility to the Quality Assurance Council to regular review and report on its implementation.

Chapter VIII. Concluding provisions

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

25. 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.

References.

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). www.enqa.eu

UK Quality Code for Higher Education, Advice and Guidance: Student Engagement

https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-student-engagement.pdf?sfvrsn=6224c181_3

UK Quality Code for Higher Education 2024

https://www.qaa.ac.uk/docs/qaa/quality-code/uk-quality-code-for-higher-education-2024.pdf?sfvrsn=19a5b881_32

UK Quality Code for Higher Education 2024 – Sector Agreed Principles

https://www.qaa.ac.uk/docs/qaa/quality-code/uk-quality-code-for-higher-education-2024-sector-agreed-principles.pdf?sfvrsn=6da5b881_11

Quest for Quality for Students: Student Handbook on Quality Assurance

https://www.sparqs.ac.uk/upfiles/quest%20handbook%20online.pdf

Appendix 1: Roles of Responsibilities

Role	**Responsibilities**
Students and Student	• Give open and constructive feedback;

Representatives	• Ensure feedback is in submitted respectfully and in good faith.
Student Association	• Support University staff in preparing student representatives for their role; • Ensure the views of students across the University are fed into formal quality assurance structures.
Rector	• Meets with representatives of Student Association at the end of each semester to discuss institutional issues related to students learning experiences.
Deans	• Set out the Faculty's approach to collecting programme and Faculty level feedback, ensuring that the principles in this Policy are followed; • Ensure that all students are provided with the opportunity to provide feedback at programme, department and Faculty level; • Establish productive working relationships with Student Representatives assigned to their Faculty; • Ensure that students are engaged in the design of feedback processes; • Ensure that Faculty approaches to student feedback are reported and discussed and acted upon in Faculty Student Committees and Councils of the Faculty; • Ensure that all students have the opportunity to provide feedback at the level of study programs, sections, and faculties. • Establish an effective working environment with student representatives at the faculty level. • Ensure the proper maintenance of minutes for Faculty-Student Committee meetings.
Head of the Section	• Oversee the operation of Section- students Committees; • Establish productive working relationships with Student Representatives assigned to their department; • Refer issues requiring wider consideration

	to more senior University committees; • Ensure the proper maintenance of minutes for Section-students Committee meetings.
Section-Students Committee	• Offer at least two opportunities (in the middle of each semester) per academic year for students to provide feedback on their programme; • Ensure that all students have an opportunity to provide feedback, to the committee through their elected representatives; • Engage with students and explain how they can provide feedback on their programmes and modules; • Listen to student feedback and let students know how their feedback has or has not been acted on and why.
Faculty-student Committee	• Offer at least two opportunities (in the middle of each semester) per academic year for students to provide feedback on their experience within the Faculty; • Ensure that all students have an opportunity to provide feedback; • Engage with students in the design of feedback collection and explain how students can provide feedback on their Faculty; • Listen to student feedback and let students know how their feedback has or has not been acted on and why.
Teaching and Learning Committee (TLC)	• Receive and act on verbal and written reports (commissioned by TLC itself or referred by senior staff or other committees) and student feedback relating to the academic experience at TSUL.
Student Support Committee (SSC)	• Receive and act on verbal and written reports (commissioned by SSC itself or referred by senior staff or other committees) and student feedback relating to the co-curricular experience at TSUL.
Quality Assurance Committee	• Ensure that there are a range of appropriate ways for students to provide feedback • Review Annual Monitoring Reports to

	ensure student voice activities are in line with the expectations in this Policy • Provide fora for sharing best practice and resources related to student engagement in quality assurance. • Advise on areas for development in relation to student engagement in quality assurance at TSUL.

Appendix 2: Role Profile of TSUL Student Representative in the faculty and section

This role profile is designed to give you an idea of what the position of Student Representative in the faculty and section involves. It highlights the commitments, skills, and benefits you can expect by taking up this role.

Role: Student Representative in the faculty and section

Opportunity: As a Student Representative at Tashkent State University of Law, you will lead student representation within your faculty, collaborating with other students and student representatives to understand and address issues affecting students across various programmes.

You will gather feedback of students, participate in discussions of the feedback within the Faculty-students and Section-students Committees, report feedback to the Student Association and Quality Assurance Department, assist with tasks, and participate in various events and meetings.

Key Responsibilities:

- Attend the mandatory introductory training session for Student Reps;
- Gather and report feedback from students to academic and administrative departments, the Faculty and Student Association;
- Assist Quality Assurance Department and Department of Youth Affairs and Sports Promotion;
- Department of Youth Affairs and Sports Promotion with relevant administrative tasks, including promotion of the student representation scheme;
- Write updates and distribute important news to students;
- Build relationships with your Dean, the relevant Head of the section and other key University staff;
- Complete the End of Year Rep Survey;
- Stay informed with regular representative newsletters.

General Duties:

- Hold regular meetings with students to gather feedback. Feedback may also be gathered by surveys, email or social media;
- Attend Section-students committees, Faculty-students committees and other senior university committees;
- Write news articles about student engagement at TSUL for digital and print media;
- Participate in introductory training sessions and ongoing development programmes.

Benefits:

- Gain valuable career experience, including committee and project management experience.
- Participate in policymaking within the University

Skills Developed:

- Written and verbal communication
- Teamwork and leadership
- Organizational and time management
- Decision making and problem solving
- Cultural and community awareness
- IT and numeracy skills
- Networking and creativity
- Project management

Training and Support:

All Student Representatives will undergo initial training covering the essentials of the role, including communication, feedback collection, and representation skills. Continuous support will be provided by TSUL throughout the academic year. Additional skills training programmes are available to enhance understanding of university operations and career development skills.

Time Commitment:

- Flexible: Gathering feedback and attending meetings around other commitments.
- Fixed: Approximately 20 hours of meetings per year, including:
    - One induction training session per academic year.
    - Attendance at Section-students Committee and Faculty-students Committee meetings.

Qualification Requirements: No formal qualifications required. A passionate interest in student representation and a commitment to positively impacting students' experiences at Tashkent State University of Law is essential. Students wishing to submit a nomination must submit a motivational statement.

Method of Appointment: Election by students in the relevant faculty.

Venue: All meetings will be held on campus, or online.

Responsible to: Students in your Faculty

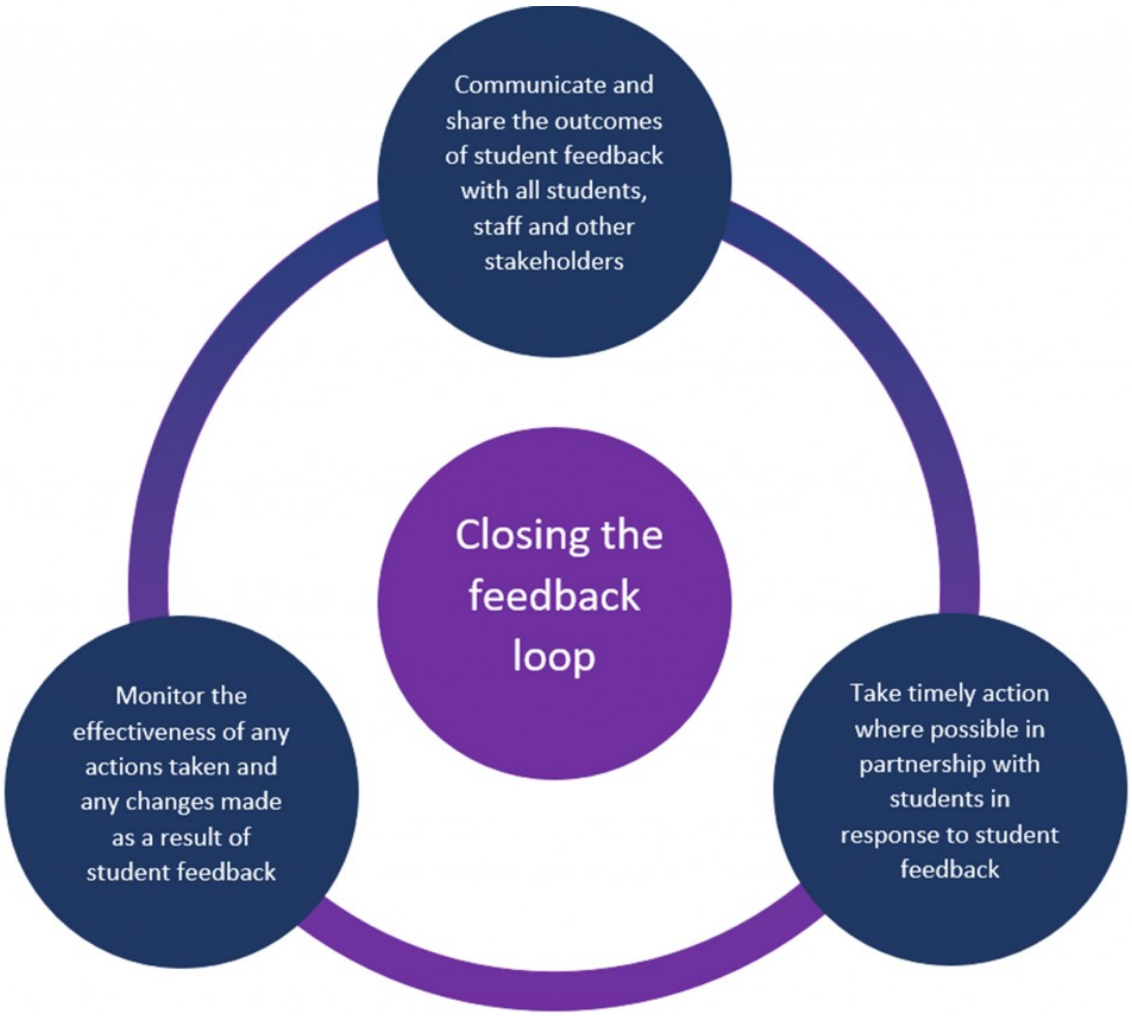
Operates Alongside:

- Fellow students;
- Other Student Representatives;
- Deans;
- Department of Youth Affairs and Sports Promotion;
- Transformation Department;
- Quality Assurance Department.

For Further Information, contact:

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Appendix 3: Feedback loop


Communicate and share the outcomes of student feedback with all students, staff and other stakeholders
Closing the feedback loop
Monitor the effectiveness of any actions taken and any changes made as a result of student feedback
Take timely action where possible in partnership with students in response to student feedback