



PROCEDURE FOR QUALITY ASSESSMENT OF THE TEACHING PROCESS AT UTMS

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Modifications regarding previous version:

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3.			
4.			

I. Introduction

UTMS has determined a procedure for assessing the quality of the teaching staff for the process of teaching, which aims to establish unique criteria according which will be evaluated the quality of the teaching staff. The data obtained with evaluation are the basis for giving recommendations and for determining further guidelines for continuous improvement of quality of teaching, as a basis for the overall quality of the higher education institution.

The procedure for assessing the quality of teaching staff is performed through evaluation of the following indicators for quality of work:

- Planning and preparation for teaching
- Teaching process
- Data of conducted questionnaire for the teaching staff and
- Students' achieved results

II. Indicators of the quality of work of teaching staff

II. 1. Planning and preparation of teaching

In accordance with the distribution of courses for the appropriate semester, made by the Dean of the relevant faculty and approved by the Pro-Rector for teaching, each teacher is responsible to conduct proper planning and preparation for the process of teaching. Planning and preparation for teaching includes:

- Updating the curriculum for the relevant subject (division of anticipated content at 8 (eight) thematic units, in accordance with the methodology of work of the University, updating the predicted obligatory and supplemental literature, enriching the anticipated methods and forms of work)
- Preparation of work plan for the appropriate subject which includes:
 - Key information of the teaching subject (Title of subject, teacher, teaching assistant)
 - Distribution of planned activities (lectures, preparation for colloquium and final exam) in dates and weeks, in accordance with the work plan of the University for the corresponding semester.

- Preparation of presentations for each thematic unit.
- Preparation of 300 questions with 6 (six) offered responses and their updating in the system.
- Setting the necessary information and materials (name of subject, teacher and teaching assistant, the work plan, presentations for thematic units, literature) for the course at e-student on the web site.

Appendix: Program and work plan

II. 2. Process of teaching

Evaluation of quality of the process of teaching is performed through the following two indicators: the teacher's compliance to established operating procedures and information obtained through the observation of the teaching process.

II. 2. 1. The procedure for the teacher's work for realization of the process of teaching covers:

- Each teacher is obliged to comply to the established schedule and duration of lessons
- At the beginning of each semester to prepare a schedule for presentations of seminar work for students with a specific topic and date for its presentation. This schedule teacher is obligated to publish at the e-student.
- For every class teacher should have prepared:
 - Plan for the lesson (thematic unit);
 - A list of students which attend the class, for establishing the presence at the lessons);
 - A list of scheduled presentations of seminar papers on the lesson;
 - Prepared lists for activities for evaluation of students' knowledge acquired during class.

Each teacher is obliged to fill the system with data on the activities of each student (by scanning lists of activities and entering points gained for the presentation of a seminar paper.

II. 2. 2. Observation of the teaching process

The observation of the teaching process is carried out in the terms established by the Pro-rector of Teaching and learning and the Dean of the relevant faculty who determine observer and co-observer which will conduct the observation.

Before the observation, observers submitted a request to the teacher to confirm the observation of teaching process.

The observation is performed according to the following established protocols for observation of the teaching process: protocol for observation, form for feedback information and form for self-evaluation for the teacher.

❖ Protocols for observation of the teaching process are composed of introductory part and four aspects of the teaching process which are observed.

- Introductory part refers to general information about the process of observation (member of academic staff whose work is observed, observer, time and place of observation).
- The aspects of the teaching process which are observed are:
 - 1) Observation of learning - subject of observation are activities related to student's learning and participation in the learning process.
 - 2) Observation of teaching - covers structure of the lesson, contents and teacher's activity (applying different forms and methods of work), communication with students, motivation and encouraging their activity.
 - 3) Observation of group management – is related to student's presence at the lesson, work conditions, assigning tasks, encouraging students activity.
 - 4) Observation of progress - achievement of goals, student's engagement in the process of learning, giving information about their progress.

Each of the observed aspects is evaluated through multiple scale with degrees (excellent, very good/good, satisfactory and unsatisfactory). It also contains comments of observer and examples of the lesson which support evaluation.

❖ Form for feedback information contains:

- General information about the observed lesson (teacher, number of students attending, observer, co-observer, place and time of observation);

- Documented evidence: course program, lesson schedule, list of scheduled presentations of seminar papers, a list of students which attend the course. These documents are recorded, observer gives comment or example for good practice;
- Comments for the observation - observers notes a comment for each of observed four aspects (learning, teaching, group management and student's progress);
- Development Plan – serves to detect possible problems and offer suggestions for correction and advancement in the future;
- Identified good practice – in this section are noted positive examples and practices in teacher's work.

❖ Form for self-evaluation of lecturers - in this form teacher whose lesson was observed notices his/her opinion about the lesson.

All these information are discussed at the meeting for giving feedback. Their purpose is through a common discussion of the lesson to improve the quality of teacher's work.

Appendix: Forms for observation of teaching

II. 3. Results of conducted questionnaire for teaching staff

At the end of each academic year, is conducted a questionnaire for the teaching staff, addressed to students.

His aim is to reach objective findings on student's opinions for all employees which take part in the teaching process. (for each teacher/teaching assistant).

It serves to examine student's opinion about teacher's demonstrated knowledge, presentation of subject contents, connecting theoretical knowledge with its practical application, quality of learning materials, the assessment process, communication with students ect. The questionnaire is anonymous.

Annex: Questionnaire for the teaching staff.

II.4. Student's achieved results

After every colloquium and final exam pro-rector for teaching and learning reviews the results achieved in each subject separately. This is the basis for quality evaluation of teacher's work.

III. Time frame for implementation and responsible for the quality assessment of teaching staff

University has evidence on the teacher's work throughout the academic year, by continuously providing information and quality evaluation of the work.

To carry out this process in charge Универзитетот води евиденција за работата на наставниот кадар во текот на целата академска година, преку континуирано обезбедување информации и вреднување на квалитетот на работата на наставниот кадар.

For this process is responsible _____.

Appendix No.	Course program for the first cycle			
1.	Course title			
2.	Code			
3.	Study programme			
4.	Organizer of the study program (faculty, institute, department)			
5.	Degree (first, second, third)	First		
6.	Academic year/semester		7.	ECTS
8.	Teacher			
9.	Preconditions for enrolling the subject			
10.	Course objectives (competencies): Introduction to the concepts, definitions and their applicability to the level of mastery of the subject matter			
11.	Course content:			
12.	Teaching methods: interactive approach to acquiring the subject matter (work in pairs, frontal, team, group work), learning methods)			
13.	Available time	210		
14.	Distribution of available time			

			45+30	
	Teaching activities	15.1.	Theoretical lectures	45 hours
		15.2.	Exercises (laboratory, auditorium), seminars, teamwork	30 hours
	Other activity	16.1.	Project assignments	35 hours
		16.2.	Individual assignments	35 hours
		16.3.	home learning	35 hours
	Evaluation:			
	17.1 .	Tests (three colloquiums and final exam)		78 points
	17.2 .	Seminar / project (written and oral)		10 points
	17.3 .	Activity and participation		6 points
	17.4	Essay		6 points
	Evaluation criteria (points / grade)		to 51 points	5 (five) (F)
			from 51 to 60 points	6 (six) (E)
			from 61 to 70 points	7 (seven) (D)
			from 71 to 80 points	8 (eight) (C)
			from 81 to 90 points	9 (nine) (B)
			from 91 to 100 points	10 (ten) (A)
19 .	Prerequisites for final exam		Minimum presence of 75% of teaching and a minimum of 40 points earned on all grounds	
20 .	Language of instruction		Macedonian or english	

21.	Method of monitoring the quality of teaching		Continuously during the semester			
	Literature					
	Obligatory literature					
	P.6.	Author	Title	Publisher	Year	
	1.					
	Additional literature					
	P.6.	Author	Title	Publisher	Year	
	1.					
	2.					
	3.					



Schedule lessons for academic year

Subject				
Teacher/Teaching assistant				
Week	Date	Day	Number of thematic unit	Thematic unit
1			1	Introductory hour (introduction with the material)
2			2	
3			3	
4				Preparation for I Colloquium
5				I colloquium
6			4	
7			5	
8			6	
9				Preparation for the II Colloquium
10				I colloquium
11			7	
12			8	
13				Preparation for the III Colloquium
14				Preparation for final exam Passing a qualifying examination (30% to 40%)
15				Final exam
16				Corrected final exam

QUESTIONNAIRE FOR THE TEACHING STAFF

Faculty: _____

Teaching subject: _____

Teacher/Teaching assistant: _____

Answer by completing with a number from **1-5**.

1 = Completely disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Completely agree

1	It has been demonstrated knowledge of teaching staff in the teaching area/subject	1	2	3	4	5
2	The teaching subject is effectively presented	1	2	3	4	5
3	Subject matter includes theory and practical application	1	2	3	4	5
4	The lectures begins and ends within the scheduled time	1	2	3	4	5
5	Teacher (Teaching assistant) is available for further consultations	1	2	3	4	5
6	I am pleased with the presentations	1	2	3	4	5
7	I am pleased with the literature	1	2	3	4	5
8	Colloquia / exams were correctly set	1	2	3	4	5

Your additional comments:

(Your information is valued!)