REGULATION ON THE ASSESSMENT OF THE TEACHING STAFF’S ACTIVITY BY STUDENTS

Regulation Code: UMFST-REG-131

Edition 01

Drafted: Working group
Verified: Administrative board, legal counsellor
Approved: Senate

Date: February 29, 2024
Date: March 1, 2024
Date: 28 March 2024

Date of entry into force: 29 March 2024
Date of withdrawal:
Art. 1. Assessment by students is an important component of the annual assessment process of the teaching staff through which teaching/learning techniques and behavioural qualities of faculty are evaluated.

Art. 2. The assessment of the teachers’ activity is part of the quality assurance process within GE Palade UMPhST of Târgu Mureș.

Art. 3. Students are considered partners in the process of monitoring the quality of the teaching activity and for this reason they are obliged to make an objective, correct and constructive assessment, which can be useful to the subsequent corrective measures taken by the University.

Art. 4. The assessment of the teaching activity of each teacher is mandatory upon completion of each module and is done for each subject separately and for each teacher (assistant professor, lecturer, associate professor, professor).

CHAPTER I - PERIOD AND TYPES OF ASSESSMENT

Art. 5. The assessment by students is carried out online in 4 stages, corresponding to each module (module I, II, III and IV) starting from the first day after the final assessment in the respective subject (examination, summative examination, test, colloquium, etc.), over 2 weeks and covers the activity carried out by the teacher during the previous module, based on the questionnaire for assessment of teachers by students.

Art. 6. The assessment process is carried out online, through a specific platform made available to students by the university. The assessment questionnaire contains general and specific questions (course, practical activities), as follows:

- Assessment of teachers during course - (Annex 01)
- Assessment of teachers during practical activities - (Annex 02)

Art. 7. Students have the obligation to fill the questionnaire for each subject covered, within the deadlines mentioned in art. 5. Failure to comply with the assessment obligation constitutes disciplinary misconduct.

Art. 8. The assessment of teaching activity by students has two components:
1. assessment of the teacher during the course, at that particular subject;
2. assessment of the teacher of practical activities (practical works, seminars, laboratories, internships, projects, etc.).

Art. 9. The display in the electronic register of the final grade obtained by the student in the respective subject is subject to completion and submission of the two assessment questionnaires in the particular subject, provided in art. 6.

Art. 10. The university management guarantees the complete anonymity of the assessment made by the students and the protection of the students against any attempt to identify the student-assessors.

CHAPTER II - ASSESSMENT PROCEDURE

Art. 11. The assessment questionnaire contains 3 categories of questions:

a. questions regarding the teaching activity (1-10): these are scored from 1 to 5, as follows:
   1) US: unsatisfactory (1 point);
2) S: satisfactory (2 points);
3) G: Good (3 points);
4) VG: very good (4 points);
5) EX: excellent (5 points);

b. questions regarding the identification of any inappropriate behaviour on the part of the teacher (11-14) - if the answer to any of these questions is affirmative, the student is encouraged to urgently contact the dean of the faculty; the university management guarantees the confidentiality of the person who notices an inappropriate behaviour.

c. questions regarding the attendance during teaching activities of both the student and the teacher (15-16).

Art. 12. The student will choose, on the assessment platform, two teachers, corresponding to two different questionnaires:

a. the course teacher in the assessed subject;
b. the practical activity teacher in the assessed subject (it is possible that, depending on the component of the teaching load, the 2 persons will coincide); if during practical activities, the teachers have rotated, the teacher best known by the student, in that particular subject, will be chosen.

Art. 13. The insufficient interaction of the student with the assessed teacher to allow the student a correct assessment can be mentioned with a score 0-not assessed (NEv).

Art. 14. The final assessment is the average of the scores obtained for the 10 questions (max: 5, min. 1); unvalued criteria, according to art. 13, are not included in the final average, which is calculated in relation to the number of criteria assessed. The final teacher assessment score is calculated as the median of all student assessments, with the elimination of extreme values.

Art. 15. A teacher can be assessed both for the course and the practical activities, depending on the teaching load (s)he has. In this case the average between the existing nominal assessments will be made.

Art. 16. If a teacher has teaching activities in more than one teaching subject or in more than one module, the annual assessment will be the average of all individual assessments.

Art. 17. In the following cases, scores will not be taken into account in the individual assessment and in the final report the scores given to the teachers by students who had attendance/interaction with the teacher, attributable to the students, of:

a. under 50% in courses;
b. under 75% in practical activities.

Art. 18. The assessments will be made only by students who had the right to participate in the final examination.

Art. 19. The presence of students provided for in art. 17 may also be verified by existing attendance sheets or electronic records.

CHAPTER III-INFORMATION PROCESSING

Art. 20. The Quality Assurance Department (DAC) collects the results of the assessments and forwards them to the deans’ offices.
Art. 21. The Evaluation and Quality Assurance Board (ECAC) of the faculty collects and processes the received data and draws up a report according to the pattern in Annex 3, within 30 days from the receipt of the data, a report that will be sent to the dean and DAC of the University.

Art. 22. The reports are sent to the deans' offices and department directors and heads of departments and are made public on the university website, in accordance with the provisions of Higher Education Act no. 199/2023.

Art. 23. Each teacher has the right to see the results of their own assessment made by the students.

Art. 24. Based on the CEAC report of the faculty, the dean will draw up a plan of measures to increase the quality of the teaching process, where appropriate.

CHAPTER IV-CORRECTIVE MEASURES

Art. 25. If the median of an assessed teacher's score is between 3-3.5 in a teaching module, the following steps are taken:

a. analysis of the data obtained by the dean, the department director or a delegated vice-dean and the head of department (if the department director or head of department is not the subject of the analysis; if one of the two are involved, the dean nominates substitutes who have at least the academic degree of the assessed teacher);

b. inviting the teacher to a discussion with the analysis board mentioned above (a) to ask for their opinion; the participation of the teacher in this analysis is a job obligation and will be done in writing, at least 7 days before the date of the discussion.

c. development of a plan of improvement measures.

Art. 26. A median below 3 in a teaching module requires the following measures:

a. analysis of the data obtained by the dean, the department director/ head of department (if the latter is the subject of the analysis, the dean nominates a substitute who has at least the academic degree of the assessed teacher) together with a group of 10% of the students of the study programme/ series, but not more than 10 students, randomly chosen from among the students of the respective programme or series, with identity under the protection of the faculty management;

b. inviting the teacher to a discussion with the dean and head of department/ department director is a job obligation and will be done in writing, at least 7 days before the date of discussion.

c. following this additional analysis, an analysis report is made, with reference to critical topics; the analysis report is brought to the attention of the vice-rector responsible for teaching activity;

d. drafting, together with the dean of the faculty, of a plan of improvement measures that may contain: participation in the teacher training course, review of course materials, etc. - the fulfilment of the plan of measures is mandatory, signed by the teacher, and conditions the maintenance of the course in the teaching load of that particular teacher for the following academic year.

Art. 27. If a teacher obtains a median below 3 in two consecutive years, does not attend the analysis board meeting, or fails to fulfil the recommendations provided in art. 26, point d), the course/ practical activities will be assigned to another teacher and the teacher in question will be assigned other job tasks,
other study programmes as well as the referral to the Ethics Committee for violation of art. 12-15 (as applicable) of the code of ethics and professional deontology of the George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș (UMFST-REG-02, Ed. 4).

**Art. 28.** Appointment to teaching position following a competition, promotion in the teaching career or application for meritorious awards are conditioned by a median value of over 3.5 p out of 5, according to the provisions of the regulations/ methodologies specific to the field.

**Art. 29.** The extension of the activity after reaching the retirement age is conditional upon obtaining, in the previous year, the median evaluation of minimum 3.5.

The Senate of George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș approved this Regulation on March 28th, 2024 and it will enter into force in March 29th, 2024.

**Annexes:**
- Annex 01 - Assessment of teachers’ activities during lectures UMFST-REG-131-F01-Ed.01
- Annex 02 - Assessment of teachers’ activities during practical activities UMFST-REG-131-F02-Ed.01
- Annex 03 - Report Assessment of teachers’ activities during practical activities UMFST-REG-131-F03-Ed.01
Assessment of teachers' activities during lectures

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment</th>
<th>US (1)</th>
<th>S (2)</th>
<th>G (3)</th>
<th>VG (4)</th>
<th>EX (5)</th>
<th>NA</th>
</tr>
</thead>
</table>
| 1   | Did the lecturer introduce herself/himself at the first lecture? Were you presented with the objectives of the course, the requirements for participation in the courses and practical activities, the types of examination, the available documentation resources, the options for direct or online individual consultations?  
US: no information was given;  
EX: all the information needed to complete the teaching activities were explained; the opportunity to ask questions was offered. |       |       |       |        |        |     |
| 2   | How do you assess the quality of the information presented during the lectures?  
US: outdated information, exclusively theoretical, not adapted to the study programme;  
EX: up-to-date, useful information, adapted to the study programme, with practical references and interaction with students. |       |       |       |        |        |     |
| 3   | How do you assess the lecturer’s ability to convey information?  
US: monotonous presentations, reading information without giving explanations;  
EX: clear, coherent presentations related to the topic of the course, with additional explanations and interdisciplinary connections. |       |       |       |        |        |     |
| 4   | How do you assess the quality of the media or other modern technologies used in the course?  
US: no multimedia tools were used;  
EX: multimedia containing text, images, video demonstrations, etc., with neat editing, use of university templates. |       |       |       |        |        |     |
| 5   | How do you assess the interaction of the lecturer with the students?  
US: no interaction with students during the course;  
EX: frequent, constructive interactions, openness and call for dialogue. |       |       |       |        |        |     |
| 6   | How do you assess the quality of the written assessment - the correlation between the subject taught and the content of the questions?  
US: numerous unclear questions or with wrong answers;  
EX: correlations between the taught subject matter and the content of the questions, synthesis, reasoning, and creativity questions. |       |       |       |        |        |     |
| 7   | How do you assess the quality of course materials made available to students?  
US: no printed or electronic course materials available;  
EX: available course materials, with a volume of information adapted to the number of class hours, with an informational content corresponding to the study programme, well-organised and with a corresponding visual aspect. |       |       |       |        |        |     |
| 8   | How do you assess the attitude of the lecturer: academic presentation, attitude, language, behaviour, way of addressing students, compliance with the timetable?  
US: inappropriate language, unkempt attire, rude addressing, irritability, superiority, unpunctuality;  
EX: academic attitude and behaviour, polite, punctual. |       |       |       |        |        |     |
9  How do you rate the training benefit gained in the subject of the lecturer you are assessing?
   **US:** no professional benefits;
   **EX:** consistent theoretical and practical benefit.

10  What is your overall assessment of the lecturer?
    **US:** mediocre;
    **EX:** model.

**IDENTIFYING POSSIBLY INAPPROPRIATE BEHAVIOUR**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>11</td>
<td>Have you been a victim or direct witness of bullying or harassment of any kind?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Have you been a victim or direct witness of any impolite address to students, or of direct or indirect conditioning, material or otherwise, including sexual conditioning?</td>
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<tr>
<td>13</td>
<td>Were you asked to personally purchase teaching materials from your own resources, which could have brought personal income to the teacher?</td>
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<tr>
<td>14</td>
<td>Have you witnessed negative assessments of another colleague or the university or display of discrimination of any kind (gender, age, nationality, religion, etc.)?</td>
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**ATTENDANCE**

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<tbody>
<tr>
<td>15</td>
<td>Of the total number of courses, how many was the assessed lecturer present?</td>
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<tr>
<td>16</td>
<td>Of the total number of courses, how many were you present?</td>
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**FINAL MEDIAN**

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<td></td>
<td>1-5</td>
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</tbody>
</table>

**US:** unsatisfactory (1 point); **S:** satisfactory (2 points); **G:** good (3 points); **VG:** very good (4 points); **EX:** excellent (5 points); **NA** - not assessed-insufficient interaction for an assessment.

If the answer to any of the questions 11-14 is affirmative, contact directly the dean of the faculty - the management of the university ensures the confidentiality of the one who reports inappropriate behaviour.
### Assessment of teachers’ activities during practical activities

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<thead>
<tr>
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</table>
| 1   | Did the teacher of practical activities introduce herself/himself during the first practical activity? Were you presented with the objectives of the practical activities, the requirements for participation in the practical activities, the types of practical examination, the available documentation resources, the options for direct or online individual consultations and recovery?  
US: no information was given;  
EX: all the information needed to complete the teaching activities were explained; the opportunity to ask questions was offered. |        |       |       |        |        |     |
| 2   | How do you assess the quality of the information presented during practical activities?  
US: outdated information, exclusively theoretical, not adapted to the study programme;  
EX: up-to-date, useful information, clear practical activities, adapted to the study programme, with practical references and interaction with students |        |       |       |        |        |     |
| 3   | How do you assess the teacher’s ability to convey information?  
US: monotonous activities, absence of any demonstrations or practical applications;  
EX: practical activities, with direct student involvement, related to the topic, with additional explanations and interdisciplinary connections. |        |       |       |        |        |     |
| 4   | How do you assess the use of the existing equipment and facilities through the involvement of students, how was this facilitated by the teacher, the interaction with patients (for medical-pharmaceutical education: clinical demonstrations, demonstrations of medical equipment)?  
US: did not use technical means or facilities, completely irrelevant clinical internships;  
EX: interactive activities, with demonstrations of techniques, with practical applications and with sustained activity in patients or in specialised laboratories (in the case of medical-pharmaceutical education). |        |       |       |        |        |     |
| 5   | How do you assess the interaction of the teacher with the students during practical activities?  
US: no interaction with students during practical activities;  
EX: frequent, constructive interactions, openness and call for dialogue, reasoning, deduction, and clinical judgment, as appropriate. |        |       |       |        |        |     |
| 6   | How do you assess the atmosphere of practical activities?  
US: oppressive, passive, and uninteresting;  
EX: stimulating, exciting, challenging. |        |       |       |        |        |     |
| 7   | How do you assess the quality of the practical examination - the correlation between the information and skills acquired during practical activities and the content of the examination?  
US: examination carried out in an exclusively theoretical way;  
Ex: correlations between the activities taught/demonstrated and the content of questions, reasoning and creativity. |        |       |       |        |        |     |
<p>| 8   | How do you assess the attitude of the teacher: academic presentation, attitude, language, behaviour, way of addressing students, compliance with the timetable? |        |       |       |        |        |     |</p>
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<td>15 Of the total number of practical activities, how many was the assessed teacher present?</td>
<td>0-14</td>
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<td>US: unsatisfactory (1 point); S: satisfactory (2 points); G: good (3 points); VG: very good (4 points); EX: excellent (5 points); NA - not assessed-insufficient interaction for an assessment.</td>
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If the answer to any of the questions 11-14 is affirmative, contact directly the dean of the faculty - the management of the university ensures the confidentiality of the one who reports inappropriate behaviour.
1. Nominal analysis - Module..., academic year........

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s name</th>
<th>Teaching position</th>
<th>Assessments median</th>
<th>Number of student assessors</th>
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Assessment of teaching activities - lectures

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Assessment of teaching activities - practical activities

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</table>

2. Synthetic analysis

a) LECTURES
Subject..........., Study programme...............Module........, Academic year..............

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching subject</th>
<th>No. of students which awarded scores</th>
<th>Number of student assessors</th>
<th>Total no. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1 2 3 4 5</td>
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<td>(teaching language RL/HL/EL)</td>
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<tr>
<td>2</td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) PRACTICAL ACTIVITIES
Subject..........., Study programme...............Module........, Academic year..............

<table>
<thead>
<tr>
<th>No</th>
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<td>1</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>2</td>
<td></td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

* median of the scores awarded to all teachers who had practical activities at the teaching subject within the same degree programme.