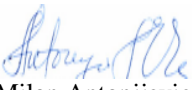
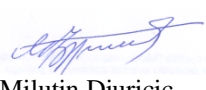
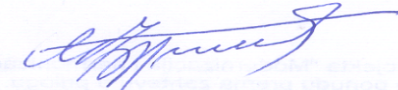


Procedure for teaching process quality assurance - QP5

	Drawn up by		Certified	Approved by
Name and surname	 Milan Antonijevic	 Milutin Djuricic		 Professor Milutin Djuricic, PhD
Job title	Professor	Professor		TEMPUS project coordinator
Date	20/04/2014			

Procedure for teaching process quality assurance:

1. corresponds to the requirements of standards given by the Commission for Accreditation and Quality Assurance (hereinafter referred to as: CAQA), and published in a book entitled *Accreditation in Higher Education*, Ministry of Education and Sport of Republic of Serbia, second updated and revised edition of the Commission for Accreditation and Quality Assurance, Belgrade 2010.

2. is based on the Regulation on standards for self-evaluation and quality assessment of higher education institutions (No. 612-00-591/2006-04/1, adopted by the National Council for Higher Education on 20-October-2006), and

3. is in compliance with the Quality Assurance Standards and Guidelines for European higher education area, European Association for Quality Assurance in Higher Education.

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1. Document subject and internal quality standards in the subject

Through this document, partner HEI are defining the methods and procedures for quality assurance of the study programs performed at these institutions. Acting of the relevant quality assurance entities within the subject field of this procedure (**teaching process quality**) is defined by partner HEI, as it is the case for each quality assurance area prescribed by national Commission for Accreditation and Quality Assurance. This procedure aims to implement the Higher Education Institutions Quality Assurance Strategy in order to provide the quality level that surpasses the requirements of the CAQA's standards.

Internal quality standards in quality assurance subject field are solely in compliance with national CAQA standards.

2. Area of application

This procedure is applied at all the study programs performed at partner higher education institutions from Serbia participating in the Tempus project "Modernization and Harmonization of Tourism Study Programs in Serbia - MHTSPS".

3. Definitions and acronyms

- Business and Technical College of Vocational Studies in Uzice, Higher Business School of Vocational Studies in Leskovac, Novi Sad Business School of Vocational Studies and University of Kragujevac – Faculty of hotel management and tourism will be referred to as: partner HEI.
- Law on Higher Education - LHE
- European Credit Transfer and Accumulation System - ECTS

4. Documents

4.1. Basic documents

- Law on Higher Education, Official Gazette of the Republic of Serbia, No 76/05, 100/07, 97/08 and 44/10
- Higher Education Institutions Quality Assurance Strategy
- The Statutes of partner HEI
- Ordinance on the content of official documents issued by higher education institutions, Official Gazette of the Republic of Serbia, No 21/06
- Ordinance on self-evaluation and higher education institutions quality assessment standards, Official Gazette of the Republic of Serbia, No 106/06
- Ordinance on standards and procedure for external verification of higher education institutions, Official Gazette of the Republic of Serbia, No 106/06 and 73/11
- Ordinance on standards and procedure for accreditation of higher education institutions and study programs, Official Gazette of the Republic of Serbia, No 106/06, 112/08 and 70/11
- Ordinance on amending the Ordinance on content of official documents issued by higher education institutions, Official Gazette of the Republic of Serbia, No 08/07
- Ordinance on the list of professional, academic and scientific titles, Official Gazette of the Republic of Serbia, No 30/07, 112/08, 72/09, 81/10, 39/11 and 54/11

4.2. Relation to other documents

- Partner HEI Quality Assurance Strategy
- The Statute of partner HEI
- Study program quality assurance procedure - QP 4
- Student quality assurance procedure - QP 8
- Procedure for quality assurance of students' role in self-evaluation and quality control - QP 13
- Ordinance on study regime of partner HEI
- Self-evaluation and higher education institutions quality assessment standards (according to Ordinance on self-evaluation and higher education institutions quality assessment standards, No 612-00-591/2006-04/1, adopted by National Council for Higher Education on 20-October-2006):
 - Standard 1 – Quality Assurance Strategy
 - Standard 2 – Quality Assurance Standards and Procedures
 - Standard 3 – Quality Assurance System
 - Standard 4 – Study Program Quality
 - Standard 5 – Teaching Process Quality
 - Standard 6 – Quality of Scientific and Research, Artistic and Professional Work
 - Standard 7 – Quality of Teachers and Associates
 - Standard 8 – Quality of Students
 - Standard 9 – Quality of textbooks, literature, library and information resources
 - Standard 10 – Quality of managing the HEI and the quality of Teaching Support
 - Standard 11 – Quality of equipment and premises
 - Standard 12 – Financing
 - Standard 13 – The role of students in self-evaluation and quality check
 - Standard 14 – Systematic monitoring and periodic quality control
- Ordinance on standards and procedure for accreditation of higher education institutions and study programs (No 612-00-591/2006-04/2, adopted by National Council for Higher Education on 20-October-2006) – Standards for accreditation of the study programs of first and second level of higher education:
 - Standard 1 – Study Program Structure
 - Standard 2 – Study Program Purpose
 - Standard 3 – Study Program Objectives
 - Standard 4 – Competencies of the graduate students
 - Standard 5 – Curriculum
 - Standard 6 – Study Program Quality, Contemporaneity and International Compliance
 - Standard 7 – Student Enrollment
 - Standard 8 – Student Assessment and Advancement
 - Standard 11 – Quality Control
 - Standard 12 – Distance Learning
- Supplement to the standards for accreditation of higher education institutions within particular educational-scientific or educational-artistic field:
 - Standard 4 – Competencies of the graduate students

5. Description of the teaching process quality assurance procedure

HEI is dedicated to continuous and systematic work on improving the quality of teaching process within its study programs in accordance with Quality Assurance Strategy, national Commission for Accreditation's standards and EU authoritative models.

Teaching process is carried out within the defined study programs according to the teaching plan and schedule for each course of the study program and in compliance with the rules defined in Ordinance on HEI study regime. Teaching plan and schedule (lectures and practical lessons) for each subject and working week in semester are available at the HEI's website and in subject book edition of the study program. Work plan for each subject is publicly available and includes:

1. Basic subject data: name, semester, number of ECTS credits, lecture hours, prior knowledge expected, terms of attending the course;
2. Subject objectives;
3. Subject content and structure;
4. Teaching plan and schedule (lectures and practical lessons);
5. Assessment method and subject outcomes (what is student required to know and to do to earn a passing grade – list of questions for exam and similar);
6. Textbooks, compulsory and additional literature;
7. Data about subject teachers and associates.

Electronic entry of the lectures and practical lessons terms is also envisaged. Students, management of the HEI and all the teachers and associates can monitor eventual changes on HEI's website. Basic literature and knowledge outcomes should be prescribed for each teaching week (questions that should be answered by students, related to the teaching content presented in the week concerned). In this way, it is very easy to supervise the teaching process efficiently, and it is easier for students to express their opinion in polls. One of the specific quality measure is a recommendation to task students with a homework or a test already in the first teaching week which is to be submitted electronically over the subject's website. In this way, teachers can establish a better communication with students very early and obtain information on students structure, their prior knowledge, desire and capacities to attend the course successfully and to timely undertake appropriate measures and adequate care about students who are attending the course.

The syllabuses are adopted by HEI Academic Council together with the study program adoption. At the moment of enrolling each semester, students opt for elective courses. After that, teachers and associates engagement and workload plans and accurate plans of teaching activities in the upcoming semester are formed. If more teachers and/or associates are engaged in one subject, the Head of the study program or Department concerned proposes the distribution of responsibilities (for current school year)

Thus defined distribution of responsibilities is inscribed to the Teaching staff engagement and workload plan to be considered and adopted at the Council before the start of semester. Assistant Director for Education in coordination with the Heads of study programs/Vice Dean for Education in coordination with the Heads of the department at the Faculties are monitoring the implementation of the timetable and work plan for individual subjects and they take corrective measures within their responsibilities.

Relevant information about teachers and associates, subjects, study programs and modules, etc., are available to students on the website of the HEI. Each subject has its own web-page, arranged by teachers and associates engaged in the subject.

Teaching takes place in student groups, with the number of students envisaged in Ordinance on Study Regime and in compliance with the national Commission for Accreditation standards. Assistant Director / Vice Dean for Education at the beginning of each school year can suggest to Academic Council the adoption of more rigorous standards regarding this issue, in line with available resources.

Within the teaching process, the students express their interests while teachers and associates are recording these interests during the teaching. That could be the basis for teaching program innovation in the following school year.

Vocational Practice

The purpose of the vocational practice is to introduce students to practical work and the acquisition of knowledge and skills. Performing method and content of the vocational practice are defined within the Ordinance on Study Regime. HEI concludes appropriate Agreement on conducting the vocational practice with possible graduate students employers, defining the conditions and communication between the parties (HEI and institutions/companies where student are performing vocational practice) – what profile of students is wanted, when students can apply, selection principles, terms of protection at work, student's competence and similar. Student Service of the HEI and representatives of the institution/company agree on terms, capacities and conditions of conducting practice (necessary competencies of the trainee students, preferred specific prior knowledge and similar) in line with previously signed Agreement.

Vocational practice and practical work are integral part of the teaching process performed at appropriate business systems and public institutions.

Academic Council of the HEI proposes measures for the teaching process and working conditions quality improvement. Reports on evaluation by students, graduate students and employees are available to public at the website of the HEI.

Exam application and exam recording

At the end of the semester, the subject teacher verifies through its signature in student book – (index) that student has regularly attended lectures, practical lessons and other. On the basis of the fulfilled requirements student verifies the semester and gains the right to apply for an exam. Exam application is conducted through the exam application form. On the basis of the filled exam application form, the Exam Record is formed by Student Service. Teacher or associate on the subject takes over the Exam Record and application forms referring to a particular subject. After the exam is completed, the subject teacher inscribes the final mark to the application form and Exam Record, as well as to the index. The exam application form and the Exam Record are submitted to the officer in Students Service who stores the exam application form into the student's file. Administration officer enters the final mark, date of exam and name of the teacher who conducted the exam into the student's electronic file. Teacher inscribes the number of points that student gained before (lectures, practical lessons, colloquia, term papers) and at the exam into the index, according to the assessment

model defined within the subject curriculum. The final mark is the result of the total points gained.

Assessment model

Student success in mastering a subject is continuously monitored during the classes and is expressed in points.

Teaching subject work program defines: learning aims, learning outcomes, content of the subject, teaching dynamics by thematic units (dates for particular lecture themes), teaching forms, assessment method, literature, information on subject teachers and associates.

The mark represents a sum of points obtained during the classes (pre-exam activities) and at the exam. The exam is compulsory.

At least 30 up to at most 70 points may be addressed to the pre-exam activities.

The results scored within the pre-exam activities are written down in a student's index.

The condition for taking the exam is to obtain 30 points that a student can achieve during the pre-exam activities.

A student who does not pass the exam until the end of the school year is obligated to re-gain the condition for taking the exam.

At the end of each school year, for each subject and each teacher the average exam mark is calculated. Level of matching with Gaussian statistical distribution of marks - if the analyzed group is larger than 30 students – is also expressed, showing the teacher's criterion.

A detailed analysis is performed for the teachers where the largest number of negative grades occurred, as well as for the teachers with the greatest number of highest grades. The next step is placing suggestions in order to improve the student assessment quality and harmonize the teachers' criteria.

6. Powers and responsibilities



Director and Assistant Director for Education at Colleges/Dean and Vice Dean for Education at Faculties are responsible for the implementation of this procedure, while the Secretary, The Heads of the study programs and departments, Vice Dean for Scientific and Research Work, President of the Commission for Quality Assurance, Student Parliament, teachers, associates and students are responsible for conducting it.

7. Distribution and storage of documents

Secretary of HEIs (and particular services of the Faculty) is responsible for storing, delivering and recording the submission of the document "Teaching process quality assurance Procedure" document according to the distribution list – Enclosure 01.

8. Addendums and instructions for application

Enclosure 01 – Distribution list of "Teaching process quality assurance Procedure" document
Instruction: HEI Secretary keeps track of all record related to Addendum 01 according to protocol QP 5.

	Distribution list of „Teaching process quality assurance Procedure“ document	Procedure: QP _____	 Tempus
	Addendum 01 to protocolQP_____	Edition 1	

DISTRIBUTION OF COPIES IS DEFINED BY THE FOLLOWING TABLE:

Copy	Department/function	Date of receipt	Signature
1.	Higher School Director, orDean of the Faculty		
2.	Chairman ofthe Quality Assurance Committee,		
3.	HEI Secretary		
4.	Student service		
5.	President of Student Parliament or Student Pro Dean		
6.	Assistant Directorfor Education, or DeanandVice Dean for Education		
7.	Pro Dean for science and research		
8.	Heads of study programs or Heads of departments		
9.	HEI Archive		
10.			