
MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES



Assessment and Monitoring of Teaching Practices at MUHAS: Guidelines and Tools

February 2020

Table of Contents

Contents

1.0	Introduction and Background Information.....	4
1.1	Situation of Teaching Assessment at MUHAS.....	4
1.2	Different approaches to Establishing Teachers Assessment System	5
2.0	Bench Marking of Faculty Teaching Assessment, Rewarding Teaching and Monitoring Teaching and Assessment.....	7
2.1	Faculty Teaching Assessment.....	7
2.1.1	Self Assessment	7
2.1.2	Self assessment Teaching Portfolio	7
2.1.3	Classroom/Clinical Observation	8
2.1.4	Assessment of an Academic Member of Staff by Students	8
2.2.	Rewarding Teaching Excellence.....	8
3.0	Assessment of Teaching.....	9
3.1	Establishment of an Assessment System	9
3.2	Guidelines for Assessment Process.....	10
4.0	Guidelines for Rewarding Teaching Excellence.....	11
4.1	Introduction.....	11
4.2	Eligibility for the award	11
4.3	Guidelines for Processing Teaching Excellence Awards.....	12
4.3.1	Evaluation for the teaching excellence Reward	12
4.4	Awards for Teaching Excellence	12
4.5	Obligations of Award Winners	13
5.0	Policy Status.....	14
5.1	Key stakeholders	14
5.2	Approval details	14
5.3	Effective date for the Policy.....	14
5.4	Next review date	14
5.5	Policy Owner	14
5.6	Policy Author	14
5.7	Contact Person	14

APPENDICES	16
APPENDIX III: Submission Form of Teaching Portfolio	23
APPENDIX IV: Teaching portfolio check list.....	24

Assessment and Monitoring of Teaching Practices at MUHAS:

Guidelines and Tools

1.0 Introduction and Background Information

The evaluation of teaching effectiveness is an essential undertaking not only for the purpose of promoting the teacher from one rank to the next but rather it should play a much greater role; that of development of an academic member of staff to become an effective and competent educator who will make a significant contribution towards production of quality graduates. In essence the goal of teaching evaluation should be to make teaching a fulfilling career and a profession that talented people should aspire to enter and master.

Teaching is a complex profession encompassing a myriad of aspects that when put together brings about gradual behavioral change in a student to achieve learning. Therefore evaluation of teaching effectiveness should be comprehensive to include all those aspects that lead to effective student learning and excellent performance in terms of acquiring the desired skills and competences. Meeting the demands of the teaching profession requires discipline, tremendous will for continuous learning, ability and preparation. Therefore a system of teaching and learning that aligns student and teacher assessment with the ultimate goal of improving both parties should be put in place. **This is in line with MUHAS Five Year Rolling Strategic Plan 2021/2022) to 2024/2025 strategic objective A “Enhanced Teaching, Learning and Assessment Methods target four and five”.**

1.1 Situation of Teaching Assessment at MUHAS

The traditional method of teacher evaluation at this University and as inherited from the University of Dar es Salaam has relied mainly on a section in the annual confidential report forms. In this section, the peers are expected to score each other based on a set of areas that include: ***Teaching materials for Lectures and Practicals, Availability for Consultation, Punctuality and Supervision*** by giving a grade of A-C. While these areas are relevant to teaching, they are not comprehensive and important elements that support/stimulate student learning and demonstrate the teacher’s pedagogical skills. Hence the evaluation process was not rigorous enough to distinguish an excellent teacher from a good teacher or a good teacher from a struggling teacher, so that corrective measures could be instituted to support the struggling teacher to become an excellent teacher.

MUHAS, then Muhimbili University College of Health and Allied Sciences (MUCHS) in collaboration with the Faculty of Education University of Dar es Salaam (UDSM) established committees for spearheading activities for assessment of teaching and learning at the University. Muhimbili University College Teaching and Learning Committee (MUCTLC) was established and charged with the responsibility of advising the College on improvement of teaching and learning.

An assessment tool was developed in collaboration with the UDSM Faculty of Education. The developed tool was for student assessment of teachers' performance. The MUCHS management administered the tools through the Schools and Institutes at the end of the academic year. The completed forms were analyzed at the UDSM Education center and the results returned to MUCHS. The outcome of this assessment of teachers proved to be subjective and MUCHS did not continue with the same. The DCEPD subsequently developed other tools which have been at various stages of piloting but have not been institutionalized.

The harmonized scheme of service for public Universities and constituent Colleges outlines a set of attributes for each academic level but does not provide for the methods to be used to assess these attributes. The only tool which clearly defines academic staff evaluation process is the "Academic Staff Performance Assessment guidelines" but these focus mainly on research and publications and units for publication. Although teaching is expected to contribute to the overall assessment, no effective tools have been put in place to complement this level of staff evaluation. Furthermore the teachers in this university do not only teach the basic sciences but also teach clinical sciences and the tools available do not reflect clinical teaching assessment.

The existing teaching assessment system in our institution is not comprehensive enough to reflect the complexities of the teaching profession. As indicated earlier, limited areas for assessment are reflected in the Annual confidential report forms, and the OPRAS forms, both of which focus mainly on teaching materials, class attendance and agreement between the teacher and his/her supervisor, but do not include classroom/clinical observation by peers. Despite the expressed attempt at assessing teaching there is neither a systematic methodology nor an established system in place for carrying out the assessment. In addition, while teaching is an important component in the core functions of the university and expected to contribute to the staff promotion, it is not effectively assessed nor rewarded because of lack of a system to identify and reward teaching excellence which is important to motivate teachers and promote retention. Under these circumstances the assessments conducted may not be able to provide teachers with constructive, actionable feedback. It is with this background, a teaching assessment guideline is proposed.

1.2 Different approaches to Establishing Teachers Assessment System

The core purpose of teacher assessment and evaluation is to strengthen knowledge, skills, dispositions and classroom practices of professional educators. This goal serves to promote student skills and competencies, growth and learning while inspiring teachers to become more innovative and remain in the profession. Therefore a comprehensive system of continuous teacher education and professional growth helps teachers to master content, refine their teaching skills, critically analyze their own performance and their students' performance and implement the changes needed to improve teaching and learning.

In many systems from different countries, teacher evaluation is often based on a framework of rewards and punishment which aims to: i) Measure the effectiveness of each teacher ii) Categorize

and rank teachers iii) Reward those at the top iv) Punish those at bottom. This is a simplistic approach that not only ignores the complexity of teaching but also overlooks the real purpose of teacher evaluation.

Comprehensive performance assessment systems provide targeted support, assistance, and professional growth opportunities based on teachers' individual needs as well as the needs of their students and the relevant institutions at all levels. In essence therefore the assessment of a teacher is unlikely to be completed by just a onetime checklist which does not factor in the complexities of teaching and learning. A comprehensive teacher assessment and evaluation system should have two distinct components:

- i) Consistent ongoing, formative assessment of performance for the single purpose of fostering professional growth and improved practice
- ii) Periodic summative evaluations of teacher performance for the purpose of approving continued employment/promotion

Formative assessment aims at improving practice and should not involve threat of punishment or promise of reward, and the assessment should occur on a regular basis. It should facilitate interaction and feedback from colleagues and be carried out on a regular basis. Formative assessment should allow peers, mentors and professional coaches to provide teachers with feedback about their practice. Summative evaluations of performance for purposes of continued employment/ promotion occur at appropriately defined intervals as per institutional policies and guidelines. It is based on a clear set of performance standards identical to standards used in the formative process and must employ criteria in which a teacher is assessed as either ***“meets acceptable” or “does not meet acceptable”*** standards of practice. A teacher who does not meet acceptable standards is offered professional development remedial plans and opportunities and sufficient time is given to meet the standards. A process to remove chronically ineffective teachers may begin only after extensive support and interventions have failed.

To be effective a teacher assessment and evaluation system must employ a carefully constructed set of multiple approaches. The multiple approaches strengthen teacher evaluation by providing a more complete picture of a teacher's contribution to student learning. It also contributes to the teachers' professional growth by creating opportunities for teachers to learn from their colleagues and by providing teachers with greater insight into how their instruction is affecting student learning.

While teachers' academic competence and pedagogical skills are important for student learning and high quality performance, effective teaching would be achieved under the circumstances and conditions where an institution/ school has a strong leadership, adequate resources and meaningful engagement of stakeholders. Teachers are responsible for making their own practice as effective as possible. Teachers also need to take control of their own profession and share in the institutions'

responsibility of transforming education by identifying a comprehensive, rigorous process for assessing, supporting and evaluating teachers.

2.0 Bench Marking of Faculty Teaching Assessment, Rewarding Teaching and Monitoring Teaching and Assessment

All institutions of higher learning have a form of faculty teaching assessment, some have in place a mechanism of rewarding teaching and most monitor teaching and assessment. Visits to local institutions, gathering information from partners and collaborators and documentary review, revealed various practices that are in place. The following is a summary of main approaches used for each aspect mentioned above.

A combination of methods are used for teaching assessment each being assigned a specific weighting, these include: self-assessment, teacher portfolio, classroom/clinical observation, and assessment of academic members of staff by students. Rewarding teaching excellence in most institutions encompasses establishing an objective mechanism to identify an excelling teacher(s) who will be rewarded, awards being determined by the respective institution. As indicated earlier, to ensure formative and summative assessment take place in an organized and well scheduled manner, institutions establish mechanisms to monitor the implementation of these aspects through monitoring teaching and assessment.

2.1 Faculty Teaching Assessment

Environmental scanning at local, regional level and beyond revealed that a variety of methods are in use for assessment of teaching by academic members of staff. These are mainly classified by source of information used for the assessment.

2.1.1 Self Assessment

The academic member of staff scores herself / himself against a list of attributes that account for her/his teaching. This may cover attributes such lesson preparedness, students respect, communication skills, knowledge of the subject matter, teaching methods and session management, personality and poise and any other attribute. This approach is similar to the self-assessment used in the Open Performance Review and Appraisal System (OPRAS) forms.

2.1.2 Self-assessment Teaching Portfolio

The definition of ‘portfolio’ close to this context is: “a set of pieces of creative work collected to be shown to potential customers or employers”. In teaching assessment it implies information put together by the respective staff member as evidence that they have been teaching effectively. The information may include the following: Timetables for taught sessions, teaching notes for taught sessions, PowerPoint slides, copies of class/clinical teaching attendance sheets signed by the academic staff member and countersigned by the class representative, student assessment materials attempted by students during the sessions, results of student assessments, copies of the student lists who attended the respective sessions etc., evidence to how the member of staff is responding to feedback from previous assessments, abstract of dissertation of supervised students, and

curriculum vitae etc. The submitted information in the portfolio, is assessed by evaluating peers, the supervisor or any other person, group or authority as may be determined by the respective institution. Each attribute may be graded on a, dichotomous scale: present or absent, categorical or an ordinal or Likert scale and given a score.

2.1.3 Classroom/Clinical Observation

A team of members of staff who are knowledgeable in the subject matter that are either from the same or a different **department observe** the academic member of staff while conducting a teaching session. Each team member fills a form/checklist during the process. The form has attributes including but not limited to: *Time management, Teaching process (Teaching style- Teacher centered, student centered, problem based learning, interactive teaching or hybrids of the same etc.), Medium of instruction and Class management*. Responses are recorded and scored.

2.1.4 Assessment of an Academic Member of Staff by Students

By far this was the commonest means of academic staff assessment of teaching. Students taught by the respective member of staff at the end of the module or at least once during the teacher-student teaching interaction, fill in a course evaluation form that may have several sections that include: Background Information such as Name of Instructor, Course title, code, Department etc. followed by various teaching and performance attributes. These attributes may include the following: whether the academic staff communicates ideas and concepts clearly, objectives for each class were stated clearly at the beginning of each class, assignments are based on course content, the faculty member is well organized, the pace of the course is good, notices indications when students need help. Others are: timely commencement and completion of sessions, availability for consultation, etc. The forms could also be tailored by level of students being trained. Forms for postgraduate students may include issues such as: the instructor encourage independent and critical thinking, instructor's self-respect, integrity and sensitivity to student issues. Forms are anonymously filled in by students either paper based or online and each attribute is scored analyzed to generate a score for each faculty member.

Most institutions will not go for all the presented faculty teaching assessment methods, but will select a few that are feasible, simple to implement, valid and relatively accurate.

2.2. Rewarding Teaching Excellence

Objective teacher appraisal systems and subsequent implementation of the rewarding system supports a culture of high performance in teaching. **If rigorous and transparent procedures for appraisal are set and implemented resulting into performance assessment that is evidence based, implementation of the rewarding system will improve teaching performance. In order to have a significant impact on the level of teaching and learning, rewards may be offered to individuals or groups of faculty such as better performing Departments, schools and overall.** A comprehensive rewarding system is composed of the following elements: compensation, benefits, work-life, performance and recognition, development and carrier opportunities, job satisfaction by having a conducive work environment, certificates of excellence influenced by legal or regulatory issues, cultural influences and practices and competition.

In practice, rewards take financial and non financial forms. Non financial forms may include: Improved work packages, flexible leave options, conducive work environment, professional development opportunities including benchmarking tours with various Universities where skills and teaching experiences may be exchanged and enhanced, public and certificate recognition, satisfaction from high student achievement, learning new skills and personal growth. Monetary incentives include varied pay levels in form of bonuses etc. or funds are paid to be used for teaching related activities.

Teachers may be ranked by overall assessment scores and the best performers are rewarded. If the system is working well, the top performers will not be above 10-20 % of the entire faculty population and therefore a bonus to these can be afforded. Timely promotion where teaching contributes a significant component of the annual assessment is also an incentive, currently the teaching points are awarded subjectively. The new scheme of service and the harmonized promotion guidelines for public Universities allow for such provision. Using the methods outlined above, the resultant teaching assessment scores can be used to facilitate promotions.

3.0 Assessment of Teaching

3.1 Establishment of an Assessment System

The development and establishment of an assessment system in any institution may not achieve the desired goals of maintaining the most motivated and highly qualified teachers if it does not take into account the initial teacher preparation and the recruitment criteria that reflect the level of established professional standards. Even the best teacher assessment and evaluation systems are likely to fail if an education system fails to provide the necessary training and preparation to ensure the prospective teachers acquire appropriate skills, knowledge and dispositions. It is an undeniable fact that no one can become a teacher of record/ or excellent teacher without demonstrating subject area knowledge, pedagogical knowledge and professional teaching ability.

In order to recruit and retain excellent teachers who further student learning, the institution should create the conditions necessary to develop sustainable teacher career pathways and potentially make teaching a more attractive career option for a generation that expects flexibility in the work place, collaborative work structures, differentiated roles and compassion systems that recognize performance levels of responsibility.

Furthermore the following issues should be considered and reflected in development and establishment of an assessment system.

1. Every teacher should demonstrate, subject – area knowledge, pedagogical knowledge and professional teaching ability
2. Criteria for hiring teachers should be aligned with criteria used to evaluate teachers
3. New teachers should receive targeted support and participate in induction and mentoring program.

4. Novice teachers should have less demanding assignments than more experienced teachers and have more time for planning and opportunity to observe experienced teachers
5. The assessment of teaching practices should be safe, open and collaborative so that teachers build communities and learn from each other
6. Establish a non-threatening environment of formative assessment and growth
7. Measures of teaching effectiveness should be based on accepted standards of teaching that attempt to capture a range of teaching behaviors by using multiple evaluation methods

3.2 Guidelines for Assessment Process

The main objective in the development of an assessment system should be to ensure that teacher evaluation contributes to the improvement of student outcomes through enhanced teaching performance and improved teaching practices.

Therefore the assessment process has to factor in all aspects considered to contribute to student learning including but not limited to;

- (i) Classroom/clinical observation
- (ii) Student feedback

The assessment process will begin by identifying the teams of evaluators who will conduct both the formative and summative assessments. Given the existing system in our University the formative and summative assessments will be conducted simultaneously since the assessment criteria is the same.

The following processes will be followed in conducting teaching assessment: -

- (i) The office of the head of department shall appoint the teams of evaluators. These teams must include people with general knowledge of the programs taught, the team should not have more than 3 individuals, and one of the members should have pedagogical skills while the other will be from the respective department.
- (ii) The identified team of evaluators in each department will conduct classroom/clinical teaching observation according to the check list - Appendix I
- (iii) The Head of Departments shall be responsible for conducting the teacher assessment by students (student feedback) using the form Appendix II at the end of module/course. The results of the assessment will be used for formative and summative assessment
- (iv) The feedback to the teachers shall be given through a meeting with evaluators and written communications
- (v) Establish a program for intervention to strengthen struggling teachers

- (vi) Establish an exit process for teachers who do not improve after repeated interventions
- (vii) Follow established criteria for rewarding excellent teachers
- (viii) Based on the results from the teacher evaluation process, in Appendix I and II, a percent score will be derived. The relative contribution of each method of assessment to the total score will be as follows: Classroom or clinical teaching observation (Appendix I) will constitute 70%, and student feedback (Appendix II), will constitute 30%.

4.0 Guidelines for Rewarding Teaching Excellence

4.1 Introduction

Rewarding teaching excellence aims to recognize individual faculty member or teams for the high quality of their performance in the classroom and/or clinic, innovation, commitment to student learning outcomes. This reward promotes a culture of high quality teaching, learning and pedagogical research, advocacy for the profession, and sharing of ideas on innovation and excellence in teaching and learning. Attributes of teaching excellence include positive student-faculty contact, effective active learning, achievable high expectations, respects diverse talents and ways of learning, effective communication skills and commitment to teaching well.

The University Strategic Plan 2021/2022) to2024/2025 includes a commitment to “improving evaluation and assessment of faculty and reward teaching” (Objective.2, p.7). It is therefore of paramount importance to introduce Teaching Excellence Reward (TER) to recognize and award academic members of staff whose teaching is of a particularly high standard and eventually improving student performance. The University Teaching Excellence award is provided to faculty members who have demonstrated outstanding teaching in their discipline. Other universities across the globe reward teaching Excellency in different categories including the following: careers distinguished by significant and sustained commitment to excellence, early career, postgraduate research supervision, innovation, and leadership in teaching. Since MUHAS is just establishing the teaching excellence reward, it will start with a general category where a teacher will be assessed in all aspects of teaching excellence. However this will be grouped into four different award categories as follows:

- (i) Best Teacher in any Basic Science Discipline
- (ii) Best teacher in any Clinical Science Discipline
- (iii) Best Scientist in teaching Applied Research
- (iv) Best Scientist in teaching Clinical Research

The awards will be made annually.

4.2 Eligibility for the award

- a) All members of academic staff at MUHAS who will score high marks (80% and above) at the end of the teaching/clinical assessment as outlined in 3.2 above will be eligible Recipients of any teaching excellence **award will not be eligible for nomination within three years of their original award Even if he does the best comparably.**

- b) Unsuccessful nominees may be re-invited in subsequent years.

4.3 Guidelines for Processing Teaching Excellence Awards

4.3.1 Evaluation for the teaching excellence Reward

- a) The DVC- ARC will invite the 20% in the upper quartile (**SCORE 80%** and above) to submit the teaching Portfolio for further evaluation
- b) The nominee will prepare the portfolio and submit to the office of the DVC **ARC through the dean/director by completing the Portfolio submission form certifying the authenticity of the submitted information**
- c) Teaching portfolio whose contents are outlined in Appendix IV will provide information about the applicant teaching career to date as substantial evidence of the nominee's effectiveness and ongoing development as a teacher and researcher. The nominees are expected to complete all the items listed in the portfolio but if they do not have some of the items, that should not deter them from submitting the portfolio. The score alone is not sufficient evidence of excellence. The supportive evidence provided in the portfolio will give a fair view of the nominees.
- d) **The DVC – ARC will constitute a university wide evaluation committee. The committee shall evaluate all submitted documents to identify the winners as per criteria and assign them to the award category for which they have shown evidence of excellence.**
- e) The evaluation committee will constitute the following membership:
 - (i) One representative from each of the teaching units Schools/Institutes/Directorates)
 - (ii) One individual with pedagogical skills from a relevant sister university
- f) **Academic staff will have the right to appeal to DVC ARC regarding the decision by the assessment committee from the department. Such appeals must be submitted within 10 working days. Appeals may only be made on the following documents :(i) Procedural error or evidence of bias or prejudice**

4.4 Awards for Teaching Excellence

The teaching excellence award will be granted to individuals who have shown the highest level of teaching excellence during an academic year. The recipients of the award will receive the following:

- i) A framed certificate of recognition
- ii) A medal

The winners will be recognized during the university prize giving ceremony and shall be announced in the University newsletter, MUHAS website and regular news media.

4.5 Obligations of Award Winners

The recipients of the teaching excellence award are expected to contribute their skills and expertise and promote a culture of high quality teaching by sharing ideas on innovation and excellence in teaching and learning through the following:-

- a) Facilitation of workshop on specific aspects of teaching;
- b) Mentorship of junior staff
- c) Assisting Colleagues and the Directorate of Continuing Education and Professional Development (DCEPD) in professional development activities
- d) Participate in Learning & Teaching strategic meetings

5.0 Policy Status

This is a new policy

5.1 Key stakeholders

The following have read and provided comments towards development of this policy

- The Vice Chancellor
- The Deputy Vice Chancellors
- Deans and Directors
- Heads of Departments
- Faculty
- Other stake holders

5.2 Approval details

This policy was approved and endorsed by the University Council during its **55th** meeting held on **27th February, 2020**

5.3 Effective date for the Policy

The Policy will become effective from the date it is approved by the University Council

5.4 Next review date

The Policy will be reviewed in three years after the date of approval

5.5 Policy Owner

The Deputy Vice Chancellor - ARC

5.6 Policy Author

The Deputy Vice Chancellor - ARC

5.7 Contact Person

The Deputy Vice Chancellor - ARC
The Multipurpose Laboratory Building
Muhimbili University of Health and Allied Sciences
United Nations Road
Upanga Area
Dar es Salaam

Appendices

- 1 Appendix I.1: Classroom Observation and I.2 Clinical Observation
- 2 Appendix II: Student feedback
- 3 Appendix III: Submission Form for Teaching Portfolio
- 4 Appendix IV: Teaching Portfolio Checklist

APPENDIX I.1: Classroom Observation Form

Teacher Assessment

A team consisting of a maximum of 3 members of academic staff, that includes the academic staff member's head of department and one with pedagogical skills, will observe at least once per academic year, an academic staff facilitating a teaching session. Each team member will fill in this form and an average score will be obtained. The assessment session for classroom observation will be announced in advance and all academic staff members will be informed by the Head of Department.

Background Information: To be completed by head of department prior to classroom observation.					
Name of staff:			Department:		
Course title:			School / Institute/Directorate:		
Course Code:			Date of observation: [/ /] Time: From: To:		
Session venue:			Team convener:		Signature _____
Class size: Number of students present			Number of students enrolled for the course:		

Rating key: 1= Unsatisfactory, 2 = Below Average, 3= Good, 4= Very Good 5= Excellent					
Area, skill or expertise/Rating Scale	1	2	3	4	5
Communication skills					
Has command of English language and uses it consistently during instruction					
Speaks audibly in a well-modulated voice					
Presents the instructional material clearly					
Knowledge of subject matter					
Displays expertise-including up-to-date skills and knowledge in the subject matter					
Presents material at a level appropriate to the course					
Relates subject matter to other fields, current issues and concerns					
Teaching methods and classroom management					
Starts session on time and on scheduled day and overall manages the time well					
Made a clear statement of the objectives of the session at the beginning of class					
Well prepared for the session with necessary materials					
Presents the material in an organized manner					
Combined a variety of methods that foster student learning					
Encouraged independent and critical thinking					
Use of technology in teaching e.g. audio visual or e-learning platform or clickers or power point etc					
Check student understanding periodically and modified teaching strategies accordingly/as necessary					
Attentive to student questions and comments and provide clear explanations and examples					

Demonstrate effective class management skills e.g. ensuring student attention to instruction					
Personality and Poise					
Commands respect through behavior and general appearance					
Treat all students with respect					
Show dynamism, enthusiasm and confidence					

Briefly respond to the following questions

What do you think is the greatest strength of this teacher?

.....

.....

.....

What suggestions would you give to improve this teacher's performance?

.....

.....

.....

TAF NO 1.2



Clinical observation

A team consisting of a maximum of 3 members of academic clinical staff, that includes the academic staff member's head of department and one with pedagogical skills, will observe at least once per academic year, an academic staff facilitating a clinical training session. Each team member will fill in this form and an average score will be obtained. The assessment session for clinical observation will be announced in advance and all relevant academic member of staff will be informed by the head of department.

Background Information: To be completed by head of department prior to clinical observation.					
Name of staff:	Department:				
Course title:	School / Institute/Directorate:				
Course Code:	Date of observation: [/ /]	Time: From:	To:		
Session venue:	Team convener:	Signature			
Group size: Number of students present	Number of students enrolled in the group:				
Rating key: 1= Unsatisfactory, 2 = Below Average, 3= Good, 4= Very Good 5= Excellent					
Area, skill or expertise/Rating Scale	1	2	3	4	5
Communication skills					
Has command of English language and uses it consistently during instruction					
Speaks audibly in a well-modulated voice					
Presents the instructional material clearly					
Knowledge of subject matter					
Displays expertise-including up-to-date skills and knowledge in the clinical subject matter					
Presents material at a level appropriate to the clinical group					
Relates subject matter to other fields, current issues and concerns					
Teaching methods and clinic management					
Starts a session on time and on scheduled day and overall manages the time well					
Made a clear statement of the objectives of the clinical session at the beginning of the session					
Well prepared for the clinical session with necessary materials					
Presents the subject matter in an organized manner					
Combined a variety of clinical teaching methods such as mini clinical examination, bedside/chair side teaching and Problem based learning, etc.					
Encouraged independent learning, critical thinking and evidence based practice					
Use of technology in teaching e.g. video conferencing, simulation, telemedicine etc.					
Check student understanding periodically and modify teaching strategies accordingly					
Attentive to student questions and comments and provide clear explanations and examples					
Demonstrate well clinical/procedural skills					
Instruct and supervise clinical practice appropriately					

Demonstrate effective group management skills e.g. ensuring student attention to instruction					
Personality and Poise					
Commands respect through behavior and general appearance					
Treat all students and clients with respect					
Show dynamism, enthusiasm and confidence					

Briefly respond to the following questions

What do you think is the greatest strength of the clinical teacher?

.....

.....

.....

What suggestions would you give to improve this teacher's performance?

.....

.....

.....

APPENDIX II: Student Assessment Form



MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES YEAR OF STUDY.....

Student Assessment of Academic Staff

TAF.NO. 2

The head of the relevant academic/Clinical Department will be responsible for coordination of the student Assessment of an academic member of staff at the end of the course/module.

Course Name:	Department Academic Staff
Module Name	School /Institute/Directorate
Student's program (MD, DDS, BSc N etc.)	Course Convener
Academic Staff Name:	Date of Assessment

Instruction to the Students

Student evaluation of classroom teaching is an important component of the learning effectiveness at MUHAS. It is therefore an important part of your responsibility as a student to give reasoned opinions to the items listed below. Your response will be considered more carefully if it is provided in a professional and constructive manner.

Please rate how strongly you agree or disagree with the statements below. Put a tick in the corresponding space.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Attributes/Rating Scale	1	2	3	4	5	N/A
Lecture Content and Teaching methods						
1. The learning objectives were clearly communicated to the students.						
2. There was close agreement between the stated learning objectives and what was actually covered.						
3. The subject content was arranged in a clear, logical and orderly manner.						
4. The assigned readings were useful for learning the subject material.						
5. The laboratory/clinical sessions contributed to my learning of the subject.						
6. The teacher used multiple teaching methods in the instruction of this subject e.g. demonstration, group discussion, lecture, bed side teaching, chair side teaching etc.						
7. The instructor used pre-class assignments that helped facilitate my learning						
8. The examination appropriately tested the subject taught.						
9. Provided timely feedback on continuous assessments.						
10. Overall, I have acquired basic understanding of the subject area(s).						

Attributes/Rating Scale	1	2	3	4	5	N/A
Preparation and Delivery of the Session						
11. Prepares and Implements Lesson Plans						
12. Begins Instruction/ Lesson with a review of relevant previous materials						
13. Appropriate illustrations were used in delivering the instructions e.g. power point presentation, audio visual aids, demonstration patients etc.						
14. The lecturer grades Assignments, Tests and Examinations Fairly						
15. The Lecturer interacted well with students						
16. Lecturer is readily availability for consultations (during working hours)						

Describe the strengths of this academic staff

.....

.....

.....

What suggestions would you give to improve this teacher's performance?

.....

.....

.....

.....

Remark template for use with Appendix II

Name			
Date		Period	

	A	B	C	D	E		A	B	C	D	E	
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX III: Submission Form of Teaching Portfolio



MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES

Teaching excellence – Enclosures confirmation form

Year of Assessment.....

This form, together with the teaching portfolio (see Guidelines), should be submitted to the Office of the DVC –ARC confirming the nominee's agreement

Name of academic staff:.....

Department:

School/Institute/Directorate:.....

Courses taught – Titles and codes

Number of students

1.....
2.....
3.....
4.....
5.....

I confirm that the information provided in the attached documents is accurate to the best of my knowledge.

Date:

Signature

APPENDIX IV: Teaching portfolio check list

Teaching Awards

☐ Applicant Name (including title) _____

☐ School _____

☐ Department _____

Teaching portfolio should include the following

- i. Curriculum vitae
- ii. Samples of Teaching Notes for the year of assessment ,
- iii. Copies of Time tables for the year of assessment,
- iv. Relevant sections of the Curriculum showing details of the courses taught,
- v. Samples of assignments and examinations carried out during the assessment period,
- vi. External examiners reports for that year
- xv. Summary of innovative use of technology to enhance student learning
- xvi. Leadership of a major teaching related initiative at School and/or department levels such as development of a major new degree programme or development of professional development programme, etc.
- xvii. Publications e.g. Conference papers, reports, published articles in basic or applied research etc.
- xviii. Evidence for attending CPD courses related to teaching and learning such as teaching methodology, ICT, Information literacy and e-learning.
- xix. Copies of abstracts from Dissertations of Masters or PhD students supervised and completed during the reporting period
- xx. Evidence of grant acquisition and research contribution in basic and/or clinical sciences.