

Shanghai University of Medicine & Health Sciences

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Each teaching unit:

According to the spirit of documents such as the Ministry of Education on strengthening undergraduate teaching in colleges and universities, the Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching and Improving the Quality of Talent Cultivation in an All-round Way, and the General Plan for Deepening the Reform of Education Evaluation in the New Era, and in combination with the requirements of the Ministry of Education's undergraduate teaching work qualification evaluation plan for ordinary colleges and universities, on the basis of further summarizing and improving the existing teaching quality monitoring measures and methods of Shanghai University of Medicine & Health Sciences, a standard teaching quality monitoring system will be established to gradually form a quality management mechanism that guarantees and improves teaching quality, strengthens self-restraint, and performs well. In order to ensure the smooth implementation, effective operation, and significant results of the school's teaching quality monitoring system, the "the two level Teaching Quality Monitoring Management Measures of Shanghai University of Medicine & Health Sciences " have been formulated and issued. Please follow and implement them.

The Teaching Quality Monitoring Management Measures of Shanghai University of Medicine & Health Sciences

According to the spirit of documents such as the Ministry of Education on strengthening undergraduate teaching in colleges and universities, the Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching and Improving the Quality of Talent Cultivation in an All-round Way, and the General Plan for Deepening the Reform of Education Evaluation in the New Era, and in combination with the requirements of the Ministry of Education's undergraduate teaching work qualification evaluation plan for ordinary colleges and universities, on the basis of further summarizing and improving the existing teaching quality monitoring measures and methods of Shanghai University of Medicine & Health Sciences, a standard teaching quality monitoring system will be established to gradually form a quality management mechanism that guarantees and improves teaching quality, strengthens self-restraint, and performs well. In order to ensure the smooth implementation, effective operation, and significant results of the school's teaching quality monitoring system, this method is formulated.

1. Guiding ideology for the construction of quality monitoring system

(1) Teaching work is a regular central task of schools, and teaching quality is the lifeline of schools. The most concentrated manifestation of teaching quality is the quality of talent cultivation. To cultivate high-quality talents, the guiding ideology of putting students first must be reflected everywhere, because the design of the teaching quality monitoring system should always revolve around cultivating high-quality talents.

(2) Establishing the management awareness of "quality based school" and innovating the quality culture, not only focusing on quality results, but also paying attention to the process of quality formation, will shift the focus of improving undergraduate teaching quality from a single

quality evaluation to the full process management of quality generation, and elevate the quality control from segmented quality control to systematic and comprehensive quality management; Taking quality construction as a systematic project, emphasizing the participation of all staff and quality management throughout the entire process, and implementing the organic unity of people and systems.

2. Overall framework of teaching quality monitoring system

(1) The teaching quality monitoring system is a system that systematically monitors and evaluates various aspects that affect the quality of the teaching process. It is an important part of teaching management work and is scientific an effective teaching quality monitoring system is an important guarantee for continuously improving teaching quality.

(2) The content of the teaching quality monitoring system includes goal determination, establishment and monitoring of quality standards for each major teaching process, collection, organization, analysis, evaluation, feedback, and regulation of information.

(3) The school teaching quality monitoring system consists of four subsystems: Goals and standards, inspection and evaluation, information collection and feedback, and improvement and enhancement, effectively forming a quality closed-loop.

(4) The monitoring of teaching quality is mainly carried out by schools and secondary colleges (departments, centers). The school's teaching quality monitoring organization is composed of a teaching guidance committee, a teaching supervision committee, a teaching management department, and an evaluation expert group under the leadership of the vice principal of teaching. The teaching quality monitoring organization of the secondary college is composed of the dean of the secondary college, the teaching office under the leadership of the dean, the teaching guidance committee of the secondary college (department, center), grassroots teaching organizations, and the college level supervision group.

3. The functions of each subsystem in the teaching quality monitoring system

(1) Goal and standard system. It consists of talent cultivation objectives, talent cultivation standards, teaching quality standards for each major teaching link, various teaching evaluation indicators, fundamental teaching documents and systems, etc. The above objectives, standards, indicators, documents, and systems are respectively formulated by the teaching management department, teaching supervision group, evaluation expert group, and secondary colleges.

The function of this system is to clarify talent positioning and training objectives in the planning of school education, clarify talent training requirements in professional training programs, clarify teaching quality objectives and standards in various main teaching quality standards, clarify quality requirements in various teaching evaluation indicators, clarify and standardize teaching requirements and procedures in various teaching fundamental documents and systems, and use them as an important basis for checking, evaluating, and monitoring teaching quality.

(2) Teaching inspection and evaluation system. Composed of teaching inspection, teaching supervision, special evaluation, and comprehensive evaluation, it is organized and operated at the school and secondary college (department, center) levels. At the school level, it is the specific responsibility of the teaching management department; Level 2 College (Department, Center)

The second level college (department, center) is responsible for the face.

The function of this system is to systematically and effectively supervise, inspect, and evaluate the overall teaching operation of the college and the teaching quality of the main teaching links based on the quality standards of the main teaching links, relevant teaching regulations and systems, teaching documents, comprehensive evaluation, and special inspection or evaluation plans, and to monitor the teaching process and teaching effectiveness. Provide raw data and evaluation analysis materials for each link of the

information collection system.

(3) Information collection and feedback system. Composed of teaching inspection information, teaching supervision information, teaching evaluation information, student information officer information, student evaluation information, leadership information, and social information. Various types of information are collected by the Academic Affairs Office, the two-level supervision group of the university and the college, the evaluation expert group, and the secondary colleges (departments, centers).

The function of this system is to collect, analyze, and compare various types of teaching information, classify and organize them under the principles of fairness and impartiality, make timely statistics, form analysis reports, and provide confirmed information feedback to the college (department, center) and relevant department heads. At the same time, each college (department, center) shall promptly provide relevant information to teachers and students.

(4) Improve and enhance the system. Implement two-level management of schools and secondary colleges (departments, centers). The improvement and enhancement of school teaching are the responsibility of the Vice President of Teaching, the Teaching Guidance Committee of the College, and the Teaching Management Department. The improvement and enhancement of teaching in colleges (departments, centers) are the responsibility of the college (department, center) teaching dean, teaching guidance subcommittee, and teaching office.

The function of this system is to study the information provided by the information collection and feedback system, develop specific rectification measures and construction plans, and be responsible for organizing their implementation. Form a 'monitoring'

-A closed-loop teaching quality assurance system that includes feedback, rectification, improvement, and evaluation.

4. Key points of teaching quality monitoring

(1) Implementation of talent cultivation plan and teaching syllabus. The talent cultivation plan and teaching syllabus are the main basis for the college to manage teaching

and organize teaching by teachers. Regarding talent development plans the monitoring of the implementation of the teaching syllabus mainly evaluates from the aspects of course arrangement, talent cultivation plan implementation, experimental course offering, practical implementation, teaching syllabus writing, textbook selection, and student examination situation.

(2) Classroom teaching. Classroom teaching is the core link of teaching quality. Mainly implementing full process monitoring from pre class preparation, teaching process, extracurricular homework and tutoring, performance evaluation, etc., including whether lesson preparation is sufficient, teaching plans are complete, and textbooks are appropriate; Whether the teaching is clear, the concepts are accurate, the content is updated, the key points are highlighted, the thinking is inspired, and the teaching is tailored to individual needs; Whether homework and tutoring are in place after class; Evaluate whether the assessment of students' course performance is scientific, rigorous, and other aspects.

(3) Practical teaching. The evaluation mainly focuses on the reform of practical teaching content and system, the construction, management, effectiveness, laboratory management system and openness, laboratory environment and conditions, laboratory work team and management system, experimental opening rate and comprehensiveness, the opening of design (research-based) experiments, and teaching effectiveness.

(4) Graduation thesis (design). The evaluation is mainly based on the selection of topics, comprehensive training level, qualifications and level of the supervising teacher, and energy investment, as well as students' learning attitude, practical ability, workload of thesis (design), standards, basic theory and professional knowledge, academic level, and debate situation.

Teaching quality is the lifeline of universities, and strengthening the quality monitoring of each major teaching link is the key to ensuring the steady improvement of undergraduate teaching quality. Each teaching unit should attach great importance to the above-mentioned monitoring content, strengthen the construction and management, and

refine the implementation methods of teaching monitoring in their own teaching unit according to their own needs. Responsibilities should be assigned to individuals, so that all teachers and students can participate and fully grasp the status of teaching quality assurance, in order to respond, regulate, and improve in a timely manner.

5. Operation of Teaching Quality Monitoring System

The operation of the teaching quality monitoring system is the responsibility of the Vice Dean of Teaching, with the Academic Affairs Office as the key link

The center responsible for organizing and coordinating various subsystems, handling affairs and information in a timely manner, and developing a monitoring plan for the academic year based on relevant regulations and plans.

(1) Teaching inspection

The teaching inspection shall be carried out according to the teaching inspection system of Shanghai University of Medicine & Health Sciences, the quality standards of the main teaching links of Shanghai University of Medicine & Health Sciences and other relevant systems. Teaching inspections include regular teaching inspections, regular teaching inspections, and key teaching inspections. Through the "three inspections", teaching monitoring is implemented to timely discover and solve problems. Inspection method: The Academic Affairs Office proposes overall requirements for teaching inspection work, and each secondary college (department) is responsible for formulating and implementing the inspection work plan of their own department according to the deployment of the college, and timely reporting the inspection results as summary materials to the Academic Affairs Office.

1 Regular teaching inspections. At the beginning of the period, a teaching inspection will be conducted with a focus on teaching preparation and the attendance rate of teachers and students. During the mid-term, a mid-term teaching inspection will be conducted with a focus on teaching progress, teaching content, and effectiveness, including teacher teaching work (teaching organization, teaching attitude, teaching content, teaching methods, teaching

effectiveness, teaching and education situation, and various major teaching links), teaching and research activities carried out by the teaching and research department, and teaching reform situation; Student learning situation (including students' academic atmosphere, classroom discipline, attendance rate, self-study situation, completion of homework, etc.); Teaching management situation (scientific and standardized management work, service attitude of management personnel, work discipline, etc.): teaching environment and teaching conditions. At the end of the semester, a final assessment check will be conducted with a focus on the exam process, monitoring exam conduct, and exam discipline.

2 Regular teaching inspections. Regular teaching inspections throughout the entire teaching process,

The inspection covers the operation and fundamental construction of teaching, including teacher attendance rate and implementation of teacher teaching schedule; Teacher tardiness and early dismissal, student attendance rate and classroom discipline, etc; Progress and completion quality of various internship experiments.

3 Key teaching inspection. Quality inspection of the entire process of graduation project (thesis); Bilingual teaching courses and new course inspections; For courses that have made breakthroughs and achieved certain results in teaching reform

Cheng; Teachers who have received significant feedback from students and have obvious problems with classroom teaching quality, and are unable to complete normal teaching tasks; Carry out teaching inspections based on the focus of work in different periods and the common problems in teaching, deepen the work of teaching inspections, and play a role in effectively improving teaching quality.

(2) Teaching supervision, leadership observation, and teacher-student evaluation

1 Teaching supervision. According to the work regulations of the undergraduate teaching supervision group of Shanghai University of Medicine & Health Sciences, the undergraduate teaching supervision group and the college

(department, center) supervision team focus on monitoring the teaching operation process, evaluating the teaching quality, collecting, analyzing, investigating and researching the problems existing in both teaching and learning, guiding the teachers to reform the teaching content and teaching methods, and putting forward reasonable suggestions for teaching management through listening to classes, checking classes, and discussing.

2 Leaders attend lectures. The party and government leaders of the college, the party and government leaders of the college (department, center), and the leaders of relevant functional departments shall complete the task of attending lectures as required. The listener carefully filled in the evaluation form of classroom teaching quality of Shanghai University of Medicine & Health Sciences as required, and gave a comprehensive evaluation of the teaching effect of the teachers being listened to. The listening record form was submitted to the Academic Affairs Office for summary and analysis, and the results and relevant suggestions were reported to the listeners. If necessary, the problems found in the listening should be rectified and handled in a timely manner.

3 Student evaluation of teaching. According to the implementation plan of online teaching evaluation for students of Shanghai University of Medicine & Health Sciences, students are arranged to conduct online teaching evaluation at the end of each semester. The Academic Affairs Office counts and summarizes the results of students' teaching evaluation, and responds to the Dean of Teaching, the secondary school (department, center) where the teachers are located and myself in the form of network system. 4. Teacher evaluation of learning. Arrange teachers to conduct online learning evaluations at the end of each semester, and the Academic Affairs Office will compile statistics the results of the evaluation by the chief teacher, feedback from secondary colleges (departments, centers) or relevant functional departments.

(3) Teaching evaluation

Teaching evaluation covers various aspects of teaching operation and fundamental construction, including comprehensive evaluation and specialized evaluation, monitoring the teaching process and teaching effectiveness. The comprehensive evaluation index system adopts the undergraduate teaching qualification evaluation indicators issued by the System of Ministry of Education of China, Shanghai University Classification Evaluation Index System and other related evaluation requirements. Special evaluation mainly includes: professional evaluation, course evaluation, classroom teaching quality evaluation, graduation thesis (design) quality evaluation, college (department) teaching work evaluation, textbook evaluation, practical teaching base evaluation, etc. The key is:

1 According to the quality standards of the main teaching links of Shanghai University of Medicine & Health Sciences, we formulated a classified assessment scheme for classroom teaching of teachers in Shanghai University of Medicine & Health Sciences, objectively assessed the teaching quality of teachers according to the school year, comprehensively obtained information about teachers' teaching quality, encouraged teachers to actively reform teaching content, methods and means, and constantly improved the teaching quality and talent training quality.

2 According to the quality standards of the main teaching links of Shanghai University of Medicine & Health Sciences, the quality evaluation scheme of the graduation thesis (design) of Shanghai University of Medicine & Health Sciences is formulated. Every academic year, the college conducts a comprehensive evaluation of the teaching work of the graduation thesis (thesis) of each specialty, standards and strengthens the graduation design (thesis) work, effectively improves the level of the graduation design (thesis) work, and ensures the quality of the graduation design (thesis).

3 According to the undergraduate teaching evaluation plan of the secondary colleges (departments and centers) of Shanghai University of Medicine & Health Sciences, the teaching work of the secondary colleges (departments and centers) shall be comprehensively evaluated on a regular

basis, the teaching management of the teaching units shall be strengthened, the teaching construction and reform shall be actively promoted, and the teaching management level, teaching quality and school running efficiency shall be improved.

(4) Collection and feedback mechanism of teaching quality information

1 School teaching quality information is divided into teaching inspection information, teaching information officer information, teaching evaluation information, leadership information, and social information.

2 The Academic Affairs Office directly collects information on the learning quality monitoring platform, teaching complaint and suggestion system, teaching inspection, student information officer information, student evaluation information, inspection, supervision evaluation, leadership evaluation, etc.

3 Each secondary college and teaching department directly collects daily teaching (teacher teaching standards, teaching order, teaching quality, etc., peer evaluation information.

4 Various evaluation information provided by the evaluation expert group during various evaluation processes.

5 The process of collecting teaching quality information. The information collected by secondary colleges (departments, centers) must first be gathered at the academic affairs office of the college (department, center), and then processed accordingly. The information collected at the college level is first gathered at the academic affairs office and then processed accordingly. All kinds of information related to teaching quality summarized by the institute (department, center) should be reported to the Academic Affairs Office within one week. The summary information of the semester and academic year must be submitted to the Academic Affairs Office before the end of the semester (or academic year).

6 Information feedback. The Academic Affairs Office and secondary colleges (departments, centers) should promptly classify and process the collected teaching quality information, and provide timely feedback to colleges (departments, centers), teaching and research offices, teachers,

and students through teaching meetings and other means.

(5) Improvement and Enhancement

Improvement and enhancement are important parts of improving teaching quality. The key lies in the implementation of rectification measures and timely response.

1 Colleges (departments, centers) should promptly correct problems discovered during daily monitoring and keep records. If rectification is needed, preventive, corrective, and continuous improvement measures should be formulated and reported to the Academic Affairs Office for record keeping.

2 The Academic Affairs Office should collect and summarize the problems discovered by each secondary college (department, center), as well as the preventive, corrective, and continuous improvement measures formulated, and supervise their implementation. Regularly report the implementation of preventive, corrective, and continuous improvement measures by each college (department, center) and functional department to the Dean of Teaching.

6. Assessment and Incentive of Teaching Quality Monitoring System

Establish a quality control reward and punishment mechanism guided by "advanced models". To strengthen the operation and process management of school teaching, standardize the development of various teaching activities, promote the steady improvement of teaching quality, and achieve the goal of cultivating application-oriented and characteristic talents, while also achieving good results in teaching work colleges with good performance will be rewarded, and the school will establish a teaching work reward method based on the guiding principle of "rewarding performance" in the performance-based salary plan, and evaluate the efforts and achievements of secondary colleges (departments, centers) in talent cultivation quality. At the same time, in order to enhance the sense of responsibility and mission of teachers in teaching and educating students, the school has set up the "Teaching Master Award", "Teaching Model Award" and "Excellent Teaching Management Award". By establishing a group of typical models of

"thinking about teaching, researching teaching, and loving teaching", the power of role models inspires teachers to actively participate in teaching reform and teaching work, comprehensively improve teaching quality, and focus on improving the quality of talent cultivation.

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