

Review of: "Quality assessment program of the teaching activity of the higher education faculty staff. A case study"

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The quality of the vocational skills and knowledge obtained by students at higher educational institutions depends on the qualifications of teachers and their ability to present complex material of various training courses using plain language. One of the important tasks set by the higher education institutions is to determine the level of teacher excellence and the ability to qualitatively teach students in view of the emergence of new learning formats and the speed of knowledge renewal.

The paper "Quality assessment program of the teaching activity of the higher education faculty staff. A case study" written by [C.Llopis-Albert](#), [F.Rubio](#), [Sh.Zeng](#), [C.Devece](#) and [M.E.Torner-Feltrer](#) has an important and relevant topic. The article is devoted to assessing the quality of teaching in the higher education institutions in Spain based on requirements of the EU Higher Education area. After all, in the EU countries, positive expectations in the market of higher education services are associated with the state of economic development of the country, career prospects and expected future income of students after education (Kichurchak, 2021).

First of all, the positive aspects of this research conducted by the scientists are a thorough analysis of the activities of the National Agency for Quality Assessment and Accreditation and the criteria according to which accreditation of the higher education institutions in Spain is carried out. Secondly, the researchers give a detailed description of the Support Program for the Evaluation of the Teaching Activity of University Professors (DOCENTIA) and the features of its testing in the higher education institutions of Spain. For example, the authors emphasize the importance of such three main fields of assessing the quality of teaching by academic staff as the availability of conditions for improving teacher excellence, a structured assessment methodology and a well-established feedback system. The research is also given value by the fact that its authors have analysed the features of the implementation of the DOCENTIA Programme for quality assessment of the teaching activity of the university faculty staff at Universitat Politècnica de València (UPV, Spain).

On the other hand, as in every new research, the paper contains a number of debatable points. Firstly, the research may be supplemented with a comparative analysis of the assessment of the quality of teaching in the higher education institutions in Spain and other EU countries in order to better outline the strengths of the DOCENTIA Programme. From my point of view, this is important, because scientists will be able to show how competitive the DOCENTIA Programme is. Secondly, the references of the paper are quite small, it would be necessary to expand it. Thirdly, the DOCENTIA Programme has already been tested at Universitat Politècnica de València and is undergoing a monitoring stage. It would

be good to present analytics that could show the effectiveness of the implementation of this programme.

In conclusion, the results of the research have found out that the process of improving the quality of teaching in the higher education institutions is always the focus. The scientific approach proposed by the scientists reflects the desire to improve the higher education system of Spain, taking into account not only national standards for the provision of educational services, but also the formation of the market for higher education in the EU countries.

References

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